

# Academic Program Description Form

University Name: .. University of Baghdad

Faculty/Institute: .. Education for women

Scientific Department: Home economics

Academic or Professional Program Name: .. Bachelor of Home Economics

Final Certificate Name: Bachelor of Home Economics

Academic System: .. Annual

Description Preparation Date: 1/10/2024

File Completion Date: 1/10/2024

Signature:

Head of Department Name:

Assit. Prof. Alyaa Saad

Date: 4/11/2024



Scientific Associate Name:

Date: 4/11/2024

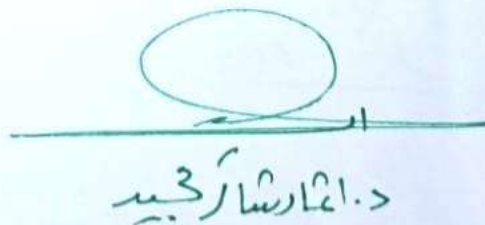
The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

A handwritten signature in green ink, appearing to be 'د. انعام داود سلوم' (Dr. In'am Dawud Sulom).

Approval of the Dean

Academic Program and

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# **Academic Program and Course Description Guide**

**2024–2025**

## **1. Program Vision**

Leadership in the field of quality education for the local economy and the rehabilitation of scientific cadres that possess quality standards capable of competing locally and regionally.

## **2. Program Mission**

. Preparing specialized and distinguished cadres with scientific and professional qualifications in the fields of home economics (child raising and family relations, clothing and textiles, food and nutrition, and home design and furnishing) capable of contributing and competing by relying on modern methods that qualify them to engage in the labor market and achieve leadership in these fields. Scientific research and community service

## **3. Program Objectives**

- 1 Providing the student with basic skills and principles in the fields of home economics
- 2 – Enhancing the student’s ability to think independently, manage small projects, and entrepreneurship.
- 3 – Developing the student’s cognitive and skill capabilities to conduct innovative research in the fields of home economics
- 4 – Enhancing the leadership skills of female students in the field of team work and crisis management.

## **4. Program Accreditation**

The department's software accreditation files were submitted based on a database containing supporting documents and papers for the software accreditation file, but they were rejected due to some deficiencies.

## **5. Other external influences**

- 1– Field visits to schools and centers
- 2– Practical application in schools
- 3– Study sessions
- 4– Workshops and seminars

6. Program Structure				
Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	9	20	% 19	
College Requirements	10	38	% 21	
Department Requirements	28	112	% 59	There is no basic or optional course.
Summer Training	No practical			
Other	application			

\* This can include notes whether the course is basic or optional.

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
The first/preliminary stage	110 HE EL	English language	1	
The first/preliminary stage	104 HE CS	Computer	1	

The first/preliminary stage	105 HE AL	Arabic	1	
The first/preliminary stage	102HE PE	Foundations of education	2	
The first/preliminary stage	107 HE EP	Educational psychology	2	
The first/preliminary stage	103 HE PN	Nutrition basics	2	
The first/preliminary stage	101HE He	Principles of home economics	2	
The first/preliminary stage	109 HEGC	General chemistry	1	2
The first/preliminary stage	111 HEGB	General biology	1	2
The first/preliminary stage	108 HE PS	Sewing basics		2
The first/preliminary stage	112 HE SC	Statistics	1	
The first/preliminary stage	106 HE DAU	Household appliances and tools	1	2
The second/initial stage	218 HE EL	English language	1	
The second/initial stage	217HE CS	Computer	1	
The second/initial stage	213 HEGP	Developmental psychology	2	
The second/initial stage		Curriculum and	2	

		textbook		
The second/initial stage	220 HE ASE	Secondary education and educational supervision	2	
The second/initial stage	223 HE HR	Human rights and democracy	2	
The second/initial stage	216 HE AL	Arabic	1	
The second/initial stage	219 HE CBF	Food chemistry	2	2
The second/initial stage	215 HE M	Microbiology	2	2
The second/initial stage	214HE FP	Food preparation	2	2
The second/initial stage	<b>221 HE PS</b>	Sewing basics		2
The second/initial stage		Art education		
The second/initial stage	<b>222 HE CE</b>	Raising a child	2	
The third/initial stage		English language	1	
The third/initial stage	333 HE PH	Psychological Counseling and Educational Guidance	2	
The third/initial stage	326 HE CT	Curriculum & Methods of Teaching	2	
The third/initial stage		Educational techniques and educational technology	2	
The third/initial stage	328 HECN	Feeding a baby	1	2

The third/initial stage	329 HE FP	Food preservation	2	2
The third/initial stage	330 HE T	Textiles	1	2
The third/initial stage	331 HE HH	Home management and handicrafts	1	2
The third/initial stage	<b>332 HE FR</b>	Family relations	2	
The third/initial stage	325 HE FC	Family clothes	1	2
The third/initial stage	327 HE OS	Elective subject	2	
The third/initial stage	324 HE S	Scientific symposium	1	
The fourth stage/initial		English language	1	
The fourth stage/initial	<b>435 HE ME</b>	Measurement and evaluation	2	
The fourth stage/initial	436 HE AP	Practical education (observation and application)	1	2
The fourth stage/initial	442 HE RP	Graduation research	1	
The fourth stage/initial	437 HE NX	Food experiments	2	2
The fourth stage/initial	434 HE FI	Food industries	2	2
The fourth stage/initial	438 HE RN	Therapeutic nutrition	2	2
The fourth stage/initial	441 HE AS	Advanced stitching		2
The fourth stage/initial	439 HE HD	House design	1	2
The fourth stage/initial	440 HE KM	Nursery management	1	2

8. Expected learning outcomes of the program	
A– Knowledge	
A–1: Learn about the basics and fields of home economics and its basic rules	A–3: Comprehending quality and safety standards across various domains of home economics
A–2: Enabling female students to acquire basic knowledge, concepts, and scientific and practical qualifications in the fields of home economics	A–4: Understanding cutting–edge trends and technologies in food and textile industries, for instance
B–Skills	
B-1: Learn about family skills, home management, and family cohesion	B-4: Raising a conscious generation of future mothers and achieving quality of life for the family and society
B-2-: Teaching and enhancing female students’ ability in the basics of detailing, sewing and fashion design	
B-3: Teaching and enhancing female students’ ability in the basics of detailing, sewing and fashion design	
C– Ethics	
C–1: Instilling the values of the importance of work, connection to it, and its ethics	C-3: Adherence to ethical principles and demonstration of professional responsibility in both vocational and domestic practices
C–2: Cultivating self–values and learning	
	C-4: Striking a balance between traditional values and contemporary approaches in household and family management

## 9. Teaching and Learning Strategies

Explanation of lectures, laboratories, seminars, and posters

## 10. Evaluation methods

- 1) Quarterly tests.



2– Daily activities and end-of-year exams

3– Research, reports and working papers

11. Faculty					
Faculty Members					
Academic Rank	Specialization		Special Requirements/Skills (if applicable)	Number of the teaching staff	
	General	Special		Staff	Lecturer
Professor	Home Economics	Educational psychology	<ul style="list-style-type: none"> <li>– Analyzing learning behaviors and developing effective educational strategies</li> <li>– Designing psychological and educational assessment tools</li> </ul>	Staff	
Professor	Home Economics	Educational psychology	<ul style="list-style-type: none"> <li>– Analyzing learning behaviors and developing effective educational strategies</li> <li>– Designing psychological and educational assessment tools</li> </ul>	Staff	
Professor	Home Economics	Textiles and clothing	<ul style="list-style-type: none"> <li>– Applying sewing and design techniques following quality standards</li> <li>– Analyzing fabric properties and</li> </ul>	Staff	

			selecting appropriate materials		
Professor	Home Economics	Textiles and clothing	<ul style="list-style-type: none"> <li>– Applying sewing and design techniques following quality standards</li> <li>– Analyzing fabric properties and selecting appropriate materials</li> </ul>	Staff	
Professor	Home Economics	Food and nutrition	<ul style="list-style-type: none"> <li>– Assessing nutritional value of meals and planning balanced diets</li> <li>– Applying food safety principles in food preparation and storage</li> </ul>	Staff	
assistant professor	Home Economics	Food and nutrition	<ul style="list-style-type: none"> <li>– Assessing nutritional value of meals and planning balanced diets</li> <li>– Applying food safety principles in food preparation and storage</li> </ul>	Staff	
assistant professor	Home Economics	Food and nutrition	<ul style="list-style-type: none"> <li>– Assessing nutritional value of meals and planning balanced diets</li> <li>– Applying food safety principles in food preparation and</li> </ul>	Staff	

			storage		
assistant professor	Home Economics	Food and nutrition	<ul style="list-style-type: none"> <li>– Assessing nutritional value of meals and planning balanced diets</li> <li>– Applying food safety principles in food preparation and storage</li> </ul>	Staff	
assistant professor	Home Economics	Food and nutrition	<ul style="list-style-type: none"> <li>– Assessing nutritional value of meals and planning balanced diets</li> <li>– Applying food safety principles in food preparation and storage</li> </ul>	Staff	
assistant professor	Home Economics	Food and nutrition	<ul style="list-style-type: none"> <li>– Assessing nutritional value of meals and planning balanced diets</li> <li>– Applying food safety principles in food preparation and storage</li> </ul>	Staff	
assistant professor	Home Economics	Food and nutrition	<ul style="list-style-type: none"> <li>– Assessing nutritional value of meals and planning balanced diets</li> <li>– Applying food safety principles in food preparation and storage</li> </ul>	Staff	

			storage		
assistant professor	Home Economics	Design	<ul style="list-style-type: none"> <li>– Utilizing digital design software to create innovative models</li> <li>– Applying functional and aesthetic design principles in projects</li> </ul>	Staff	
Doctor teacher	Biological	Microbiology	<ul style="list-style-type: none"> <li>– Conducting laboratory analyses of microorganisms in food</li> <li>– Interpreting lab results and assessing health risks</li> </ul>	Staff	
Doctor teacher	Chemistry	Biochemistry	<ul style="list-style-type: none"> <li>– Analyzing chemical composition of food substances</li> <li>– Evaluating chemical reactions during food processing</li> </ul>	Staff	
Teacher	Home Economics	Food and nutrition	<ul style="list-style-type: none"> <li>– Assessing nutritional value of meals and planning balanced diets</li> <li>– Applying food safety principles in food preparation and storage</li> </ul>	Staff	
Teacher	Home	Food and	– Assessing	Staff	

	Economics	nutrition	nutritional value of meals and planning balanced diets  – Applying food safety principles in food preparation and storage		
Teacher	Home Economics	Food and nutrition	– Assessing nutritional value of meals and planning balanced diets  – Applying food safety principles in food preparation and storage	Staff	
Teacher	Home Economics	Textiles and clothing	– Applying sewing and design techniques following quality standards  – Analyzing fabric properties and selecting appropriate materials	Staff	
Teacher	Home Economics	Family relations	– Developing conflict resolution strategies for families  – Designing awareness programs to enhance effective family communication	Staff	
Teacher	Home Economics	Textiles and clothing	– Applying sewing and design	Staff	

			techniques following quality standards  – Analyzing fabric properties and selecting appropriate materials		
Assistant teacher	Home Economics	Home economics		Staff	
Assistant teacher	Home Economics	Home economics		Staff	
Assistant teacher	Home Economics	Education in home economics	– Developing educational curricula in home economics for schools  – Assessing student performance in practical applications	Staff	
Assistant teacher	Home Economics	Home economics	– Managing household resources efficiently to achieve financial balance  – Applying sustainability principles in domestic projects	Staff	
Assistant teacher	Home Economics	Home economics	– Managing household resources efficiently to achieve financial balance  – Applying sustainability principles in domestic projects	Staff	

Assistant teacher	Home Economics	Home economics	<ul style="list-style-type: none"> <li>– Managing household resources efficiently to achieve financial balance</li> <li>– Applying sustainability principles in domestic projects</li> </ul>	Staff	
Assistant teacher	Home Economics	Home economics	<ul style="list-style-type: none"> <li>– Managing household resources efficiently to achieve financial balance</li> <li>– Applying sustainability principles in domestic projects</li> </ul>	Staff	
Assistant teacher	Home Economics	Home economics	<ul style="list-style-type: none"> <li>– Managing household resources efficiently to achieve financial balance</li> <li>– Applying sustainability principles in domestic projects</li> </ul>	Staff	

## Professional Development

### Mentoring new faculty members

- Involving new recruits in qualification courses and teaching methods
- Involving new recruits in department committees to gain experience

- New recruits enter practical lessons with titles to gain experience

### **Professional development of faculty members**

- . – Faculty participation in teaching methods courses
- Participation in leadership courses

## **12. Acceptance Criterion**

(Direct/central

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

- Curriculum
- Faculty/Scientific Competencies
- Libraries
- Internet Units
- Field Visits

## **14. Program Development Plan**

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Communicate with Munatharah programs to obtain the latest developments

Participation of professors in the latest scientific courses to obtain the latest information



Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
2024-2025  Stage 1	HE EL 110	Essential	English language	/	/	/	/	/	/	/	/	/	/	/	/
	104 HE CS	Essential	Computer	/	/	/	/	/	/	/	/	/	/	/	/
	105 HE AL	Essential	Arabic language	/	/	/	/	/	/	/	/	/	/	/	/
	102HE PE	Essential	principles of education	/	/	/	/	/	/	/	/	/	/	/	/
	107 HE EP	Essential	Educational	/	/	/	/	/	/	/	/	/	/	/	/

			psychology												
	103 HE PN	Essential	Principles of nutrition	/	/	/	/	/	/	/	/	/	/	/	/
	101HE He	Essential	Principles of home economics	/	/	/	/	/	/	/	/	/	/	/	/
	109 HEGC	Essential	General chemistry	/	/	/	/	/	/	/	/	/	/	/	/
	111 HEGB	Essential	General biology	/	/	/	/	/	/	/	/	/	/	/	/
	108 HE PS	Essential	principles of Sewing	/	/	/	/	/	/	/	/	/	/	/	/
	112 HE SC	Essential	Statistics	/	/	/	/	/	/	/	/	/	/	/	/
	106 HE DAU	Essential	Household appliances and tools	/	/	/	/	/	/	/	/	/	/	/	/
	218 HE EL	Essential	English	/	/	/	/	/	/	/	/	/	/	/	/

			language												
Stage 2	217HE CS	Essential	Computer	/	/	/	/	/	/	/	/	/	/	/	/
	213 HEGP	Essential	Development al psychology	/	/	/	/	/	/	/	/	/	/	/	/
		Essential	Curriculum and textbook	/	/	/	/	/	/	/	/	/	/	/	/
	220 HE ASE	Essential	Secondary education and educational supervision	/	/	/	/	/	/	/	/	/	/	/	/
	223 HE HR	Essential	Human rights and democracy	/	/	/	/	/	/	/	/	/	/	/	/
	216 HE AL	Essential	Arabic	/	/	/	/	/	/	/	/	/	/	/	/

	219 HE CBF	Essential	Food chemistry	/	/	/	/	/	/	/	/	/	/	/	/
	215 HE M	Essential	Microbiology	/	/	/	/	/	/	/	/	/	/	/	/
	214HE FP	Essential	Food preparation	/	/	/	/	/	/	/	/	/	/	/	/
	221 HE PS	Essential	Sewing basics	/	/	/	/	/	/	/	/	/	/	/	/
		Essential	Art education	/	/	/	/	/	/	/	/	/	/	/	/
	222 HE CE	Essential	Raising a child	/	/	/	/	/	/	/	/	/	/	/	/
Stage 3		Essential	English language	/	/	/	/	/	/	/	/	/	/	/	/
	333 HE PH	Essential	Psychological Counseling and Educational	/	/	/	/	/	/	/	/	/	/	/	/

			Guidance												
	326 HE CT	Essential	Curriculum & Methods of Teaching	/	/	/	/	/	/	/	/	/	/	/	/
		Essential	Educational techniques and educational technology	/	/	/	/	/	/	/	/	/	/	/	/
	328 HECN	Essential	Feeding a baby	/	/	/	/	/	/	/	/	/	/	/	/
	329 HE FP	Essential	Food preservation	/	/	/	/	/	/	/	/	/	/	/	/
	330 HE T	Essential	Textiles	/	/	/	/	/	/	/	/	/	/	/	/
	331 HE HH	Essential	Home management and	/	/	/	/	/	/	/	/	/	/	/	/

			handicrafts												
	332 HE FR	Essential	Family relations	/	/	/	/	/	/	/	/	/	/	/	/
	325 HE FC	Essential	Family clothes	/	/	/	/	/	/	/	/	/	/	/	/
	327 HE OS	Essential	Elective subject	/	/	/	/	/	/	/	/	/	/	/	/
	324 HE S	Essential	Scientific symposium	/	/	/	/	/	/	/	/	/	/	/	/
		Essential	English language	/	/	/	/	/	/	/	/	/	/	/	/
<b>Stage 4</b>	435 HE ME	Essential	Measurement and evaluation	/	/	/	/	/	/	/	/	/	/	/	/
	436 HE AP	Essential	Practical education	/	/	/	/	/	/	/	/	/	/	/	/

			(observation and application)												
	442 HE RP	Essential	Graduation research	/	/	/	/	/	/	/	/	/	/	/	/
	437 HE NX	Essential	Food experiments	/	/	/	/	/	/	/	/	/	/	/	/
	434 HE FI	Essential	Food industries	/	/	/	/	/	/	/	/	/	/	/	/
	438 HE RN	Essential	Therapeutic nutrition	/	/	/	/	/	/	/	/	/	/	/	/
	441 HE AS	Essential	Advanced stitching	/	/	/	/	/	/	/	/	/	/	/	/
	439 HE HD	Essential	House design	/	/	/	/	/	/	/	/	/	/	/	/
	440 HE KM	Essential	Nursery	/	/	/	/	/	/	/	/	/	/	/	/

			management												
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- Please tick the boxes corresponding to the individual program learning outcomes under evaluation.



1. Course Name:	
Sewing foundations (1)	
2. Course Code:	
108HEPS	
3. Semester / Year:	
Yaelly	
4. Description Preparation Date:	
5/11/2024	
5. Available Attendance Forms:	
Presence	
6. Number of Credit Hours (Total) / Number of Units (Total)	
60 hours per year, 2 hours per week	
7. Course administrator's name (mention all, if more than one name)	
<p>Name: teacher. Yusra Shakir Muhammed Jawad</p> <p>assistant teacher. Rasha Ali Rasoul</p> <p>assistant teacher. Nadine Mohamed Khaled</p> <p>Email: <a href="mailto:yusra_20002001@coeduw.uobaghdad.edu.iq">yusra_20002001@coeduw.uobaghdad.edu.iq</a></p>	
8. Course Objectives	
Course Objectives	<p>1- Teaching how to use a sewing machine (different types)</p> <p>2- Teaching the use of sewing terminology</p> <p>3- Teaching the basics of sewing</p>

		<b>4- Teaching the student a manual skill to prepare for future life</b>	
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<b>9. Teaching and Learning Strategies</b>			
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<b>Strategy</b>			
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- |  |   |  |  |
|--|---|--|--|
|  | <div>1 - Explanation and clarification</div> <div>2- How to make the model</div> <div>3- Lecture method and practical application</div> <div>4- Repor</div> |  |  |
|--|---|--|--|

## Course Description Form

10. Course structure					
the week	Hours	Required learning outcomes	Name of the unit/topic	Teaching method	Evaluation method
1	2 Practical	Training the student to know its parts and how to operate it	Sewing basics/electric sewing machine	The lecture presents the model and applies its steps	Theoretical and practical test
2	2 Practical	Training the student on how to operate it, along with training on how to operate the two machines	Sewing basics/electric sewing machine	The lecture presents the model and applies its steps	Theoretical and practical test
3	2 Practical	Training the student on all curved lines and angles on sewing machines	Sewing basics/electric sewing machine	The lecture presents the model and applies its steps	Theoretical and practical test
4	2 Practical	Training the student on the basic sewing tools, getting to know them, practicing using them and the advantages of each to master sewing skills.	Sewing basics/electric sewing machine	The lecture presents the model and applies its steps	Theoretical and practical test
5	2 Practical	Training the student on the tools attached to the sewing machine, getting to know them, and using the zipper foot to	Sewing basics/electric sewing machine	The lecture presents the model and applies its steps	Theoretical and practical test

		place the zipper and rope.			
6	2 Practical	Training the student on the tools attached to the sewing machine, using the binding foot, narrow hemming foot, and tailor's allowance width setting machine.	Sewing basics/electric sewing machine	The lecture presents the model and applies its steps	Theoretical and practical test
7	2 Practical	Training the student on the tools attached to the sewing machine, the button hole machine, and installing buttons using the machine, while getting to know the button making machine.	Sewing basics/electric sewing machine	The lecture presents the model and applies its steps	Theoretical and practical test
8	2 Practical	Training the student on loose hand sewing, types of saddles	Sewing basics/electric sewing machine	The lecture presents the model and applies its steps	Theoretical and practical test
9	2 Practical	Training the student on fixed hand sewing (all types of return stitch, holding	Sewing basics/electric sewing machine	The lecture presents the model and applies its steps	Theoretical and practical test

		stitch, enchanted stitch, button hole stitch... etc.)			
10	2 Practical	Training the student on making tape (girage) and its specifications, preparing it, marking, cutting, joining, ironing)	Sewing basics/electric sewing machine	The lecture presents the model and applies its steps	Theoretical and practical test
11	2 Practical	Training the student to make continuous embroidered tape, its specifications, preparation, marking, cutting, joining, and ironing.	Sewing basics/electric sewing machine	The lecture presents the model and applies its steps	Theoretical and practical test
12	2 Practical	Training the student to make a tomato-shaped pin holder using woven tape	Sewing basics/electric sewing machine	The lecture presents the model and applies its steps	Theoretical and practical test
13	2 Practical	Training the student on sewing lines, setting their distances, ironing them, and reducing them	Sewing basics/electric sewing machine	The lecture presents the model and applies its steps	Theoretical and practical test
14	2 Practical	Training the student on all types of fraud, their uses, and	Sewing basics/electric sewing machine	The lecture presents the model and	Theoretical test

ways to  
eliminate them

applies its steps

## 11. Course Evaluation

The distribution is as follows: 25 marks for the monthly and daily exams for the first semester. 25 marks for the monthly and daily exams for the second semester. 50 marks for final exams .

## 12. Learning and Teaching Resources

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on  
form

Required textbooks (curricular  
books, if any)

The systematic book on the foundations of  
sewing: Amal Al-Najjar, without a year

Main references (sources)

1-Singer - Sewing Encyclopedia : New Sewing  
Principles, Academia International, Lebanon,  
2000

2-Singer - Sewing Encyclopedia Sewing  
Secrets, Academia International, Lebanon,  
2000 .

3-Singer - Encyclopedia of Sewing: The Art of  
Detailing, Academia International, Lebanon,  
1999 .

Recommended books and

References (scientific journals,  
reports...)

### Scientific journals :

- Burda,2009
- Burda k612 couture facil
- Burda,2005
- Encyclopedia of Sewing Techniques, A.  
Bushra Fadel, University of Baghdad, 2013

Electronic References, Websites

### Reports:

- Types of sewing threads.
- Types of buttons.
- Types of sewing needles.

### Course description form

<b>1 .Course name: Educational Psychology</b>	
<b>2. Course code / Educational Psychology</b>	
<b>3. Semester/year/2025-2024</b>	
<b>٤. The date this description was prepared is 10/1/2024</b>	
<b>٥. Available forms of attendance</b>	
<b>6. Number of study hours (total) / number of units (total)</b>	
<b>hours (4)</b>	<b>units (60)</b>
<b>7. Name of the course administrator (if more than one name is mentioned)</b>	
Name: Prof. Dr. Intasar Kamal Qasim      Email: dr.intasar@coeduw.uo Baghdad.edu.iq	
<b>8. Course objectives</b>	
<b>1 -Introducing female students to the meaning of educational psychology and its importance among the various other branches of psychology</b> <b>2 -Defining and classifying educational objectives and their role in the educational process.</b>	<b>Objectives of the study subject</b>

**3 -Providing students' insight into human development in terms of the foundations upon which we base the growth process and the stages of development and its aspects (cognitive - linguistic- affective - moral - sensory - motor), as well as behavior, trends, emotions and motivations.**

**4 -Introducing female students to the importance of learning, its conditions and theories, the psychological foundations on which the learning process is based, individual differences, and educational applications of learning theory.**

## **9. Teaching and learning strategies**

1- Brainstorming  
2- Feedback  
3- Open scientific discussion and dialogue

The strategy

## **10. Course structure**

<b>Evalu ation meth od</b>	<b>Learni ng method</b>	<b>Name of the unit or topic</b>	<b>Requir ed learnin g outcom es</b>	<b>Hours</b>	<b>the week</b>
the exam	Discussi on and lecture	Introduction to psychology (the historical development of psychology, psychology in the Islamic heritage, the nature and importance of psychology, its goals and fields, schools of .psychology, branches of psychology	The student gets to know	2 hours my theory	The first week
the exam	Discussi on and lecture	Behavior and the factors influencing it (definition of behavior), factors influencing behavior, the educational process and educational psychology, research methods in psychology and educational psychology	The student gets to know	2 hours my theory	second week
the exam	Discussi on and lecture	Learning and teaching and their .characteristics	The student gets to know	2 hours my theory	the third week
the exam	Discussi on and lecture	.Attention and sensory perception The meaning of attention, factors influencing attention, sensory perception, the meaning of sensation and perception, types of sensations, factors influencing sensation and perception, interpretation of the	The student gets to know	2 hours my theory	fourth week



		<b>.attention process</b>			
<b>the exam</b>	<b>Discussion and lecture</b>	<b>Motivation in learning, the importance of studying motivation, the nature of motivation, the educational functions of motivation, internal and external motivations, a strategy for stimulating .students' motivation towards learning</b>	<b>The student gets to know</b>	<b>2 hours my theory</b>	<b>The fifth week</b>
<b>the exam</b>	<b>Discussion and lecture</b>	<b>The process of remembering and forgetting, remembering and forgetting, types of remembering, (sensory memory, short-term memory, long-term memory), factors affecting the processes of remembering and forgetting, ways to improve the remembering process, explaining forgetfulness (its causes), methods of .processing information</b>	<b>The student gets to know</b>	<b>2 hours my theory</b>	<b>the sixth week</b>
		<b>Exam</b>			<b>The seventh week</b>
<b>the exam</b>	<b>Discussion and lecture</b>	<b>Transfer of the effect of learning, the importance of studying the transfer of the effect of learning, how to benefit from the transfer process in the .teaching and learning process</b>	<b>The student gets to know</b>	<b>2 hours my theory</b>	<b>The eighth week</b>
<b>the exam</b>	<b>Discussion and lecture</b>	<b>Feedback, the concept of feedback, the importance of studying feedback, types .of feedback, applications of feedback</b>	<b>The student gets to know</b>	<b>2 hours my theory</b>	<b>The ninth week</b>
<b>the exam</b>	<b>Discussion and lecture</b>	<b>Thinking, the meaning of thinking, types of thinking, ways to stimulate and develop thinking, levels of .thinking</b>	<b>The student gets to know</b>	<b>2 hours my theory</b>	<b>The tenth week</b>
<b>the exam</b>	<b>Discussion and lecture</b>	<b>Learning theories, relational theories and their educational applications (Pavlov, Skinner), (basic concepts and educational applications), foresight theory (Kohler, Koffka, Wertheimer), (basic concepts and educational applications), observational learning theory (Albert Bandura), (basic concepts and educational applications .)</b>	<b>The student gets to know</b>	<b>2 hours my theory</b>	<b>The eleventh week</b>
<b>the exam</b>	<b>Discussion and lecture</b>	<b>Learning concepts, its importance, nature, generalizing the concept, .learning the concept</b>	<b>The student gets to know</b>	<b>2 hours my theory</b>	<b>The twelfth week</b>
<b>the exam</b>	<b>Discussion and lecture</b>	<b>Individual differences, their meaning, their effects on learning, how to take them into account in teaching,</b>	<b>The student gets to</b>	<b>2 hours my</b>	<b>The thirteenth week</b>

		individual differences in learning styles, individual differences in .thinking styles, brain control	know	theory	
the exam	Discussion and lecture	Emotions, the concept of emotions, influencing factors, interpretation of .emotion	The student gets to know	2 hours my theory	The fourteenth week
		End of semester exam			The fifteenth week

## 11 .Course evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.

-Using the smart board as a learning method and presenting PowerPoint for all course topics, recent research and studies that deepen the student's understanding of the course content.

-Adding vocabulary that suits the current situation.

-Updating the curriculum with what is new in the educational process.

## 12. Learning and teaching resources

**Nothing**

Required textbooks (methodology, if any)

**1- Touq Mohi El-Din and Abdel-Rahman Adas, (1983). Basics of educational psychology.**  
**2- Ismail Ibrahim Ali, Wissam Tawfiq Al-Mashhadani, (2014). Learning and Thinking Methods, 1st edition, Dar Qandil for Printing, Publishing and Distribution, Amman, Jordan.**  
**3 -Imad Abdul Rahim Al-Zaghloul, (2003). Learning Theories, Dar Al-Shorouk for Publishing and Distribution, Amman, Jordan.**  
**4- Nashwati, Abdel Hamid, (2019). Educational Psychology, Dar Al-Furqan**

Main references (sources)

<b>Printing</b> 5- Al-Emadi, Abdul Qadir Abdullah, (2022). Educational psychology and its application, scientifically peer-reviewed edition, Al-Falah Library for Publishing and Distribution.	
<b>1-Means of collecting information.</b> <b>2-Educational guidance.</b>	Recommended supporting books and references (scientific journals, reports...)
<b>1 -Journal of Psychological and Educational Sciences.</b>  Journal of Educational&Psychological Sciences 2 –Journal of Scientific Psychology . <a href="http://drasat.net/psycholog">http://drasat.net/psycholog</a> 3- Egyptian Journal of Psychological Studies . 4- <a href="http://www.studybachelor.com">www.studybachelor.com</a> 5- <a href="http://www.albwaba.com">www.albwaba.com</a> 6- <a href="http://www.altibbi.com">www.altibbi.com</a>	Electronic references, Internet sites

1. Program Vision				
The college seeks to graduate qualified teachers scientifically and educationally and to create an educational generation capable of building and reforming society in the socially acceptable scientific and educational fields and seeks to prepare teachers capable of assuming responsibility by various scientific and technical means and methods.				
2. Program Mission				
College Mission:				
Preparing students in line with scientific and technical progress, and preparing qualified cadres who possess specialized and professional competencies, continuous development competencies, and community service competencies to work in higher education stages.				
3. Program Objectives				
Educational and educational objectives				
The college aims to raise good generations that bear the burdens to achieve the comprehensive development of society and complete the building of the girl's personality in an integrated manner to acquire knowledge, tendencies and skills, develop innovative abilities and train them to use the scientific method of thinking to face and solve problems, in addition to preparing and building students to play a positive role in the field of scientific research that contributes to the field of scientific progress in science and arts to be professionals and responsible members of society, as well as establishing and applying a system for the development of all academic programs to contribute to Community service through continuous interaction between colleges on the one hand and the environment and society on the other, in order to spread cultural, social, educational and scientific awareness.				
4. Program Accreditation				
Nothing				
5. Other external influences				
Nothing				
6 Program Structure				
Program Structure	Number of Courses	Credit hours	Percentage	Reviews•
Institution Requirements				basic
College Requirements	Yes			

Department Requirements	Yes			
Summer Training	nothing			
Other				

This can include notes whether the course is basic or optional.

