

**Ministry of Higher Education and Scientific Research  
Scientific Supervision and Scientific Evaluation Apparatus  
Directorate of Quality Assurance and Academic Accreditation  
Accreditation Department**



# **Academic Program and Course Description Guide**

**2025**

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## **Introduction:**

The educational program is a well—planned set of courses that include procedures and experiences arranged in the form of an academic syllabus. Its main goal is to improve and build graduates' skills so they are ready for the job market. The program is reviewed and evaluated every year through internal or external audit procedures and programs like the External Examiner Program.

The academic program description is a short summary of the main features of the program and its courses. It shows what skills students are working to develop based on the program's goals. This description is very important because it is the main part of getting the program accredited, and it is written by the teaching staP together under the supervision of scientific committees in the scientific departments.

This guide, in its second version, includes a description of the academic program after updating the subjects and paragraphs of the previous guide in light of the updates and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual, quaJerly), as well as the adoption of the academic program description circulated according to the letter of the Department of Studies T 3/2906 on 3/5/2023 regarding the programs that adopt the Bologna Process as the basis for their work.

In this regard, we can only emphasize the importance of writing an academic programs and course description to ensure the proper functioning of the educational process.

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## Concepts and terminology:

**Academic Program Description:** The academic program description provides a brief summary of its vision, mission and objectives, including an accurate description of the targeted learning outcomes according to specific learning strategies.

**Course Description:** Provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the students to achieve, proving whether they have made the most of the available learning opportunities. It is derived from the program description.

**Program Vision:** An ambitious picture for the future of the academic program to be sophisticated, inspiring, stimulating, realistic and applicable.

**Program Mission:** Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

**Program Objectives:** They are statements that describe what the academic program intends to achieve within a specific period of time and are measurable and observable.

**Curriculum Structure:** All courses / subjects included in the academic program according to the approved learning system (quarterly, annual, Bologna Process) whether it is a requirement (ministry, university, college and scientific department) with the number of credit hours.

**Learning Outcomes:** A compatible set of knowledge, skills and values acquired by students after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

**Teaching and learning strategies:** They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extra— curricular activities to achieve the learning outcomes of the program.

## Academic Program Description Form

University Name: University of Baghdad.....

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

Scientific Department: Home Economics Department.....

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

Final Certificate Name: Master of Home Economics.....

Academic System: annual.....

Description Preparation Date:

File Completion Date:

Signature:

Head of Department Name:

Assst. Prof. Alyaa Saad

Date: 3/11/2024



Signature:

Scientific Associate Name:

د. انعام داود سالم

Date: 11/11/24

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

د. انعام داود سالم

<b>1. Program Vision</b>				
Program vision is written here as stated in the university's catalogue and Website.				
<b>2. Program Mission</b>				
Program mission is written here as stated in the university's catalogue and Website.				
<b>3. Program Objectives</b>				
General statements describing what the program or institution intends to Achieve.				
<b>4. Program Accreditation</b>				
Does the program have program accreditation? And from which agency?				
No thing				
<b>5. Other external influences</b>				
Is there a sponsor for the program?				
No thing				
<b>6 Program Structure</b>				
Program Structure	Number of Courses	Credit hours	Percentage	Reviews•
Institution Requirements	15	2	70%	Basic Rule
College Requirements	Yes			

<b>Department Requirements</b>	<b>Yes</b>			
<b>Summer Training</b>	<b>No thing</b>			
<b>Other</b>				

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

<b>7. Program Description</b>				
<b>Year/Level</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Credit Hours</b>	
<b>2024-2025</b>	806 HE R	<b>Advanced Theories in Child Rearing</b>	<b>2 Theoretical</b>	
	806 HE R	Research Methods	2 Theoretical	
	809 HEC	Child growth and development	2 Theoretical	
	English language	English language	2 Theoretical	
	803HEAS	Advanced Studies in Industrial Textiles	2 Theoretical	
	811 HEAS	Templates	2 Theoretical	
	802 HEAH	Advanced human nutrition	2 Theoretical	
		Feeding special categories	2 Theoretical	
		Advanced studies in design techniques	2 Theoretical	

## 8. Expected learning outcomes of the program

**Knowledge: A1- Providing the student with basic information to master the teaching profession**  
**A2- Preparing the student scientifically and professionally to know the facts, concepts and theories**  
**A3- Introducing the student to practical methods in dealing with life and professional problems and situations**

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**Skills:** 1b- Developing the skill of means of obtaining acquired knowledge 2b- Developing the skill of conducting research and reports and drawing conclusions 3b- Developing the skill of planning and designing applied activities.

**Value** 1c- Developing positive attitudes in thinking 2c-  
Developing psychological readiness to receive information 3c-  
Developing a spirit of positive participation

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## **9. Teaching and Learning Strategies**

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Teaching and learning strategies and methods adopted in the implementation of the program in general.

- 1-Lecture and discussion method
  - 2- Explanation and clarification
  - 3- Brainstorming
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## **10. Evaluation methods**

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Implemented at all stages of the program in general.