**Developing the skill of linking acquired knowledge with practical application**  
**Developing the skill of conducting research and reports and drawing conclusions.**  
**- Developing the skill of planning and designing applied activities**

## 7. Program Description

Year/Level	Course Code	Course Name		Credit Hours
2024-2023	215 HEM	Fundamentals of general and food microbiology	theoretical	practical
			60 hour	90 hour

## 8. Expected learning outcomes of the program

*Knowledge*

*Knowledge*

*Learning Outcomes: To provide the student with the ability to distinguish between diseases caused by microorganisms and what are the ways and means to prevent their spread*

*Skill*

*Developing the skill of linking acquired knowledge with practical application*

*Developing the skill of conducting research and reports and drawing conclusions.*

*- Developing the skill of planning and designing applied activities*

*Value*

*Developing students' abilities to share ideas*

*Decision-making skill and developing constructive dialogue experience*

## 9. Evaluation methods

*Explaining the scientific material and linking the lectures to the practical part*

*Using a microscope and pictures that remind the student of the scientific material*

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## *10. Evaluation methods*

*1- Semester tests.*

*2- Daily activities and end-of-year exams*

*3- Research, reports and working papers.*

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## 11. Faculty

### Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Teacher	Home economics	Food and nutrition			Staff	

### Professional Development

#### Mentoring new faculty members

Briefly describes the process used to mentor new, visiting, full—time, and part—time faculty at the institution and department level.

#### Professional development of faculty members

Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

## 12. Acceptance Criterion

(Setting regulations related to enrollment in the college or institute, whether central admission or others)

## 13. 14. The Program Development Plan

A comparative study by introducing the student to the ability to distinguish between diseases caused by microorganisms and what are the ways and means to prevent their spread. The types of bacteria that lead to food spoilage and ways to control the spread of diseases caused by microorganisms.





## Course Description Form

<b>1. Course Name:</b>	
Fundamentals of general and food microbiology	
<b>2. Course Code:</b>	
15 HEM	
<b>3. Semester / Year:</b>	
Annual	
<b>4. Description Preparation Date:</b>	
٢٠/١٠/٢٠٢٤	
<b>5. Available Attendance Forms:</b>	
My presence	
<b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>	
60 theoretical hours and 90 practical hours Number of units (total): 3 hours per week	
<b>7. Course administrator's name (mention all, if more than one name)</b>	
Name: Ishraq jihad Email:ishraqjihad@ coeduw.uobaghdad.edu. iq	
<b>8. Course Objectives</b>	
<b>Course Objectives</b>	<div style="text-align: center;">*****</div> <ul style="list-style-type: none"> <li>• 2. Introducing students to microbiology, its types and composition.</li> <li>• Study the factors affecting the growth of microorganisms.</li> <li>• Study methods of controlling and eliminating them and what are the harmful effects caused by microorganisms in food.</li> <li>• Studying the benefits of microorganisms that are used in the food industry.</li> <li>• Studying the problems caused by</li> </ul>

microorganisms in the food industries at the factory level

- 

## 9. Teaching and Learning Strategies

**Strategy**

- 1- Education strategy, collaborative concept planning
- 2- Education strategy brainstorming
- 3- Education Strategy Notes Series

## 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or sub name	Learning method	Evaluation method	
	2hours my theory	The student gets to know	Basics of microbiology	Theoretical lectures and practical applications	Daily activity, monthly, quarterly and theoretical tests and exams	
1	2	=	History of microbiology	how it emerged, developed, and applied	Daily activity, monthly, quarterly and theoretical tests and exams	D n q t t e
2	2	=	Bacteria: their shape, arrangement	size, cellular structures, and characteristics	Daily activity, monthly, quarterly and theoretical tests and exams	D n q t t e
3	2	=	Fungi	their general, phenotypic and physiological characteristics	Daily activity, monthly, quarterly and theoretical tests and exams	D n q t t e
4	2	=	Algae	its general and appearance characteristics	Daily activity, monthly, quarterly and theoretical tests and exams	D n q t t e

5	2	=	Elementary school	its phenotypic and physiological characteristics and its applied importance	Daily activity, monthly, quarterly and theoretical tests and exams		D n q t t e
6	2	=	Viruses and phages:	their characteristics, replication, and the diseases they cause	Daily activity, monthly, quarterly and theoretical tests and exams		D n q t t e
7	2	=	Microbial metabolism/	an overview of energy generation and catabolic and anabolic metabolic pathways	Daily activity, monthly, quarterly and theoretical tests and exams		D n q t t e
8	2	=	Growth of microorganisms/	growth methods for estimating the type of microorganisms	Daily activity, monthly, quarterly and theoretical tests and exams		D n q t t e
9	2	=	Factors affecting the growth of microorganism	: food, heat, air, humidity, osmotic pressure, pH, radiation, and inhibitors	Daily activity, monthly, quarterly and theoretical tests and exams		D n q t t e
10	2	=	Factors affecting the growth of microorganism	Food, heat, air, humidity, osmotic pressure, pH, radiation, and inhibitors	Daily activity, monthly, quarterly and theoretical tests and exams		D n q t t e

11	2	=	Nutritional media for microorganisms	composition and types	Daily activity, monthly, quarterly and theoretical tests and exams	
12	2	=	Pure living farms	types and methods of preservation	Daily activity, monthly, quarterly and theoretical tests and exams	
13	2	=	Control of microorganisms,	physical and chemical methods for sterilization and disinfection	Daily activity, monthly, quarterly and theoretical tests and exams	
14	2	=	Microbiology of water and sewage	tests for potability of water and methods of treating sewage	Daily activity, monthly, quarterly and theoretical tests and exams	
15	2	=	Soil microbiology, air	oxygen, temperature, pH, and osmotic pressure	Daily activity, monthly, quarterly and theoretical tests and exams	
16	2	=	Food contamination with microorganisms	types of microorganisms in foods and sources of food contamination with microorganisms	Daily activity, monthly, quarterly and theoretical tests and exams	
17	2	=	Microbial spoilage of fresh and processed foods Causes of spoilage and factors affecting the types and numbers of microorganisms and types of spoilage of fresh and processed		Daily activity, monthly, quarterly and theoretical tests and exams	

			foods		
18	2	=	Basics of food preservation /	preserving food at high temperatures, low temperatures, reducing moisture content, chemical preservatives, fermentation, and radiation	Daily activity, monthly, quarterly and theoretical tests and exams
19	2	=	Basics of food pr	Preserving food at high temperatures, low temperatures, reducing moisture content, chemical preservatives, fermentation, and radiation.	Daily activity, monthly, quarterly and theoretical tests and exams
20	2	=	Microbiology of fruits and vegetables	sources of pollution and spoilage of fresh fruits and vegetables, and spoilage of processed fruits and vegetables	Daily activity, monthly, quarterly and theoretical tests and exams
21	2	=	Microbiology of grains and their products	sources of pollution and spoilage of grains and their products (cereals, flour, bread	Daily activity, monthly, quarterly and theoretical tests and exams
22	2	=	Microorganisms of sugar and sugar products	types of microorganisms in sugar and spoilage of sugar and its sugar products	Daily activity, monthly, quarterly and theoretical tests and exams

23	2	=	Microorganisms of meat and fish	sources of contamination of meat and fish, types of contaminated microorganisms, spoilage of meat and fish, methods of preserving meat and fish	Daily activity, monthly, quarterly and theoretical tests and exams
24	2	=	Microorganisms of meat and fish	Sources of contamination of meat and fish, types of contaminated microorganisms, spoilage of meat and fish, methods of preserving meat and fish.	Daily activity, monthly, quarterly and theoretical tests and exams
25	2	=	Microorganisms of poultry and eggs	sources of pollution and spoilage of poultry, sources of egg contamination and spoilage	Daily activity, monthly, quarterly and theoretical tests and exams
26	2	=	Microbiology of milk and dairy	products Spoilage of milk and its products (types of milk, cheese and butter)	Daily activity, monthly, quarterly and theoretical tests and exams
27	2	=	Microbiology of milk and dairy	Spoilage of milk and its products (types of milk, cheese, and butter).	Daily activity, monthly, quarterly and theoretical tests and exams
28	2	=	Industrial fermentations	their importance and success factors, lactic, alcoholic and acetic fermentations, production of some important products for industrial fermentations (single-	Daily activity, monthly, quarterly and theoretical tests and exams

				cell protein, enzymes, organic and amino acids, and vitamins)	
29	2	=	Food poisoning,.	its types, food infection, food poisoning, mycotoxin poisoning, disease control, and food poisoning	Daily activity, monthly, quarterly and theoretical tests and exams
			practical part		
the week	hours	Required learning outcomes	Name of the unit/topic	Learning method	Calendar method
	2hours my theory	The student gets to know	Microbiology	Theoretical lectures and practical applications	Daily activity, monthly and quarterly practical tests and exams
1	2	=		General instructions for the laboratory and notes on how to write laboratory reports	

2	2	=		Identifying microbiology laboratory devices and equipment - studying the microscope and its parts and calculating	
3	2	=		Bacteria and their forms, ready-made slides	daily exams every week in the previous subject
4	2	=		Food media, their types and methods of preparation	
5	2	=		Growing microorganisms from the environment on food media in the laboratory	
6	2	=		Colonies: their shapes, types and numbers	



Department Requirements	yes			
Summer Training	no			
Other				

This can include notes whether the course is basic or optional.

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
2023/1	Principles of home economics	101 HEHE	theoretical √	practical
			2	2
8. Expected learning outcomes of the program				
<b>Skills</b> 1- The student should know the importance of home economics in society 2- To understand the general and specific goals of the department 3- To know the department's role in society 4- To provide the student with scientific concepts				
9. Teaching and Learning Strategies				
1- Method of explanation and clarification 2- Discussion method 3- Lecture method and scientific application				
10. Evaluation methods				
Monthly exam, practical application and reports				

## 11. Faculty

### Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Assistant Professor	Home Economics	Food and nutrition				Lecturer

### Professional Development

#### Mentoring new faculty members

Briefly describes the process used to mentor new, visiting, full—time, and part—time faculty at the institution and department level.

#### Professional development of faculty members

Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

## 12. Acceptance Criterion

(Setting regulations related to enrollment in the college or institute, whether central admission or others)

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

- Matar, Adel (2001) “Fundamentals of Maintaining Fitness in Body and Mind,” Cairo: Egyptian General Book Authority.
- Lubani, Lulu and Nassar, Aida (1992) “Detailing and Sewing”, eleventh edition, Saudi Arabia: Educational Development
- Kojak, Kawthar, and Gayed, Lulu (1999) “The Reference in Family and Health Education,” second edition, Cairo: Alam al-Kutub.

## 14. Program Development Plan

Using data shows in displaying models and electronic computers

Using illustrative means such as blackboards and posters

Updating the curriculum.

Using modern scientific sources.

Program Program										
				Required program Learning Outcomes						
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills		B3
				A1	A2	A3	A4	B1	B2	
2025-2024	101 HEHE	Principles of home economics	Basic							

- Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

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.....

.....

1. Course Name:	
Principles of home economics	
2. Course Code:	
101 HEHE	
3. Semester / Year:	
Yaelly	
4. Description Preparation Date:	
10/2/2024	
5. Available Attendance Forms:	
Presence	
6. Number of Credit Hours (Total) / Number of Units (Total)	
60 hours per year, 2 hours a week (theoretical)	
7. Course administrator's name (mention all, if more than one name)	
Name: maha mohammed nafi ali  Email:maha	
8. Course Objectives	
<b>Course Objectives</b>	Objectives of the study subject  1- Preparing a school for family education by learning about home economics and its development 2- Identify the general objectives of the department 3-Learn about the history of the department and its role in education. 4-Learn about the branches of home economics. 5.- Identify the department's role in family life 6- Identify the foundations of education and family relations
9. Teaching and Learning Strategies	
<b>Strategy</b>	Lecture and discussion
10. Course Structure	

Week	Hours	Required Learning	Unit or subject name	Learning method	Evaluation
		Outcomes			method
1	2	<b>For the student to know</b>	Get to know the curriculum vocabulary comprehensively and link this vocabulary with previous information from the first year	<b>Method of explanation and lecturing</b>	<b>Conducting practical and theoretical tests Monthly with reports</b>
2	2	When did women's education begin formally and how did its first stages begin?	<b>The first stages of women's education.</b>	=	=
3-4	2	What are the relevant organizations related to home economics? A review of them and their role in home affairs.	<b>Home related organizations.</b>	=	=
5-6	2	The emergence of home economics, the factors that helped in its emergence, and the most important feminist figures who helped in doing so	<b>A historical overview of the emergence of home economics and the most important figures who played a role in its emergence.</b>	=	=
7-8	2	What is the structure of home economics?	<b>Building a home economics structure..</b>	=	=
9-10	2	What is the philosophy of home economics and	<b>Philosophy and goals of home economics</b>	=	=

		what are its general and specific goals?			
11-12	2	What is the role of home economics in life in general and family life in particular and its role in solving family problems?	<b>The role of home economics in the life of families and individuals and its contribution to solving family problems.</b>	=	=
13-14 15-16 17-18	2	The importance of different sciences in home economics and the role and importance of each science in home economics.	<b>The relationship of home economics with other sciences</b>	=	=
19-20	2	The meaning of university life, the target group, what are the foundations for success at the university, and their relationship to student success	<b>University life - the foundations associated with university student success</b>	=	=
21-22 23-24	2	The four fields of home economics: 1- The field of food and nutrition 2- The field of child raising and family relations 3- The field of sewing and textiles 4- The field of design and home	<b>Fields of home economics Focus and detail on the field of home management and family resources.</b>	=	=

		management..			
25-26	2	The factors affecting the achievement of goals are divided into internal factors of the family and external factors	<b>Factors affecting the achievement of family goals to preserve its resources.</b>	=	=
27-28	2	Definition of resources and their types, definition of consumption	<b>Resources, the relationship of resources to consumption and the relationship of consumption to need.</b>	=	=
29-30	2	Definition of consumption, its types, how to plan the family budget, and its importance.	<b>Types of consumption, planning the family budget</b>	=	=



## 1. Program Vision

The college seeks to graduate qualified teachers scientifically and educationally and to create an educational generation capable of building and reforming society in the scientific, educational and socially acceptable fields and seeks to prepare teachers capable of assuming responsibility by various scientific and technical means and methods..

## 2. Program Mission

**Preparing female students in line with scientific and technical progress, preparing qualified cadres who possess specialized and professional competencies, continuous development competencies, and community service competencies to work in higher education stages.**

## 3. Program Objectives

- 1- Preparing qualified cadres to work in the educational field with high efficiency, providing graduate programs in the various educational disciplines in the college, and updating them to serve development plans, keeping pace with scientific and technical progress and positive interaction with the ongoing developments in the educational, academic and cultural programs of the faculties of education in the universities of neighboring countries and abroad.
- 2- Developing the educational process and encouraging research and self-learning for students to carry out their duties to the fullest.
- 3- Updating the educational programs in the college, providing educational rehabilitation for the university teacher, and contributing to the development of various aspects of the educational system in Iraq.
- 4- Keeping pace with global and regional developments in the courses and programs offered by the college, in order to achieve internal efficiency.
- 5- Keeping pace with scientific and technological developments in the educational fields in general, and the field of teacher preparation in particular.
- 6- The college's contribution to providing the necessary competencies for the local community who hold higher degrees (masters and doctorates) in various educational disciplines.
- 7- Developing and evaluating the new study plan for the bachelor's degree in the college.
- 8- Developing new programs at the bachelor's and master's levels and preparing projects for

programs at the doctoral level.

9– Improving the scientific research activity in the college to contribute better to the development of the educational system and work to make the College of Education a house of expertise that leads the process of change and renewal in educational work by focusing on strategic educational issues and finding solutions to the obstacles that hinder the education process.

10– Interest in publishing scientific research through the development of the scientific journal in the college, and expanding the circle of its distribution at the regional, Arab and national levels as well.

#### 4. Program Accreditation

There isn't any

#### 5. Other external influences

There isn't any

#### 6. Program Structure

Program Structure	Number of Courses	Unit of study	Percentage	Reviews*
Requirements of the institution				Basic Course
College Requirements	Yes			
Department Requirements	Yes			
Summer Training	There isn't any			
Other				

\* It can include notes whether the course is basic or optional.

#### 7. Program Description

Year/Level	Course or Course	Course Name	Credit Hours
------------	------------------	-------------	--------------

	Code			
2025-2024 / First	106 HE DAU	Home Appliances	theoretical	practical

## 8. Expected Learning Outcomes of the Program

### Knowledge

- 1- - The student's ability to know the types of necessary devices at home
- 2- Applying the basic rules in the optimal use of devices
- 3- The ability to maintain devices at home by maintaining and sustaining them
- 3- A4- The student's ability to choose the appropriate metal from which the device is made
- 4- A5- Know the principle of the device's work and work to apply it regularly
- A2- The student's knowledge of how to conduct laboratory experiments

### Skills

B1 - The skill of optimal use of devices according to health rules	3- The ability to present the results and discuss them in scientific ways
B2 – Practical application of experiments on home appliances	
Values	
1- Developing students' abilities to analyze and conclude	
2- Acquire the ability to explain interactions to food groups	

9. Teaching and learning strategies
<ul style="list-style-type: none"> <li>- Explanation of the scientific material and practical application</li> <li>2- Write a report on the practical part that has been applied in the laboratory</li> <li>3- Interpret and discuss the results in a scientific manner</li> </ul>

10. Evaluation methods
Weekly, monthly, daily exams and end-of-year exams.

11. Faculty					
Faculty Members					
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Preparation of the teaching staff
	year	special			angel lecturer
	Home Economic	Food & Nutrition			angel

Prof. Iman Ali Hadi	s					
---------------------	---	--	--	--	--	--

Professional Development
Mentoring new faculty members
Professional development of faculty members

12. Acceptance Criterion

13. The most important sources of information about the program		
<table border="1"><tr><td></td></tr><tr><td></td></tr></table>		

14. Program Development Plan
<ul style="list-style-type: none"><li>• Use of Datacho Data Show In the presentation and use of electronic computers.</li><li>• Providing the necessary laboratory equipment</li><li>• Encourage students to present, speak, and group discussions</li></ul>

Program Skills Outline

Learning outcomes required from the program

Year/ Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Values
				A1	A2	A3	A4	B1	B2	B3	B4	
2024-2025	106 HE DAU	Theoretical and (practical) devices and tools	Essential	—					—			

- Please tick the boxes corresponding to the individual learning outcomes from the program under assessment

Practical)

Annual

on of this description25/10/2024

endance Forms:

edit hours (total) / number of units (total):

hours per week

inistrator's name (if more than one name)

ctives

Illustrate how nutrients contribute to food

and the role and importance of water in

different colloidal systems in foods.

the chemical structure of carbohydrates,

proteins,.

enzymes, their divisions and properties,.

of vitamins and mineral salts in food on

health .

g laboratory experimentsKnowing the

from which household appliances were

red

choice of metals from which tools are

learning strategies

1- Lecture method and practical application

planation and clarification

instorming education strategy.

#### D. Course Structure

Week	Hours	Required Learning Outcomes	Unit / Subject Name	Method of education
First	1 Theoretical	The student gets to know	Materials used in kitchen appliances	Explain Actual participation of students in the practical side
Second	1 Theoretical	The student	Sources and qualities of	Explain



		+	gets to know	substances	
	<b>Third</b>	1 Theoretical +	The student gets to know	Kitchen utensils & appliances	Actual participation of students in the practical side
	<b>Fourth</b>	1 Theoretical +	The student gets to know	Kitchen surface and cooking utensils in the oven	Explain
	<b>V</b>	1 Theoretical +	The student gets to know	Mobile Power Tools	Actual participation of students in the practical side
	<b>Sixth</b>	1 Theoretical +	The student gets to know	Small advanced devices in the work of coffee, barbecue and mixing	Explain
	<b>Seventh</b>	1	The	First	Actual

	Theoretical +	student gets to know	Semester Exam	participation of students in the practical side	
Eighth	1 Theoretical +	The student gets to know	Cook. Types of cleaning	Explain	
Ninth	1 theoretical + 2 practical	The student gets to know	Economic methods of using the cooker and the electronic cooker	Actual participation of students in the practical side	
X	1 Theoretical +	The student gets to know	Refrigerator & Freezer	Explain	
Eleventh	1 Theoretical +	The student gets to know	Dishwasher & Waste Drain	Actual participation of students in the practical side	
Twelfth	1	The	The	Explain	

		<b>Theoretical +</b>	<b>student gets to know</b>	<b>physical foundations of the work of the refrigerator and freezer</b>	
	<b>Thirteenth</b>	<b>1 Theoretical +</b>	<b>The student gets to know</b>	<b>Refrigerated and frozen care</b>	<b>Actual participation of students in the practical side</b>
	<b>Fourteenth</b>	<b>1 Theoretical +</b>	<b>The student gets to know</b>	<b>Second Semester Exam (First Semester)</b>	<b>Explain</b>
	<b>Fifteenth</b>	<b>1 Theoretical +</b>	<b>The student gets to know</b>	<b>Washing Drying Ironing Devices</b>	<b>Actual participation of students in the practical side</b>
	<b>Sixteenth</b>	<b>1 Theoretical +</b>	<b>The student gets to know</b>	<b>Detergents and their types</b>	<b>Explain</b>
	<b>Seventeenth</b>	<b>1</b>	<b>The</b>	<b>Washing</b>	<b>Actual</b>

		<b>Theoretical +</b>	<b>student gets to know</b>	<b>machine</b>	<b>participation of students in the practical side</b>
<b>Eighteenth</b>	<b>1</b>	<b>Theoretical +</b>	<b>The student gets to know</b>	<b>Automatic washing machine</b>	<b>Explain</b>
<b>Nineteenth</b>	<b>1</b>	<b>Theoretical +</b>	<b>The student gets to know</b>	<b>Sewing Machine</b>	<b>Actual participation of students in the practical side</b>
<b>20<sup>th</sup></b>	<b>1</b>	<b>Theoretical +</b>	<b>The student gets to know</b>	<b>The basics of the work of the machine</b>	<b>Explain</b>
<b>Twenty one</b>	<b>1</b>	<b>Theoretical +</b>	<b>The student gets to know</b>	<b>Machine tuning and care</b>	<b>Actual participation of students in the practical side</b>
<b>Twenty-</b>	<b>1</b>		<b>The</b>	<b>First</b>	<b>Explain</b>

<b>second</b>	<b>Theoretical +</b>	<b>student gets to know</b>	<b>Semester Exam (Second Semester)</b>		
<b>Twenty- third</b>	<b>1 Theoretical +</b>	<b>The student gets to know</b>	<b>Cleaning and its devices</b>	<b>Actual participation of students in the practical side</b>	<b>ion</b>
<b>Twenty- fourth</b>	<b>1 Theoretical +</b>	<b>The student gets to know</b>	<b>Cleaning Process Analysis</b>	<b>Explain</b>	
<b>Twenty- fifth</b>	<b>1 Theoretical +</b>	<b>The student gets to know</b>	<b>Electric Cleaners</b>	<b>Actual participation of students in the practical side</b>	<b>ion</b>
<b>Twenty- sixth</b>	<b>1 Theoretical +</b>	<b>The student gets to know</b>	<b>Hand cleaners and care</b>	<b>Explain</b>	
<b>Twenty- seventh</b>	<b>1 Theoretical + 2</b>	<b>The student gets to</b>	<b>Water in the house sources of</b>	<b>Actual participation of students</b>	<b>ion</b>

			know	processing	in the practical side
Twenty-eighth	1 Theoretical +	The student gets to know	Electric, gas and oil heaters	Explain	
Twenty-ninth	1 Theoretical +	The student gets to know	The bathroom and its tools and health conditions	Actual participation of students in the practical side	
Course Structure					
Week	Hours	Required Learning Outcomes	Unit / Subject Name	Method of education	
First	2practical	The student gets to know	Experiments to find out the properties of materials in kitchen utensils cake work in  1- Tinted pots with a shiny base  2-Aluminum	Explain  Actual participation of students in the practical side	
Second	2 Practical	The student gets to know	Making cakes with pots from Resistant Steel	Explain	

				From glass	
	<b>Third</b>	2 Practical	The student gets to know	Knowing the effect of the conductivity of materials in cooking utensils from Aluminum & Steel	Actual participation of students in the practical side
	<b>Fourth</b>	2 Practical	The student gets to know	Pots Connectivity Tefal and Pyrex	Explain
	<b>V</b>	2 Practical	The student gets to know	Using a pressure cooker	Actual participation of students in the practical side
	<b>Sixth</b>	2 Practical	The student gets to know	The effect of a pressure cooker on cooking time	Explain
	<b>Seventh</b>	2 Practical	The student gets to know	Use the grill and know the necessary time	Actual participation of students in the practical side
	<b>Eighth</b>	2 Practical	The student gets to know	The effect of the grill on foodstuffs	Explain
	<b>Ninth</b>	2 Practical	The student gets to know	Comparison of Tefal pots	Actual participation of students in the practical side
	<b>X</b>	2 Practical	The student gets to know	Comparison of Tefal utensils and other materials	Explain
	<b>Eleventh</b>	2 Practical	The student gets to know	Effect of voltage on cooking time	Actual participation of students in the practical side

	<b>Twelfth</b>	2 Practical	The student gets to know	Change in the severity of lowness and its effect on the type of food	Explain	
	<b>Thirteenth</b>	2 Practical	The student gets to know	Using an electric oven for grilling	Actual participation of students in the practical side	
	<b>Fourteenth</b>	2 Practical	The student gets to know	Use of a gas oven for grilling	Explain	
	<b>Fifteenth</b>	2 Practical	The student gets to know	First Semester Exam		
	<b>Sixteenth</b>	2 Practical	The student gets to know	Maintenance of electrical appliances refrigerator and washing machine	Explain	
	<b>Seventeenth</b>	2 Practical	The student gets to know	Maintenance of dishwasher and meat grinders	Actual participation of students in the practical side	
	<b>Eighteenth</b>	2 Practical	The student gets to know	Maintenance of gas appliances cooker	Explain	
	<b>Nineteenth</b>	2 Practical	The student gets to know	Maintenance of heated gas appliances	Actual participation of students in the practical side	
	<b>20<sup>th</sup></b>	2 Practical	The student gets to know	Maintenance of oil cooker appliances	Explain	
	<b>Twenty one</b>	2 Practical	The student gets to know	Maintenance of heated oil appliances	Actual participation of students in the practical side	



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## Websites

## 2- Journal of domestic appliances

4- Journal of Advances in Electrical Devices

## 5- Types of kitchen designs and their impact on the work of the host

6- 5- The microwave is what it has and what it has to do

7- 6- Pressure pots between benefit and harm

8-


[-https://www.researchgate.net/](https://www.researchgate.net/)

1- <https://ar.jollychic.com/kitchen-tools-c229>

2- <https://download-internet-pdf-ebooks.com/1169-free-booK>

3- <https://www.elarabygroup.com/ar/electric-home-appliances.html>

4-<https://www.noor->

book.com/tag/%D8%A7%D9%84%D8%A3%D8%AF%D9%88%D8%A7%D9%84%D8%A3%D8%AC%D9%87%D8%A7%D9%84%D9%85%D9%86%D8%B2%D9%84%D9%8A

## Academic program description form

..... Baghdad University name: University of

Education for College/Institute: College of women

..... Home Economics .....Scientific Department: Department of

Home Economics .....Name of the academic or professional program: Bachelor's degree

..... Home Economics ...Name of final degree: Bachelor of Science in

Academic system: annual

٢٠٢٤/١٠/٢٣ :Description preparation date

٢٠٢٤/١٠/٢٤ :Date of filling the file

Head of department Name

Signature

Scientific associate name:

Date:-

The file is checked by :

Department of Quality Assurance and University Performance

Name of the director of the Quality Assurance and University Performance Division

the signature

Authentication of the Dean

the dat

### **Program vision .١**

to graduate academically and pedagogically qualified female teachers and to create an educational generation capable of building and reforming society in socially acceptable scientific and educational fields. assuming responsibility It seeks to prepare female teachers capable of .through various scientific and technical means and methods

### **Program message .٢**

Preparing female students in line with scientific and technical progress, and preparing qualified cadres who possess specialized and professional competencies, continuous development competencies, and community service .competencies to work in the stages of higher education

### **Program objectives .٣**

The college aims to raise good generations who will bear the burdens to development of society and complete the achieve the comprehensive building of the girl's personality in an integrated way to acquire knowledge, inclinations and skills, develop innovative capabilities and train her to use the solve them. This is in scientific method of thinking to confront problems and s addition to preparing and building female students to play a positive role in the field of scientific research, which contributes In the field of scientific progress in science and arts, professionals and members should be in society, as well as establishing and implementing a system to responsible develop all auxiliary academic programs to contribute to community service through continuous interaction between colleges on the one hand and the with the aim of spreading environment and society on the other hand .cultural, social, educational and scientific awareness

**Programmatic accreditation .٤**

nothing

**Other external influences .٥**

nothing

**Program structure .٦**

comments	percentage	Study unit	Number of courses	Program structure
Basic course				Enterprise requirements
			Yes	College requirements
			Yes	Department requirements
			nothing	summer training
				Other

.Notes may include whether the course is core or elective \*

**Program description . ٧**

Credit hours		Name of the course or course	Course or course code	Year/level
practical	theoretical	Basics of general biology	111 HEGB	2024-2023
hours ٦٠	hours ٦٠			

Expected learning outcomes of the program . <sup>٨</sup>	
Knowledge	
	<p>- Learning Outcomes</p> <ul style="list-style-type: none"> <li>• the Enabling the student to recognize -<sup>١</sup> A and branches of life science and the types importance of each branch</li> <li>• Identify the components involved in -<sup>٢</sup> A the composition of living matter, what this .substance is, and its importance</li> <li>• ith cognitive Providing the student w -<sup>٣</sup> A information about the tissues that make up .of a living organism the organs</li> <li>• Identify the most important inorganic -<sup>٤</sup> A elements that make up the organs of an their organism's body and the extent of for the body's continued importance .performance of vital functions</li> </ul>
Skills	
	Developing the skill of linking acquired - knowledge with practical application
	<p>Developing the skill of conducting research and .reports and drawing conclusions</p> <p>Developing the skill of planning and designing - applied activities</p>
Value	
	Developing students' abilities to share ideas
	making skill and developing -Decision constructive dialogue experience
Teaching and learning strategies . <sup>٩</sup>	

practical part Explaining the scientific material and linking the lectures to the  
Using a microscope and pictures that remind the student of the scientific material

### Evaluation methods .١٠

.Semester tests -١

year exams-of-and end Daily activities -٢

.Research, reports and working papers -٣

### The teaching staff .١١

#### Faculty members

Preparing the teaching staff		Requirements/skills (if any)	Specialization		Scientific rank
lecturer	staff		private	general	
	staff		Food and nutrition	Home Economics	Teacher
	staff		Food and nutrition	Home Economics	Teacher
	staff		Microbiology	Life sciences	Teacher

### Professional development

#### Orienting new faculty members

time -time, and part-Briefly describes the process used to orient new, visiting, full  
.faculty at the institution and department levels

#### faculty members Professional development for

Briefly describe the academic and professional development plan and arrangements for  
faculty members such as teaching and learning strategies, assessment of learning  
.outcomes, professional development, etc

### Acceptance criterion .١٢

Developing regulations related to admission to the college or institute, whether central )  
(admission or others mentioned

### The most important sources of information about the program .١٣

.Remember briefly

### Program development plan .١٤

introducing the student to the ability to A comparative study by identify the types of tissues found in nature as well as learning about the types of plant tissues

Program skills chart															
Learning outcomes required from the programme															
Value				Skills				Knowledge				Essenti al or option al	Cour se Nam e	Cour se Code	Year/le vel
C ٤	C ٣	C ٢	C ١	B ٤	B ٣	B ٢	B ١	A ٤	A ٣	A ٢	A ١			111 HE GB	-٢٠٢٥ ٢٠٢٤

Please check the boxes corresponding to the individual learning outcomes from the \*  
program subject to evaluation



**Course description form**

**111 HE GB Course code .٢**

**Semester/Year: Annual .٣**

**٢٠٢٤/١٠/٢٤ :The date this description was prepared .٤**

**Available forms of attendance: In person .٥**

**practical hours / Number 60 theoretical hours and ٦٠ Number of study hours (total) .٦**  
**hours per week ٣ of units (total)**

**(administrator (if more than one name is mentioned Name of the course .٧**

ishrqjihad@coeduw.uobghdad.edu.iq :Email Name: Ishraq Jihad Khudair

[dhafer.a@coeduw.uobaghdad.edu.iq](mailto:dhafer.a@coeduw.uobaghdad.edu.iq) :Name: Dhafer Ali Muhammad Hussein Email

[hala.a.munem@coeduw.uobaghdad.edu.iq](mailto:hala.a.munem@coeduw.uobaghdad.edu.iq) :Name: Hala Abdel Moneim Yassin Email

### **Course objectives .٨**

Objectives of the study  
subject

- A -١ and the types Enabling the student to recognize life science and the importance of each branches of branch
- A -٢ Identify the components involved in the composition of living matter, what this substance is, and its importance
- A -٣ Providing the student with cognitive information of a living ansthe org about the tissues that make up .organism
- A -٤ Identify the most important inorganic elements that make their up the organs of an organism's body and the extent of for the body's continued performance of vital importance .functions

- ....
- ....