- 1- Monthly and semester written and oral tests and final exams
  - 2- Semester reports
  - 3- Non-classroom homework
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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
Dr. Intisar Kamal Qasim	Home Economic	Educational Psychology			Angel	Lecturer
Dr. Afra Ibrahim Khalil	Home Economic	Educational Psychology			Angel	
Dr. Wafaa Saheb Mahdi	English language	English language			Angel	
A. Bushra Fadel Saleh	Home Economic	Clothing and textiles			Angel	
A. Fatima Faeq Juma.	Home Economic	Food and Nutrition			Angel	
A.M. Nadia Hussein Mankhi	Home Economic	Food and Nutrition			Angel	
A.m. Suham Mohsen AAmwilah	Home Economic	Design			Angel	

<b>Professional Development</b>	
<b>Mentoring new faculty members</b>	
According to the system of participation in the practical and theoretical	
<b>Professional development of faculty members</b>	
The course includes modern vocabulary that matches the matches the requirements of the labor market	
<b>12. Acceptance Criterion</b>	
Central admission	
<b>13. The most important sources of information about the program</b>	
State briefly the sources of information about the program.	
Methodical books and auxiliary scientific sources in addition to scientific journal and website	
<b>14. Program Development Plan</b>	
Updating the learning methods in explaining the course using presentation and using data show	
Updating the Scientific sources and references for the course and reviewing new research and studies.	
Updating the course content annually with the necessity of using student evaluation results in developing the course. Updating the modern teaching method in the educational process.	

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				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4

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

## Course Description Form

1. Course Name:	
Nutrition of Special Group	
2. Course Code:	
808 HENS	
3. Semester / Year:	
Annual	
4. Description Preparation Date:	
2024/11/5	
5. Available Attendance Forms:	
Presence	
6. Number of Credit Hours (Total) / Number of Units (Total)	
30 Hours /30 loneliness	
7. Course administrator's name (mention all, if more than one name)	
Nadia Hussein Mankhi nadia_h_m@ coeduw.uobag hdad.edu.iq	
8. Course Objectives	
<b>Course Objectives</b> Identify the principles of proper nutrition during the stages of life and the concept of nutrition for special groups 2- Identify the importance of special nutrition for some groups (pregnant and breastfeeding women, children, adolescents and the elderly) 3- Identify the stages of healthy growth and development during pregnancy, breastfeeding, childhood and adolescence 4- Identify the nutritional problems facing pregnant and breastfeeding women, children, adolescents, the elderly and athletes 5- Identify diseases related to food and the importance of nutrition in the event of illness	
9. Teaching and Learning Strategies	
<b>Strategy</b>	1-cooperative learning strategies 2-Brainstorming learning strategies 3-Active learning strategies

10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
The First	2 hours Theoretical	Get to know the student The student learn	Identify the curriculum vocabulary for the course and clarify the course objectives. The concept of nutrition during the stages of life and for special groups, and identify diseases related to food and the importance of nutrition in some disease cases.	theoretical Lecture	Discussion and Dialogue
The second	2 hours Theoretical	Get to know the student The student learn	Nutrition for pregnant women: the relationship between nutrition and pregnancy, the importance of nutrition during the fetal growth stage, nutritional recommendations for pregnant women	theoretical Lecture	Discussion and Dialogue
The third	2 hours Theoretical	Get to know the student The student learn	Nutritional requirements for pregnant women and comparison with non-pregnant women, diet for pregnant women	theoretical Lecture	Discussion and Dialogue
The fourth	2 hours Theoretical	Get to know the student The student learn	Breastfeeding nutrition: foods allowed and prohibited for breastfeeding, nutritional recommendations for breastfeeding, factors affecting breastfeeding nutrition	theoretical Lecture	Discussion and Dialogue
The five	2 hours Theoretical	Get to know the student The student learn	Nutritional requirements for breastfeeding and comparison with pregnant women, nutritional curriculum for breastfeeding	theoretical Lecture	Discussion and Dialogue

<b>The six</b>	<b>2 hours Theoretical</b>	<b>Get to know the student The student learn</b>	<b>Infant Nutrition: Stages of growth and development of the infant, natural and artificial infant feeding patterns, complementary feeding, recommendations and nutritional problems</b>	<b>theoretical Lecture</b>	<b>Discussion and Dialogue</b>
<b>The Seven</b>	<b>2 hours Theoretical</b>	<b>Get to know the student The student learn</b>	<b>Nutritional requirements of infants, nutritional curriculum for infants</b>	<b>theoretical Lecture</b>	<b>Discussion and Dialogue</b>
<b>The eight</b>	<b>2 hours Theoretical</b>	<b>Get to know the student The student learn</b>	<b>Preschool children nutrition, nutritional recommendations, nutritional problems, nutritional requirements, nutritional curriculum</b>	<b>theoretical Lecture</b>	<b>Discussion and Dialogue</b>
<b>The Nine</b>	<b>2 hours Theoretical</b>	<b>Get to know the student The student learn</b>	<b>Nutrition for school-age children, nutritional recommendations, nutritional requirements, nutritional curriculum</b>	<b>theoretical Lecture</b>	<b>Discussion and Dialogue</b>
<b>The Ten</b>	<b>2 hours Theoretical</b>	<b>Get to know the student The student learn</b>	<b>First semester exam and submission of scientific reports</b>	<b>Exam</b>	<b>Theoretical Exam</b>
<b>The 11</b>	<b>2 hours Theoretical</b>	<b>Get to know the student The student learn</b>	<b>Adolescent Nutrition: Nutritional Recommendations, Nutritional Problems, Nutritional Requirements, Dietary Curriculum</b>	<b>theoretical Lecture</b>	<b>Discussion and Dialogue</b>

The12	2 hours Theoretical	Get to know the student The student learn	Nutrition for the elderly: nutritional recommendations, nutritional problems, nutritional requirements, nutritional curriculum	theoretical Lecture	Discussion and Dialogue
The13	2 hours Theoretical	Get to know the student The student learn	Sports Nutrition: Nutritional Recommendations, Nutritional Problems, Nutritional Requirements, Dietary Curriculum	theoretical Lecture	Discussion and Dialogue
The14	2 hours Theoretical	Get to know the student The student learn	Food-related diseases, the importance of nutrition in some disease conditions, global nutritional problems	theoretical Lecture	Discussion and Dialogue
The15	2 hours Theoretical	Get to know the student The student learn	Second semester exam and submission of scientific reports	Exam	Theoretical Exam

12- Learning and Teaching Resources	
Required textbooks (curricular books, if any)	
Main references (sources)	Nutrition for Sensitive Groups, Dr. Samira Ahmed Abdel Majeed, 2014 Nutrition for Age Groups, Dr. Evelyn Saeed Abdullah, 2016 Nutrition for Sensitive Groups, Dr. Iqbal Mahmoud Mohamed, 2016 Modern concepts in child nutrition/2012/ Prof. Dr. Mona Ahmed Child health and nutrition / Dr. Iman Younis Ibrahim / 2017
Recommended books and references (scientific journals, reports...)	Journal of Child Health and Nutrition Journal of Child Nutrition & Management Journal of Clinical Nutrition
Electronic References, Websites	<a href="https://www.fns.usda.gov/wic/women-infants-and-children.com">https://www.fns.usda.gov/wic/women-infants-and-children.com</a> <a href="https://www.childnutrition.com">https://www.childnutrition.com</a> <a href="https://www.clinicalnutritionjournal.com">https://www.clinicalnutritionjournal.com</a>

## Course Description Form

<b>1. Course Name:</b>	
Advanced Studies in Design Technology	
<b>2. Course Code:</b>	
804 HETC	
<b>3. Semester / Year:</b>	
Semester	
<b>4. Description Preparation Date:</b>	
13/10/2024	
<b>5. Available Attendance Forms:</b>	
In-person and online	
<b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>	
45 Hours	
<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>8. Course Objectives</b>	
1- The student learns about the importance of design and design theories. 2- Identify the forms of interior spaces. 3- Study the foundations and elements of design and the relationships between them. 4- Prepare the student for the stage of writing the thesis.	
<b>9. Teaching and Learning Strategies</b>	
<b>Strategy</b>	1- Explanation and clarification 2- Lecture and practical application method. 3- Group discussion session. 4- Smart board.

## 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3		Art and Design	The lecture	Theoretical exam
2	3		Design Structures	The lecture	Theoretical exam
3	3		Design Art and Language for Visual	The lecture	Theoretical exam
4	3		Design and Environment	The lecture	Theoretical exam
5	3		Design Structure Systems and Relations	The lecture	Theoretical exam
6	3		Aesthetic Values in Design	The lecture	Theoretical exam
7	3		Design Essentials	The lecture	Theoretical exam
8	3		Data between Aesthetics and Design Art	The lecture	Theoretical exam
9	3		Technology and Design	The lecture	Theoretical exam
10	3		Objectivity and Subjectivity in Design	The lecture	Theoretical exam
11	3		Reference, Intellectual and Technical Frameworks in Design	The lecture	Theoretical exam
12	3		The Importance of Color in Design	The lecture	Theoretical exam
13	3		Design Approaches in Visual Art	The lecture	Theoretical exam
14	3		Meaning and Context in Design Exam	The lecture	Theoretical exam
15	3	Training the student to answer the test paragraphs			

## 11. Course Evaluation

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## 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Home Interior Design Assistant Professor Raja Saadi Lafta
Main references (sources)	Interior Design Theories Assistant Professor Heba Issa.
Recommended books and references (scientific journals, reports...)	Gestalt Theories

Electronic References, Websites	How to Extract the Percentage of Home Lighting
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## Course Description Form

<b>1. Course Name:</b>	
Advanced Human Nutrition	
<b>2. Course Code:</b>	
802 HEAH	
<b>3. Semester / Year:</b>	
Semester	
<b>4. Description Preparation Date:</b>	
22/9/2024	
<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: prof.Fatima Faiq Juma Email: <a href="mailto:fatima.faik@coeduw.uobaghdad.edu.iq">fatima.faik@coeduw.uobaghdad.edu.iq</a>	
<b>8. Course Objectives</b>	
1- Identify food and its components, which are important nutrients for the body. 2- Recognizing the importance of healthy nutrition for the body. 3- Identify the relationship between food and good nutrition. 4- Study and understand each important nutritional component and know the positive and negative aspects of nutrition. 5- Knowing the diseases caused by poor nutrition when eating unhealthy food	
<b>9. Teaching and Learning Strategies</b>	
<b>Strategy</b>	1- Brainstorming education strategy. 2- Education Strategy Notes Series

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## 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	For the student to know	Introduction to Nutrition	Conducting practical and theoretical tests	Conducting practical and theoretical tests
2	2	=	Psychological and Social Aspects	=	=
3	2	=	Nutrition in the World	=	=
4	2	=	Water and its vital importance	=	=
5	2	=	Carbohydrates, their importance, definition and compositions	=	=
6	2	=	Lipids, their importance and compositions	=	=
7	2	=	Proteins, their importance and compositions	=	=
8	2	=	Vitamins, an introduction and facts about vitamins and their functions	=	=
9	2	=	Minerals	=	=
10	2	=	Energy	=	=
11	2	=	Digestion and absorption	=	=
12	2	=	Metabolism	=	=
13	2	=	Nutritional requirements and requirements	=	=
14	2	=	Food groups	=	=
15	2	=	Estimating the nutritional status of the individual and society	=	=
16			Submitting a research report on one of the topics		

## 11. Course Evaluation

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## 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Human Nutrition, Dr. Abdullah Mohammed Dhnoon, 2nd ed., 2000
Main references (sources)	.