## strategies Teaching and learning .٩

The strategy

Education strategy, collaborative concept planning-١

Education strategy brainstorming -٢

Education Strategy Notes Series -٣

## Course structure .١٠

the week	hours	Required learning outcomes	Name of the unit or topic	method Learning	Evaluation method
	١ theoretical hour	The student gets to know you	Basics of general biology	For the student to know Biology, its branches, and its other relationship with . sciences	Daily activity, monthly, quarterly and theoretical tests and exams
١	1	=	The differences between animals and plants, the method of research in science the method of ) experimental scientific research and the role of the Arabs in its discovery and .(development	For the student to learn the most important about differences between animal and plant organisms and to become familiar with the experimental research .method	Daily activity, monthly, quarterly and theoretical tests and exams
٢	1	=	Chemistry of living and primary - matter secondary elements in organic 'the body compounds in living .organisms	For the student to learn about the elements that make up the bodies of living .organisms	Daily activity, monthly, quarterly and theoretical tests and exams
٣	1	=	necessary Other compounds in living .matter	student to learn For the about the components of .living matter	Daily activity, monthly, quarterly and theoretical tests and exams
٤	1	=	Cell, cell definition, cellular theory, cell components, cell wall, plasma membrane, internal endoplasmic 'reticulum, ribosomes energy houses .(mitochondria)	For the student to know what a cell is and the most .important organelles in it	Daily activity, monthly, quarterly and theoretical tests and exams
٥	1	=	Golgi complex, lysosomes, nucleus, .plastids, vacuoles	to learn For the student about the functions of the .organelles present in the cell	Daily activity, monthly, quarterly and theoretical tests and exams
٦	1	=	Fibrils and microstructures, comparison between plant and animal cells, cell shapes and .sizes, cell division	the student to learn For about the function of fibrils and microorganisms and the difference between animal .and plant cells	Daily activity, monthly, quarterly and theoretical tests and exams

٧	1	=	Animal tissues	For the student to learn animal about the types of a .tissues	Daily activity, monthly, quarterly and theoretical tests and exams
٨	1	=	Plant tissue	For the student to learn plant about the types of tissues	Daily activity, monthly, quarterly and theoretical tests and exams
٩	1	=	Nutrition and digestion in biology, food materials, and feeding methods, animal nutrition, .saprophytic nutrition	For the student to learn about the nutritional methods of primitive and .advanced organisms	Daily activity, monthly, quarterly and theoretical tests msand exa
١٠	1	=	Parasitic nutrition, photosynthesis, digestion and the human digestive .system	For the student to learn about the nature of parasitic nutrition, photosynthesis in plants, and digestion in .humans	Daily activity, monthly, quarterly and theoretical tests and exams
١١	1	=	Parasitic nutrition, photosynthesis, digestion and the human digestive .system	So that the student learns the process to complete how of absorption and .representation	Daily activity, monthly, quarterly and tests theoretical and exams
١٢	1	=	the 'Transport importance of transport, transport in plants, transport in animals, blood (blood groups, blood .(transfusion	For the student to learn about how nutrients and fluids are transported in plants as well as in animals, .to identify blood types and	Daily activity, monthly, quarterly and theoretical tests and exams
١٣	1	=	Blood sugar concentration, physical balance, the role of the liver in .physical balance	For the student to learn how to maintain physical balance sugar and blood .concentration	Daily activity, monthly, quarterly and theoretical tests and exams
١٤	1	=			Daily activity, monthly, quarterly and theoretical tests and exams
	1			.Semester exam	
١٥	1	=		Half year holiday	
١٦	1	=	Hormones, animal .hormones	the student to learn For about hormones, their types .and functions	Daily activity, monthly, quarterly and theoretical tests and exams
١٧	1	=	.Plant hormones	For the student to learn	Daily activity,

				about the most important .plant hormones	<b>monthly, and quarterly theoretical tests and exams</b>
١٨	1	=	the 'Reproduction of importance reproduction, asexual reproduction, sexual the 'reproduction sex in importance of .biology	the For the student to know .of reproduction types	<b>Daily activity, monthly, quarterly theoretical tests and and exams</b>
١٩	1	=	The human .reproductive system	For the student to learn about the human .reproductive system	<b>Daily activity, monthly, quarterly and theoretical tests and exams</b>
٢٠	1	=	The male reproductive system, the female reproductive system, the role of hormones in reproduction, hormones and the menstrual cycle, fertilization and fetal .growth	For the student to learn about the components of the male and female .reproductive system	<b>Daily activity, monthly, quarterly eoretical tests and th and exams</b>
٢١	1	=	Childbirth, pregnancy tests, the problem of family planning and procreation, human .sexual behavior	For the student to learn of tests used the types about .to detect pregnancy	<b>Daily activity, monthly, quarterly theoretical tests and and exams</b>
٢٢	1	=	the 'Heredity of importance genetics, chromosomes, ' first law Mendel's .Mendel's second law	For the student to learn about genetics and the most .important genetic laws	<b>Daily activity, monthly, quarterly tests and theoretical and exams</b>
٢٣	1	=	Determining sex, heredity and environment, chromosomal abnormalities in humans and some .genetic diseases	For the student to learn genetic the types of about .diseases	<b>Daily activity, monthly, quarterly and theoretical tests exams and</b>
٢٤	1	=	Organic evolution and the origin of life, an introduction to the theory of organic evolution and its .evidence	For the student to learn about the theory of .evolution	<b>Daily activity, monthly, quarterly and theoretical tests and exams</b>
٢٥	1	=	Natural selection and the emergence of diversity, the origin and development of . Earth life on	For the student to learn about the theory of natural .selection	<b>Daily activity, monthly, quarterly and theoretical tests and exams</b>
٢٦	1	=	Environment and pollution, the concept ecosystems 'of ecology and their elements,	For the student to become familiar with the scientific .concept of the environment	<b>'Daily activity monthly, quarterly and theoretical tests and exams</b>

			terrestrial environment, aquatic environment, and atmospheric .environment		
٢٧	1	==	Food chains and their relationship to energy, energy and its sources, limits and laws of tolerance, the law of minimum Shelford's · tolerance .law of endurance	For the student to learn and energy about food .chains	Daily activity, monthly, quarterly and theoretical tests and exams
٢٨	1	=	Biogeochemical cycles, carbon cycle, sulfur cycle, environmental pollution and its dangers, population problems and man's relationship with the .environment	he student to learn For t about the most important .cycles found in nature	Daily activity, monthly, quarterly and theoretical tests and exams
٢٩	1	=	Behavior, definition of behavior and its types, innate behavior, biased behavior, instinctive inherited ·behavior behavior, acquired educational) ) behavior, behavioral relationships and social development in .humans	For the student to learn of behaviors the types about .in living organisms	Daily activity, monthly, quarterly and theoretical tests and exams
٣٠	1	=	Human and public health, child health foundations ·and care public health and of .its requirements	To familiarize the student of the foundations with public health	Daily activity, monthly, quarterly and theoretical tests and exams
<b>prac tical part</b>					
the week	hours	Required learning outcomes	Name of the unit/topic	Learning method	Calendar method
	working ٢ hours	The student gets to know	biology	Theoretical lectures and practical applications	Daily activity, monthly and practical quarterly exams tests and
١	٢	=		General instructions for the laboratory and notes on how to write laboratory reports	
٢	٢	=		Identifying biology laboratory devices and studying the - equipment .microscope and its parts	

٣	٢	=				
٤	٢	=		Differences between animals and plants Discuss the differences between animals and plants Comparative examination of animal cells and plant cells		
٥	٢	=		Microscopic study of plant cell structure using an optical microscope A microscopic study of the structure of an animal cell using an optical microscope		
٦	٢	=		Discussing the cellular structure under the electron microscope by displaying slides and pictures that show the wall, cytoplasm, plasma ) membrane, rough and smooth endoplasmic reticulum, ribosomes, lysosomes, mitochondria nucleus, plastids, vacuoles, fibrils and microbodies		
٧	٢	=		Cell division (examination of prepared slides), direct division, indirect division		
٨	٢	=		Cell division (examination of prepared slides), meiosis		
٩	٢	=		of Tissues (examination prepared slides), plant tissues, their division, and their characteristics		
١٠	٢	=		Tissues (examination of prepared slides), animal tissues, their division, and characteristics		
١١	٢	=		Extracurricular activity: a visit to see the electron microscope and learn about the technique of using it		
١٢	٢	=		General review of previous laboratories and discussion		
١٣	٢	=		<b>Semester exam</b>	<b>Semester exam</b>	
١٤	٢	=		Nutrition and digestion in living organisms, methods of :nutrition in animals feeding. B. Parasitic A. Shot nutrition Digestion experiments with saliva, digestion experiments using acids		
١٥	٢	=		Nutrition and digestion in biology, anatomy of the digestive system cycles in a mammal		

١٦	٢	=		Transport, experiments on sap in plants, the transfer of diffusion experiments, .osmosis experiments		
١٧	٢	=		<b>Half year holiday</b>		
١٨	٢	=		Blood (composition of blood and its cells), examination of prepared slides, examination of the composition of liver tissue cells, examination of .slides prepared		
١٩	٢	=		Hormones, experiments on the effect of plant hormones .on plant growth		
٢٠	٢	=		Reproduction, asexual reproduction, examination of prepared slides Sexual reproduction, examination of prepared .slides		
٢١	٢	=		of Reproduction, anatomy the cycles of the reproductive system in a .mammal		
٢٢	٢	=		Genetics, chromosomes, made -examination of ready .slides	<b>Daily exams throughout the year</b>	
٢٣	٢	=		.Environment and pollution the devices Study some of used in environmental .studies		
٢٤	٢	=		Environment and pollution (extracurricular . (activity An environmental scientific trip and a visit about to a factory to learn methods of treating .pollution		
٢٥	٢	=	<b>General Review</b>			
٢٦	٢	=	<b>Final practical exam</b>			



Course evaluation .١١	
marks for monthly and daily exams for the first semester. ٢٥distribution of Grade marks for the second semester, including daily and monthly exams ٢٥	
Learning and teaching resources .١٢	
written ١٩٩٠ General Biology -١ -١ Azami and Dr. -Hussein Al .by Dr Khafaji, House of Books -Sabah Al and Documents	(Main references (sources
first university Biology for the -١ AD. Formed ١٩٨٣ first part / grades Ministry of by a committee from the Higher Education and Scientific Research / Baghdad University Press General Biology for the final -٢ grades / Biology / written by an elite the Ministry professors from group of ٢٠١٦of Education first university Biology for the -٣ written by a ١٩٨٣Part Two, / grades committee from the Ministry of Higher Education and Scientific Research	Recommended supporting books and (...references (scientific journals, reports
1-Biology by,Raven; johnson ; losos ; 2005 7th <sup>edition</sup> . andSiger 2-Enviromental science global concern, by William P.Cumingham;Ann;Marg;andBarbara wood worth2007 9 <sup>th</sup> edition 3-Human Anatomy by Michael M.; Valerie , D.; 2006. 1 <sup>st</sup> ed. 4-Laboratory manual inquiry into life, byMader,S.2006.11 <sup>th</sup> edition.Mc Graw Hil . :rtsRepo .Modern aspirations in cell science-١ Tissue culture -٢	Electronic references, Internet sites

Tissue culture-२	
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## Academic Program Description Form

**University Name:** University of Baghdad

**Faculty/Institute:** College of Education for Girls

**Scientific Department:** Home Economics

**Academic or Professional Program Name:** Bachelor's

**Final Certificate Name:** Bachelor's degree in Home Economics

**Academic System:** Annual : annual

**Description Preparation Date:** 5/10/2023

**File Completion Date:** 25/1/2024

**Signature:**

**Signature:**

**Head of Department Name:**

**Scientific Associate Name:**

**Date:**

**Date:**

**The file is checked by:**

**Department of Quality Assurance and University Performance**

**Director of the Quality Assurance and University Performance Department:**

**Date:**

### **15. Program Vision**

The College of Education for Girls seeks to graduate academically and pedagogically qualified teachers and to create an educational generation capable of building and reforming society in socially acceptable scientific and educational fields. It seeks to prepare female teachers capable of assuming responsibility by various scientific and technical means and methods.

### **16. Program Mission**

Preparing female students in line with scientific and technical progress, and preparing qualified cadres who possess specialized and professional competencies, continuous development competencies, and community service competencies to work in the stages of higher education.

### **17. Program Objectives**

- 1-- Preparing qualified cadres to work in the educational field with high efficiency, offering postgraduate programs in the various educational specializations at the college, updating them to serve development plans, keeping pace with scientific and technical progress and interacting positively with current developments in the educational, academic and cultural programs of colleges of education in universities in neighboring countries and abroad.
- 2-- Developing the educational process and encouraging research and self-learning for female students so that they can carry out their duties to the fullest extent.
- 3-- Modernizing the college's educational programs, providing educational qualification for university teachers, and contributing to developing various aspects of the educational system in Iraq
- 4-- Keeping pace with global and regional developments in the courses and programs offered by

the college, in order to achieve internal efficiency

5– Keeping pace with scientific and technological developments in the educational fields in general, and the field of teacher preparation in particular

#### 18. Program Accreditation

Nothing

#### 19. Other external influences

Nothing

#### 20. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements				Basic course
College Requirements	yes			
Department Requirements	yes			
Summer Training	Non applicable			
Other				

\* This can include notes whether the course is basic or optional.

## 21. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
2024–2025/ Second stage	219 HE CBF / CBF)	Food chemistry	theoretical	practical

## 22. Expected learning outcomes of the program

Knowledge	
1– The student will acquire the ability to name and classify food compounds	3– The student will learn how to apply the foundations of biochemistry in the food and chemical industries.
2– Acquire the student to explain the interactions of food groups	4– The student knows how to conduct laboratory experiments
Skills	
1– Identify the most important standards and devices used in food analysis	2– The ability to present and discuss results in scientific ways
3– Gaining the ability to conduct laboratory experiments	4– The ability to discuss the results
Ethics	
1-- Conclusion and evaluation	2– Observation, perception and thinking
3– Implementation and	

evaluation	
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### 23. Teaching and Learning Strategies

- 1- Explanation of the scientific material and practical application.
- 2- Writing a report on the practical part that was applied in the laboratory.
- 3- Interpreting and discussing the results in a scientific manner.

### 24. Evaluation methods

Weekly, monthly, daily exams and the end of the year exam.

### 25. Faculty

#### Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
1- Asist .prof Wedad fadhil abas	Home Economic	Food and nutrition			Faculty	
2- Asist.prof.Alyaa saad abdulrahman	Home Economic	Food and nutrition			Faculty	
3- Weaam abdulwahid	Chemistry Science	Chemistry Science			Faculty	

## **Professional Development**

### **Mentoring new faculty members**

Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.

### **Professional development of faculty members**

Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

## **26. Acceptance Criterion**

**(Setting regulations related to enrollment in the college or institute, whether central admission or others)**

## **27. The most important sources of information about the program**

State briefly the sources of information about the program.

## **28. Program Development Plan**

- 1- Using the Data Show in presentation and using the electronic computer.
- 2- Providing the necessary laboratory equipment
- 3- Encouraging female students to present, deliver, and group discussions



Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
2024-2025	219 HE CBF / CBF	Food chemistry (practical)	Basic												


- Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

## Course Description Form

<b>10. Course Name:</b>	
Food Chemistry (practical)	
<b>11. Course Code:</b>	
219 HE CBF / CBF	
<b>12. Semester / Year:</b>	
Annual	
<b>13. Description Preparation Date:</b>	
25/10/2024	
<b>14. Available Attendance Forms:</b>	
Attendance only	
<b>15. Number of Credit Hours (Total) / Number of Units (Total)</b>	
60hour annually .2hour aweek	
<b>16. Course administrator's name (mention all, if more than one name)</b>	
Name:	
Email:	
<b>17. Course Objectives</b>	
<b>1-</b> It aims to clarify how nutrients contribute food quality and the role and importance water in food. <b>2-</b> Study of different colloidal systems in foods <b>3-</b> Explain the chemical structure of carbohydrates, lipids, and proteins	<b>4-</b> Identify enzymes, their types and properties. <b>5-</b> The role of vitamins and mineral salts in food on human health. <b>6-</b> Conduct laboratory experiments

## 18. Teaching and Learning Strategies

<b>Strategy</b>	1- Lecture method and practical application 2- Explanation and clarification 3- Brainstorming education strategy.
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## 19. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2 hour	1- The student will acquire the ability to name and classify food compounds and conduct laboratory experiments  4- Providing students with the ability to present	Determination of moisture a food sample	1-Explanation	Exams
2	2hour		Preparing salt and sugar solutions	And	Weekly
3	2hour			Lecturing	And
4	2hour		Carbohydrates and their detection tests	2- writing Report For Every experience	Monthly
5	2hour		Fehlen and Benedict test		And
6	2hour		Semester exam		Daily
7	2hour		Mulch and Trummer test		Editorial
8	2hour		Silvanov test		And
9	2hour		Parvoid test		An
10	2hour		Ozone test		Exam
11	2hour		Iodine test		End of
12	2hour		Semester exam		year.
13	2hour		Copper acetate		
14	2hour		Fats and their detection tests		

15	2hour	and discuss	Iodine test for fats		
16	2hour	results in	Acrolein test		
17	2hour	scientific	Half year holiday		
18	2hour	ways	Soap composition test		
19	2hour		Salkowski and Lieberman test		
20	2hour		Proteins and their molecular structure		
21	2hour		Detection of biuret and xanthoproteic		
22	2hour		Detection of ninhydrin and melon		
23	2hour		Detection of alkali unstable sulfur		
24	2hour		Semester exam		
25	2hour		Precipitation of proteins by salting		
26	2hour		Enzymes		
27	2hour		Intestinal enzymes (pepsin and renin)		
28	2hour		The effect of temperature on the enzymatic reaction		
29	2hour		The effect of pH on the enzymatic reaction		
30	2hour		The effect of enzyme concentration on the reaction substance and its speed		
	2hour		Semester exam		

## 20. Course Evaluation

Distribution is as follows :25 Monthly and daily exam grades for the first semester ; 25

Monthly and daily exam grades for the second semester : 50 Score for final exams.

## 21. Learning and Teaching Resources

Required textbooks  (curricular books, if any)	1- Food Chemistry 1981, written by Basil Dalali and Kamel Al-Rikabi  2- Food Chemistry 1983, translated by Adel George and Alaa Yahya
Main references (sources)	<ul style="list-style-type: none"> <li>- The book (Therapeutic Nutrition) written by Essam Hassan Hussein Awaida (2015) King Fahd National Publishing Library/Saudi Arabia</li> <li>- Basics of food chemistry, written by Deman, translated by Prof. Dr. Hanafi Abdel Aziz Hashem, Prof. Dr. Ahmed Abdel Moneim Askar, reviewed by Prof. Dr. Mustafa Nofal, Arab House for Publishing and Distribution.</li> </ul>
Recommended books  and references  (scientific journals, reports...)	1- Biochemistry (1996) Peter Siska .  2- <b>Journal of food Science</b>
Electronic References, Websites	1- Biochem.notes- 31.pptx 2- -https://old.uqu.edu.sa 3- <a href="https://www.researchgate.net">https://www.researchgate.net</a> 4- <a href="https://ijs.uobaghdad.edu.iq/index.php/eijs/index">https://ijs.uobaghdad.edu.iq/index.php/eijs/index</a>

## Academic Program Description Form

**University Name: ... University of Baghdad.....**

**Faculty/Institute: ..... College of Education for Women.....**

**Scientific Department: ..... Home Economics.....**

**Academic or Professional Program Name: .... Home Economics.....**

**Final Certificate Name: .. Home Economics.....**

**Academic System: ...yearly.....**

**Description Preparation Date: 5/10/2024**

**File Completion Date: 5/10/2023**

**Signature:**

**Signature:**

**Head of Department Name:**

**Scientific Associate Name:**

**Date:**

**Date:**

**The file is checked by:**

**Department of Quality Assurance and University Performance**

**Director of the Quality Assurance and University Performance Department:**

**Date:**

**Signature:**

**Approval of the Dean**

### **29. Program Vision**

The college seeks to graduate academically and pedagogically qualified female teachers and to create an educational generation capable of building and reforming society in socially acceptable scientific and educational fields. It seeks to prepare female teachers capable of assuming responsibility by various scientific and technical means and methods.

### **30. Program Mission**

Preparing female students in line with scientific and technical progress and preparing qualified cadres who possess continuing competencies and community service competencies to work in the stages of higher education.

### **31. Program Objectives**

Educational and pedagogical goals

The college aims to raise good generations who will bear the burdens to achieve the comprehensive development of society and complete the building of the girl's personality in an integrated way to acquire knowledge, inclinations and skills, develop innovative capabilities and train her to use the scientific method of thinking to confront problems and solve them. This is in addition to preparing and building female students to play a positive role in the field of scientific research, which contributes In the field of scientific progress in the sciences and arts,



professionals and members should be responsible in society, as well as establishing and implementing a system to develop all academic programs to help contribute to community service through continuous interaction between colleges on the one hand and the environment and society on the other hand, with the aim of spreading cultural, social, educational and scientific awareness.

#### Future goals

The College of Education for Girls seeks to be a leader in preparing female teachers by relying on the latest research in education and providing scientific expertise that provides students with the necessary knowledge and specialized skills that work to elevate society in light of the rapid social changes to which the country is exposed, and to preserve them to develop the meaning of teaching, learning and scientific research. And community service.

The college also aims, through its programs and activities, to achieve the following:

- 1– Preparing qualified cadres to work in the educational field with high efficiency, presenting postgraduate programs in the various educational specializations at the college, updating them to serve development plans, keeping pace with scientific

and technical progress and interacting positively with current developments in the educational, academic and cultural programs of colleges of education in universities in neighboring countries and abroad.

2–Developing the educational process and encouraging research and self-learning for female students so that they can carry out their duties to the fullest extent.

3– Modernizing the college’s educational programs, providing educational qualification for university teachers, and contributing to the development of various aspects of the educational system in Iraq.

4–Keeping pace with global and regional developments in the courses and programs offered by the college, in order to achieve internal efficiency.

5–Keeping pace with scientific and technological developments in the educational fields in general, and the field of teacher preparation in particular.

6–The college’s contribution to providing the necessary competencies to the local community for those holding higher degrees (master’s and doctorate) in various educational specializations.

7-Developing and evaluating the new study plan for the bachelor's degree stage in the college.

8-Developing new programs at the bachelor's and master's levels and preparing projects for programs at the doctoral level.

9- Improving scientific research activity in the college to better contribute to the development of the educational system and working to make the College of Education a house of expertise that leads the process of change and renewal in educational work by focusing on strategic educational issues and finding solutions to the obstacles that obstruct the education process.

10- Paying attention to publishing scientific research through developing the college's peer-reviewed scientific journal, and expanding its distribution circle at the regional, Arab, and national levels as well.

### **32. Program Accreditation**

Nothing

### **33. Other external influences**

nothing

### **34. Program Structure**

<b>Program Structure</b>	<b>Number of</b>	<b>Credit hours</b>	<b>Percentage</b>	<b>Reviews*</b>
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	Courses			
Institution Requirements	60	60		Basic course
College Requirements	yes			
Department Requirements	yes			
Summer Training	no			
Other				

\* This can include notes whether the course is basic or optional.

35. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
2024-2025/ 2	PS\22\HE\PS	Sewing foundations (2)	theoretical	practical
				2

36. Expected learning outcomes of the program
<b>Knowledge</b>
A- Cognitive objectives A1- Learn the skill of sewing A2- Managing groups for practical lessons A3- The ability to repair and maintain sewing machines
<b>Skills</b>

B - The skills objectives of the course

B1 - Artistic and aesthetic skills

B2 - Training skills using the machine

B3 - Speed in mastering skills

#### **Ethics**

C- Emotional and value goals

C1- Familiarity with the academic subject

C2- Teamwork

C3- The spirit of artistic creativity

### **37. Teaching and Learning Strategies**

1 – Explanation and clarification

2– How to make the model

3– Lecture method and practical application

4– Reports

### **38. Evaluation methods**

Monthly exams, weekly practical application, and the end-of-year exam.

### **39. Faculty**

Faculty Members					
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff
	General	Special			Staff      Lecturer
	Home Economics	Textiles and clothing			Staff

Professional Development
<b>Mentoring new faculty members</b>
Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.
<b>Professional development of faculty members</b>
Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

40. Acceptance Criterion
(Setting regulations related to enrollment in the college or institute, whether central admission or others)

#### 41. The most important sources of information about the program

- 1-The Comprehensive Sewing Education Book/Your Illustrated Guide 2010, translated by Khalil Farhat
- 2-Singer Sewing Encyclopedia, Sewing Principles, Academia International, 2000

#### 42. Program Development Plan

- Using data shows in displaying models and electronic computers
- Using the smart board
- Holding training courses
- Approval of field visits
- To develop the curriculum, it is necessary to reduce the number of female students in one class (15 female students), prepare the clothing and textiles laboratory with all its needs, and have a special employee responsible for maintaining the tools in the laboratory to enable the professor to deliver the material in both its practical and theoretical aspects and to enable the student to understand and skill and complete the model during the lesson so that the professor can Evaluate her skill and

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
2025-2024/2	PS\22\HE\PS	Sewing foundations (2)	Basic	—	—	—		—	—	—		—	—	—	




- Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

### Course Description Form

22.	Course Name:
Sewing foundations (2)	
23.	Course Code:
PS\22\HE\PS	
24.	Semester / Year:
Yaelly	
25.	Description Preparation Date:
5/10/2024	
26.	Available Attendance Forms:
Presence	
27.	Number of Credit Hours (Total) / Number of Units (Total)
60 hours per year, 2 hours per week	
28.	Course administrator's name (mention all, if more than one name)
<p>Name: Prof. Shahba Kazal Diab</p> <p>teacher. Yusra Shakir Muhammed Jawad</p> <p>Email: <a href="mailto:yusra_20002001@coeduw.uobaghdad.edu.iq">yusra_20002001@coeduw.uobaghdad.edu.iq</a></p>	
29.	Course Objectives

<b>Course Objectives</b>	<b>1- Teaching how to use a sewing machine</b> <b>2- Teaching the use of sewing terminology</b> <b>3- Teaching the basics of sewing</b> <b>4-Learn practical applications of each model</b> <b>5-Learn the tests by applying them manually and using a sewing machine</b>
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### 30. Teaching and Learning Strategies

<b>Strategy</b>	1 - Explanation and clarification 2- How to make the model 3- Lecture method and practical application 4- Reports
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### 31. Course structure

the week	hours	Required learning outcomes	Name of the unit/topic	Teaching method	Evaluation method
the first	2 hours	Learn to clean loose rims...seven types	Cleaning loose rims	View the pattern and sew it in practice on a sewing machine	Daily practical application on the sewing machine
the second	2 hours	Learn to sew flat seams	Types of seams (French and flat)	View the pattern and sew it in practice on a	Daily practical application on the

				sewing machine	sewing machine
the third	2 hours	Learn the palm and folds of clothes  Pleats in longitudinal seams  Pleats using the holding stitch  Tuck using a sewing machine	Clothes folds	View the pattern and sew it in practice on a sewing machine	Daily practical application on the sewing machine
the fourth	2 hours	Tuck in the twisted edge  The tuck in the cloche skirt  Tuck using a sorrel stitch. Tuck using a clamping stitch	Clothes folds	View the pattern and sew it in practice on a sewing machine	Daily practical application on the sewing machine
Fifth and sixth	2 hours	Learn how to make a slit hole and a simple hole	Openings and their types, where they are used in clothing, and how each one works	View the pattern and sew it in practice on a sewing machine	Daily practical application on the sewing machine
Seventh and eighth	2 hours	The opening is with one or two kasra	Complementary openings and their types, where they are used in clothing, and how to make each one of them	View the pattern and sew it in practice on a sewing machine	Daily practical application on the sewing machine
The ninth, tenth and eleventh	2 hours	Learn to make circular, square and triangle shapes	Corrections, their types, and how each works.	View the pattern and sew it in practice on a sewing machine	Daily practical application on the sewing machine
The	2 hours	Learn how to	Fasteners, their	View the pattern	Daily practical

twelfth, thirteenth and fourteenth		make hidden, partially visible, and completely virtual zippers	types, methods of attaching them to clothes (completely hidden zipper, partially hidden zipper, non-hidden zipper)	and sew it in practice on a sewing machine	application on the sewing machine
The fifteenth, sixteenth, seventeenth, eighteenth and nineteenth	2 hours	Learn the types of external pockets without lining, external pockets with lining, pockets with longitudinal openings for a robe, a pocket that resembles a button placket, a men's pocket, and a pocket with a heart.	Pockets, their types and how each one works (external pocket, men's pocket, side tailor's pocket)	View the pattern and sew it in practice on a sewing machine	Daily practical application on the sewing machine
The twentieth	2 hours	Learn the types of loops, how they work on clothes, and the skill of pinning them	How loops work in clothes and their specifications  Unravel the cloth	View the pattern and sew it in practice on a sewing machine	Daily practical application on the sewing machine
twenty one	2 hours	Learn hand-made button holes, their specifications, stitches, and implementation	Hand-made button holes, their specifications, stitches, and execution	View the pattern and sew it in practice on a sewing machine	Daily practical application on the sewing machine
twenty two	2 hours	Learn to make button holes using a piece of cloth, its specifications, stitches and	Making button holes using a piece of cloth, its specifications, stitches, and implementation	View the pattern and sew it in practice on a sewing machine	Daily practical application on the sewing machine

		implementation			
Twenty-third and twenty-fourth	2 hours	Theoretical and practical tests for the second semester	Monthly tests	View the pattern and sew it in practice on a sewing machine	Daily practical application on the sewing machine
twenty-five	2 hours	Practical applications for multiple models of the curriculum	Various practical applications	View the pattern and sew it in practice on a sewing machine	Daily practical application on the sewing machine
twenty-sixth The twenty-seventh	2 hours	Teaching a practical application of a specific model (kitchen racks or making a toy)	Different models of classroom activity	View the pattern and sew it in practice on a sewing machine	Daily practical application on the sewing machine
Twenty-eight to thirty	2 hours	Final theoretical and practical tests	Final theoretical and practical tests		Daily practical application on the sewing machine

### 13. Course Evaluation

The distribution is as follows: 25 marks for the monthly and daily exams for the first semester. 25 marks for the monthly and daily exams for the second semester. 50 marks for final exams .

### 14. Learning and Teaching Resources

Required textbooks (curricular books, if any)	The systematic book on the foundations of sewing: Amal Al-Najjar, without a year
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Main references (sources)	<p>1-The Comprehensive Sewing Education Book/Your Illustrated Guide 2010, translated by Khalil Farhat</p> <p>2-Singer Sewing Encyclopedia, Sewing Principles, Academia International, 2000</p>
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## Academic Program Description Form

University Name: . Baghdad

Faculty/Institute: Education for women.....