Recommended books and references (scientific journals, reports...)	Fundamentals of Human Nutrition, authored by Dr. Issam bin Hassan Awida, 4th ed., 2012

Course Title:	Advanced Studies in Industrial Textiles
2. Course Code:	HEAH 803
3. Semester/ Year:	Semester
4. Date of preparation of this description	25/12/2024
5. Available attendance forms:	3 hours per week for one semester
6 - Number of credit hours (total) / number of units (total):	30 Hours / Number of Unit
7. Course administrator's name (if more than one name):	Prof. Bushra Fadel Saleh
8. Course Objective	

Familiarity with industrial textiles and their specifications. And the processes of preparation and manufacture and the factors affecting them and the chemicals used in their preparation and the impact on the properties and qualities of fibers. In addition to the final operations performed on it for the purpose of giving it the characteristics of fibers and natural textiles. As well as how to deal with it by sewing, washing, ironing and the best cleaning materials used with it.

#### 9. Teaching and learning strategies

Strategy :  
Diction ( Lecture )  
Discussion  
Brainstorming  
E-Learning

#### 10. Course Structure

The week	Hours	Required Learning Outcomes	Name of the unit/course or topic	Method of education	Evaluation method
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1	3	The student gets to know	Rayon / methods of manufacture, source, characteristics, types, uses, final processes that take place on it, methods of discrimination.	Lecture	Achievement Test
2	3	The student gets to know	Modern synthetic fibers come from cellulose (discussing the latest studies).	Lecture	Achievement Test
3	3	The student gets to know	Acetate / its source, methods of manufacture, characteristics, types, uses, final processes carried out on it, methods of distinguishing it	Lecture	Achievement Test
4	3	The student gets to know	Modern synthetic fibers are sourced from protein (discussing the latest studies)	Lecture	Achievement Test
5	3	The student gets to know	Nylon / its source, methods of manufacture, characteristics, types, uses, final processes that take place on it, methods of distinguishing it	Lecture	Achievement Test
6	3	The student gets to know	Modern industrial fibers (100% industrial) (discussion of the latest studies)	Lecture	Achievement Test
7	3	The student gets to know	1 - Polyester / fibers that fall within the group, their uses, characteristics, methods of distinguishing.	Lecture	Achievement Test
8	3	The student gets to know	2 - Polyester / fibers that fall within the group, their source, characteristics, defects, uses, methods of distinguishing.	Lecture	Achievement Test
9	3	The student gets to know	Discussion of the latest polyester manufacturer studies	Lecture	Achievement Test
10	3	The student gets to know	1 - Acrylic / fibers that fall within the group, their source, characteristics, defects, uses, methods of distinguishing.	Lecture	Achievement Test
11	3	The student gets to know	2 - Acrylic / fibers that fall within the group, its source, characteristics, defects, uses, methods of distinguishing.	Lecture	Achievement Test

12	3	The student gets to know	Discuss the latest acrylic manufacturer studies.	Lecture	Achievement Test
13	3	The student gets to know	Glass fibers / their source, characteristics, defects, uses, methods of distinguishing.	Lecture	Achievement Test
14	3	The student gets to know	Smart fabrics and nano fabrics	Lecture	Achievement Test
15	3	The student gets to know	Discussion of the latest modern technologies in the textile industry	Lecture	Achievement Test

The distribution is as follows: 40 degrees monthly and daily exams for the first semester. 60 marks for final exams

#### 10. Learning and Teaching Resources

Required textbooks (methodology, if any)	Textiles Book
Main references (sources)	Modern dyeing and textile printing techniques
Recommended books and references (scientific journals, reports...)	Reports on the latest modern textile technologies and methods of making fabrics
Electronic References, Websites	Information network sites (academic and scientific sites)

## Course Description Form

1. Course Name: pattern

2. Course Code: HEAS 811

3. Semester / Year: Semester

4. Description Preparation Date: 27\12\2024

5. Available Attendance Forms: 3 hours per week for one semester

6. Number of Credit Hours (Total) / Number of Units (Total)

30 HOURS

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

Name: Prof. Bushra Fahdel Saleh

Email: bushra\_fahdel @coeduw.uobaghdad.edu.iq

8. Course Objectives

It aims to study the human body to determine its measurements, shapes and sizes and reach to draw the basic template of the body (the pattern) with its upper and lower molecule (skirt), sleeves and collars, and then modify these templates into different designs and various cuts by modifying the existing Ghabnat and converting them into cuts, in addition to providing the student with the ability to activate, exercise and strengthen the senses, which are the outlets of knowledge and strengthen memory for creativity and the creation of modern designs and thus provide the opportunity to develop field experiences.

9. Teaching and Learning Strategies

**Strategy**

Diction ( Lecture )

Discussion

Brainstorming

E-Learning

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
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1	3	The student gets to know	1- Introduction and definition of the subject of templates, measurements, how to take measurements and install them. 2- The basic mold of the skirt, the way it is drawn with its parts (front and back)	Lecture	Achievement Test
2	3	The student gets to know	3- Download the designs on the basic template of the skirt: - A- Fitted skirt at the bottom B- Wide skirt at the bottom	Lecture	Achievement Test
3	3	The student gets to know	4- Download the designs on the basic template of the skirt: - A – Skirt without side sewing line B- Zam skirt C - Bell skirt	Lecture	Achievement Test
4	3	The student gets to know	5- Kloush skirt: - A- Using the base template B- Using tape measure	Lecture	Achievement Test
5	3	The student gets to know	6- Multi-piece skirt: - A- Using tape measure B- Using the base mold of the skirt	Lecture	Achievement Test
6	3	The student gets to know	7- Multi-piece skirt with a different number of pieces in the above two ways	Lecture	Achievement Test
7	3	The student gets to know	8- Pleated skirt on the front 9- Pleated skirt at the back 10- Pleated skirt from the side	Lecture	Achievement Test
8	3	The student gets to know	11- Conducting the first rehearsal and making the necessary adjustments to it.	Lecture	Achievement Test
9	3	The student gets to know	12- The basic mold of the blues - front and back section	Lecture	Achievement Test
10	3	The student gets to know	13- Modifying the Ghabanat 14- Blues foundation template with a long waist	Lecture	Achievement Test
11	3	The student gets to know	15- Horizontal foundation template 16- Basic template (Princess Story).	Lecture	Achievement Test
12	3	The student gets to know	17- Making a good deed and making adjustments to it and linking it with the basic mold of the skirt	Lecture	Achievement Test
13	3	The student gets to know	18- The basic mold of the dress	Lecture	Achievement Test

			19- The basic template of the dress (princess design)		
14	3	The student gets to know	20- Implementation of the basic mold of the entire body with 21- Sleeves in an enlarged size on raw fabric Rehearsal procedure and template editing	Lecture	Achievement Test
15	3	The student gets to know	22- Implementation of the basic mold of the entire body with 23- Sleeves in the size of an enlarged on the raw fabric Rehearsal procedure and template editing	Lecture	Achievement Test

## 11. Course Evaluation

## 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Complet Guid To Sewing
Main references (sources)	1- How to measure wome book 2- Tailoring and sewing guide for women's clothes
Recommended books and references (scientific journals, reports...)	1- Approved fashion magazines. 2- Drawing designs from the implementation and design of the student  Reports: 1- The method of measuring physical measurements and their impact on drawing the basic template 2- The body shape of the Iraqi women's bodies 3- Standard specification for the basic template of the Iraqi women's body
Electronic References, Websites	Information network sites (academic and scientific sites) specialized in drawing templates - pattern - and methods of taking physical measurements.

### Course Description

Course Title: Child Growth and Development

Course Code: 809 HECG

Term/Year: Semester

Date of Preparation: September 25, 2024

Available Attendance Formats: In-person

Total Study Hours / Units: 30 hours / (2) units  
 Course Coordinator(s): Prof. Afraa Ibrahim Khalil

### Course Objectives

Provide students with the following concepts:

- Understanding growth: its meaning, objectives, the importance of studying it, general principles and laws of growth, stages, and manifestations.
- Factors affecting growth.
- Research methodologies and the importance of each method.
- Understanding socialization: its significance for children, forms, and the theories that explain it.
- Autism: identifying environmental, personal, and genetic factors influencing it, major symptoms, and types.
- Intelligence: understanding its nature and the key theories that explain it.
- Understanding the concept and forms of psychological, behavioral, and neurotic disorders (causes, diagnosis, and treatment).
- Knowledge about self-concept, types of selves, and some theories that explain it.
- Moral development: its importance, theories explaining it, and how moral development is acquired.
- Fear: its causes and treatment methods.
- Sexual education: its importance, content, sources, and examples of sexual problems children may face.

### Teaching and Learning Strategies

- Lecturing
- Explanation and clarification
- Discussion and dialogue

### Course Structure

Week	Hours	Learning Outcomes	Unit/Topic Name	Teaching Method	Assessment Method
1	2 hours (theoretical)	Understands the basics of developmental psychology, introduction to the subject, and objectives.	Explanation + Lecture	Discussion and dialogue	Discussion and dialogue
2	2 hours (theoretical)	Understands the importance of studying growth, general principles, and laws of growth and development.	Explanation + Lecture	Discussion and dialogue	Discussion and dialogue
3	2 hours (theoretical)	Learns about growth stages, growth manifestations, and factors affecting growth.	Explanation + Lecture	Discussion and dialogue	Discussion and dialogue
4	2 hours (theoretical)	Learns about research methodologies in developmental psychology.	Explanation + Lecture	Discussion and dialogue	Discussion and dialogue
5	2 hours (theoretical)	Understands socialization, its importance, influencing factors, and theories.	Explanation + Lecture	Discussion and dialogue	Discussion and dialogue

6	2 hours (theoretical)	Learns about autism, types, symptoms, and handling methods.	Explanation + Lecture	Discussion and dialogue	Discussion and dialogue
7	2 hours (theoretical)	Understands intelligence, its types, importance, and key theories.	Explanation + Lecture	Discussion and dialogue	Discussion and dialogue
8	2 hours (theoretical)	Learns about psychological and neurotic disorders in children (causes, diagnosis, treatment).	Explanation + Lecture	Discussion and dialogue	Discussion and dialogue
9	2 hours (theoretical)	Understands behavioral disorders in children.	Explanation + Lecture	Discussion and dialogue	Discussion and dialogue
10	2 hours (theoretical)	Learns about self-concept, types, and theories.	Explanation + Lecture	Discussion and dialogue	Discussion and dialogue
11	2 hours (theoretical)	Understands moral development, its importance, and related theories.	Explanation + Lecture	Discussion and dialogue	Discussion and dialogue
12	2 hours (theoretical)	Learns about fear in children, types, causes, and treatment methods.	Explanation + Lecture	Discussion and dialogue	Discussion and dialogue
13	2 hours (theoretical)	Understands sexual education, its significance, sources, and components.	Explanation + Lecture	Discussion and dialogue	Discussion and dialogue
14	2 hours (theoretical)	Learns about sexual problems, teaching children about healthy touch, and body privacy.	Explanation + Lecture	Discussion and dialogue	Discussion and dialogue
15	2 hours	Exam			Discussion and dialogue

#### **Assessment Distribution**

30 points for monthly exam / 10 points for daily exams, discussions, and report writing related to the course content / 60 points for the final exam.