Scientific Department: .. Home Economics

Academic or Professional Program Name: ..... Home Economics

Final Certificate Name: .... Home Economics

Academic System: ...annual

Description Preparation Date: 5-10-2024

File Completion Date: 25-10-2024

Signature:

Signature:

Head of Department Name:

Scientific Associate Name:

Date:

Date:

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Approval of the Dean



#### **43. Program Vision**

The college seeks to graduate academically and educationally qualified female teachers and to create an educational generation capable of building and reforming society in socially acceptable scientific and educational fields. It seeks to prepare female teachers capable of assuming responsibility by various scientific and technical means and methods.

#### **44. Program Mission**

Preparing female students in line with scientific and technical progress, and preparing qualified cadres who possess specialized and professional competencies, continuous development competencies, and community service competencies to work in the stages of higher education and respond to the requirements of the labor market.

#### **45. Program Objectives**

1. Embodying the vision, mission and goals of the University of Baghdad, and applying the best educational practices with a focus on ensuring and enhancing quality and performance.
2. Preparing specialized cadres capable of serving the community and preparing for the preparation of future specializations.
3. Spreading the culture of human diversity in society, transferring knowledge and

skills, writing academic research, and creative scientific achievement through student- and teaching-focused activities.

4. The college seeks to conclude scientific and cultural cooperation agreements with corresponding colleges and corresponding departments in different colleges to achieve best practices in the fields of teaching, learning and translation.

5. Focusing on the educational and moral aspects of all its members and spreading the spirit of dedication, tolerance, commitment and work to serve the nation.

#### 46. Program Accreditation

Does the program have program accreditation? And from which agency?

#### 47. Other external influences

Is there a sponsor for the program?

#### 48. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements				Basic course

College Requirements	Yes			
Department Requirements	Yes			
Summer Training	None			
Other				

\* This can include notes whether the course is basic or optional.

49. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
2023-2024 / the second			theoretical	practical

50. Expected learning outcomes of the program	
Knowledge	
<p>Informing students about the importance of growth requirements at each age stage</p> <p>– Identifying the most important problems that hinder children or adolescents from healthy growth and the occurrence of</p>	<p>Students learn about the most important terms in individual development</p> <p>– Expanding the skill of dealing with all individuals within the family according to their age and level of development</p> <p>– Becomes able to solve problems facing children and adolescents</p>

psychological disorders	
<b>Skills</b>	
<ul style="list-style-type: none"> <li>– Expanding the skill of dealing with all individuals within the family according to their age and level of development</li> <li>– Becomes able to solve problems facing children and adolescents</li> </ul>	
<b>Ethics</b>	
Developing students' abilities to share ideas and opinions. And organizing the information received	Students gain the ability to help children, adolescents, and even the elderly communicate and interact positively with the family environment

## 51. Teaching and Learning Strategies

- Explaining the scientific material through the lecture.
- Writing a review paper for the most important ideas presented during the lectures
- Self-learning

## 52. Evaluation methods

Daily, weekly, monthly exams and the end of the year exam.

Preparing reports related to the material

## 53. Faculty

### Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Professor	Home Economics	Educational Psychology			Staff	

## Professional Development

### Mentoring new faculty members

Attending theoretical and practical lessons as an assistant teacher with the subject professor to gain experience

### Professional development of faculty members

Attending scientific courses and workshops

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<b>54. Acceptance Criterion</b>
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(Setting regulations related to enrollment in the college or institute, whether central admission or others)
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<b>55. The most important sources of information about the program</b>
--

State briefly the sources of information about the program.
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<b>56. Program Development Plan</b>
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- |  |
|--|
| <ul style="list-style-type: none"><li>-Continuously updating the curriculum and keeping pace with scientific progress</li><li>- Using Data Show in presentation and using the electronic computer.</li><li>- Encouraging students to present, deliver, and group discussions</li></ul> |
|--|

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
٢٠٢٤-٢٠٢٥ the second															


- Please tick the boxes corresponding to the individual program learning outcomes under evaluation.



32. Course Name:	
Developmental psychology	
33. Course Code:	
213 HEGP	
34. Semester / Year:	
Annual	
35. Description Preparation Date:	
25-10-2024	
36. Available Attendance Forms:	
Attendance	
37. Number of Credit Hours (Total) / Number of Units (Total)	
60 hours per year - 2 hours per week (theoretical)	
38. Course administrator's name (mention all, if more than one name)	
Name: Prof .Dr. Afraa Ibrahim Khaleel	
Email: <a href="mailto:ibrahimafraa@coeduw.uobaghdad.edu.iq">ibrahimafraa@coeduw.uobaghdad.edu.iq</a>	
39. Course Objectives	
Course Objectives	1- Providing students with the different stages of development in human life  2- Study of the most important socialization institutions  3- An explanation of the most important factors affecting growth  3- Explaining the importance of trends and needs in individuals' lives
40. Teaching and Learning Strategies	
Strategy	

	<p>1- Brainstorming education strategy.</p> <p>2- Explanation and clarification</p> <p>3- Lecture method</p>
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#### 41. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
	2 hours		Introduction to developmental psychology / definition of developmental psychology	1-Explaining scientific material through g	Weekly, monthly, daily written exams, and the of-year exam
2	2 hours	1-Giving students the skill of dealing with every member of the family according to the requirements of their age and development stage	its goals - the importance of studying growth	lectures.	
3	2 hours		- The meaning of growth	2- Writing scientific reports on the subject that address the most important vocabulary	
4	2 hours		growth - Growth maturity and development - Genetic principles and laws of growth and development		
5	2 hours		Stages of growth		
6	2 hours		aspects of growth		
7	2 hours		factors affecting growth - genetic		
8	2 hours		Glands - environmental food - other factors		
9	2 hours		Research methods in developmental psychology-descriptive research		
10	2 hours	2- Informing students about the importance of identifying the most important problems that children and adolescents suffer from and how to confront and reduce them.	Information collection methods - research designs (longitudinal		
11	2 hours		Cross-sectional - types of experiments		
12	2 hours				
13	2 hours				
14	2 hours				
15	2 hours				
16	2 hours				
17	2 hours				
18	2 hours				
19	2 hours				

19	2 hours		research		
20	2 hours		Exam		
21	2 hours		Childhood stage		
22	2 hours		definition - and		
23	2 hours		importance -		
24	2 hours		Stages: infancy and		
25	2 hours		breastfeeding		
26	2 hours		Developmental demands in		
27	2 hours		childhood - linguistic and motor		
28	2 hours		development		
29	2 hours		Early childhood (aspects of		
30	2 hours		development): physical growth		
			emotional development...etc		
			Middle childhood (aspects		
			development): mental		
			development, social development		
			etc		
			Late childhood (aspects of		
			development): mental		
			development, social and emotional		
			development...etc		
			The role of social institutions in		
			socialization of children		
			Family-school		
			The role of social institutions in		
			socialization of children		
			Peers, media and clubs		
			Adolescence - its importance		
			stages. Forms of adolescence		
			Physical development - men		
			development/adolescence		
			Social, emotional, and moral		
			development		
			The adolescent and society -		
			adolescent and the family		

			<p>The adolescent and school - adolescent and peers -</p> <p>The teenager and the media - teenager and the clubs</p> <p>Teenagers and career - The importance of work in a teenager's life</p> <p>The importance of choosing profession and the factors affecting it - work compatibility for adolescents</p> <p>Adolescents' attitudes and tendencies - the importance of tendencies and tendencies</p> <p>Sources of acquiring attitudes and inclinations - factors affecting adolescents' attitudes and inclinations</p> <p>Some adolescent problems and behavioral challenges</p> <p>- Academic delay</p> <p>Aggressive behavior - adolescent delinquency</p> <p>Guiding and counseling adolescents - digital drugs</p>		
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## 42. Course Evaluation

Distribution is as follows: 25 marks for monthly and daily exams for the first semester. 25 marks for monthly and daily exams for the second semester. 50 marks for final exams

## 43. Learning and Teaching Resources

Required textbooks (curricular books, if any)

Main references (sources)	<p>Introduction to developmental psychology (childhood and adolescence - old age) Dr. Abbas Mahmoud Awad - 1999</p> <p>- Developmental Psychology- Dr. Fatt Muhammad Haqqi - 1999</p> <p>- Developmental Psychology/Dr. Hamed Abdel Salam Zahran-</p> <p>- Children and adolescents' addiction to the Internet and its relationship to deviance, Amal Kazem Hamad, 2011</p> <p>Addiction to the Internet: The Disorder of the Age, S. Hamouda</p>
Recommended books and references (scientific journals, reports...)	<p>www.acofps.com Journal of Studies in Childhood</p> <p>www.jac-kw.org Arab Childhood Magazine</p> <p>Reports:</p> <ul style="list-style-type: none"> <li>- Family climate and its relationship to children's development.</li> <li>- Mental health and its relationship to moral intelligence in children.</li> </ul> <p>Psychological stress and its effects on children.</p>
Electronic References, Websites	<p><a href="https://ar.wikipedia.org/wiki/">https://ar.wikipedia.org/wiki/</a></p> <p><a href="http://www.acofps.com/vb/forumdisplay.php">www.acofps.com/vb/forumdisplay.php</a></p> <p><a href="http://www.gulfkids.com/ar/index.php?action=show">www.gulfkids.com/ar/index.php?action=show</a></p>

## Course Description Form

## Academic Program Description Form

University Name: Baghdad

Faculty/Institute: College of Education for Girls

Scientific Department: Department of Home Economics

Academic or Professional Program Name: .....

Final Certificate Name: .....

Academic System: .....

Description Preparation Date: ٢٠٢٤/١٠/٢٠ :

File Completion Date: ٢٠٢٤/١٠/٢٠ :

Signature:

Signature:

Head of Department Name:

Scientific Associate Name:

Date:

---

**The file is checked by:**

**Department of Quality Assurance and University Performance**

**Director of the Quality Assurance and University Performance Department:**

**Date:**

**Signature:**

1. Program Vision
The college seeks to graduate academically and pedagogically qualified female teachers and to create an educational generation capable of building and reforming society in socially acceptable scientific and educational fields. It seeks to prepare female teachers capable of assuming responsibility through various scientific and technical means and methods.
2. Program Mission
Preparing female students in line with scientific and technical progress, and preparing qualified cadres who possess specialized and professional competencies, continuous development competencies, and community service competencies to work in the stages of higher

education.

### 3. Program Objectives

- Preparing qualified cadres to work in the educational field with high efficiency, offering postgraduate programs in the various educational specializations at the college, updating them to serve development plans, keeping pace with scientific and technical progress and interacting positively with current developments in the educational, academic and cultural programs of colleges of education in universities in neighboring countries and abroad.

2- Developing the educational process and encouraging research and self-learning for female students so that they can carry out their duties to the fullest extent

-3- Modernizing the college's educational programs, providing educational qualification for university teachers, and contributing to the development of various aspects of the educational system in Iraq.



4- Keeping pace with global and regional developments in the courses and programs offered by the college, in order to achieve internal efficiency.

5- Keeping pace with scientific and technological developments in the educational fields in general, and the field of teacher preparation in particular.

6- The college's contribution to providing the necessary competencies to the local community for those holding higher degrees (master's and doctorate) in various educational specializations.

4. Program Accreditation

nothing

5. Other external influences

nothing

## 6 Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews•
Institution Requirements				
College Requirements				

Department Requirements	Yes, it is essential			
Summer Training				
Other				

This can include notes whether the course is basic or optional.

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
٢٠٢٤/٢٠٢٥	222 HECE	Raising a child	Theoretical ٦.	Practical ٣.
Learning Outcomes 2		Learning Outcomes Statement 2		
Learning Outcomes 3		Learning Outcomes Statement 3		
Learning Outcomes 4		Learning Outcomes Statement 4		
Learning Outcomes 5		Learning Outcomes Statement 5		
8. Expected learning outcomes of the program				
Knowledge				
Introducing students to how to deal with childhood problems				
2- Introducing students to the development of children during childhood				
3- Teaching female students how to raise a child				

## 4 - Teaching female students using modern educational methods

### Skills

How to raise a child: preparing a student who is familiar with childhood matters

How do we address children's problems?

- Correct socialization methods to prepare a student familiar with childhood matters

### 9. Teaching and Learning Strategies

Explanation and clarification

demonstration tools

Lecture method

### 10. Evaluation methods

Daily tests

Monthly tests

Reports and studies

11. Faculty						
Faculty Members						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
	General					Lecturer

### Professional Development

#### Mentoring new faculty members

Briefly describes the process used to mentor new, visiting, full—time, and part—time faculty at the institution and department level.

#### Professional development of faculty members

Holding training courses

Being interested in workshops and seminars

Setting appropriate questions for students

Theoretical tests and daily activities for female students

(12. Acceptance Criterion  
(Daily preparation and attendance)

(Setting regulations related to enrollment in the college or institute, whether central

or not) and the academic and professional development plan and arrangements for faculty

such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

Edit nomination

Families of martyrs

### 14. Program Development Plan

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

State briefly the sources of information about the program.

Program Program															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
2024-2025	HECE	a basic child	Raising a	/	/	/	/	/	/	/	/	/	/	/	/

- Please tick the boxes corresponding to the individual program learning outcomes under evaluation.



## Course Description Form

1. Course Name: Raising a child
2. Course Code: 222 HECE
3. Semester / Year: ٢٠٢٤/٢٠٢٥
4. Description Preparation Date: ٢٠٢٤/١٠/٢٤
5. Available Attendance Forms: daily
6. Number of Credit Hours (Total) / Number of Units (Total)
60 hours theory + 30 hours discussion
7. Course administrator's name (mention all, if more than one name)
Name: Email: nour.h@coeduw.uobaghdad.edu.iq      .....
Noor Hussian      .....
8. Course Objectives
<p><b>optional</b></p> <p>Objectives of the course: To introduce students to child development, the stages of childhood, their importance, how child development develops at each stage, and how to help the child grow properly in all aspects of development. What are the characteristics of childhood, what are the problems it is exposed to, and how can they be treated?</p>



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## 9. Teaching and Learning Strategies

<b>Strategy</b>	<p>Explanation and clarification</p> <p>demonstration tools</p> <p>Lecture method</p>
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## 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2 hours	The student learns about raising a child	The student learns about raising a child	lecture	the exam
2	=	=	Raising a child/factors that affect the pregnant mother's body	lecture	the exam
3	=	=	Raising a child/supplementing the factors that affect the pregnant mother's body	lecture	the exam
4	=	=	Child raising/pregnancy and stages	lecture	the exam
5	=	=	Raising a child/breastfeeding stage	lecture	the exam

٦	=	=	Raising a child/infancy/physical development	lecture	the exam
٧	=	=	Raising a child/weaning and motor development	lecture	the exam
٨	=	=	Raising a child/factors affecting motor development	lecture	the exam
٩	=	=	Child raising/linguistic and social development	lecture	the exam
١٠	=	=	Child rearing/exam	lecture	the exam
١١	=	=	Child education/pre-school	lecture	the exam
١٢	=	=	Raising a child/linguistic development, children's questions	lecture	the exam
١٣	=	=	Raising children/perception and concept formation	lecture	the exam

١٤	=	=	Raising a child/emotional development and the unity of emotion	lecture	the exam
١٥	=	=	Child raising/socialization methods	lecture	the exam
١٦	=	=	Child rearing/exam	lecture	the exam
١٧	=	=	Raising a child/half-year vacation	lecture	the exam
١٨	=	=	Raising a child/playing with children	lecture	the exam
١٩	=	=	Child rearing/late childhood	lecture	the exam
٢٠	=	=	Raising a child/physical development and motor development	lecture	the exam
٢١	=	=	Mental development, perception, and concept formation	lecture	the exam
٢٢	=	=	Raising children/intelligence	lecture	the exam

			and thinking		
٢٣	=	=	Child rearing/exam	lecture	the exam
٢٤	=	=	Raising a child/linguistic and emotional development	lecture	the exam
٢٥	=	=	Raising a child/characteristics of late childhood	lecture	the exam
٢٦	=	=	Raising a child/problems a child is exposed to in late childhood	lecture	the exam
٢٧	=	=	Raising children/gifted children	lecture	the exam
٢٨	=	=	Raising a culturally deprived child/child	lecture	the exam
٢٩	=	=	Child rearing/exam	lecture	the exam
٣٠	=	=	Child rearing/juvenile	lecture	the exam

			delinquency		
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Infrastructure 10.	
- Required textbooks	Barakat, Adel Musharraf and Majeed, Rafi'a Jassim (1988) Child Education, University of Baghdad, College of Education for Girls
Main references (sources)	Mortada, Salwa (2002) Child Raising Problems and Solutions, Syria  2- Lamoza, Ashwaq Sami and Al-Obaidi Afra Ibrahim (2016) Raising a Child and Some of its Problems (Causes and Treatment) Amman-Jordan
Recommended books and references (scientific journals, reports,...)	1- Hawton,K,&Kirk,J.,Proplems-solving.Ink.Oxford University Press.  2-R.C.Children:development and relation ships Macmillan publishing Co. New York./ - <sup>١</sup>  The problem of jealousy in children 2- Methods of socialization 3- Factors affecting linguistic development
B - Electronic references, Internet sites	.... <a href="http://www.abahe.co.uk">www.abahe.co.uk</a> - <sup>١</sup> 2- <a href="http://www.jamaa.net">www.jamaa.net</a> 3- <a href="http://sirwan.yaoo7.com">sirwan.yaoo7.com</a>

**University Name: ..Baghdad.....**

**Faculty/Institute: ... College of Education for womman.....**

**Scientific Department: ..... Home economics.....**

**Academic or Professional Program Name: .....**

**Final Certificate Name: .. .... Home economics.....**

**Academic System: annual**

**Description Preparation Date: 23-10-2024**

**File Completion Date: 2025-2024**

**Signature:**

**Signature:**

**Head of Department Name:**

**Scientific Associate Name:**

**Date:**

**Date:**

**The file is checked by:**

**Department of Quality Assurance and University Performance**

**Director of the Quality Assurance and University Performance Department:**

**Date:**

**Signature:**

**Approval of the Dean**

1. Program Vision				
The college seeks to graduate qualified teachers scientifically and educationally and to create an educational generation capable of building and reforming society in the socially acceptable scientific and educational fields and seeks to prepare teachers capable of assuming responsibility by various scientific and technical means and methods.				
2. Program Mission				
College Mission:				
Preparing students in line with scientific and technical progress, and preparing qualified cadres who possess specialized and professional competencies, continuous development competencies, and community service competencies to work in higher education stages.				
3. Program Objectives				
Educational and educational objectives				
The college aims to raise good generations that bear the burdens to achieve the comprehensive development of society and complete the building of the girl's personality in an integrated manner to acquire knowledge, tendencies and skills, develop innovative abilities and train them to use the scientific method of thinking to face and solve problems, in addition to preparing and building students to play a positive role in the field of scientific research that contributes to the field of scientific progress in science and arts to be professionals and responsible members of society, as well as establishing and applying a system for the development of all academic programs to contribute to Community service through continuous interaction between colleges on the one hand and the environment and society on the other, in order to spread cultural, social, educational and scientific awareness.				
4. Program Accreditation				
Nothing				
5. Other external influences				
Nothing				
6 Program Structure				
Program Structure	Number of Courses	Credit hours	Percentage	Reviews•
Institution Requirements				basic
College Requirements	Yes			



Department Requirements	Yes			
Summer Training	nothing			
Other				

This can include notes whether the course is basic or optional.

**Developing the skill of linking acquired knowledge with practical application**  
**Developing the skill of conducting research and reports and drawing conclusions.**  
**- Developing the skill of planning and designing applied activities**

## 7. Program Description

Year/Level	Course Code	Course Name		Credit Hours
2024-2023	215 HEM	Fundamentals of general and food microbiology	theoretical	practical
			70 hour	90 hour

## 8. Expected learning outcomes of the program

*Knowledge*

*Knowledge*

*Learning Outcomes: To provide the student with the ability to distinguish between diseases caused by microorganisms and what are the ways and means to prevent their spread*

*Skill*

*Developing the skill of linking acquired knowledge with practical application*

*Developing the skill of conducting research and reports and drawing conclusions.*

*- Developing the skill of planning and designing applied activities*

*Value*

*Developing students' abilities to share ideas*

*Decision-making skill and developing constructive dialogue experience*

## 10. Evaluation methods

*Explaining the scientific material and linking the lectures to the practical part*

*Using a microscope and pictures that remind the student of the scientific material*

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*10. Evaluation methods*

*1- Semester tests.*

*2- Daily activities and end-of-year exams*

*3- Research, reports and working papers.*

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11. Faculty						
Faculty Members						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Teacher	Home economics	Food and nutrition			Staff	
Professional Development						
Mentoring new faculty members						
Briefly describes the process used to mentor new, visiting, full—time, and part—time faculty at the institution and department level.						
Professional development of faculty members						
Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.						
12. Acceptance Criterion						
(Setting regulations related to enrollment in the college or institute, whether central admission or others)						
13. 14. The most important sources of information about the program						
A comparative study by introducing the student to the ability to distinguish between diseases caused by microorganisms and what are the ways and means to prevent their spread. The types of bacteria that lead to food spoilage and ways to control the spread of diseases caused by microorganisms.						

Program Program															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
2025- 2024	MEM215														

- Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

## Course Description Form

1. Course Name:	
Fundamentals of general and food microbiology	
2. Course Code:	
15 HEM	
3. Semester / Year:	
Annual	
4. Description Preparation Date:	
٢٠٢٤	
5. Available Attendance Forms:	
My presence	
6. Number of Credit Hours (Total) / Number of Units (Total)	
60 theoretical hours and 90 practical hours Number of units (total): 3 hours per week	
7. Course administrator's name (mention all, if more than one name)	
Name: Ishraq jihad Email:ishraqjihad@ coeduw.uobaghdad.edu. iq	
8. Course Objectives	
<b>optional</b>	<ul style="list-style-type: none"> <li>•</li> <li>2. Introducing students to microbiology, its types and composition.</li> <li>• Study the factors affecting the growth of microorganisms.</li> <li>• Study methods of controlling and eliminating them and what are the harmful effects caused by microorganisms in food.</li> <li>• Studying the benefits of microorganisms that are used in the food industry.</li> <li>• Studying the problems caused by microorganisms in the food industries at the factory level</li> </ul>

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## 9. Teaching and Learning Strategies

<b>Strategy</b>	-Education strategy, collaborative concept planning 2- Education strategy brainstorming 3- Education Strategy Notes Series
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## 10. Course Structure

Week	Hours	Required Learning	Unit or sub name	Learning method	Evaluation	
		Outcomes			method	
	2hours my theory	The student gets to know	Basics of microbiology	Theoretical lectures and practical applications	Daily activity, monthly, quarterly and theoretical tests and exams	
1	2	=	History of microbiology	how it emerged, developed, and applied	Daily activity, monthly, quarterly and theoretical tests and exams	
2	2	=	Bacteria: their shape, arrangement	size, cellular structures, and characteristics	Daily activity, monthly, quarterly and theoretical tests and exams	
3	2	=	Fungi	their general, phenotypic and physiological characteristics	Daily activity, monthly, quarterly and theoretical tests and exams	
4	2	=	Algae	its general and appearance characteristics	Daily activity, monthly, quarterly and theoretical tests and exams	

5	2	=	Elementary school	its phenotypic and physiological characteristics and its applied importance	Daily activity, monthly, quarterly and theoretical tests and exams	
6	2	=	Viruses and phages:	their characteristics, replication, and the diseases they cause	Daily activity, monthly, quarterly and theoretical tests and exams	
7	2	=	Microbial metabolism/	an overview of energy generation and catabolic and anabolic metabolic pathways	Daily activity, monthly, quarterly and theoretical tests and exams	
8	2	=	Growth of microorganisms/	growth methods for estimating the type of microorganisms	Daily activity, monthly, quarterly and theoretical tests and exams	
9	2	=	Factors affecting the growth of microorganisms	: food, heat, air, humidity, osmotic pressure, pH, radiation, and inhibitors	Daily activity, monthly, quarterly and theoretical tests and exams	
10	2	=	Factors affecting the growth of microorganisms	Food, heat, air, humidity, osmotic pressure, pH, radiation, and inhibitors	Daily activity, monthly, quarterly and theoretical tests and exams	

11	2	=	Nutritional media for microorganisms	composition and types	Daily activity, monthly, quarterly and theoretical tests and exams
12	2	=	Pure living farms	types and methods of preservation	Daily activity, monthly, quarterly and theoretical tests and exams
13	2	=	Control of microorganisms,	physical and chemical methods for sterilization and disinfection	Daily activity, monthly, quarterly and theoretical tests and exams
14	2	=	Microbiology of water and sewage	tests for potability of water and methods of treating sewage	Daily activity, monthly, quarterly and theoretical tests and exams
الاوكسجين و	2	=		oxygen, temperature, pH, and osmotic pressure	Daily activity, monthly, quarterly and =theoretical tests and exams
			Soil microbiology, air		
16	2	=	Food contamination with microorganisms	types of microorganisms in foods and sources of food contamination with microorganisms	Daily activity, monthly, quarterly and theoretical tests and exams
17	2	=	Microbial spoilage of fresh and processed foods Causes of spoilage and factors affecting the types and numbers of microorganisms and types of spoilage of fresh and processed foods		Daily activity, monthly, quarterly and theoretical tests and exams



18	2	=	Basics of food preservation /	preserving food at high temperatures, low temperatures, reducing moisture content, chemical preservatives, fermentation, and radiation	Daily activity, monthly, quarterly and theoretical tests and exams
19	2	=	Basics of food preservation	Preserving food at high temperatures, low temperatures, reducing moisture content, chemical preservatives, fermentation, and radiation.	Daily activity, monthly, quarterly and theoretical tests and exams
20	2	=	Microbiology of fruits and vegetables	sources of pollution and spoilage of fresh fruits and vegetables, and spoilage of processed fruits and vegetables	Daily activity, monthly, quarterly and theoretical tests and exams
21	2	=	Microbiology of grains and their products	sources of pollution and spoilage of grains and their products (cereals, flour, bread	Daily activity, monthly, quarterly and theoretical tests and exams
22	2	=	Microorganisms of sugar and sugar products	types of microorganisms in sugar and spoilage of sugar and its sugar products	Daily activity, monthly, quarterly and theoretical tests and exams
23	2	=	Microorganisms of meat and fish	sources of contamination of meat and fish, types of contaminated microorganisms, spoilage of meat and fish, methods of preserving meat and fish	Daily activity, monthly, quarterly and theoretical tests and exams

24	2	=	Microorganisms of meat and fish	Sources of contamination of meat and fish, types of contaminated microorganisms, spoilage of meat and fish, methods of preserving meat and fish.	Daily activity, monthly, quarterly and theoretical tests and exams
25	2	=	Microorganisms of poultry and eggs	sources of pollution and spoilage of poultry, sources of egg contamination and spoilage	Daily activity, monthly, quarterly and theoretical tests and exams
26	2	=	Microbiology of milk and dairy	products Spoilage of milk and its products (types of milk, cheese and butter)	Daily activity, monthly, quarterly and theoretical tests and exams
27	2	=	Microbiology of milk and dairy	Spoilage of milk and its products (types of milk, cheese, and butter).	Daily activity, monthly, quarterly and theoretical tests and exams
28	2	=	Industrial fermentations	their importance and success factors, lactic, alcoholic and acetic fermentations, production of some important products for industrial fermentations (single-cell protein, enzymes, organic and amino acids, and vitamins)	Daily activity, monthly, quarterly and theoretical tests and exams
29	2	=	Food poisoning,.	its types, food infection, food poisoning, mycotoxin poisoning, disease control, and food poisoning	Daily activity, monthly, quarterly and theoretical tests and exams

	practical part				
the week	hours	Required learning outcomes	Name of the unit/topic	Learning method	Calendar method
	2hours my theory	The student gets to know	Microbiology	Theoretical lectures and practical applications	Daily activity, monthly and quarterly practical tests and exams
1	2	=		General instructions for the laboratory and notes on how to write laboratory reports	
2	2	=		Identifying microbiology laboratory devices and equipment - studying the microscope and its parts and calculating	
3	2	=		Bacteria and their forms, ready-made slides	daily exams every week in the previous subject

4	2	=		Food media, their types and methods of preparation	
5	2	=		Growing microorganisms from the environment on food media in the laboratory	
6	2	=		Colonies: their shapes, types and numbers	

## Academic Program Description Form

**University Name:** ..... Baghdad University.....

**Faculty/Institute:** ..... Education for women

**Scientific Department:** ... Home Economics

**Academic or Professional Program Name:** ..... Home Economic

**Final Certificate Name:** ..... Home Economics

**Academic System:** yearly.....

**Description Preparation**

**Date:**24/10/2024

**File Completion**

**Date:**22/10/2024

**Signature:**

**Signature:**

**Head of Department Name:**

**Scientific Associate Name:** D

**Date:**

**The file is checked by:**

**Department of Quality Assurance and University Performance**

**Director of the Quality Assurance and University Performance Department:**

**Date:**

**Signature:**

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### 1. Program Vision

The college seeks to graduate academically and pedagogically qualified female teachers and to create an educational generation capable of building and reforming society in socially acceptable scientific and educational fields. It seeks to prepare female teachers capable of assuming responsibility by various scientific and technical means and methods.

### 2. Program Mission

Preparing female students in line with scientific and technical progress and preparing qualified cadres who possess continuing competencies and community service competencies to work in the stages of higher education.

### 3. Program Objectives

Educational and pedagogical goals

The college aims to raise good generations who will bear the burdens to achieve the comprehensive development of society and complete the building of the girl's personality in an integrated way to acquire knowledge, inclinations and skills, develop innovative capabilities and train her to use the scientific method of thinking to confront problems and solve them. This is in addition to preparing and building female students to play a positive role in the field of scientific research, which contributes In the field of scientific progress in the sciences and arts, professionals and members should be responsible in society, as well as establishing and implementing a system to develop all academic programs to help contribute to community service through continuous interaction between colleges on the one hand and the environment and society on the other hand, with the aim of spreading cultural, social, educational and scientific awareness.

Future goals

The College of Education for Girls seeks to be a leader in preparing female teachers by relying on the latest research in education and providing scientific expertise that provides students with the necessary knowledge and specialized skills that work to elevate society in light of the rapid social changes to which the

country is exposed, and to preserve them to develop the meaning of teaching, learning and scientific research. And community service.

The college also aims, through its programs and activities, to achieve the following:

1- Preparing qualified cadres to work in the educational field with high efficiency, presenting postgraduate programs in the various educational specializations at the college, updating them to serve development plans, keeping pace with scientific and technical progress and interacting positively with current developments in the educational, academic and cultural programs of colleges of education in universities in neighboring countries and abroad.

2-Developing the educational process and encouraging research and self-learning for female students so that they can carry out their duties to the fullest extent.

3- Modernizing the college's educational programs, providing educational qualification for university teachers, and contributing to the development of various aspects of the educational system in Iraq.

4-Keeping pace with global and regional developments in the courses and programs offered by the college, in order to achieve internal efficiency.

5-Keeping pace with scientific and technological developments in the educational fields in general, and the field of teacher preparation in particular.

6-The college's contribution to providing the necessary competencies to the local community for those holding higher degrees (master's and doctorate) in various educational specializations.

7-Developing and evaluating the new study plan for the bachelor's degree stage in the college.

8-Developing new programs at the bachelor's and master's levels and preparing projects for programs at the doctoral level.



9- Improving scientific research activity in the college to better contribute to the development of the educational system and working to make the College of Education a house of expertise that leads the process of change and renewal in educational work by focusing on strategic educational issues and finding solutions to the obstacles that obstruct the education process.

10- Paying attention to publishing scientific research through developing the college's peer-reviewed scientific journal, and expanding its distribution circle at the regional, Arab, and national levels as well.

#### 4. Program Accreditation

Nothing

#### 5. Other external influences

Nothing

### 6 Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews•
Institution Requirements	٦٠	٦٠		Basic course
College Requirements	yes			

Department Requirements	yes			
Summer Training	no			
Other				

This can include notes whether the course is basic or optional.

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
2024/2	<b>214HEFR</b>	<b>Food preparation</b>	theoretical	practical√
			2	2

## 8. Expected learning outcomes of the program

Knowledge

1- Know and understand the principles of food preparation

2- Knowing the correct steps followed in preparing food

3- Know how to prepare healthy meals

4- Knowledge of modern methods of preparing foods

5- Know how to measure dry and liquid materials when preparing food

Learning Outcomes 5

Learning Outcomes Statement 5

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### Skills

1- Developing students' skills in food preparation

2 - Developing female students' experiences and skills in the field of preparing and decorating foods and pastries

### Ethics

Developing students' abilities in food preparation

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## 12. Teaching and Learning Strategies

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1- Method of explanation and clarification

2- Discussion method

3- Lecture method and scientific application

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## 13. Evaluation methods

Monthly exam, practical application and reports

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11. Faculty						
Faculty Members						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Assistant Professor	Home Economics	Food and nutrition				Lecturer
Professional Development						
Mentoring new faculty members						
Briefly describes the process used to mentor new, visiting, full—time, and part—time faculty at the institution and department level.						
Professional development of faculty members						
Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.						
12. Acceptance Criterion						
(Setting regulations related to enrollment in the college or institute, whether central admission or others)						
13. The most important sources of information about the program						
State briefly the sources of information about the program.						
1-Cooking and Nutrition Guide 2006, written by Naziha Adeeb.						
2- Experimental cooking, 2008, written by Dr. Ayman Suleiman						
3-On cooking. 2007.Sarah R.Labensky, Alan M.Hause						
14. Program Development Plan						

Using data shows in displaying models and electronic computers

Using illustrative means such as blackboards and posters

Providing tools and materials in the food laboratory

Updating the curriculum.

Using modern scientific sources.

Program Program															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
2025-2024	214HEFR	Food preparation	Basic	\	\	\	\	\	\	\	\	\	\	\	\

- Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

## Course Description Form

1. Course Name:	
Food preparation	
2. Course Code:	
214HEFR	
3. Semester / Year:	
Yaerly	
4. Description Preparation Date:	
10/10/2024	
5. Available Attendance Forms:	
Presence	
6. Number of Credit Hours (Total) / Number of Units (Total)	
60 hours per year, 2 hours working	
7. Course administrator's name (mention all, if more than one name)	
Name: maha mohammed nafi ali  .....	
Email:maha .....	
8. Course Objectives .....	
<b>optional</b>	Subject scorer 1- Students' knowledge of the sources of different foods, how to choose them, and methods of storing and preserving them for the longest possible time. 2- Identify nutritional value, such as foods, integrated commandments, proper nutrition, and their relationship to health 3- Teaching female students how to prepare balanced meals 4- Preparing capable and proficient female graduate students in the field of food and nutrition to be future mothers, as well as to enable them to work in various fields such as hospitals, in the field of tourism, or in the teaching profession.
9. Teaching and Learning Strategies	

Strategy		Exam and reports				
10. Course Structure						
Week		Hours	Required Learning	Unit or subject name	Learning method	Evaluation
			Outcomes			method
1	2		For the student to know	Get to know the curriculum vocabulary comprehensively and link this vocabulary with previous information from the first year	Method of explanation and lecturing	Conducting practical and theoretical tests Monthly with reports
2	2	=		Measurement, measuring the weights of dry and liquid materials, applying a recipe	=	=
3	2	=		Fruits and vegetables, ways to cook them, how to preserve their nutritional value, the effect of acids and bases on the color, taste, and composition of some vegetable dishes such as tabbouleh and dolma.	=	=
4	2	=		Salads, preparing different types and preparing different types of sauces (French sauce and mayonnaise)	=	=
5	2	=		Milk, apply some of the conco correct way to l		
6	2	=		Eggs, preparing eggs in the shell (b in custard), determinin		=
7	2	=		Determine the effect of temperature and time on cooked custard.	=	=
8	2	=		. Using eggs in food dishes, taking advantage of the egg-beating and fluffing feature	=	=
9	2	=		Sherbet, making orange sherbet and how to preserve it for a long time.	=	=



10	2	=	Fats, their uses in the kitchen, a temperature.	=	=
11	2	=	Apply some recipes for frying with plenty of fat and little fat	=	=
12	2	=	Using fat to prepare some permanent mayonnaise and French sauce.	=	=
13	2	=	Meat, application of meat preparation methods	=	=
14	2	=	Prepare different recipes from meat.	=	=
15	2	=	First semester exam	=	=
16	2	=	Sugars, make some simple chocolate.	=	=
17	2	=	Starches, their identification and uses. The use of starch as a thickening agent for some dishes	=	=
18	2	=	The effect of acid and sugar on thickening the starch mixture.	=	=
19	2	=	Flour, cereals and bread	=	=
20	2	=	Preparing gluten balls using different types of flour with some recipes.	=	
21	2	=	Fluffing agents, using water vapor as a fluffing agent, using carbon dioxide as a fluffing agent.		=
22	2	=	Using soda with acids from foods as a fluffing agent, giving some characteristics for each case.	=	=
23	2	=	. Dough and pies, examples of liquid dough types.	=	=
24	2	=	Biscuits and the factors affecting them, making models of biscuits.	=	=
25	2	=	Cake, both fatty and fat-free	=	=
26	2	=	Paneling, its types, making decorative paneling for different models.	=	=
27	2	=	Making various types of cake and pastry fillings	=	=
28	2	=	Natural and artificial baits and flavors, their origin and role in food preparation.	=	=
29	2	=	Drinks of all kinds, details about tea, coffee, and cocoa and how	=	=

			to make them the right way		
30	2	=	End of semester exam	=	=

## Course description form

**The Crimes of the Baath regime in Iraq (M. D Amerah Abdel Hussein Mutlag)**

**Academic year (2023/2024)**

**This Course Description Provides a Summary of the most Important Characteristics of the Course and the learning Outcomes that the Student is expected to Achieve, demonstrating whether he or she has made the most of the learning opportunities available. It must be linked to the Program Description.**

**44.Educational Institution / University of Baghdad.**

**45.University department/ Center/Education for Girls / Department of Home Economics**

**46.Course Name**

**The Crimes of the Baath Regime in Iraq**

**47.Course code**

**48.Semester/year**

**The Second Stage / First and Second Semester / 2023-2024**

**49.The Date this Description was Prepared**

**٢٠٢٤ / ١٠ / ٢٥**

**50.Available forms of attendance**

**Daily**

**51.(total)**

**One hour**

**52.Name of the course administrator (if more than one name is mentioned)**

**Name: M.D. Amerah Abdel Hussein Mutlag.**

**Email: Amrah.a@coeduw.uobaghdad.edu.iq**

### 53.Course Objectives:

Objectives of the study Subject	<ul style="list-style-type: none"><li>• Introducing the new generation to the reality of the Baath Party Iraq.</li><li>• Educating the new generation about the extent of the danger of the Baath Party and the former regime to Iraqi society and its injustices that has lasted for more than 30 years.</li><li>• Introducing students to the crimes that the Baath Party brutally committed against Iraqi society and revealing those crimes that shocked and terrified citizens during those years.</li></ul>
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### 54.Teaching and learning strategies:

The strategy	Providing insight to students in all universities about what the Iraqi people experienced for decades under the rule of the former regime, by informing them of its crimes, which makes them aware and distances them from misinformation.
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### 55. Course structure

week	Hours	Required Learning Outcomes	Name of the Unit or Topic	Learning Method	Evaluation Method
1	1	identification And explain	Violation of rights and freedoms	Lecture and discussion	Daily preparation and testing
2	1	identification And explain	Violation of intellectual and human rights	Lecture and discussion	Daily preparation and testing

					and testing
3	١	identification And explain	Violation of rights to pluralism and social political and cultural rights	Lecture and discussion	Daily preparation and testing
4	١	identification And explain	Violation of international law, which resulted in: -The First and Second Gulf War -Invasion of Kuwait -The international blockade on Iraq is a result of the Invasion of Kuwait	Lecture and discussion	Daily preparation and testing
5	١	identification And explain	The impact of the Baath regime's behavior on society and its control over the state.	Lecture and discussion	Daily preparation and testing
6	١	identification And explain	-Random arrests, torture of prisoners, and executions - Arresting foreigners inside Iraq	Lecture and discussion	Daily preparation and testing
7	١	identification And explain	Execution of soldiers and civilians	Lecture and discussion	Daily preparation and testing
8	١	identification And explain	Limiting powers in the hands of the Baathist regime.	Lecture and discussion	Daily preparation and testing

9	١	identification And explain	Party requirements to limit power to the previous regime.	Lecture and discussion	Daily preparation and testing
10	١	identification And explain	The impact of the transitional period on combating authoritarian politics.	Lecture and discussion	Daily preparation and testing
11	١	identification And explain	The concept of transitional justice.	Lecture and discussion	Daily preparation and testing
١٢	١	identification And explain	Advantages of transitional justice and its goals.	Lecture and discussion	Daily preparation and testing
13	١	identification And explain	Social justice enforcement institutions	Lecture and discussion	Daily preparation and testing
14 Exam					
15	١	identification and explain	<p>The use of psychological and social mechanisms in torturing the Iraqi people</p> <ul style="list-style-type: none"> <li>- The phenomenon of scarcity and scarcity</li> <li>- The phenomenon of distraction</li> </ul>	Lecture and discussion	Daily preparation and testing

16	١	identification And explain	<ul style="list-style-type: none"> <li>-The mechanism of terror and intimidation</li> <li>-The mechanism of impoverishment and starvation</li> <li>- Mechanism of pressure and psychological punishment</li> </ul>	Lecture discussion	a	Daily preparation and testing
17	١	identification And explain	<ul style="list-style-type: none"> <li>-Mechanism of ethnic and sectarian cleansing</li> <li>- The mechanism of scientific and Cultural impoverishment</li> </ul>	Lecture discussion	a	Daily preparation and testing
18	١	identification And explain	The psychological, social and educational effects and consequences	Lecture discussion	a	Daily preparation and testing
١٩	١	identification And explain	<p>Social field:</p> <ul style="list-style-type: none"> <li>-Family rule and reducing the nation to the personality of the ruler.</li> <li>- The dialectic of the ruler and the citizen between hypocrisy and injustice and promoting culture of praise</li> </ul>	Lecture discussion	a	Daily preparation and testing
٢٠	١	identification And explain	Crimes of preventing the dissemination of religious teachings and confiscating science and knowledge	Lecture discussion	a	Daily preparation and testing
2١	١	identification And explain	Murders of scholars, religious youth, and religious parliamentarians.	Lecture discussion	a	Daily preparation and testing

٢٢	١	identification And explain	Militarization of media discourse.	Lecture discussion	a	Daily preparation and testing
2٣	١	identification And explain	Militarization of literature and art.	Lecture discussion	a	Daily preparation and testing
2٤	١	identification And explain	The impact of oppression and wars on the environment and population.	Lecture discussion	a	Daily preparation and testing
٢٥ Exam						
٢٦	١	identification And explain	The use of internationally prohibited weapons and environmental pollution  - Halabja  - Basra	Lecture discussion	a	Daily preparation and testing
2٧	١	identification And explain	scorched earth policy  -The Battle of Jassim River and its impact on the environment  - Burning oil wells	Lecture discussion	a	Daily preparation and testing
٢٨	١	identification And explain	-Well fields and military waste  - Bombing Iraqi cities	Lecture discussion	a	Daily preparation and testing
٢٩	١	identification And explain	Drying of marshes and forced migration  Destruction of the agricultural and animal environment and pollution Radiological  - Dujail	Lecture and discussion		Daily preparation and testing



			- Razing palm groves		
٣٠	١	identification And explain	Mass graves and bombing places of worship.	Lecture and discussion	Daily preparation and testing

#### 56.Course evaluation

**Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.**

**Pursuit score of 50, divided into:**

- 1- Daily preparation: 5 degrees.**
- 2- Monthly tests: 20 marks.**

#### 57. Learning and teaching resources

<b>Required textbooks (methodology, if any(</b>	<b>The crimes of the Baath regime in Iraq</b>
<b>Main references (sources)</b>	<b>The crimes of the Baath regime in Iraq</b>
<b>Recommended supporting books and references (scientific journals, reports....)</b>	<b>The book “Crimes of the Baath Regime Iraq” recommended by the Ministry Higher Education and Scientific Research.</b>
<b>Electronic references, Internet sites</b>	<b>Nothing</b>

## **Academic program description form**

University name: University of Baghdad

College/Institute: College of Education for Girls

Scientific Department: Department of Home Economics

Name of academic or professional program: Ph.D

Name of final degree: Doctorate in Educational Psychology

Description preparation date: 10/11/2023

Date of filling the file: 2/26/2024

the signature

:Name of scientific assistant

:the date

the signature

:Name of department head

:the date

:Check the file by

Division of Quality Assurance and University Performance

:Name of the Director of the Quality Assurance and University Performance Division

the date

the signature

Authentication

Mr. Dean

### **1 .Program vision**

Remember to see the program as stated in the university prospectus and website. The college seeks to graduate academically and educationally qualified female teachers and to create an educational generation capable of building and reforming society in socially acceptable scientific and educational fields. It seeks to prepare female teachers capable of assuming responsibility by various scientific and technical means and methods..

### **2 .Program message**

.State the program's mission as stated in the university's bulletin and website  
Preparing female students in line with scientific and technical progress, and  
preparing qualified cadres who possess specialized and professional  
competencies, continuous development competencies, and community service  
.competencies to work in the stages of higher education

### **3 .Program Goals**

### **4 .Program accreditation**

Does the program have program accreditation? From which side?

### **5 .Other external influences**

Is there a sponsor for the program?

### **6 .Program structure**

<b>comments</b>	<b>percentage</b>	<b>Study unit</b>	<b>Number of courses</b>	<b>Program structure</b>

		<b>4</b>	<b>1</b>	Enterprise requirements
				College requirements
				Department requirements
				summer training
				Other

**Notes may include whether the course is core or elective. \***

<b>Program description .<sup>v</sup></b>				
<b>Credit hours</b>		<b>Name of the course or course</b>	<b>Course or course code</b>	<b>Year/level</b>
<b>practical</b>	<b>theoretical</b>	Educational guidance and mental health	Educational guidance and mental health	<b>2024/2023</b>
	<b>2 hour</b>			

<b>Expected learning outcomes of the programme .<sup>^</sup></b>	
<b>To find out</b>	
Statement of learning outcomes 1	Learning outcomes 1 A- Cognitive objectives 1a- Students' knowledge of the latest theories and trends that enable them to explain human behavior. 2a- Students' knowledge of the

	<p>role of goals in the educational-learning process (pedagogical goals - educational goals).</p> <p>3a- Students' knowledge of the importance of memorizing tickets and avoiding forgetfulness</p>
<b>Skills</b>	
Statement of learning outcomes 2	<p>Learning outcomes 2</p> <p>.B1 - The skill of self-independence</p> <p>B2 - Discussion and classroom interaction skills</p> <p>.B3 - The skill of observing behavior</p> <p>.B4- The skill of emotional empathy</p>
Statement of learning outcomes 3	Learning outcomes 3
<b>Value</b>	
Statement of learning outcomes 4	Learning outcomes 4
Statement of learning outcomes 5	Learning outcomes 5
<b>9 .Teaching and learning strategies</b>	
<p>Teaching and learning strategies and methods adopted in implementing the program .in general</p> <p>1 -Feedback method</p> <p>2 -Open scientific discussion and dialogue</p>	
<b>10 .Evaluation methods</b>	
<p>Implementing it in all stages of the program in general.</p> <p>1 -Oral questions</p> <p>2 - Written tests</p>	
<b>11 .education institution</b>	

Faculty members					
Preparing the teaching staff		Requirements/skills (if any)	Specialization		Scientific rank
lecturer	angel	D1- Self-development and .skill of thinking methods D2- The ability to adapt to circumstances and the desire to learn through .experience D3- Developing .interpersonal skills D4- Developing skills to participate in .extracurricular activities	private	general	.Mr
	Yes		Educational psychology	Home economics	

Professional development
Orienting new faculty members
Briefly describes the process used to orient new, visiting, full-time, and part-time .faculty at the institution and department levels
Professional development for faculty members
Briefly describe the academic and professional development plan and arrangements for faculty members such as teaching and learning strategies, .assessment of learning outcomes, professional development, etc
12 .Acceptance criterion
Developing regulations related to admission to the college or institute, whether ) (central admission or others mentioned
13 .The most important sources of information about the program
Remember briefly.

## 14 .Program development plan

Program skills chart																
Learning outcomes required from the programme																
Value				Skills				Knowledge				Essential or optional	Course Name	Course Code	Year/level	
C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1	Basic	Educational guidance and mental health	Educational guidance and mental health	/2025 2024	

Please check the boxes corresponding to the individual learning outcomes \*  
from the program subject to evaluation

### Course description form

<b>1 .Course name: Educational Psychology</b>
<b>2 .Course code / Educational Psychology</b>
<b>3 .Semester/year/2024-2023</b>
<b>4 .The date this description was prepared is 10/1/2024</b>
<b>5 .Available forms of attendance</b>
<b>6 .Number of study hours (total) / number of units (total)</b>

<b>60 (hours )4 (Units)</b>					
<b>7 .Name of the course administrator (if more than one name is mentioned)</b>					
Name: Prof. Dr. Intasar Kamal Qasim Email: dr.intasar@coeduw.uo Baghdad.edu.iq					
<b>8 .Course objectives</b>					
<b>1 -Introducing female students to the meaning of educational psychology and its importance among the various other branches of psychology</b> <b>2 -Defining and classifying educational objectives and their role in the educational process.</b> <b>3 -Providing students' insight into human development in terms of the foundations upon which we base the growth process and the stages of development and its aspects (cognitive - linguistic-affective - moral - sensory - motor), as well as behavior, trends, emotions and motivations.</b> <b>4 -Introducing female students to the importance of learning, its conditions and theories, the psychological foundations on which the learning process is based, individual differences, and educational applications of learning theory.</b>					Objective s of the study subject
<b>9 .Teaching and learning strategies</b>					
1 -Brainstorming 2 -Feedback 3 -Open scientific discussion and dialogue					The strategy
<b>10 .Course structure</b>					
<b>Evalu ation meth od</b>	<b>Learni ng method</b>	<b>Name of the unit or topic</b>	<b>Requir ed learnin g outcom es</b>	<b>Hours</b>	<b>the week</b>
the exam	Discussi on and lecture	Introduction to psychology (the historical development of psychology, psychology in the Islamic heritage, the nature and importance of psychology, its goals and fields, schools of .psychology, branches of psychology	The student gets to know	٢ hours my theory	The first week
the exam	Discussi on and lecture	Behavior and the factors influencing it (definition of behavior), factors influencing behavior, the educational process and educational psychology,	The student gets to know	٢ hours my theory	second week



		<b>research methods in psychology and educational psychology</b>			
<b>the exam</b>	<b>Discussion and lecture</b>	<b>Learning and teaching and their characteristics</b>	<b>The student gets to know</b>	<b>۲ hours my theory</b>	<b>the third week</b>
<b>the exam</b>	<b>Discussion and lecture</b>	<b>.Attention and sensory perception The meaning of attention, factors influencing attention, sensory perception, the meaning of sensation and perception, types of sensations, factors influencing sensation and perception, interpretation of the attention process</b>	<b>The student gets to know</b>	<b>۲ hours my theory</b>	<b>fourth week</b>
<b>the exam</b>	<b>Discussion and lecture</b>	<b>Motivation in learning, the importance of studying motivation, the nature of motivation, the educational functions of motivation, internal and external motivations, a strategy for stimulating students' motivation towards learning</b>	<b>The student gets to know</b>	<b>۲ hours my theory</b>	<b>The fifth week</b>
<b>the exam</b>	<b>Discussion and lecture</b>	<b>The process of remembering and forgetting, remembering and forgetting, types of remembering, (sensory memory, short-term memory, long-term memory), factors affecting the processes of remembering and forgetting, ways to improve the remembering process, explaining forgetfulness (its causes), methods of processing information</b>	<b>The student gets to know</b>	<b>۲ hours my theory</b>	<b>the sixth week</b>
		<b>Exam</b>			<b>The seventh week</b>
<b>the exam</b>	<b>Discussion and lecture</b>	<b>Transfer of the effect of learning, the importance of studying the transfer of the effect of learning, how to benefit from the transfer process in the teaching and learning process</b>	<b>The student gets to know</b>	<b>۲ hours theory</b>	<b>The eighth week</b>
<b>the exam</b>	<b>Discussion and lecture</b>	<b>Feedback, the concept of feedback, the importance of studying feedback, types of feedback, applications of feedback</b>	<b>The student gets to know</b>	<b>۲ hours theory</b>	<b>The ninth week</b>
<b>the exam</b>	<b>Discussion and lecture</b>	<b>Thinking, the meaning of thinking, types of thinking, ways to stimulate and develop thinking, levels of thinking</b>	<b>The student gets to know</b>	<b>۲ hours theory</b>	<b>The tenth week</b>
<b>the exam</b>	<b>Discussion and</b>	<b>Learning theories, relational theories and their educational applications</b>	<b>The student</b>	<b>۲ hours</b>	<b>The eleventh</b>

	lecture	(Pavlov, Skinner), (basic concepts and educational applications), foresight theory (Kohler, Koffka, Wertheimer), (basic concepts and educational applications), observational learning theory (Albert Bandura), (basic concepts and educational applications .)	gets to know	theory	week
the exam	Discussion and lecture	Learning concepts, its importance, nature, generalizing the concept, .learning the concept	The student gets to know	۲ hours theory	The twelfth week
the exam	Discussion and lecture	Individual differences, their meaning, their effects on learning, how to take them into account in teaching, individual differences in learning styles, individual differences in .thinking styles, brain control	The student gets to know	۲ hours theory	The thirteenth week
the exam	Discussion and lecture	Emotions, the concept of emotions, influencing factors, interpretation of .emotion	The student gets to know	۲ hours theory	The fourteenth week
		End of semester exam			The fifteenth week

## 11 .Course evaluation

Distributing the grade out of 100 according to the tasks assigned to the student, such as daily preparation and daily exams

Oral, monthly, written, reports...etc

-Using the smart board as a learning method and presenting PowerPoint for all course topics, recent research and studies that deepen the student's understanding of the course content.

-Adding vocabulary that suits the current situation.

-Updating the curriculum with what is new in the educational process.

## 12 .Learning and teaching resources

nothing

Required textbooks (methodology, if

	any)
<p><b>1 –Touq Mohi El-Din and Abdel-Rahman Adas, (1983). Basics of educational psychology.</b></p> <p><b>2 –Ismail Ibrahim Ali, Wissam Tawfiq Al-Mashhadani, (2014). Learning and Thinking Methods, 1st edition, Dar Qandil for Printing, Publishing and Distribution, Amman, Jordan.</b></p> <p><b>3 –Imad Abdul Rahim Al-Zaghloul, (2003). Learning Theories, Dar Al-Shorouk for Publishing and Distribution, Amman, Jordan.</b></p> <p><b>4 –Nashwati, Abdel Hamid, (2019). Educational Psychology, Dar Al-Furqan Printing</b></p> <p><b>5- Abu Asaad, Ahmed. (2012), Modern Methods in Psychological and Educational Counseling, 1st edition, Al-Ustad Publishing House, Egypt.</b></p>	Main references (sources)
<p><b>1–Means of collecting information.</b></p> <p><b>2 –Educational guidance.</b></p>	Recommended supporting books and references (scientific journals, reports...)
<p><b>1 –Journal of Psychological and Educational Sciences.</b></p> <p><b>Journal of Educational&amp;Psychological Sciences</b></p> <p><b>2 –Scientific Psychology Journal.</b></p> <p><b><a href="http://drasat.net/psycholog">http://drasat.net/psycholog</a></b></p> <p><b>3 –Egyptian Journal of Psychological Studies.</b></p> <p><b>4 –<a href="http://www.studybachelor.com">www.studybachelor.com</a></b></p> <p><b>5 –<a href="http://www.albwaba.com">www.albwaba.com</a></b></p> <p><b>6 –<a href="http://www.altibbi.com">www.altibbi.com</a></b></p>	Electronic references, Internet sites

## Academic Program Description Form

University Name: ... University of Baghdad.....

Faculty/Institute: ..... College of Education for Women.....

Scientific Department: ..... Home Economics.....

Academic or Professional Program Name: .... Home Economics.....

Final Certificate Name: .. Home Economics.....

Academic System: ...yearly.....

Description Preparation Date 20 /10/2024

File Completion Date: 20/10/2024

Signature:

Signature:

Head of Department Name:

Scientific Associate Name:

Date:

The file

Date:

is

checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

#### **57. Program Vision**

The college seeks to graduate academically and pedagogically qualified female teachers and to create an educational generation capable of building and reforming society in socially acceptable scientific and educational fields. It seeks to prepare female teachers capable of assuming responsibility by various scientific and technical means and methods.

#### **58. Program Mission**

Preparing female students in line with scientific and technical progress and preparing qualified cadres who possess continuing competencies and community service competencies to work in the stages of higher education.

#### **59. Program Objectives**

Educational and pedagogical goals

The college aims to raise good generations who will bear the burdens to achieve the comprehensive development of society and complete the building of the girl's personality in an integrated way to acquire knowledge, inclinations and skills, develop innovative capabilities and train her to use the scientific method of thinking to confront problems and solve them. This is in addition to preparing and building female students to play a positive role in the field of scientific research,

which contributes In the field of scientific progress in the sciences and arts, professionals and members should be responsible in society, as well as establishing and implementing a system to develop all academic programs to help contribute to community service through continuous interaction between colleges on the one hand and the environment and society on the other hand, with the aim of spreading cultural, social, educational and scientific awareness.

#### Future goals

The College of Education for Girls seeks to be a leader in preparing female teachers by relying on the latest research in education and providing scientific expertise that provides students with the necessary knowledge and specialized skills that work to elevate society in light of the rapid social changes to which the country is exposed, and to preserve them to develop the meaning of teaching, learning and scientific research. And community service.

The college also aims, through its programs and activities, to achieve the following:

1– Preparing qualified cadres to work in the educational field with high efficiency, presenting postgraduate programs in the various educational specializations at the college, updating them to serve development plans, keeping pace with scientific and technical progress and interacting positively with current developments in the educational, academic and cultural programs of colleges of education in universities in neighboring countries and abroad.

2–Developing the educational process and encouraging research and self-learning for female students so that they can carry out their duties to the fullest extent.

3– Modernizing the college’s educational programs, providing educational qualification for university teachers, and contributing to the development of various aspects of the educational system in Iraq.

4–Keeping pace with global and regional developments in the courses and programs offered by the college, in order to achieve internal efficiency.

5–Keeping pace with scientific and technological developments in the educational fields in general, and the field of teacher preparation in particular.

6–The college’s contribution to providing the necessary competencies to the local community for those holding higher degrees (master’s and doctorate) in various educational specializations.

7–Developing and evaluating the new study plan for the bachelor’s degree stage in the college.

8–Developing new programs at the bachelor’s and master’s levels and preparing projects for programs at the doctoral level.8–

9– Improving scientific research activity in the college to better contribute to the development of the educational system and working to make the College of Education a house of expertise that leads the process of change and renewal in educational work by focusing on strategic educational issues and finding solutions to the obstacles that obstruct the education process.

10– Paying attention to publishing scientific research through developing the college’s peer-reviewed scientific journal, and expanding its distribution circle at the regional, Arab, and national levels as well.



**60. Program Accreditation**

nothing

**61. Other external influences**

nothing

**62. Program Structure**

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	90	90		Basic course
College Requirements	yes			
Department Requirements	yes			
Summer Training	no			
Other				

\* This can include notes whether the course is basic or optional.

**63. Program Description**

Year/Level	Course Code	Course Name	Credit Hours	
2024-2025/ 3	325 HE FC	Family clothes	theoretical	practical
			1	2

**64. Expected learning outcomes of the program**

**Knowledge****A- Cognitive objectives**

- 1- Identify some correct and incorrect terms and concepts regarding clothing
- 2- Recognizing the importance of clothing for the individual and society, especially young people
- 3- Identify the clothing of special groups, including the disabled, children and the elderly
- 4- Recognizing the importance of clothing from a health, personal, social, and other perspective
- 5- Learn about the rules and foundations of fashion design-
- 6-Learn about the skill of sewing by designing and implementing some clothing pieces

**Skills****B - The skills objectives of the course**

- 1- Developing the student's ability to transform information into methods of work and activity in the educational field
- 2- Developing the student's ability to study the groups of society and how to deal with them in terms of choosing appropriate clothing
- 3- Developing the student's ability to choose the optimal fabric and its suitability for the garment being executed
- 4- Developing the student's ability to protect him as a consumer

**Ethics****C- Emotional and value-based goals**

- C1-Work actively and effectively
- C2- The ability to manage time and motivate others
- C3- The ability to expand awareness in choosing the appropriate design

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## 65. Teaching and Learning Strategies

- 1- Giving theoretical lectures
- 2- Lecture method and practical application

## 66. Evaluation methods

- 1-Practical tests
- 2-Theoretical tests
- 3- Extracurricular activities

## 1 – Faculty

### Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
	Home Economics	Textiles and clothing			Staff	

## Professional Development

### Mentoring new faculty members

Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the

institution and department level.

### **Professional development of faculty members**

Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

## **2– Acceptance Criterion**

**(Setting regulations related to enrollment in the college or institute, whether central admission or others)**

## **3– The most important sources of information about the program**

- 1- Al-Khayat Encyclopedia for Children, Singer, Beirut, 2002
- 2-The Book of Tailoring and Detailing, Amal Al-Najjar and others, undated
- 3- Encyclopedia of the Art of Detail, Alia Abdeen, Dar Al-Fikr Al-Arabi, Cairo, 1995

## **4– Program Development Plan**

- 1-Using technical and technological means to teach and develop the course
- 2-Smart board

### 3-Field visits

4- Preparing a video that includes the scientific material or lesson, provided with pictures for clarification. The aim of this is to excite and attract the students' attention and arouse their enthusiasm .