#### **Learning and Teaching Resources**

Required Books (If Available):

1. Developmental Psychology by Dr. Ezz Al-Din Al-Ashwal: 1982
2. Psychology of Growth: Childhood and Adolescence by Dr. Khalil Mikha'il Muawad: 1994

3. Theories of Learning and Motor Development by Dr. Wajih Mahjoub: 2001

4. Developmental Psychology by Dr. Mariam Salim: 2002

Recommended Supplementary References:

1. Research and Reports:

- Attachment in Children - 2019
- Intelligence in Children - 2018-2019
- Self-Concept in Children - 2019

2. Scientific Journals:

- The Arab Childhood Journal
- The Journal of Childhood and Development

Online References:

1. Encyclopedia of Child Growth and Education: <https://books.google.iq/books?id=Vxl-79R91CoC>

2. Arab Psychological Science Network: <http://arabpsynet.com/Books/Jamali.B1.htm>

3. [www.jac-kw.org](http://www.jac-kw.org)

4. [www.arabccd.org/page/232](http://www.arabccd.org/page/232)

5. Download Children PDF Ebooks: <https://download-children-pdf-ebooks.com/23816-free-book>

## Course Description Form

## Course Description

This course description provides a concise summary of the main features of the course and the learning outcomes expected of the student, demonstrating whether he/she has made the most of the opportunities. Learning Available. It must be linked to the program description.;

University of Baghdad / College of Education for Girls	Educational institution .١
Home Economics	Sections scientific/ Center .٢
Research Methods / Postgraduate Studies 806 HE RM	Course Name/Code .٣
weekly	Available attendance .٤ forms
Semesterly 2024/2025	Chapter/Year .٥
30 hours theoretical	Number of study .٦ hours(kidney)
10/9/2024	Date this description was .٧ prepared
Course objectives .٨	
<b>1- Gain</b> Students have the necessary knowledge of the concept of science, the scientific method, its objectives and characteristics	
<b>2-Learn</b> about the scientific method, its definition, and the difference between the scientific and non-scientific methods of obtaining knowledge	
<b>3- Identifying the steps and methods of scientific research</b>	
<b>4- Identifying the types of designs in educational research and methods of controlling them</b>	
Outputs of the Scheduled Teaching, learning and assessment methods -٩	

<p>A- TheCognitive objectives</p> <p>A1-Introducing students to the ability to accurately visualize the essential concepts of educational research, types of concepts,Variables, concepts, theoretical hypothesis, theoretical model and the link between them.</p> <p>A2-Enabling students to be able to compare and accurately distinguish between educational research methods in terms of the distinctive characteristics, functionality, and logic on which these methods are based.</p>					
<p>B -ObjectivesSkillsYesSpecial forScheduled.</p> <p>B1- Professional practice skill.</p> <p>B2 - Skill of investigation and research on a systematic basis.</p> <p>B3- Classroom discussion and interaction skills.</p>					
Teaching and learning methods					
<p>Brainstorming</p> <p>Feedback</p> <p>Discussion and mutual dialogue</p>					
Evaluation methods					
<p>Research project -</p> <p>Midterm Exam -</p>					
<p>C-Emotional and value goals</p> <p>A1-Student participation and interaction in the scientific material inside the classroom.</p> <p>A2-Discussing the scientific concepts in the scientific research method with the student.</p>					
Teaching and learning methods					
<p>Brainstorming</p> <p>Feedback</p> <p>Discussion and mutual dialogue</p>					
Evaluation methods					
<p>Research project -</p> <p>Midterm Exam -</p>					
<p><b>Course structure</b> -\ ,</p>					
Evaluation method	Teaching method	Unit name/topic	Required learning outcomes	Watches	The week
Exam	Discussion and lecture	Scientific research (definition, importance, objectives, contemporary trends)	The student learns about	2 hours theoretical	First week

Exam	Discussion and lecture	The scientific method: (its steps, scientific trends in scientific thinking)	The student learns about	2 hours theoretical	The second week
Exam	Discussion and lecture	Educational research: (definition, importance, objectives)	The student learns about	2 hours theoretical	The third week
Exam	Discussion and lecture	General concepts of the scientific method: (goals, assumptions, scientific hypothesis)	The student learns about	2 hours theoretical	Week 4
Exam	Discussion and lecture	Research problem: (its sources, importance, objectives, research plan, procedures)	The student learns about	2 hours theoretical	Week 5
Exam	Discussion and lecture	Scientific research tools: (observations, interview, questionnaire, test)	The student learns about	2 hours theoretical	Week 6
Exam	Discussion and lecture	Research methods: (historical, descriptive, comparative, correlational)	The student learns about	2 hours theoretical	The seventh week
Exam	Discussion and lecture	Experimental method: (experimental designs)	The student learns about	2 hours theoretical	Week 8
Exam	2 hours theoretical	Scientific research variables: (their ability to be expressed quantitatively, their types, their position in the study design, the ability of the variable's measurement unit to be divided)	The student learns about	2 hours theoretical	Week 9
Exam	2 hours theoretical	Research sample: (probability, systematic randomness, stratified relative randomness, cluster randomness)	The student learns about	2 hours theoretical	The tenth week
Exam	2 hours theoretical	Validity: (indications of validity of the measuring instrument, validity of the content)	The student learns about	2 hours theoretical	Week eleven
Exam	2 hours theoretical	Validity: (conceptual validity, concurrent validity, predictive validity)	The student learns about	2 hours theoretical	twelfth week
Exam	2 hours theoretical	Psychometric properties of tests: reliability, its types, indications of reliability of the measuring instrument, measurement errors)	The student learns about	2 hours theoretical	thirteenth week
Exam	2 hours theoretical	Psychometric properties of tests: (retest reliability, equivalent image reliability, half-test method, reliability coefficient)	The student learns about	2 hours theoretical	Week Fourteen
		End of semester exam			Week 15