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
2025-2024/3	325 HE FC	Family clothes	Basic	—	—	—		—	—	—	—	—	—	—	—


- Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

## Course Description Form

58.	Course Name:
	Family clothes
59.	Course Code:
	325 HE FC
60.	Semester / Year:
	Yaelly
61.	Description Preparation Date:
	20/10/2024
62.	Available Attendance Forms:
	Presence
63.	Number of Credit Hours (Total) / Number of Units (Total)
	90 hours per year, 3 hours per week
64.	Course administrator's name (mention all, if more than one name)
	<p>Name: Prof. Shahba Kazal Diab</p> <p>teacher. Yusra Shakir Muhammed Jawad</p> <p>Email: <a href="mailto:yusra_20002001@coeduw.uobaghdad.edu.iq">yusra_20002001@coeduw.uobaghdad.edu.iq</a></p>
65.	Course Objectives
Course Objectives	Identifying the importance of clothing for the individual and society from a health and social standpoint, and methods



	choosing appropriate clothing according to customs, traditions, and body shapes, based on the foundations and rules of design, in addition to identifying clothing, the consumer, and ways to protect him through the special instruction card in caring for fabrics, clothing, and furnishings .
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66.	Teaching and Learning Strategies
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1– Giving theoretical lectures
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2– Lecture method and practical application
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10. Course structure / Theoretical					
the week	hours	Required learning outcomes	Name of the unit/topic	Teaching method	Evaluation method
The first and second weeks	1 hours	The student learns about the importance of clothing for the individual and society	The importance of clothing for the individual and society	a lecture	Theoretical achievement test
The third and fourth weeks	1 hours	The student learns about the importance of clothing for female students in the Home Economics Department	The importance of clothing for female students in the Home Economics Department	a lecture	Theoretical achievement test
The fifth and sixth weeks	1 hours	The student learns how to choose fabrics, the uses of fabric, the need for purchase, and the price of fabric	Selection of fabrics, uses of fabric, need for purchase, and price of fabric	a lecture	Theoretical achievement test
The seventh and eighth weeks	1 hours	The student learns about choosing fabrics, estimating the quantity to be purchased, and the quality of the fabric	Choosing fabrics and estimating the quantity to be purchased and the quality of the fabric	a lecture	Theoretical achievement test
The ninth and tenth weeks	1 hours	The student learns about international symbols to explain the care of fabrics, garments and furnishings	Universal symbols to illustrate the care of fabrics, garments and upholstery	a lecture	Theoretical achievement test
The eleventh and twelfth weeks	1 hours	The student learns about children's clothes	Children's clothing	a lecture	Theoretical achievement test

The thirteenth and fourteenth weeks	1 hours	The student learns about children's clothing designs	Children's clothing designs	a lecture	Theoretical achievement test
The fifteenth and sixteenth weeks	1 hours	The student learns about the foundations of clothing design, proportion, and balance	Fundamentals of design in clothing, proportion, and balance	a lecture	Theoretical achievement test
The seventeenth and eighteenth weeks	1 hours	The student learns about the foundations of design in clothing (harmony, center of influence, symmetry)	Principles of design in clothing (harmony, center of influence, symmetry)	a lecture	Theoretical achievement test
The nineteenth and twentieth weeks	1 hours	The student learns how to choose clothes that suit his body shape	Choose clothes that fit your body shape	a lecture	Theoretical achievement test
The twenty-first and twenty-second weeks	1 hours	The student learns how to choose clothes that suit his body shape	Complementary selection of clothing appropriate to the body shape	a lecture	Theoretical achievement test
The Twenty third and twenty-fourth weeks	1 hours	The student learns about colors, color qualities, and ways to combine them	Colors, the color wheel, the characteristics of the color, and ways to combine colors	a lecture	Theoretical achievement test
The twenty-fifth and twenty-sixth weeks	1 hours	The student learns how to choose the appropriate colors for the mall	Choose the appropriate colors for the mall only	a lecture	Theoretical achievement test
The twenty-seventh and twenty-eighth weeks	1 hours	The student learns how to choose ready-made clothes	Selection of ready-made clothes	a lecture	Theoretical achievement test

The twenty-ninth and thirty weeks	1 hours		End of year exams	a lecture	Theoretical achievement test

#### 67. Course structure / Practical

the week	hours	Required learning outcomes	Name of the unit/topic	Teaching method	Evaluation method
The first and second weeks	2 hours	The student learns about templates, their importance, and methods of extracting them from fashion magazines	Templates, their importance, and methods of extracting them from fashion magazines	practical application	practical application
The third and fourth weeks	2 hours	The student learns about size measurement tables, their types, and ways to identify the appropriate measurement	Size measurement tables, their types, and ways to identify the appropriate size	practical application	practical application
The fifth and sixth weeks	2 hours	The student learns how to reduce and enlarge ready-	How to reduce and enlarge ready-made templates while	practical application	practical application

			made templates and extract the skirt template	extracting the skirt template		
The seventh and eighth weeks	2 hours	The student learns about detailing, cutting fabric, and how to transfer signals from template to fabric	Detailing, cutting the fabric, and how to transfer signals from the template to the fabric	practical application	practical application	
The ninth and tenth weeks	2 hours	The student learns how to manually saddle a skirt with the formation of a zipper	Start by hand-saddling the skirt while forming the zipper	practical application	practical application	
The eleventh and twelfth weeks	2 hours	The student learns how to sew garments with a machine, finish them, and iron them in the correct ways, while taking the brazier, sequins, and knowing its steps, along with preparing the waist belt (camera).	Sewing the garments by machine, finishing them, and ironing them using the correct methods, taking the brazier, sizing and knowing its steps, and preparing the waist belt (camera).	practical application	practical application	
The thirteenth and fourteenth weeks	2 hours	The student learns about sewing side lines using a machine, cleaning loose edges of seams in the correct ways, and how to form a “beam” in a skirt.	Sewing by machine the side lines, cleaning the loose edges of the seamstresses using the correct methods, and the method of forming (beams) in the skirt.	practical application	practical application	

The fifteenth and sixteenth weeks	2 hours	The student learns about making a skirt pleat and completing the steps for finishing and ironing the skirt	Fold the skirt and complete the steps for finishing and ironing the skirt	practical application	practical application
The seventeenth and eighteenth weeks	2 hours	The student learns how to choose a piece of clothing for a child aged 3-12 years and detail it while transferring the signals from the template to the fabric.	Preparing a piece of clothing for a child aged 3-12 years and detailing it while transferring the signals from the template to the fabric	practical application	practical application
The nineteenth and twentieth weeks	2 hours	The student learns how to sew a piece of clothing in its various steps	How to sew a piece of clothing in its various steps	practical application	practical application
The twenty-first and twenty-second weeks	2 hours	The student learns about finishing the piece of clothing, completing it completely, and submitting it for correction	Completing the clothing piece and submitting it for correction	practical application	practical application
The third week Twenty and twenty-fourth	2 hours	The student learns how to prepare a template and detail a long-sleeved women's shirt with a regular collar, while transferring all the signals from the template to the fabric	Prepare a template and detail a long-sleeved women's shirt with a regular collar, transferring all the references from the template to the fabric	practical application	practical application

The twenty-fifth and twenty-sixth weeks	2 hours	The student knows how Make the different steps of the shirt by following the instructions	Make the different steps of the shirt by following the instructions	practical application	practical application
The twenty-seventh and twenty-eighth weeks	2 hours	The student learns how to complete the final stages of the women's shirt	Completion of the final stages of the women's shirt	practical application	practical application
The twenty-ninth and thirty-ninth weeks	2 hours	The student learns how to iron a shirt and submit it for correction	Iron the shirt and submit it for correction	practical application	practical application

15. Course Evaluation					
The distribution is as follows: 25 marks for the monthly and daily exams for the first semester. 25 marks for the monthly and daily exams for the second semester. 50 marks for final exams .					
16.Learning and Teaching Resources					
Required textbooks (curricular books, if any)			1- Binding family clothes		
Main references (sources)			1- Al-Khayat Encyclopedia for Children, Singer, Beirut, 2002  2-The Book of Tailoring and Detailing, Amal Al-Najjar and others, undated  3- Encyclopedia of the Art of Detail, Alia Abdeen, Dar Al-Fikr Al-Arabi, Cairo, 1995		
Recommended books and references					

(scientific journals, reports...)	<b>Scientific journals :</b>  1-Burda Journals 2000-2017 2-Sew your own clothes magazine 3-Dress patterns
Electronic References, Websites	<b>Reports:</b>  1- Environmentally friendly clothes 2- Used clothes and human health 3- Fashion and women's adornment
B - Electronic references, Internet sites...	1-The official channel of the sewing and detailing website  2-Episodes of Amal Tailoring Channel <a href="http://www.pinterest.com">www.pinterest.com</a>  3-www.star3arab.com

### English Language 3<sup>rd</sup>

English Language (Asst.Lect. Hiba Ahmed Kareem)

heba.a@coeduw.uobaghdad.edu.iq

Academic Year (2022/2023)

### Syllabus



This course emphasizes the development of fluency and intelligibility in spoken English. Through individual and group activities, students work on improving pronunciation, practicing conversation strategies and delivering oral presentations.

1. Institution Name	University of Baghdad
2. Department Name	College of Education for Women \Department of Home Economics
3. Course Code & Name	English Language
4. Lecture Type	Classroom
5. Semester/Year	Annual System
6. No. of credit hours	30
7. Instructor Name	Assist. Lec. Hiba Ahmed Kareem

## 8. Course Objectives

1. Develop the linguistic competence that enables them to be aware of the cultural, economic and social issues of their society in order to contribute in giving solution. to enable the learner to communicate effectively and appropriately in real life situation.

2. Acquire the linguistic bases that enable them to participate in transferring the scientific and technological advances of other nations to their nation.

3. Develop their awareness of the importance of English as a means of international communication.

4. To enable the learners to communicate effectively in real life.

## 9. Student Learning Outcomes, Teaching/Learning Methods, and Assessment

**A. Knowledge Outcomes:** Upon completion of the course, students should be able to:

1. Acquire basic language skills (listening, speaking, reading and writing) in order to communication with speakers of English language.
2. Develop their intellectual, personal and professional abilities
3. Acquire the linguistic competence required in different professions
4. Develop positive attitudes towards learning English.

**B. Skills Outcomes:** Upon completion of the course, students should be able to manage:

1. Listening
2. Speaking
3. Reading
4. Writing

Teaching/learning methods
<ol style="list-style-type: none"> <li>1. Lectures.</li> <li>2. Class problem solving.</li> <li>3. Discussion</li> </ol>
Assessment methods
<ol style="list-style-type: none"> <li>1. homework problem sets,</li> <li>2. exams</li> <li>3. quizzes</li> </ol>
<p>C. Affective value outcomes: Upon completion of the course, students should be able to apply:</p> <ol style="list-style-type: none"> <li>1. best methods to study natural sciences</li> <li>2. Critical Thinking</li> <li>3. Analytical methods in solving problems</li> </ol>
Teaching/learning methods
<ol style="list-style-type: none"> <li>1. Brain storming</li> <li>2. Encourage Critical thinking</li> <li>3. Encourage analytical thinking strategy</li> <li>4. Introduce correct research methodologies</li> </ol>
Assessment methods
<ol style="list-style-type: none"> <li>1.Exams</li> <li>2. Student feedback</li> <li>3. body language</li> <li>4. laboratory reports / studies</li> </ol>
<p>D. Life learning outcomes: Upon completion of the course, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Work within teams</li> <li>2. Write academic reports</li> <li>3. Plan and organize time of study</li> <li>4. Initiate new ideas and motivate others</li> <li>5. Conduct targeted searches of scholarly literature.</li> </ol>

## 10. Course Content

Week No.	No. of hours	Reference	Topic
1	1	Headway Plus for Intermediate	Unit 1- Getting to Know You
2	1		Present tense, simple past, present perfect
3	1		Reading (Wonders of the Modern World), Informal Speeches
4	1		Present Simple and Continuous, Passive
5	1		Sports events, Dates & Numbers, SMS & Emails
6	1		Art and literature, reading (illustrator and writer)
7	1		Binding and permitting, demand and supply
8	1		Nationalities and countries - reading (how to behave tactfully when traveling)
9	1		Forms of expression for the future: going to—will – present continuous
10	1		Weather Forecast Description, Read (My Vacation Type), How to Reserve
11	1		Interrogative forms using like ,
12	1		signals and sounds,
13	1		Review the first six units
14	1		Exam
15	1		Present Perfect and Past Simple, Passive Present Perfect
16			If conditional cases, types of adjectives,
17	1		Suggestions, Reading
18	1		Probability formulas: must, could, might, can't, must

			have, could have, might have, can't have
19	1		Personality traits, agreement and difference, reading
20	1		Present Perfect Continuous, Time Expressions, Compound Nouns
21	1		Quantity Express, Reading
22	1		Information Exchange, CV Writing
٢٣	١		Indirect question, short questions, Terminology
٢٤	١		Informal English, Reading (How much do you know about your world),
٢٥	١		Transmitted speech, transferred question, orders and requests transmitted
26	1		Apologies Read
27	1		Birth, marriage and funeral customs
28	1		Review unit 1-6
29	1		Review unit 6-14
30	Exam		

## 11. References

1. Textbooks	Intermediate New Headway Plus By: John Soars & Liz Soars
2. References	- Alexander, L G. Developing Skills: Student's Book (New Concept English)
3. Recommended readings	Raymond, Murphy. English Grammar in Use (2nd ed.). Cambridge University Press.  Quirk, R. et.al. (1972). A Comprehensive Grammar of English. London: Longman.
4. Electronic/ Online references	Google Books  Google Scholar

## 12. Course improvement plan

1. Frequent reviews for the curriculum.
2. Attending Conferences of Developing English Language.
3. Using modern techniques for learning English Language.
4. Overcoming the difficulties that the students face through making them managing different situations in English Language.

## Academic Program Description Form

**University Name:** ..... Baghdad University.....

**Faculty/Institute:** ..... Education for women

**Scientific Department:** ... Home Economics

.....

**Academic or Professional Program Name:** ..... Home Economics

.....

**Final Certificate Name:** ..... Home Economics

.....

**Academic System:** yearly .....

**Description Preparation**

**Date:**24/10/2023

**File Completion**

**Date:**22/10/2024

**Signature:**

**Signature:**

**Head of Department Name:**

**Scientific Associate Name:**

**Date:**

**Date**

**The file is checked by:**

**Department of Quality Assurance and University Performance**

1. Program Vision
The college seeks to graduate academically and pedagogically qualified female teachers and to create an educational generation capable of building and reforming society in socially acceptable scientific and educational fields. It seeks to prepare female teachers capable of assuming responsibility by various scientific and technical means and methods.
2. Program Mission
Preparing female students in line with scientific and technical progress and preparing qualified cadres who possess continuing competencies and community service competencies to work in the stages of higher education.
3. Program Objectives
<p>Educational and pedagogical goals</p> <p>The college aims to raise good generations who will bear the burdens to achieve the comprehensive development of society and complete the building of the girl's personality in an integrated way to acquire knowledge, inclinations and skills, develop innovative capabilities and train her to use the scientific method of thinking to confront problems and solve them. This is in addition to preparing and building female students to play a positive role in the field of scientific research, which contributes In the field of scientific progress in the sciences and arts, professionals and members should be responsible in society, as well as establishing and implementing a system to develop all academic programs to help contribute to community service through continuous interaction between colleges on the one hand and the environment and society on the other hand, with the aim of spreading cultural, social, educational and scientific awareness.</p> <p>Future goals</p> <p>The College of Education for Girls seeks to be a leader in preparing female teachers by relying on the latest research in education and providing scientific expertise that provides students with the necessary knowledge and specialized</p>



skills that work to elevate society in light of the rapid social changes to which the country is exposed, and to preserve them to develop the meaning of teaching, learning and scientific research. And community service.

The college also aims, through its programs and activities, to achieve the following:

1- Preparing qualified cadres to work in the educational field with high efficiency, presenting postgraduate programs in the various educational specializations at the college, updating them to serve development plans, keeping pace with scientific and technical progress and interacting positively with current developments in the educational, academic and cultural programs of colleges of education in universities in neighboring countries and abroad.

2-Developing the educational process and encouraging research and self-learning for female students so that they can carry out their duties to the fullest extent.

3- Modernizing the college's educational programs, providing educational qualification for university teachers, and contributing to the development of various aspects of the educational system in Iraq.

4-Keeping pace with global and regional developments in the courses and programs offered by the college, in order to achieve internal efficiency.

5-Keeping pace with scientific and technological developments in the educational fields in general, and the field of teacher preparation in particular.

6-The college's contribution to providing the necessary competencies to the local community for those holding higher degrees (master's and doctorate) in various educational specializations.

7-Developing and evaluating the new study plan for the bachelor's degree stage in the college.

8-Developing new programs at the bachelor's and master's levels and preparing

projects for programs at the doctoral level.

9- Improving scientific research activity in the college to better contribute to the development of the educational system and working to make the College of Education a house of expertise that leads the process of change and renewal in educational work by focusing on strategic educational issues and finding solutions to the obstacles that obstruct the education process.

10- Paying attention to publishing scientific research through developing the college's peer-reviewed scientific journal, and expanding its distribution circle at the regional, Arab, and national levels as well.

#### 4. Program Accreditation

nothing

#### 5. Other external influences

nothing

#### 6 Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews•
Institution Requirements	٦٠	٦٠		Basic course
College Requirements	yes			

Department	yes			
Requirements				
Summer Training	no			
Other				

This can include notes whether the course is basic or optional.

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
2024/2	329HE FB	Food preservation	theoretical	practical√
			2	2

## 8. Expected learning outcomes of the program

### Knowledge

-Identifying the factors that lead to food spoilage or spoilage and how to prolong its life and preserve nutrients while maintaining food safety and quality.

2- Identify the methods of final sterilization of canned foods and the tools used in that.

3- Learning how to preserve surplus vegetables and fruits at home

4- Identify the different packaging materials and containers used to preserve food and the advantages and disadvantages of each.

5- Learn about modern methods of food preservation.

Learning Outcomes 5

Learning Outcomes Statement 5

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## Skills

- 1 - Developing students' skills in preparing food and preserving food with different preservation methods.
  - 2 - Developing students' experiences and skills in preparing food and preserving it for a longer period.
  - 3- Developing the student's skill in how to preserve food at home and how to deal with corruption factors.
- 

## 15. Teaching and Learning Strategies

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- 1- Method of explanation and clarification
  - 2- Discussion method
  - 3- Lecture method and scientific application
- 

## 16. Evaluation methods

Monthly exam, practical application and reports

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11. Faculty					
Faculty Members					
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff
	General	Special			Staff      Lecturer
Assistant Professor	Home Economics	Food and nutrition			Lecturer
Professional Development					
Mentoring new faculty members					
Briefly describes the process used to mentor new, visiting, full—time, and part—time faculty at the institution and department level.					
Professional development of faculty members					
Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.					
12. Acceptance Criterion					
(Setting regulations related to enrollment in the college or institute, whether central admission or others)					
13. The most important sources of information about the program					
1-Organic Acids and Food Preservation. (2011). by Maria M. Theron and J.F. Rykers Lues. CRC Press.					
2-Techniques for preserving and storing plant products. 2007, second edition. M. Taha Sheikh Hassan.					
3-How to make pickles and freeze fruits and vegetables. 2005, second edition.					
Written by Dr. Hamid Sadiq Dr. Saad Rasool.					
14. Program Development Plan					

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Using data shows in displaying models and electronic computers

Using illustrative methods such as practical experience

Introducing modern methods of food preservation

Adding new information to the course and updating old ones

Providing tools and equipment for the course

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Program Program															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
2023-2024	329HE FB	Food preservation	Basic	\	\	\	\	\	\	\	\	\	\	\	\

- Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

## Course Description Form

1. Course Name:	
Food preservation	
2. Course Code:	
329HE FB	
3. Semester / Year:	
Yaelly	
4. Description Preparation Date:	
10/10/2024	
5. Available Attendance Forms:	
Presence	
6. Number of Credit Hours (Total) / Number of Units (Total)	
60 hours per year, 2 hours working	
7. Course administrator's name (mention all, if more than one name)	
Name: maha mohammed nafi ali <div style="text-align: right;">*****</div>	
Email:maha <div style="text-align: right;">*****</div>	
8. Course Objectives	
<b>optional</b>	Subject scorer 1- Introducing students to methods of preserving food, preventing spoilage or spoilage of various foods, prolonging their life, and preserving nutritional elements with the safety and quality of food.  2- Identify different methods of preserving food at home using high and low temperatures and materials Chemical and natural additives, drying, and the advantages and disadvantages of each, depending on the type of food and its source. 3-Learn about the benefits of preserving food by freezing, canning, pickling and drying methods.  4- Teaching female students to prepare half-cooked meals and preserve them using one of the preservation methods.
9. Teaching and Learning Strategies	



Strategy		Exam and reports					
10. Course Structure							
Week		Hours	Required Learning	Unit or subject name	Learning method	Evaluation	
			Outcomes			method	
1	2		For the student to know	Get to know the curriculum vocabulary comprehensively and link this vocabulary with previous information from the first year	Method of explanation and lecturing	Conducting practical and theoretical tests Monthly with reports	
2	2		=	A general explanation of the method of preservation by canning and the tools used.	=	=	
3	2		=	A general explanation of the freeze preservation method	=	=	
4	2		=	Preserving okra by canning, freezing, and drying.	=	=	
5	2		=	. Pickling green and black olives using quick and home methods.			
6	2		=	Pickling summer vegetables such as cucumbers, other peppers, eggplant, green beans and various other vegetables.		=	
7	2		=	Preserving fruit juice, pomegranate, apple, and any other fruits available in the market.	=	=	
8	2		=	Preserving tomatoes and their juice by canning, freezing, and making tomato paste or condensed juice..	=	=	
9	2		=	. Preserving eggplant, freezing, making ready-made and semi-ready dishes	=	=	
10	2		=	Preserving green beans by freezing, canning and pickling.	=	=	
11	2		=	Making pastries and storing them by freezing, such as pizza, pie, etc.	=	=	
12	2		=	Save spinach	=	=	
13	2		=	A field visit to one of the producing laboratories and food analysis and quality control centers related to the food industries	=	=	
14	2		=	Preserving grape leaves by canning,	=	=	

			freezing, and preserving with brine.		
15	2	=	Using memorized materials during class and testing the results.	=	=
16	2	=	First semester exam	=	=
17	2	=	Preserving cauliflower and cauliflower by freezing and pickling.	=	=
18	2	=	Preserving beets by freezing, canning, and pickling.	=	=
19	2	=	Preserving shalgam by freezing and pickling...	=	=
20	2	=	Preserving beans by freezing, for canning, and drying.	=	
21	2	=	Preserving peas by freezing, canning, and drying.		=
22	2	=	Save potatoes and make some ready-made recipes with other foodstuffs.	=	=
23	2	=	Preservation with sugar, such as jam, marmalade, carrots and oranges	=	=
24	2	=	Make jelly from fruits available in the market	=	=
25	2	=	Preserving apples with sugar, sugar solution, and juice.	=	=
26	2	=	Apricot preservation, canning, drying, by vulcanization process	=	=
27	2	=	Make apricot jam	=	=
28	2	=	How to make kajab and saas	=	=
29	2	=	Test and cook everything you memorize during the semester.	=	=
30	2	=	Second semester exam	=	=

## **Academic Program Description Form**

**University Name:** .University of Baghdad

**Faculty/Institute:** College of Education for women

**Scientific Department:** Home Economic

**Academic or Professional Program Name:** Home & Handicrafts

**Final Certificate Name:** Bachelor's degree in Home Economics

**Academic System:** yearly

**Description Preparation Date:**

**2024/10/29**

**File Completion Date:** 2024/10 /29

**Signature:**

**Signature:**

**Head of Department Name:**

**Scientific Associate Name:** Da

**Date:**

**The file is checked by:**

**Department of Quality Assurance and University Performance**

**Director of the Quality Assurance and University Performance Department:**

**Date:**

<b>1. Program Vision</b>
The college seeks to graduate academically and pedagogically qualified female teachers and to create an educational generation capable of building and reforming society in socially acceptable scientific and educational fields. It seeks to prepare female teachers capable of assuming responsibility through various scientific and technical means and methods.
<b>2. Program Mission</b>
Preparing female students in line with scientific and technical progress, and preparing qualified cadres who possess specialized and professional competencies, continuous development competencies, and community service competencies to work in the stages of higher education.
<b>3. Program Objectives</b>
Raising good generations who will bear the burdens to achieve the comprehensive development of society and complete the building of the girl's personality in an integrated way to acquire knowledge, inclinations, and skills, develop innovative capabilities, and train her to use the scientific method of thinking to confront and solve problems. This is in addition to preparing and building female students to play a positive role in the field of scientific research that contributes to the field of progress. Scientific education in science and arts, to be responsible professionals and members of society, as well as to establish and implement a system to develop all auxiliary academic programs to contribute to community service through continuous interaction between colleges on the one hand and the environment and society on the other hand, with the aim of spreading cultural, social, educational and scientific awareness.
<b>4. Program Accreditation</b>
1- Method of explanation
2- Discussion method
3- Lecture and application method
<b>5. Other external influences</b>

There is none

## 6 Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews•
Institution Requirements	30	30		Basic rule
College Requirements	yes			

Department Requirements	yes			
Summer Training				
Other				

This can include notes whether the course is basic or optional.

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
2023-2024 / the third	331HEHH	Home & Handicrafts	theoretical	practical
			theoretical	

8. Expected learning outcomes of the program	
Knowledge	
Learning Outcomes 1	Learning Outcomes Statement 1
Learning Outcomes 2	Learning Outcomes Statement 2
Learning Outcomes 2	Learning Outcomes Statement 2
Learning Outcomes 3	Learning Outcomes Statement 3
Learning Outcomes 4	Learning Outcomes Statement 4
Learning Outcomes 4	Learning Outcomes Statement 4
Learning Outcomes S	Learning Outcomes Statement 5

9. Teaching and Learning Strategies
1- Explanation and clarification
2- Display models
3- Discussions and asking questions during the lecture
4- E-learning

10. Evaluation methods
1- Theoretical test.
2- Display models.
3- Home activities.

- 
- 4- Research, reports and working papers.
  - 5- Oral questions during the discussion.
-

## 11. Faculty

### Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Assistant Professor		Home & Handicrafts			Stff	

### Professional Development

Mentoring new faculty members

Professional development of faculty members

## 12. Acceptance Criterion

(Setting regulations related to enrollment in the college or institute, whether central admission or others)

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

- 1) Planning and management in home economics - Ihsan Al-Bakli, Doria Amin - 1970
- 2) Family Economics and Home Management, 2007, Ayman Mazahra et al.
- 3) Book of American Need Le Work, 1963. Rose wilder lane.
- 4) PATCH WORK, 1986, HELEN FAIRFIELD.

## 14. Program Development Plan

1- A field visit to families of different economic levels.



- 
- 2- Showing films about successful home management that discuss distinguished personalities in this field.
  - 3- A field visit to the courts, identifying the causes of family separation and finding solutions for them.
-

Program Program															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
2025-2024	331HEHH	Home & Handicrafts	Bsic												

- Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

# Course Description Form

1. Course Name:					
Home & Handicrafts					
2. Course Code:					
331HEHH					
3. Semester / Year:					
Yearly					
4. Description Preparation Date:					
2024/10/29					
5. Available Attendance Forms:					
In person and online					
6. Number of Credit Hours (Total) / Number of Units (Total)					
30 Theoretical hour / 60 practical hours					
7. Course administrator's name (mention all, if more than one name)					
Name: Assistant Professor. Siham Mohsen Amueleh					
Email: <a href="mailto:siham.muhsin@coeduw.uobaghdad.edu.iq">siham.muhsin@coeduw.uobaghdad.edu.iq</a>					
<b>optional</b>					
Knowledge of the philosophy and goals of family life.					
2- Knowing the responsibilities in family life.					
3- Providing the girl with artistic and aesthetic manual skills.					
4- An illustrative study of the factors affecting the use of time. ....					
5- The student gains the spirit of cooperation and collective life, the most important of which is in family life.					
6- Training the student to make a plan for managing the house. ....					
<b>Course Objectives</b>		1- Explanation and clarification 2- Lecture method and practical application. 3- Group discussion session. 4- Smart board.			
<b>9. Teaching and Learning Strategies</b>					
<b>Strategy</b>					
<b>10. Course Structure</b>					
		<b>Required Learning</b>	<b>Unit or subject</b>	<b>Learning method</b>	<b>Evaluation</b>

<b>Week</b>	<b>Hours</b>	<b>Outcomes</b>			<b>method</b>
<b>First and second week</b>	<b>1 1</b>	<b>Training the student to know the philosophy of the state, society and family.</b>	<b>Philosophy and goals of family life</b>	Theoretical exam	<b>Lecture</b>
<b>Third and fourth week</b>	<b>1 1</b>	<b>Training the student to benefit from the expertise and experiences of developed countries.</b>	<b>Home and family in the developed world</b>	Theoretical exam	<b>Lecture</b>
<b>Week Fifth and sixth</b>	<b>1 1</b>	<b>Training the student to be an ideal mother for her children and know the responsibility of each member of the family</b>	<b>Responsibilities in family life</b>	Theoretical exam	<b>Lecture</b>
<b>Week Seventh and eighth</b>	<b>1 1</b>	<b>Training the student on the role of industrial development and scientific progress in facilitating the affairs of the house</b>	<b>Manufacturing and its impact on the home</b>	Theoretical exam	<b>Lecture</b>
<b>Week Ninth and tenth</b>	<b>1 1</b>	<b>Training the student to prepare a plan for home management according to scientific foundations.</b>	<b>Home Management</b>	Theoretical exam	<b>Lecture</b>
<b>Week Eleventh and twelfth</b>	<b>1 1</b>	<b>Training the student to prepare a scientific plan and supervise its implementation and evaluation.</b>	<b>Management steps at home</b>	Theoretical exam	<b>Lecture</b>
<b>Week Thirteenth and fourteenth</b>	<b>1 1</b>	<b>Training the student to be a successful housewife as a manager in her home.</b>	<b>The role of the head of the family in the role of family life</b>	Theoretical exam	<b>Lecture</b>
<b>Week Fifteenth and sixteenth</b>	<b>1 1</b>	<b>Training the student on the most important scientific experiments to measure the time and effort she makes in performing household chores.</b>	<b>The difference in time and effort in the tool of the house</b>	Theoretical exam	<b>Lecture</b>
<b>Week Seventeenth and eighteenth</b>	<b>1 1</b>	<b>Training the student to perform household chores with the least time and effort.</b>	<b>Fatigue and fatigue</b>	Theoretical exam	<b>Lecture</b>
<b>Week</b>	<b>1</b>	<b>Training the student to</b>	<b>Factors affecting the</b>	Theoretical	<b>Lecture</b>

<b>Nineteenth and Twenty</b>	<b>1</b>	<b>make a daily, weekly and monthly plan to benefit from time and effort</b>	<b>use of time and effort</b>	<b>exam</b>	
<b>Week Twenty-first and twenty-second</b>	<b>1 1</b>	<b>Training the student to distribute household chores and not make them accumulate on them</b>	<b>Plan to make use of time and effort</b>	<b>Theoretical exam</b>	<b>Lecture</b>
<b>Week Twenty-third, twenty-fourth, and twenty-fifth</b>	<b>1 1</b>	<b>Training the student to distribute household chores and not make them accumulate on them</b>	<b>Studies to facilitate household chores</b>	<b>Theoretical exam</b>	<b>Lecture</b>
<b>Week Twenty-sixth, twenty-seventh and twenty-eighth</b>	<b>1 1</b>	<b>Training the student to know the home appliances that improve working conditions and shorten time and effort</b>	<b>Improving working methods and conditions</b>	<b>Theoretical exam</b>	<b>Lecture</b>
<b>Week Twenty-ninth and thirty-ninth</b>	<b>1 1</b>	<b>Training the student to answer the paragraphs of the tests</b>	<b>Exam</b>	<b>Theoretical exam</b>	<b>assessment</b>
<b>Practical part</b>	<b>Hours</b>				
<b>First week</b>	<b>2</b>	<b>Training the student to master manual skills</b>	<b>Selecting the necessary fabrics, washing and ironing them, then classifying them according to the necessary works.</b>	<b>Practical exam</b>	<b>Practicality</b>
<b>Second week</b>	<b>2</b>	<b>Training students on model work</b>	<b>Making models for necessary household needs.</b>	<b>Practical exam</b>	<b>Practicality</b>
<b>Week Third, fourth and fifth</b>	<b>2</b>	<b>Training students to benefit from fabric waste</b>	<b>Make a cork cover or handbag.</b>	<b>Practical exam</b>	<b>Practicality</b>
<b>Week Sixth, seventh, eighth and</b>	<b>2</b>	<b>Training the student on manual work</b>	<b>The work of the insurance on bags of rice and sugar.</b>	<b>Practical exam</b>	<b>Practicality</b>