D - General skills and Qualification Transferable (other skills related to employability and personal development)

D1-The student should give her opinion on the selected topic

D2-The student must apply the conditions for formulating objectives for the topic she chooses from the curriculum's vocabulary

D3-Students' participation in subsequent activities serves scientific research

### 5- Identifying information collection tools (observation, questionnaire interview, standardized tests)

Infrastructure - ١١	
nothing	1- Required textbooks
<p>Sources:-</p> <ul style="list-style-type: none"> <li>- Hallaq, Hassan (2010) Introduction to Scientific Research Methods, Dar Al Nahda Al Arabiya for Printing, Publishing and Distribution.</li> <li>- Abu Alam, Raja Mahmoud, (2006) Research Methods in Psychological and Educational Sciences, Cairo, University Publishing House., Cairo.</li> <li>- Al-Jabouri, Hussein Muhammad Jawad, (2022). Scientific Research Methodology: An Introduction to Building Research Skills, 2nd ed., Safa Publishing and Distribution House, Amman.</li> </ul>	2- Main references (sources)
<p>Reports:-</p> <p>Scientific research methodology. - ١</p> <p>Methods of collecting information in scientific research. - ٢</p> <p>Scientific theory in scientific research. - ٣</p>	<p>A- Recommended books and references (Scientific journals, reports, ....)</p>
<p><a href="http://www.babyp.com/download/12811">www.babyp.com/download/12811</a></p> <p><a href="http://www.babup.com/download/12812">www.babup.com/download/12812</a></p> <p><a href="http://www.babup.com/download/12828">www.babup.com/download/12828</a></p>	B - Electronic references, websites...

### Curriculum Development Plan - ١٢

- Using modern strategies in teaching the course
- Motivating students to use research and self-investigation skills to prepare a research project

- Teaching using the presentation methodPower PointAnd the smart board
- Continuously developing the course content in light of modern trends in research in the field of research methods
- Adopting the practical method to consolidate the vocabulary of research methods to be more beneficial to female students

### **Course Description**

## **Course Title: Review of Higher Education Institutions' Performance**

### **((Academic Program Review))**

## **Course Description**

This course description provides a concise summary of the main characteristics of the course and the expected learning outcomes. It demonstrates whether students have maximized their learning opportunities and should align with the program description.

## **Educational Institution**

1. **Academic Department:** English Language
2. **Course Title/Code:** General English
3. **Programs in Which the Course is Included:** Postgraduate Studies
4. **Available Attendance Formats:** Lectures
5. **Term/Academic Year:** First and Second Terms, 2024/2025
6. **Credit Hours:** 1 hour a week
7. **Date of Description Preparation:** 1-10-2024
8. **Course Objectives:**  
Teaching General English to Master's students in the Home Economics Department

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## **1. Course Outcomes, Teaching, Learning, and Assessment Methods**

### **A. Cognitive Goals**

- A1: Identifying language skills such as reading, writing, and speaking.
- A2: Applying English grammar rules.
- A3: Understanding English texts.
- A4: Enriching students' vocabulary.
- A5: Improving listening skills.
- A6: Developing conversational skills.

### **B. Skill-Based Goals**

- B1: Enhancing English writing skills.
- B2: Expanding vocabulary to facilitate communication and language use.
- B3: Strengthening English grammar proficiency.

### **Teaching and Learning Methods**

- Delivering lectures including explanation, analysis, discussion, and interactive dialogue with students.

### **Assessment Methods**

- Daily and mid-term and final exams.

### C. Affective and Value Goals

- C1: Teaching English through all language skills.
- C2: Building students' confidence in public speaking.
- C3: Encouraging the use of a foreign language by overcoming hesitation.

### Teaching and Learning Methods

- Daily and term tests, in-class assignments.

### Assessment Methods

- Daily and term exams.

### D. General and Transferable Skills (Other skills related to employability and personal development)

- D1: Mastering spoken English.
- D2: Expanding vocabulary knowledge.
- D3: Developing comprehensive language skills.

## 2. Course Structure

Week	Hours	Learning Outcomes	Unit/Topic Title	Teaching Method	Assessment Method
1	1	Headway	International Students	Lecture	Exam
2	1	Headway	Vocabulary Learning	Lecture	Exam
3	1	Headway	English Grammar: Basics	Lecture	Exam
4	1	Headway	Where in the World	Lecture	Exam
5	1	Headway	Newspaper Articles	Lecture	Exam
6	1	Headway	Writing and Punctuation	Lecture	Exam
7	1	Headway	Modern Technology	Lecture	Exam
8	1	Headway	Conferences and Visits	Lecture	Exam
9	1	Headway	Science and Our World	Lecture	Exam
10	1	Headway	People: Past and Present	Lecture	Exam
11	1	Headway	The World of IT	Lecture	Exam

Week	Hours	Learning Outcomes	Unit/Topic Title	Teaching Method	Assessment Method
12	1	Headway	Inventions, Discoveries and Processes	Lecture	Exam
13	1	Headway	Travel and Tourism	Lecture	Exam
14	-	Final Exam	Results	-	Exam

### 3. Infrastructure

#### 1. Required Textbooks

- *Headway Academic Skills: Reading, Writing, and Study Skills, Level 2*

#### 2. Main References (Sources)

- **Recommended Books and References:** (e.g., scientific journals, reports) /
- **Electronic References and Websites:** /

## Course Description

This course description provides a concise summary of the main features of the course and the learning outcomes expected of the student, demonstrating whether the student has made the most of the learning opportunities available.