<b>ninth</b>					
<b>Week Tenth and eleventh</b>	2	<b>Training students on the basic principles of hook work, especially beginners</b>	<b>Explanation of the symbols of the work of the hook.</b>	Practical exam	<b>Practicality</b>
<b>Week Twelfth</b>	2	<b>Training students to choose a model you want to master</b>	<b>Optional lesson by students.</b>	Practical exam	<b>Practicality</b>
<b>Week Thirteenth</b>	2	<b>Training students to make an assignment form for next week</b>	<b>The student starts working with the help of the school</b>	Practical exam	<b>Practicality</b>
<b>Week Fourteenth</b>	2	<b>Training the student to do the right thing and guide her when needed.</b>	<b>Examine the work done by each student on her model.</b>	Practical exam	<b>Practicality</b>
<b>Week Fifteenth</b>	2	<b>The same topic will be repeated</b>	<b>The same topic will be repeated</b>	Practical exam	<b>Practicality</b>
<b>Week Sixteenth</b>	2	<b>The student is trained to work the hook and its symbols</b>	<b>The student learns to work the hook</b>	Practical exam	<b>Practicality</b>
<b>Week Seventeenth</b>	2	<b>Training the student to benefit from raw materials found in nature</b>	<b>Teaching the student on another model of fabric waste</b>	Practical exam	<b>Practicality</b>
<b>Week Eighteenth</b>	2	<b>Training the tall to make games of different shapes and sizes</b>	<b>Training the tall to make a template according to the measurements of the model and then the method of work for a game for children</b>	Practical exam	<b>Practicality</b>
<b>Week Nineteenth, Twenty-first, Twenty-second</b>	2	<b>Training the student to make a template according to the measurements of the model and then the method of work</b>	<b>Exploitation of waste fabrics suitable for children's toy.</b>	Practical exam	<b>Practicality</b>
<b>Week Twenty-third, twenty-fourth, and twenty-fifth</b>	2	<b>Training the student to master the roof stitch</b>	<b>Teaching the student the stitch of the roof.</b>	Practical exam	<b>Practicality</b>
<b>Week Twenty-sixth, twenty-seventh, twenty-</b>	2	<b>Training students on recycling environmental raw materials.</b>	<b>Teaching students how to make patches.</b>	Practical exam	

<b>eighth, twenty- ninth</b>					
<b>Week 30</b>	<b>2</b>	<b>Examination</b>	<b>examination</b>	Practical exam	<b>Practica lity</b>
<b>First and second week</b>	<b>1</b> <b>1</b>	<b>Training the student to know the philosophy of the state, society and family.</b>	<b>Philosophy and goals of family life</b>	Practical exam	<b>Lecture</b>
<b>Third and fourth week</b>	<b>1</b> <b>1</b>	<b>Training the student to benefit from the expertise and experiences of developed countries.</b>	<b>Home and family in the developed world</b>	Practical exam	<b>Lecture</b>
<b>Week Fifth and sixth</b>	<b>1</b> <b>1</b>	<b>Training the student to be an ideal mother for her children and know the responsibility of each member of the family</b>	<b>Responsibilities in family life</b>	Practical exam	<b>Lecture</b>
<b>Week Seventh and eighth</b>	<b>1</b> <b>1</b>	<b>Training the student on the role of industrial development and scientific progress in facilitating the affairs of the house</b>	<b>Manufacturing and its impact on the home</b>	Practical exam	<b>Lecture</b>
<b>Week Ninth and tenth</b>	<b>1</b> <b>1</b>	<b>Training the student to prepare a plan for home management according to scientific foundations.</b>	<b>Home Management</b>	Practical exam	<b>Lecture</b>
<b>Week Eleventh and twelfth</b>	<b>1</b> <b>1</b>	<b>Training the student to prepare a scientific plan and supervise its implementation and evaluation.</b>	<b>Management steps at home</b>	Practical exam	<b>Lecture</b>
<b>Week Thirteenth and fourteenth</b>	<b>1</b> <b>1</b>	<b>Training the student to be a successful housewife as a manager in her home.</b>	<b>The role of the head of the family in the role of family life</b>	Practical exam	<b>Lecture</b>
<b>Week Fifteenth and sixteenth</b>	<b>1</b> <b>1</b>	<b>Training the student on the most important scientific experiments to measure the time and effort she makes in performing household chores.</b>	<b>The difference in time and effort in the tool of the house</b>	Practical exam	<b>Lecture</b>
<b>Week Seventeenth</b>	<b>1</b> <b>1</b>	<b>Training the student to perform household</b>	<b>Fatigue and fatigue</b>	Practical exam	<b>Lecture</b>

<b>h and eighteenth</b>		<b>chores with the least time and effort.</b>			
<b>Week Nineteenth and Twenty</b>	<b>1 1</b>	<b>Training the student to make a daily, weekly and monthly plan to benefit from time and effort</b>	<b>Factors affecting the use of time and effort</b>	Practical exam	<b>Lecture</b>
<b>Week Twenty-first and twenty-second</b>	<b>1 1</b>	<b>Training the student to distribute household chores and not make them accumulate on them</b>	<b>Plan to make use of time and effort</b>	Practical exam	<b>Lecture</b>
<b>Week Twenty-third, twenty-fourth, and twenty-fifth</b>	<b>1 1</b>	<b>Training the student to distribute household chores and not make them accumulate on them</b>	<b>Studies to facilitate household chores</b>	Practical exam	<b>Lecture</b>
<b>Week Twenty-sixth, twenty-seventh and twenty-eighth</b>	<b>1 1</b>	<b>Training the student to know the home appliances that improve working conditions and shorten time and effort</b>	<b>Improving working methods and conditions</b>	Practical exam	<b>Lecture</b>
<b>Week Twenty-ninth and thirty-ninth</b>	<b>1 1</b>	<b>Training the student to answer the paragraphs of the tests</b>	<b>Exam</b>	Practical exam	<b>assessment</b>
<b>Practical part</b>	<b>Hours</b>			Practical exam	
<b>First week</b>	<b>2</b>	<b>Training the student to master manual skills</b>	<b>Selecting the necessary fabrics, washing and ironing them, then classifying them according to the necessary works.</b>	Practical exam	<b>Practicality</b>
<b>Second week</b>	<b>2</b>	<b>Training students on model work</b>	<b>Making models for necessary household needs.</b>	Practical exam	<b>Practicality</b>
<b>Week Third, fourth and fifth</b>	<b>2</b>	<b>Training students to benefit from fabric waste</b>	<b>Make a cork cover or handbag.</b>	Practical exam	<b>Practicality</b>
<b>Week</b>	<b>2</b>	<b>Training the student on</b>	<b>The work of the</b>	Practical	<b>Practicality</b>



<b>Sixth, seventh, eighth and ninth</b>		<b>manual work</b>	<b>insurance on bags of rice and sugar.</b>	<b>exam</b>	<b>lity</b>
<b>Week Tenth and eleventh</b>	2	<b>Training students on the basic principles of hook work, especially beginners</b>	<b>Explanation of the symbols of the work of the hook.</b>	Practical exam	<b>Practica lity</b>
<b>Week Twelfth</b>	2	<b>Training students to choose a model you want to master</b>	<b>Optional lesson by students.</b>	Practical exam	<b>Practica lity</b>
<b>Week Thirteenth</b>	2	<b>Training students to make an assignment form for next week</b>	<b>The student starts working with the help of the school</b>	Practical exam	<b>Practica lity</b>
<b>Week Fourteenth</b>	2	<b>Training the student to do the right thing and guide her when needed.</b>	<b>Examine the work done by each student on her model.</b>	Practical exam	<b>Practica lity</b>
<b>Week Fifteenth</b>	2	<b>The same topic will be repeated</b>	<b>The same topic will be repeated</b>	Practical exam	<b>Practica lity</b>
<b>Week Sixteenth</b>	2	<b>The student is trained to work the hook and its symbols</b>	<b>The student learns to work the hook</b>	Practical exam	<b>Practica lity</b>
<b>Week Seventeenth</b>	2	<b>Training the student to benefit from raw materials found in nature</b>	<b>Teaching the student on another model of fabric waste</b>	Practical exam	<b>Practica lity</b>
<b>Week Eighteenth</b>	2	<b>Training the tall to make games of different shapes and sizes</b>	<b>Training the tall to make a template according to the measurements of the model and then the method of work for a game for children</b>	Practical exam	<b>Practica lity</b>
<b>Week Nineteenth, Twenty-first, Twenty-second</b>	2	<b>Training the student to make a template according to the measurements of the model and then the method of work</b>	<b>Exploitation of waste fabrics suitable for children's toy.</b>	Practical exam	<b>Practica lity</b>
<b>Week Twenty-third, twenty-fourth, and twenty-fifth</b>	2	<b>Training the student to master the roof stitch</b>	<b>Teaching the student the stitch of the roof.</b>	Practical exam	<b>Practica lity</b>
<b>Week Twenty-sixth,</b>	2	<b>Training students on recycling environmental raw</b>	<b>Teaching students how to make patches.</b>	Practical exam	

twenty-seventh, twenty-eighth, twenty-ninth		materials.			
Week 30	2	Examination	examination	Practical exam	Practicality
First and second week	1 1	Training the student to know the philosophy of the state, society and family.	Philosophy and goals of family life	Practical exam	Lecture

11 Infrastructure	
1 Required textbooks	Planning and Management in Home Economics - Ihsan Al-Baqli, Doria Amin-1970
2 Main references (sources)	1) Family Economics and Home Management, 2007, Ayman Mazahera et al.  2) Book of American Need Le work, 1963. Rose

	<p>Walder Lane.</p> <p>3) PATCH WORK, 1986, HELEN FAIRFIELD.</p>
Recommended books and references (scientific journals, reports ,....)	<p>1) Home Economice.</p> <p>2) Journal Toable of Home of Economice.</p> <p><b><u>Student Reports</u></b></p> <p>1- Responsibilities in family life.</p> <p>2- Managing time and effort in managing the house.</p> <p>3- Manufacturing and its impact on the house.</p>
B Electronic references, websites ....	<p>Family Websites</p> <p>1) <a href="http://www.lahaonlin.com">www.lahaonlin.com</a></p> <p>2) <a href="http://www.alghad.com">www.alghad.com</a></p>

## 12 Course Development Plan

Field visit to families of different economic levels.

Showing films for the successful management of the house and dealing with distinguished personalities in this field.

A field visit to the courts and to identify the reasons for the separation of the family and find solutions to them.

## Academic Program Description Form

**University Name:** . Baghdad

**Faculty/Institute:** Education for women.....

**Scientific Department:** .. Home Economics

**Academic or Professional Program Name:** ..... Home Economics

**Final Certificate Name:** .... Home Economics

**Academic System:** ...annual

**Description Preparation Date:** 5-10-2023

**File Completion Date:** 25-2-2024

**Signature:**

**Signature:**

**Head of Department Name:**

**Scientific Associate Name:**

**Date:**

**Date:**

**The file is checked by:**

## **Department of Quality Assurance and University Performance**

**Director of the Quality Assurance and University Performance Department:**

**Date:**

**Signature:**

**Approval of the Dean**

### **67. Program Vision**

The college seeks to graduate academically and educationally qualified female teachers and to create an educational generation capable of building and reforming society in socially acceptable scientific and educational fields. It seeks to prepare female teachers capable of assuming responsibility by various scientific and technical means and methods.

### **68. Program Mission**

Preparing female students in line with scientific and technical progress, and preparing qualified cadres who possess specialized and professional competencies, continuous development competencies, and community service competencies to work in the stages of higher education and respond to the

requirements of the labor market.

#### **69. Program Objectives**

1. Embodying the vision, mission and goals of the University of Baghdad, and applying the best educational practices with a focus on ensuring and enhancing quality and performance.
2. Preparing specialized cadres capable of serving the community and preparing for the preparation of future specializations.
3. Spreading the culture of human diversity in society, transferring knowledge and skills, writing academic research, and creative scientific achievement through student- and teaching-focused activities.
4. The college seeks to conclude scientific and cultural cooperation agreements with corresponding colleges and corresponding departments in different colleges to achieve best practices in the fields of teaching, learning and translation.
5. Focusing on the educational and moral aspects of all its members and spreading the spirit of dedication, tolerance, commitment and work to serve the nation.

#### **70. Program Accreditation**

Does the program have program accreditation? And from which agency?

**71. Other external influences**

Is there a sponsor for the program?

**72. Program Structure**

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements				Basic course
College Requirements	Yes			
Department Requirements	Yes			
Summer Training	None			
Other				

\* This can include notes whether the course is basic or optional.

**73. Program Description**

Year/Level	Course Code	Course Name	Credit Hours	
2023-2024 / the Third	HEFR 332		theoretical	practical

		<b>Family relations</b>	<b>٢ hours</b>	
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#### 74. Expected learning outcomes of the program

<b>Knowledge</b>	
<ul style="list-style-type: none"> <li>–Informing students about the importance of family relationships – –Familiarity with the theories that explained family social relationships</li> <li>– Students know the types of families</li> </ul>	<ul style="list-style-type: none"> <li>– Identifying the most important problems that hinder the family from performing its functions and that lead to its disintegration</li> </ul>
<b>Skills</b>	
<ul style="list-style-type: none"> <li>– Expanding the skill of dealing with all individuals within the family</li> <li>– She becomes able to solve the problems she faces in the family</li> </ul>	
<b>Ethics</b>	
<ul style="list-style-type: none"> <li>–Developing students’ abilities to share ideas and opinions.</li> </ul>	<ul style="list-style-type: none"> <li>– Students gain the ability to form social relationships within and outside the family</li> </ul>



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## 75. Teaching and Learning Strategies

- Explaining the scientific material through the lecture.
- Writing a review paper for the most important ideas presented during the lectures
- Self-learning

## 76. Evaluation methods

Daily, weekly, monthly exams and the end of the year exam.

Preparing reports related to the material

## 77. Faculty

### Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Professor	Home Economics	Educational Psychology			Staff	

## **Professional Development**

### **Mentoring new faculty members**

Attending theoretical and practical lessons as an assistant teacher with the subject professor to gain experience

### **Professional development of faculty members**

Attending scientific courses and workshops

## **78. Acceptance Criterion**

(Setting regulations related to enrollment in the college or institute, whether central admission or others)

## **79. The most important sources of information about the program**

State briefly the sources of information about the program.

## **80. Program Development Plan**

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
2025- 2024  the Third	HEFR ٣٣٢	Family relations	Basic	/	/	/	/	/	/	/	/	/	/	/	/


- Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

68.	Course Name:
-----	--------------

Family relations	
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69.	Course Code:
-----	--------------

HEFR ٢٢٢	
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70.	Semester / Year:
-----	------------------

annual	
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71.	Description Preparation Date:
-----	-------------------------------

25-10-2024	
------------	--

72.Available Attendance Forms:	
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Attendance	
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73.Number of Credit Hours (Total) / Number of Units (Total)	
---	--

60 hours per year - 2 hours per week (theoretical)	
--	--

74.	Course administrator's name (mention all, if more than one name)
-----	--

Name: Prof .Dr. Afraa Ibrahim Khaleel  Email: <a href="mailto:ibrahimafraa@coeduw.uobaghdad.edu.iq">ibrahimafraa@coeduw.uobaghdad.edu.iq</a>	
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75.	Course Objectives
-----	-------------------

1- Studying family relationships and the importance of knowing the roles of each member.  2- Explaining the meaning of the problems that may encounter the family (domestic violence, family neglect...etc.)  3- Explaining the most important modern ideas in family planning	
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76.	Teaching and Learning Strategies
-----	----------------------------------

Strategy	1- Brainstorming education strategy.  2- Explanation and clarification
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	3- Lecture method
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## 77. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
	2 hours		Historical development of the family	1-Explaining scientific material through general lectures.	Weekly, monthly, daily written exams, and the end-of-year exam
2	2 hours	1-- Providing students with the skill of analyzing the most important opinions and theories in the formation and development of the family	A review of the most important thinkers and scholars who dealt with the family and husband	2- Writing scientific reports on the subjects that address the most important vocabulary	
3	2 hours				
4	2 hours				
5	2 hours	2- Informing students about the importance of recognizing the most important family problems	Study and define family relationships		
6	2 hours		Types of social relationship		
7	2 hours		Family organizations and their images		
8	2 hours		(complex family and nuclear family)		
9	2 hours		Factors that contributed to the process		
10	2 hours		Family change (historical factors and modern)		
11	2 hours		Family relationships and their nature		
12	2 hours		Theories that explained relationships		
13	2 hours		Social.		
14	2 hours		The development and growth of social relations		
15	2 hours		Family		
16	2 hours		Adaptation (types of adaptation)		
17	2 hours		Adaptation		
18	2 hours				
19	2 hours				
20	2 hours				

21	2 hours		Social, economic, cultural		
22	2 hours		Sexual		
23	2 hours				
24	2 hours		Monthly exam for the first semester		
25	2 hours		The Iraqi family entity		
26	2 hours		Iraqi family photos		
27	2 hours				
28	2 hours				
29	2 hours		The impact of industrialization and urbanization on changing entity		
30	2 hours		the family		
			Social services and care		
			Choosing a life partner		
			Choosing a life partner in societies		
			different		
			Marriage is understandable		
			Marriage photos		
			Ingredients of a successful marriage		
			Discussing the students' reports (learning about the customs traditions of marriage in different societies)		
			Discuss reports		
			Monthly exam for the second semester		
			Regulating marriage and divorce in Iraq		

			<p>Pictures of family problems</p> <p>Family disintegration</p> <p>Conflict between parents and children</p> <p>Divorce</p> <p>Factors leading to divorce</p>		
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## 78. Course Evaluation

Distribution is as follows: 25 marks for monthly and daily exams for the first semester. 25 marks for monthly and daily exams for the second semester. 50 marks for final exams

## 79. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	<p>Family Sociology / Written by Maliha Awni Qaysar / Subih Abdel Moneim Ahmed / Baghdad 1984</p> <p>- Domestic violence - its manifestations - its causes and its treatment, Ahlam Hamoud Al-Tairi, 2015</p> <p>- Domestic violence and its impact on the family society in Algeria, Kamal Bou Allaq, 2017</p> <p>- The reflection of the current situation on family relations, Iman Abdel Wahab Moussa, 2007</p>
Recommended books and references (scientific journals, reports...)	<p>Mustafa Al-Khashab / Studies in Family Socialization / Cairo, Al-Farooq Committee Press</p> <p>Sanaa El-Khouly/The Family in a Changing World/The Egyptian General Book Authority</p>



# Course Description Form

	<p>Reports</p> <p>1-Marital disputes and their impact on children's behavior.</p> <p>2-The role of parents in determining the future of their children through guidance.</p> <p>3-Disability and family therapy</p>
Electronic References, Websites	<p><a href="http://www.google.iq/amp/s/3a2elaty.com">www.google.iq/amp/s/3a2elaty.com</a></p>

## Academic Program Description Form

**sity Name:** ..... Baghdad University.....

**Faculty/Institute:** ..... College of Education for Girls.....

**Scientific Department:** ..... Department of Home Economics.....

**Academic or Professional Program Name:** ..... Bachelor's degree in Home Economics.....

**Final Certificate Name:** ..... Bachelor's degree in Home Economics.....

**Academic System:** Annual 2023/2024 .....

**Description Preparation Date:**

24/10/2024

**File Completion Date:** 20/2/2024

**Signature:**

**Signature:**

**Head of Department Name:**

**Scientific Associate Name:**

**Date:**

**Date:**

**The file is checked by:**

**Department of Quality Assurance and University Performance**

**Director of the Quality Assurance and University Performance Department:**

**Date:**

**Signature:**

## Approval of the Dean

### 1. Program Vision

The college seeks to graduate academically and pedagogically qualified female teachers and to create an educational generation capable of building and reforming society in socially acceptable scientific and educational fields. It seeks to prepare female teachers capable of assuming responsibility through various scientific and technical means and methods.

### 2. Program Mission

Preparing female students in line with scientific and technical progress, and preparing qualified cadres who possess specialized and professional competencies, continuous development competencies, and community service competencies to work in the stages of higher education.

### 3. Program Objectives

1- Preparing distinguished cadres to work in the educational field, most notably, graduate programs in the various educational specializations, and updating them, including the conclusion of developmental excellence, keeping pace with progress and technology and positive interaction while controlling the various scientific and academic educational programs of colleges of education in universities in neighboring countries and abroad.

2- Developing the educational methodology and encouraging research and self-learning for female students so that they can fulfill their duties to the fullest extent.

3- Modernizing the college's educational programs, to support the educational qualification of university scholars, and the trend in developing the educational understanding of various applicants in Iraq.

4- Watch for universality and minority regarding the college's offering of courses and beyond, in order to achieve what is necessary internally.

5- Keeping pace with scientific and technological developments in the educational fields in general, and the field of teacher preparation in particular.

6- The college's contribution to providing the necessary competencies to the local community for those holding higher degrees (master's and doctorate) in various educational specializations.

7- Developing and evaluating the new study plan for the bachelor's degree stage in the college.

8- Developing new programs at the bachelor's and master's levels and preparing projects for programs at the doctoral level.

9- Improving scientific research activity in the college to better contribute to the development of the educational system and working to make the College of Education a house of expertise that leads the process of change and renewal in educational work by focusing on strategic educational issues and finding solutions to the obstacles that obstruct the education process.

10- Paying attention to publishing scientific research through developing the college's peer-reviewed scientific journal, and expanding its distribution circle at the regional, Arab, and national levels as well.

11- Achieving an international reputation in the field of educational research by participating in and organizing various scientific forums.

12- Creating new postgraduate programs in the English language and computers departments.

13- Developing laboratories to teach English and Arabic languages and Quranic sciences, in addition to laboratories for the Geography, Kindergarten, Home Economics and Computers Departments.

14- The increase in the number of female students and thus the increase in demand for higher education and the increasing need for renewal and reform in light of future needs and the state's comprehensive plans.

15- Developing the work of faculty members in the college by training them on student-centered teaching models, exploration or problem-centered learning, self-learning, cooperative learning, or dialogue and debate.

16- Adopting a lifelong learning approach by providing and encouraging students to enjoy the learning process and creating internal motivation to keep pace with the requirements of the current and future era.

17- Encouraging faculty members to practice modern methods and make the necessary changes in the teaching methods used to benefit from them for distance learning.

18- Attracting qualified faculty members, maintaining their development and continuity, and sending a number of students to obtain master's and doctoral degrees from many prestigious universities.

19- Providing a special building for the college instead of the current building, designed according to the latest international engineering designs for colleges of education, equipped with spacious, centrally air-conditioned laboratories, courtyards, and classrooms.

#### 4. Program Accreditation

Does the program have program accreditation? And from which agency?  
Nothing

#### 5. Other external influences

Is there a sponsor for the program?

Nothing

## 6 Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews•
Institution Requirements				
College Requirements				

Department Requirements	Yes, it is essential			
Summer Training				
Other				

This can include notes whether the course is basic or optional.

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
2023/2024	441 HE AS	Advanced stitching	theoretical	practical
				60 hours

Learning Outcomes 2	Learning Outcomes Statement 2
Learning Outcomes 3	Learning Outcomes Statement 3
Learning Outcomes 4	Learning Outcomes Statement 4
Learning Outcomes 5	Learning Outcomes Statement 5



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## 8. Expected learning outcomes of the program

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### . A- Cognitive objectives

A1/ Identify the types of fabrics suitable for jackets and coats (especially woolen fabrics and how to deal with them), as well as the types of fabrics suitable for occasion and evening dresses.

A2 / Identify the appropriate supplies for fine tailoring, including adhesive fillings of all kinds and their effect on the final shape of the jacket or coat.

A3/ Identify the definitions and terms used in fine tailoring.

A4/ Identify the correct and basic steps for sophisticated and advanced tailoring, represented by jackets, coats, and evening and occasion dresses.

A5/ Identify the preparatory stages for such types of sewing.

A6/ Identify the final steps that have a significant impact on the final appearance of the piece of clothing.

### B - The skills objectives of the course.

B1/ Developing the student's ability to transform information into methods of work and activity in the educational field.

B2/ Developing the student's ability to choose classic designs and decorative methods appropriate to such types of sewing.

B3 / Developing the student's skill in dealing with woolen fabrics, methods of shrinking them, and methods of forming collars and sleeves, etc.

B4- Developing the student's skill by identifying the largest number of modern designs, methods of sewing them, and keeping up with fashion.

### Transferable

- Transferable general and qualifying skills (other skills related to employability and personal development).

D1 / Follows the scientific and technological development in the field of clothing manufacturing, especially high-end clothing and its tailoring.

D2/ Contributes to solving technical problems in the clothing industry.

D3 / Participates in raising the clothing awareness of the family and society.

D4-/ Employing knowledge and skills efficiently in the field of fine tailoring.

### Value

Daily tests

Monthly tests

Reports and studies

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## 9. Teaching and Learning Strategies

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- 1/ Theoretical lectures.
  - 2/ Practical lectures.
  - 3/ Discussing external reports (modern methods and techniques in sewing).
- 

## 10. Evaluation methods

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- 1/ Theoretical tests.
- 2/ Practical tests.
- 3/ Extracurricular activities related to the field of specialization (fashion shows, for example).

11. Faculty						
Faculty Members						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Mr.	Home economics	Textiles and clothing			Staff	
Teacher	Home economics	Textiles and clothing			Staff	
assistant teacher	Home economics	Home economics			Staff	
assistant teacher	Home economics	Home economics			Staff	

## Professional Development

### Explanation and clarification

#### Mentoring new faculty members

Briefly describes the process used to mentor new, visiting, full—time, and part—time faculty at the institution and department level.

Professional development of faculty members

Edit nomination

Briefly describe the academic and professional development plan and arrangements for faculty

such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

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

State briefly the sources of information about the program.

---

Advanced Sewing Binding A. Bushra Fadel Saleh / 2000

The Book of Fine Sewing - Singer Collection / Arabization and Translation Center / 1997

Comparative Clothing Construction TechniquesChristine Haynes 2014

Internationally accredited fashion magazines / Burda Fashion Magazine

The relevant websites are [www.Pattern-making.com](http://www.Pattern-making.com)

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#### 14. Program Development Plan

1- The possibility of developing curtain fabrics for evening wear.

2- The effectiveness of using the electronic classroom in teaching advanced sewing for the fourth stage - home economics.

3- The materials used to fill the jacket and their effect on its external appearance.

---

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
2024/2024	441 HE AS	Advanced stitching	Basic	/	/	/	/	/	/	/	/	/	/	/	/

- Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

## Course Description Form

<b>1. Course Name:</b>
Advanced stitching
<b>2. Course Code:</b>
441 HE AS
<b>3. Semester / Year:</b>
2025/2024
<b>4. Description Preparation Date:</b>
29/10/2024
<b>5. Available Attendance Forms:</b>
daily
<b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>
Total 60 Hours / Total 30 Units
<b>7. Course administrator's name (mention all, if more than one name)</b>
<p>Name: Bushra Fadel Saleh Email: <a href="mailto:bushra_fahdel@coeduw.uobaghda.edu.iq">bushra_fahdel@coeduw.uobaghda.edu.iq</a></p> <p style="text-align: right;">*****</p> <p>Name: Eng. Shaimaa Khalil Fadil Email: <a href="mailto:shaimaa_kh78@coeduw.uobaghda.edu.iq">shaimaa_kh78@coeduw.uobaghda.edu.iq</a></p> <p style="text-align: right;">*****</p> <p>Name: M.M. Rasha Ali Rasoul Email: <a href="mailto:rasha.Ali@coeduw.uobaghdad.edu.iq">rasha.Ali@coeduw.uobaghdad.edu.iq</a></p> <p style="text-align: right;">*****</p> <p>Name: M.M.</p>

Nadeen  
Muhammad  
Khaled  
Email:  
[nadeen.m@coedu  
w.uobaghdad.edu.  
iq](mailto:nadeen.m@coedu.w.uobaghdad.edu.iq)

## Basic or

### optional

- Expanding and developing female students' theoretical and practical concepts in sewing topics
- Activate the steps for sewing a coat or jacket
- Learn about the specificity of advanced sewing as it is the highest and finest type of sewing

## 9. Teaching and Learning Strategies

Using modern sources to develop and update curriculum vocabulary

## 10. Course Structure

Week	Hours	Required	Unit or subject name	Learning method	Evaluation
		Outcomes			method

1-4	8	The student gets to know	<p>1- Learn about advanced sewing and its required supplies</p> <p>2- The importance of the ironing board and pad in the steps of sewing a jacket or coat 0</p> <p>3- Drawing the template for the ironing pillow on paper, the method of detailing and sewing the ironing piece, how to place the pillow template, and the amount of sewing allowances required for it.</p> <p>4- Detailing the ironing pad and marking the borders of the template</p> <p>5- Identify the material used in filling the pillow and its most important features 0</p> <p>6- How to stuff the pillow, and how to close the filling hole</p> <p>Choosing the design of the jacket or coat, which has a classic design, in addition to choosing the fabric (specifically woolen) because of its properties that can be dealt with, and choosing the lining fabric and all the supplies that the jacket needs.</p>	a lecture	Practical achievement test
5-8	8	The student gets to know	<p>1- Shrinking and modifying the woolen fabric and extracting the jacket or coat template</p> <p>2- Know the basic rules for tailoring a jacket or coat 0</p> <p>3- How to spread the fabric and install the template for detailing, while transferring the signals from the template to the fabric 0</p> <p>4- Choosing the appropriate adhesive filling and determining the basic rules for detailing it and transmitting signals</p> <p>Determine the collar line and install the adhesive padding without gluing.</p> <p>Sewing the collar line and cuffs.</p>	a lecture	Practical achievement test



9-12	8	The student gets to know	1- How to make button holes in fabric 2- Tie the pieces of the jacket or coat and prepare them for braiding 3- How to determine the collar line of the upper collar and sew the collar 4- Collar stitching 5- How to install and install the sleeve pieces Implementing the sewing of the sleeve pieces, how to attach them to the body of the jacket or coat, and attaching the shoulder straps	a lecture	Practical achievement test
13-15	6	The student gets to know	1- How to make and install pleat thickenings 2- How to connect the lining fabric pieces 3- Execute stitching to connect the lining fabric to each other 4- Attach the lining to the jacket or coat by sewing with a sewing machine Fastening the buttons and securing the folds with clamps	a lecture	Practical achievement test
1-5	10	The student gets to know	Second semester/evening dresses 1- Choose an evening dress design (afternoon wear), which is characterized by a design with embellishments 2- Extracting the template (dress designs vary annually according to fashion) 3- Choose the appropriate fabric and appropriate decorations 4- Modifying the fabric, installing the template on the fabric Identifying the basic rules of detailing and methods of dealing with special fabrics (embroidered, worked, etc.), then detailing the fabric and transferring signals from the template to the fabric.	a lecture	Practical achievement test

6-10	10	The student gets to know	<p>1- Steps for sewing scarves and dealing with them because of their privacy</p> <p>2- Dealing with the steps of sewing the dress for each student individually (due to the variety of designs) Sewing and connecting the pieces of the dress (according to the designs)</p> <p>3- How to install the sleeves (each according to the design): attaching, sewing and installing the sleeves</p> <p>How to make a dress structure using special fillings or supports and installing them 0</p>	a lecture	Practical achievement test
11-15	10	The student gets to know	<p>1- How to install and implement appropriate decoration (The steps for decorating the dress vary according to the type of decoration. Some decorations are preferable to be done in the first stages before attaching the pieces of the dress, while others are in the final stages.)</p> <p>2- How to make neck cuffs (various shapes and designs), how to install sleeves, how to implement neck cuffs, and how to finish them 0</p> <p>A presentation of designs (fashion show) by female students</p>	a lecture	Practical achievement test

## 11. Course Evaluation

## 12. Learning and Teaching Resources

Required textbooks (curricular)	Advanced Sewing Binding A. Bushra Fadel Saleh / 2000
Main references (sources)	1 - The Book of Fine Tailoring - Singer Collection / Arabization and Translation Center / 1997 2- Comparative Clothing Construction TechniquesChristine Haynes 2014
Recommended books and references (scientific journals, reports..)	Internationally accredited fashion magazines / Burda Fashion Magazine 1- The possibility of developing curtain fabrics for evening wear. 2- The effectiveness of using the electronic classroom in teaching advanced sewing for the fourth stage - home economics. 3- The materials used to fill the jacket and their effect on its external appearance.
Electronic References, Websites	The relevant websites are <a href="http://www.Pattern-making.com">www.Pattern-making.com</a>

## Academic Program Description Form

**University Name:** ..Baghdad.....

**Faculty/Institute:** ... College of Education for womman.....

**Scientific Department:** ..... Home economics.....

**Academic or Professional Program Name:** .....

**Final Certificate Name:** .. ..... Home economics.....

**Academic System:** .....

**Description Preparation Date:**

**File Completion Date:**

**Signature:**

**Signature:**

**Head of Department Name:**

**Scientific Associate Name:**

**Date:**

**Date**

**The file is checked by:**

**Department of Quality Assurance and University Performance**

**Director of the Quality Assurance and University Performance Department:**

**Date:**

**Signature:**

**Approval of the Dean**

1. Program Vision
The college seeks to graduate qualified teachers scientifically and educationally and to create an educational generation capable of building and reforming society in the socially acceptable scientific and educational fields and seeks to prepare teachers capable of assuming responsibility by various scientific and technical means and methods.
2. Program Mission
College Mission:  Preparing students in line with scientific and technical progress, and preparing qualified cadres who possess specialized and professional competencies, continuous development competencies, and community service competencies to work in higher education stages.
3. Program Objectives
Educational and educational objectives  The college aims to raise good generations that bear the burdens to achieve the comprehensive development of society and complete the building of the girl's personality in an integrated manner to acquire knowledge, tendencies and skills, develop innovative abilities and train them to use the scientific method of thinking to face and solve problems, in addition to preparing and building students to play a positive role in the field of scientific research that contributes to the field of scientific progress in science and arts to be professionals and responsible members of society, as well as establishing and applying a system for the development of all academic programs to contribute to Community service through continuous interaction between colleges on the one hand and the environment and society on the other, in order to spread cultural, social, educational and scientific awareness.
4. Program Accreditation

nothing				
5. Other external influences				
nothing				
6 Program Structure				
Program Structure	Number of Courses	Credit hours	Percentage	Reviews•
Institution Requirements				basic
College Requirements	Yes			

Department	Yes			
Requirements				
Summer Training	nothing			
Other				

This can include notes whether the course is basic or optional.

**Developing the skill of linking acquired knowledge with practical application**  
**Developing the skill of conducting research and reports and drawing conclusions.**  
**- Developing the skill of planning and designing applied activities**

## 7. Program Description

Year/Level	Course Code	Course Name		Credit Hours
2023-02024	٣٤٧HENVX	Food experiments/practical	theoretical 1 hour	practical 90 hour

## 8. Expected learning outcomes of the program

*Knowledge and*

*Knowledge*

*the student's definition of the ability to distinguish: 1- The importance of water, its behavior in food, and the types of solutions.*

- Identify the components of eggs and their effect on the products that eggs are prepared*
- Identify the components of milk and their effect on the products that milk is prepared*

## 11. Evaluation methods

*Explaining the scientific material and linking the lectures to the practical part*  
*Using a microscope and pictures that remind the student of the scientific material*

## 10. Evaluation methods

- 1- Semester tests.*
- 2- Daily activities and end-of-year exams*
- 3- Research, reports and working papers.*

11. Faculty						
Faculty Members						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Teacher	Home economics	Food and nutrition			Staff	

**Professional Development**

Mentoring new faculty members

Briefly describes the process used to mentor new, visiting, full—time, and part—time faculty at the institution and department level.

Professional development of faculty members

Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

**12. Acceptance Criterion**

(Setting regulations related to enrollment in the college or institute, whether central admission or others)

**13. 14. Program Development Plan**

The most important sources of information about the program

A comparative study by introducing the student to the ability to distinguish between diseases caused by microorganisms and what are the ways and means to prevent their spread. The types of bacteria that lead to food spoilage and ways to control the spread of diseases caused by microorganisms.



Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
2025-2024	347HENX														

- Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

## Course Description Form

<b>1. Course Name:</b>	
Food experiments/practical	
<b>2. Course Code:</b>	
٣٤٧HENX	
<b>3. Semester / Year:</b>	
annual	
<b>4. Description Preparation Date:</b>	
٢٠/١٠/٢٠٢٤	
<b>5. Available Attendance Forms:</b>	
My presence	
<b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>	
60 theoretical hours and 90 practical hours Number of units (total): 3 hours per week	
<b>7. Course administrator's name (mention all, if more than one name)</b>	
<p><b>Name:</b> Ishraq jihad</p> <p><b>Email:</b>ishraqjihad@coeduw.uobaghdad.edu.iq</p>	
<b>Basic or</b>	
<b>optional</b>	<p style="text-align: center;">*****</p> <p>.. Studying the importance of the components of fruits and vegetables and their impact on the specifications of food products.</p> <ul style="list-style-type: none"> <li>• Study the effect of the components of oils and fats on the specifications of the food products used in their preparation</li> </ul>
<b>9. Teaching and Learning Strategies</b>	
<b>Strategy</b>	<p>-Education strategy, collaborative concept planning</p> <p>2- Education strategy brainstorming</p> <p>3- Education Strategy Notes Series</p>
<b>10. Course Structure</b>	

Week	Hours	Required Learning		Unit or sub name	Learning method	Evaluation method
		Outcomes				
	2hours my theory	The student gets to know	Name of the unit or topic	Theoretical lectures and practical applications	Daily activity, monthly, quarterly and theoretical tests and exams	
1	2	=	Salt solutions	How to prepare salt, sugar and acidic solutions	Daily activity, monthly, quarterly and theoretical tests and exams	
2	2	=	pH measurement	Estimating the acidity of food systems	Daily activity, monthly, quarterly and theoretical tests and exams	
3	2	=	Sensory evaluation of foods	evaluates all food items using a scale	Daily activity, monthly, quarterly and theoretical tests and exams	
4-5	2	=	Use automated methods	Use some methods	Daily activity, monthly, quarterly and theoretical tests and exams	
5	2	=	Experiments on the transformation of solutions from one state to another	The effect of temperature and acid - and the factors that affect the agglomeration of some foodstuffs (tomato soup)	Daily activity, monthly, quarterly and theoretical tests and exams	
6-7	2	=	eggs	Using eggs in different proportions in food products and making custards in different ways	Daily activity, monthly, quarterly and theoretical tests and exams	

8-9	2	=	Fats	Comparison of emulsifiers	Daily activity, monthly, quarterly and theoretical tests and exams	
10	2	=	Fats and their function	Action of fats in food	Daily activity, monthly, quarterly and theoretical tests and exams	
11	2	=	Pastries	Making quick bread muffins, the functions of the ingredients, the effect of their proportions, the mixing method, and their quantity	Daily activity, monthly, quarterly and theoretical tests and exams	
12	2	=	Pastries	Biscuit making, factors affecting biscuit making and quality	Daily activity, monthly, quarterly and theoretical tests and exams	
13	2	=	Pastries	The effect of mixing method on cake making and its specifications	Daily activity, monthly, quarterly and theoretical tests and exams	
14	2	=	Vegetables	The effect of different cooking methods	Daily activity, monthly, quarterly and theoretical tests and exams	
15-16	2	=	Meat,	Meat and the effect of oven temperature on cooking meat and the period required for cooking	Daily activity, monthly, quarterly and theoretical tests and exams	
17-18	2	=	fruits	Making fruit jelly using the main ingredients: pectin, sugar, lemon, water and fruit juice.	Daily activity, monthly, quarterly and theoretical tests and exams	

19	2	=	End-of-semester exam for the practical part		Daily activity, monthly, quarterly and theoretical tests and exams
20-26		=	Application in schools		
27	2	=	Emulsions	Make mayonnaise).	Daily activity, monthly, quarterly and theoretical tests and exams
28	2	=	Second semester exam		Daily activity, monthly, quarterly and theoretical tests and exams
29	2	=	. Review the article		Daily activity, monthly, quarterly and theoretical tests and exams

11. Course Evaluation					
Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, month					
12. Learning and Teaching Resources					
Required textbooks (curricular books, if any)					
Main references (sources)					
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites					

**University Name: ..Baghdad.....**

**Faculty/Institute: ... College of Education for womman.....**

**Scientific Department: ..... Home economics.....**

**Academic or Professional Program Name: .....**

**Final Certificate Name: .. .... Home economics.....**

**Academic System: .....**

**Description Preparation Date:**

**File Completion Date:**

**Signature:**

**Signature:**

**Head of Department Name:**

**Scientific Associate Name:**

**Date:**

**Date**

**The file is checked by:**

**Department of Quality Assurance and University Performance**

**Director of the Quality Assurance and University Performance Department:**

**Date:**

**Signature:**

**Approval of the Dean**

1. Program Vision
The college seeks to graduate qualified teachers scientifically and educationally and to create an educational generation capable of building and reforming society in the socially acceptable scientific and educational fields and seeks to prepare teachers capable of assuming responsibility by various scientific and technical means and methods.
2. Program Mission
College Mission:  Preparing students in line with scientific and technical progress, and preparing qualified cadres who possess specialized and professional competencies, continuous development competencies, and community service competencies to work in higher education stages.
3. Program Objectives
Educational and educational objectives   The college aims to raise good generations that bear the burdens to achieve the comprehensive development of society and complete the building of the girl's personality in an integrated manner to acquire knowledge, tendencies and skills, develop innovative abilities and train them to use the scientific method of thinking to face and solve problems, in addition to preparing and building students to play a positive role in the field of scientific research that contributes to the field of scientific progress in science and arts to be professionals and responsible members of society, as well as establishing and applying a system for the development of all academic programs to contribute to Community service through continuous interaction between colleges on the one hand and the environment and society on the other, in order to spread cultural, social, educational and scientific awareness.
4. Program Accreditation



Nothing				
5. Other external influences				
Nothing				
6 Program Structure				
Program Structure	Number of Courses	Credit hours	Percentage	Reviews•
Institution Requirements				basic
College Requirements	Yes			

Department	Yes			
Requirements				
Summer Training	nothing			
Other				

This can include notes whether the course is basic or optional.

**Developing the skill of linking acquired knowledge with practical application**  
**Developing the skill of conducting research and reports and drawing conclusions.**  
**- Developing the skill of planning and designing applied activities**

## 7. Program Description

Year/Level	Course Code	Course Name		Credit Hours
2024-2023	٣٤٧HENVX	Food experiments/practical	theoretical 1 hour	practical 90 hour

## 8. Expected learning outcomes of the program

Knowledge and

Knowledge

the student's definition of the ability to distinguish: 1- The importance of water, its behavior in food, and the types of solutions.

- Identify the components of eggs and their effect on the products that eggs are prepared
- Identify the components of milk and their effect on the products that milk is prepared

## 12. Evaluation methods

Explaining the scientific material and linking the lectures to the practical part  
Using a microscope and pictures that remind the student of the scientific material

## 10. Evaluation methods

- 1- Semester tests.
- 2- Daily activities and end-of-year exams
- 3- Research, reports and working papers.

11. Faculty						
Faculty Members						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Teacher	Home economics	Food and nutrition			Staff	
Professional Development						
Mentoring new faculty members						
Briefly describes the process used to mentor new, visiting, full—time, and part—time faculty at the institution and department level.						
Professional development of faculty members						
Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.						
12. Acceptance Criterion						
(Setting regulations related to enrollment in the college or institute, whether central admission or others)						
13. 14. The most important sources of information about the program						
<p>A comparative study by introducing the student to the ability to distinguish between diseases caused by microorganisms and what are the ways and means to prevent their spread. The types of bacteria that lead to food spoilage and ways to control the spread of diseases caused by microorganisms.</p> <p>State briefly the sources of information about the program.</p>						

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
2021-2023	347HENX														

- Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

## Course Description Form

<b>1. Course Name:</b>	
Food experiments/practical	
<b>2. Course Code:</b>	
٣٤٧HENX	
<b>3. Semester / Year:</b>	
Annual	
<b>4. Description Preparation Date:</b>	
٥/١٠/٢٠٢٤	
<b>5. Available Attendance Forms:</b>	
My presence	
<b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>	
60 theoretical hours and 90 practical hours Number of units (total): 3 hours per week	
<b>7. Course administrator's name (mention all, if more than one name)</b>	
Name: Bahra Mahmoud	
<b>Basic or optional</b>	
<b>optional</b>	<p style="text-align: center;">*****</p> <p>.. Studying the importance of the components of fruits and vegetables and their impact on the specifications of food products.</p> <ul style="list-style-type: none"> <li>• Study the effect of the components of oils and fats on the specifications of the food products used in their preparation</li> </ul>
<b>9. Teaching and Learning Strategies</b>	
<b>Strategy</b>	-Education strategy, collaborative concept planning 2- Education strategy brainstorming 3- Education Strategy Notes Series
<b>10. Course Structure</b>	

Week	Hours	Required Learning		Unit or s name	Learning method	Evaluation method
		Outcomes				
	2hours my theory	The student gets to know	Name of the unit or topic	Theoretical lectures and practical applications	Daily activity, monthly, quarterly and theoretical tests and exams	
1	2	=	Water	Its definition and importance, chemical composition of water	Daily activity, monthly, quarterly and theoretical tests and exams	
2	2	=	Physical states of water	and its physicochemical properties, hard water	Daily activity, monthly, quarterly and theoretical tests and exams	
3	2	=	Solutions	Definition of solutions, types, and properties	Daily activity, monthly, quarterly and theoretical tests and exams	
4	2	=	colloids,	Its definition, name, general properties, precipitation, main colloidal diffusion states in foods, properties	Daily activity, monthly, quarterly and theoretical tests and exams	
5	2	=	Emulsions	Its definition, types, factors that affect its formation, theories of the action of the emulsifying agent. Foam, its definition, importance, factors affecting its construction and destruction)	Daily activity, monthly, quarterly and theoretical tests and exams	
6	2		Eggs	Its nutritional and manufacturing importance, the composition of the shell, yolk and white and their chemical contents	Daily activity, monthly, quarterly and theoretical tests and exams	

7	2	=	Gels	Its definition, properties, factors that affect its formation, the phenomenon of separation, factors that affect it	Daily activity, monthly, quarterly and theoretical tests and exams	
8-	2	=	Qualitative properties of eggs	Methods of handling and storing it, its functional properties and uses in the kitchen	Daily activity, monthly, quarterly and theoretical tests and exams	
9	2		Basic methods for cooking eggs	Products that contain eggs, egg foams, egg preservation	Daily activity, monthly, quarterly and theoretical tests and exams	
10	2	=	the milk,	Its nutritional and manufacturing importance, the nature of the organization of its components, types of milk and its products	Daily activity, monthly, quarterly and theoretical tests and exams	
11	2	=	Supplementing the types of milk and its products	Cooking milk, thermal pasteurization, whey proteins, effect of heat on casein	Daily activity, monthly, quarterly and theoretical tests and exams	
12	2	=	The effect of temperature on the color of milk	The effect of acid in casein, the effect of renin enzyme in it, the effect of polyphenolic compounds on milk proteins and their flavour, homogenized milk and its sensitivity to heat, handling of foods manufactured from milk	Daily activity, monthly, quarterly and theoretical tests and exams	

13	2	=	Fruits	Its importance, plant tissue structure	Daily activity, monthly, quarterly and theoretical tests and exams
14	2	=	Chemical content of fruits	, fruit smell, changes occurring after picking, enzymatic browning, changes due to cooking.	Daily activity, monthly, quarterly and theoretical tests and exams
15	2	=	Vegetables	Its importance, composition of vegetables and their chemical content	Daily activity, monthly, quarterly and theoretical tests and exams
١٦	٢		What applies to fruits regarding composition applies to them	. Cellularity, tenderness, enzymatic browning, quality characteristics of fresh vegetables	
17	2	=	Meat, its importance and types,	Chemical content and muscular composition of meat	Daily activity, monthly, quarterly and theoretical tests and exams
١٨	٢		Female students application		
19	2	=	Female students application		Daily activity, monthly, quarterly and theoretical tests and exams
20-	٢	=	Female students application		



21	2	=	Female students application		Daily activity, monthly, quarterly and theoretical tests and exams
22	2	=	Female students application		Daily activity, monthly, quarterly and theoretical tests and exams
23			Female students application		Daily activity, monthly, quarterly and theoretical tests and exams
24			Female students application		Daily activity, monthly, quarterly and theoretical tests and exams
25			tenderness of meat,	Meat hardness and connective tissue, aging, cooking meat	Daily activity, monthly, quarterly and theoretical tests and exams
26			poultry,	Its importance, types, preparation for marketing, chemical composition and content, cooking, freezing, flavor of cooked poultry, B vitamins in it.	Daily activity, monthly, quarterly and theoretical tests and exams
27			Fish	Its types and nutritional value, maintaining its quality, composition of fin fish muscle and its content, resistance of fish to frozen storage, evaluating the completion of cooking	Daily activity, monthly, quarterly and theoretical tests and exams

				fish and the changes occurring.	
28			Second semester exam		Daily activity, monthly, quarterly and theoretical tests and exams
29			Fats,	Its importance, types, chemical composition, functions in food, types of fatty products	Daily activity, monthly, quarterly and theoretical tests and exams
30	2	=	flCakes and pastriesour,.	Its types, quality of its ingredients, fluffing agents, yeast and fermentation, and its role in the production of bread and samoon The effect of mixing and manufacturing conditions on production quality	Daily activity, monthly, quarterly and theoretical tests and exams

<b>11. Course Evaluation</b>					
Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports .....etc					
<b>12. Learning and Teaching Resources</b>					
Required textbooks (curricular books, if any)					
Main references (sources)					
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites					

## **Academic Program Description Form**

**University Name:** .University of Baghdad

**Faculty/Institute:** College of Education for women

**Scientific Department:** Home Economic

**Academic or Professional Program Name:** House design

**Final Certificate Name:** Bachelor's degree in Home Economics

**Academic System:** yearly

**Description Preparation Date:**

**2024/10/29**

**File Completion Date:** 202<sup>٤</sup>/4 /17

**Signature:**

**Head of Department Name:**

**Date:**

**Signature:**

**Scientific Associate Name:**

**Date**

1. Program Vision
The college seeks to graduate academically and pedagogically qualified female teachers and to create an educational generation capable of building and reforming society in socially acceptable scientific and educational fields. It seeks to prepare female teachers capable of assuming responsibility through various scientific and technical means and methods.
2. Program Mission
Preparing female students in line with scientific and technical progress, and preparing qualified cadres who possess specialized and professional competencies, continuous development competencies, and community service competencies to work in the stages of higher education.
3. Program Objectives
Raising good generations who will bear the burdens to achieve the comprehensive development of society and complete the building of the girl's personality in an integrated way to acquire knowledge, inclinations, and skills, develop innovative capabilities, and train her to use the scientific method of thinking to confront and solve problems. This is in addition to preparing and building female students to play a positive role in the field of scientific research that contributes to the field of progress. Scientific education in science and arts, to be responsible professionals and members of society, as well as to establish and implement a system to develop all auxiliary academic programs to contribute to community service through continuous interaction between colleges on the one hand and the environment and society on the other hand, with the aim of spreading cultural, social, educational and scientific awareness.
4. Program Accreditation
1- The explanation method
2- The method of discussion
3- Lecture method and application

5. Other external influences				
There is none				
6 Program Structure				
Program Structure	Number of Courses	Credit hours	Percentage	Reviews•
Institution Requirements	30	30		Basic rule
College Requirements	yes			

Department Requirements	yes			
Summer Training				
Other				

This can include notes whether the course is basic or optional.

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
2025-2024 / Fourth	HE HD 439	House design	theoretical	practical
			theoretical	
8. Expected learning outcomes of the program				
Knowledge				
Learning Outcomes 1		Learning Outcomes Statement 1		
Learning Outcomes 2		Learning Outcomes Statement 2		
Learning Outcomes 2		Learning Outcomes Statement 2		
Learning Outcomes 3		Learning Outcomes Statement 3		
Learning Outcomes 4		Learning Outcomes Statement 4		
Learning Outcomes 4		Learning Outcomes Statement 4		
Learning Outcomes S		Learning Outcomes Statement 5		
11. Teaching and Learning Strategies				
1- Explanation and explanation				
2- Self-learning method				
3- The method of action of food recipes				
12. Evaluation methods				
Weekly, city and daily exams and end of the year exams.				

11. Faculty						
Faculty Members						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Assistant Professor		House design			Stff	
Professional Development						
Mentoring new faculty members						
Professional development of faculty members						
12. Acceptance Criterion						
(Setting regulations related to enrollment in the college or institute, whether central admission or others)						
13. The most important sources of information about the program						
Lectures prepared by professors						
Based on solid scientific books such as food chemistry, chemistry and life sciences.						
Experimental cooking...etc. Books.						
14. Program Development Plan						
Hiring data show in the field of models and electronic computers						



Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
2025-2024	214HEFR	House design	Basic												

- Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

## Course Description Form

<b>1. Course Name:</b>					
House design					
<b>2. Course Code:</b>					
HE HD 439					
<b>3. Semester / Year:</b>					
Yearly					
<b>4. Description Preparation Date:</b>					
2024/10/29					
<b>5. Available Attendance Forms:</b>					
In person and online					
<b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>					
30 hours per year. 2 hours weekly					
<b>7. Course administrator's name (mention all, if more than one name)</b>					
Name: Assistant Professor. Siham Mohsen Amueleh					
Email: <a href="mailto:siham.muhsin@coeduw.uobaghdad.edu.iq">siham.muhsin@coeduw.uobaghdad.edu.iq</a>					
<b>optional</b>					
1- Study of interior design and the foundations of interior design for the house and all its spaces.					
2- Study modern terminology in interior design.					
3- Study the psychological effect of colors in design.					
4- Study the elements of interior design. *****					
5- Study the types of natural and artificial home lighting and their importance in design.					
6- Study the conditions that must be met when choosing land or housing for the family.					
<b>Course Objectives</b>		1- Explanation and clarification 2- Display models 3- The blackboard is smart 4- E-learning			
<b>9. Teaching and Learning Strategies</b>					
Strategy					
<b>10. Course Structure</b>					
		Required Learning	Unit or subject name	Learning method	Evaluation

Week	Hours	Outcomes			method
1	2	To get to know the student on	Design material	giving a lecture	
2	2	=	Color theme	giving a lecture	
3	2	=	Color theme	giving a lecture	
4	2	=	Color qualities	giving a lecture	
5	2	=	Photometric color	giving a lecture	
6	2	=	Coordinating colors	giving a lecture	
7	2	=	Semester exam	giving a lecture	
8	2	=	Home sections	giving a lecture	
9	2	=	sitting room	giving a lecture	
10	2	=	dining room	giving a lecture	
11	2	=	bedroom	giving a lecture	
12	2	=	the bathroom	giving a lecture	
13	2	=	the kitchen	giving a lecture	
14	2	=	Work room	giving a lecture	
15	2	=	Semester exam	giving a lecture	
Practical					
1	2	identification		practical application	
2	2	Introducing the students to	Scale of the photometric value of color	practical application	My class and homework assignment
3	2	a job	Color intensity lad	practical application	
4	2	a job	Living room color	practical application	
5	2	a job	coordination	practical application	
6	2	a job	Mistakes of previous works	practical application	
7	2	Repair	What materials need to be	practical application	

			brought to		
8	2	Giving	furnish the rooms	practical application	
9	2	furnishing	sitting room	practical application	
10	2	furnishing	dining room	practical application	
11	2	furnishing	bedroom	practical application	
12	2	furnishing	the bathroom	practical application	
13	2	furnishing	the kitchen		
14	2	furnishing	Work room		
15	2	revision	Mistakes in furnishing home rooms		
Chapter II			Application for female students in schools		
1	2		Application for female students in schools		
2	2		Application for female students in schools		
3	2		Application for female students in schools		
4	2		Application for female students in schools		
5	2		Application for female students in schools		
6	2		Application for female students in schools		
7	2	Get to know the student	General guidelines for maintaining home cleanliness	giving a lecture	Theoretical exam
8	2	Get to know the student	On ways to provide housing for the family	giving a lecture	
9	2	Get to know the student	On designing the house as a single unit	giving a lecture	
10	2	Get to know the student	On maps type L-T-U	giving a lecture	
11	2	Get to know the student	H-type, round and decked	giving a lecture	
12	2		Exam	giving a lecture	
13	2	Get to know the student	Calculating the area of the house	giving a lecture	
14	2	Get to know the	Calculating the area occupied by	giving a	

		student	the ladder on the map	lecture	
15	2	Get to know the student	Exam	giving a lecture	
Practical					
1			Application for female students in schools		
2			Application for female students in schools		
3			Application for female students in schools		
4			Application for female students in schools		
5			Application for female students in schools		
6			Application for female students in schools		
7		practical application	Home map	a job	My class and homework assignment
8		practical application	Supplement house map	a job	
9		practical application	Supplement house map	a job	
10		practical application	Supplement house map	a job	
11		practical application	Topics related to home decor	giving a lecture	
12		practical application	Topics related to home decor	giving a lecture	
13		practical application	Topics related to home decor	giving a lecture	
14		practical application	Topics related to home decor	giving a lecture	
15		practical application	Topics related to home decor	giving a lecture	

## 11 Infrastructure

1 Required textbooks	<p>1) Introduction to Interior Design, 2005 AD. Moatasem Hazmi Karabaliyah.</p> <p>Home decoration and furnishings works 2006, Engineer Ammar Darwish.</p>
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	Interior Design Furnishings 1994, Jarjis Khoury et al.
2 Main references (sources)	1) Inside Today,s Home, 1954, SARAH FAuLKNER. 2) The Big Book of soft toys, 1972, Edwrds . A 3) Intterior design 1975, A.N.
Recommended books and references (scientific journals, reports ,....)	1)Journal of Home, Economics, 1979. February. 2)VoLumE.66 NUMBER2. 3) Journal of Home Economics No. 63, NuMBER2 FEBUARY 1971. <p style="text-align: center;"><b>Student reports</b></p> 1) Natural and artificial home lighting. 2) The importance of complements in interior design. 3) Curtains and their uses in interior design.
B Electronic references, websites ....	Family Websites 1) <a href="http://www.build-yourhome.com">www.build-yourhome.com</a> 2) <a href="http://www.msn.com/ar-sa/lifestyle/home-and-garden">www.msn.com/ar-sa/lifestyle/home-and-garden</a> 3) <a href="http://www.homify.sa/ideabooks/2927246/23">www.homify.sa/ideabooks/2927246/23</a>

12 Course Development Plan
1) Preparing reports related to modern methods of home design and furnishing. Presenting the latest scientific findings in the field of interior design, especially 3D paper for covering the walls of the house. Modern cosmetic lighting as an attractive factor in the design.

## **Academic Program Description Form**

**University Name:** . Baghdad

**Faculty/Institute:** Education for women.....

**Scientific Department:** .. Home Economics

**Academic or Professional Program Name:** ..... Home Economics

**Final Certificate Name:** .... Home Economics

**Academic System:** ...annual

**Description Preparation Date:** 5-10-2024

**File Completion Date:** 25-2-2024

**Signature:**

**Signature:**

**Head of Department Name:**

**Scientific Associate Name:**

**Date:**

**Date:**

**The file is checked by:**

**Department of Quality Assurance and University Performance**

**Director of the Quality Assurance and University Performance Department:**

**Date:**

**Signature:**

**Approval of the Dean**





## Course Description Form

80. Course Name:	
Nursery management	
81. Course Code:	
440 HE KM	
82. Semester / Year:	
annual	
83. Description Preparation Date:	
25-10-2024	
84. Available Attendance Forms:	
Attendance	
85. Number of Credit Hours (Total) / Number of Units (Total)	
90 hours annually. 1 hour per week (theoretical) 2 hours per week (practical)	
86. Course administrator's name (mention all, if more than one name)	
Name: Prof .Dr. Afraa Ibrahim Khaleel  Email: <a href="mailto:ibrahimafraa@coeduw.uobaghdad.edu.iq">ibrahimafraa@coeduw.uobaghdad.edu.iq</a>	
87. Course Objectives	
<b>Course Objectives</b>	- Providing students with the skill of applying what has been studied on the ground in dealing with children and their problems  2- Expanding the skill of dealing with children and

	<p>interacting with them in a positive way</p> <p>3 - Explaining the most important modern ideas in the growth and development of children's social, emotional, mental and physical skills</p>
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## 88. Teaching and Learning Strategies

<b>Strategy</b>	<p>1- Educational strategy, collaborative concept planning. (practical)</p> <p>2- Brainstorming education strategy.</p> <p>3- Education Strategy Notes Series</p>
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## 89. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
	1 hour		Nurseries and their origins/defining the concept	1- Explaining science material through lectures.	Weekly, monthly, daily written exams, and the of-year exam
2	1 hour	1- Giving students the skill of analyzing and dividing the stages of childhood	Nursery/the emergence of nurseries in the world	2- Writing scientific reports on (child nurseries, and curriculum in nurseries)	
3	1 hour	various aspects of development			
4	1 hour	2- Informing students about the importance and objectives of nurseries	The emergence of nurseries in Arab countries / The emergence of nurseries in Iraq / The educational objectives of nurseries		
5	1 hour	Iraq, the Arab world, and the world			
6	1 hour				
7	1 hour		The nursery building, its design specifications and equipment		
8	1 hour				
9	1 hour		The location of the building and its specifications / The basic equipment that must be available in the nursery / The most important educational pillars that must be available in the nursery		
10	1 hour				
11	1 hour				

12	1 hour		The administrative and educational structure of the nursery		
13	1 hour				
14	1 hour		The director and the most important specifications she must have		
15	1 hour		have/the social researcher and the most important specification must have		
16					
17	1 hour		The nanny and the most important personal characteristics and qualities that the nurse/nutrition supervisor/service structure possess		
18	1 hour				
19	1 hour				
19	1 hour				
20	1 hour		exam (1)		
21	1 hour				
22	1 hour		Types of educational experience and programs		
23	1 hour				
24	1 hour		The concept of the curriculum characteristics of the curriculum the concept of integrated educational experience		
25	1 hour				
26	1 hour		The daily program of the nursery according to the age division of the children in the nursery		
27	1 hour				
28	1 hour		Principles that must be taken account when designing programs for nursery and kindergarten children / steps for building experience		
29	1 hour				
30	1 hour		Records and reports of children in foster care		
	1 hour		Records and reports for children conditions for admission to a nursery / child admission form nursery / child evaluation / observation / case study		
			Characteristics of children, as		

			<p>of development, and the most important educational demands/characteristics of nursery children and their needs</p> <p>The most important characteristics and manifestations of the physical development of a nursery child and his educational demands/ The most important characteristics and manifestations of the mental development of a nursery child and his educational demands</p> <p>The most important characteristics and manifestations of the nursery child's social development and his educational demands / The most important characteristics and manifestations of the nursery child's emotional development and his educational demands</p> <p>Exam(2)</p> <p>Play and its importance in the nursery</p> <p>The importance of play / definitions of play / goals of play / distinctive characteristics of play</p> <p>Aspects of play/development of play in the successive stages of development of the nursery child</p> <p>Factors affecting play / types of play / theories of play</p> <p>Advanced perspectives in education through play and activity/play as psychotherapy</p> <p>Exam(3)</p>		
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			<p>The child's interaction with the environment and society.</p> <p>The development of the child's motor development / the development of the child's physical growth</p> <p>Sensory and cognitive development / development of child's sense of touch</p> <p>The development of the child's sense of sight The development of the child's sense of hearing</p> <p>The development of the child's linguistic development/the child's social and emotional development</p> <p>Exam(4)</p>		
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## 90. Course Evaluation

Distribution is as follows: 25 marks for monthly and daily exams for the first semester (Theoretical and practical)

. 25 marks for monthly and daily exams for the second semester. 50 marks for final exams

## 91. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Required to manage nurseries
Main references (sources)	- Nursery management book / written by: Dr. Afaa Ibrahim Ashwaq Sami - Dr. Intisar Kamal - Dr. Zainab Muhammad 20
Recommended books and references (scientific)	The right activity curriculum for all children / Dr. Tina Bruce - 1992

journals, reports...)	<p>Methods of studying children. Nayfa Qatami/1989</p> <p>Reports:</p> <ul style="list-style-type: none"> <li>- Psychological pressures among first-year intermediate students.</li> <li>- Chaotic behavior among first-year intermediate students.</li> </ul> <p>Magazines:</p> <ul style="list-style-type: none"> <li>-Journal of Childhood Studies</li> <li>-Arab Childhood Magazine</li> <li>- Step Magazine</li> </ul>
Electronic References, Websites	<p><a href="http://www.social.gov.bh">www.social.gov.bh</a></p> <p><a href="https://ar.wikipedia.org/wiki">https://ar.wikipedia.org/wiki</a></p>