It must be linked to the programme description.;

Educational institution . <sup>١</sup>	University of Baghdad/College of Education for Girls
Sections scientific/The Center . <sup>٢</sup>	Home Economics
name /Course code . <sup>٣</sup>	Advanced Theories in Child Rearing
Available attendance forms . <sup>٤</sup>	weekly
the chapter /Year . <sup>٥</sup>	quarterly 2024/2025
Number of study hours (Total) . <sup>٦</sup>	30 My watch
Date this description was . <sup>٧</sup> prepared	10/9/2024
Course objectives . <sup>٨</sup>	
<b>1-Earnings Students knowledge necessary for the concept Childhood Theories And its goals A And its educational applications .</b>	
<b>2- Learn about the scientific method, its definition, and the difference between the scientific and non-scientific methods of obtaining knowledge..</b>	
<b>3-Learn the steps Interpretation and discussion of theories .</b>	
<b>4-Identify the types Old and modern theories in child rearing .</b>	
<b>5-Get to know Schools of psychology and their implications in building the child's personality.</b>	

Outputs of the Scheduled Teaching, learning and assessment methods - <sup>9</sup>
A-Cognitive objectives
A1-Introducing students to the ability to accurately visualize essential concepts In child rearing Types of concepts Variables, Theoretical frameworks, Criticism of theories The theoretical model and the link between them.
A2-Enabling students to be able to compare and accurately distinguish between educational research methods in terms of the distinctive characteristics, functionality, and logic on which these methods are based..
E-Objectives Skills Yes Special for Scheduled.
E1 -Professional practice skill.
E2 -Investigation and research skill on a systematic basis.
E3 -Classroom discussion and interaction skill.
Teaching and learning methods
Brainstorming
Feedback
Discussion and mutual dialogue
Evaluation methods
Research project -
Midterm Exam -
C-Emotional and value goals
A1-Student participation and interaction in the scientific material inside the classroom.
A2-Student discussion of scientific concepts in Child rearing theories .
Teaching and learning methods
Brainstorming
Feedback
Discussion and mutual dialogue
Evaluation methods

Research project -

Midterm Exam -

I -General and Qualification Skills Transferred (Other skills related to employability and personal development).

I 1-The student should give her opinion on the selected topics..

I 2-The student must apply the conditions for formulating objectives for a topic she chooses from the curriculum's vocabulary..

I 3-Students' participation in subsequent activities in the service of scientific research.

## Course structure - ١٠

The week	Watches	Required learning outcomes	Unit name /Or the subject	Teaching method	Evaluation method
First week	2My watch	The student learns about	importance phase Childhood:	Discussion and lecture	Exam
The second week	2My watch	The student learns about	Highlights Emotions children in phase Childhood Early	Discussion and lecture	Exam
The third week	2My watch	The student learns about	Destinations Scientists' view ArabsIn child rearing	Discussion and lecture	Exam
Week 4	2My watch	The student learns about	Most important Theories Old And the talk in breeding The child:	Discussion and lecture	Exam
Week 5	2My watch	The student learns about	MStudent science self And its developments And its effect in science same The child	Discussion and lecture	Exam
Week 6	2My watch	The student learns about	Psychoanalytic theories in child rearing	Discussion and lecture	Exam
The seventh week	2My watch	The student learns about	Theories Behavioral To develop The child	Discussion and lecture	Exam
Week 8	2My watch	The student learns about	theory Scanner,Conditioning Procedural:	Discussion and lecture	Exam
Week 9	2My watch	The student learns about	theory self from perspective Psychological For Rogers	2My watch	Exam
The tenth week	2My watch	The student learns about	pyramid Maslow And education children	2My watch	Exam
Week eleven	2My watch	The student learns about	theory Pandora To learnMeeting	2My watch	Exam

twelfth week	2My watch	The student learns about	theory Ericsson To develop Psychological Social	2My watch	Exam
thirteenth week	2My watch	The student learns about	theory Carl Young	2My watch	Exam
Week Fourteen	2My watch	The student learns about	theory Piaget To develop Cognitive	2My watch	Exam
Week 15			End of semester exam		

Infrastructure - ١١	
1 Required textbooks	nothing
2- Main References(Sources)	<p>Sources:-</p> <p>- Hallaq, Hassan (2010) Introduction to Scientific Research Methods, Dar Al Nahda Al Arabiya for Printing, Publishing and Distribution.</p> <p>- Abu Alam, Raja Mahmoud, (2006) Research Methods in Psychological and Educational Sciences, Cairo, University Publishing House, Cairo.</p> <p>- Al-Jabouri, Hussein Muhammad Jawad, (2014). Scientific Research Methodology: An Introduction to Building Research Skills, 2nd ed., Safa Publishing and Distribution House, Amman.</p>
A- Recommended books and references(Scientific journals,Reports,....)	<p>Reports:-</p> <p>Scientific research methodology. -١</p> <p>Methods of collecting information in scientific research. -٢</p> <p>Scientific theory in scientific research. -٣</p>
E - Electronic references,Websites....	<p><a href="http://www.babyp.com/download/12811">www.babyp.com/download/12811</a></p> <p>href="http://www.babup.com/download/128</p>

	12" www.babup.com/download/12812
	<a href="http://www.babup.com/download/12828">www.babup.com/download/12828</a>

Curriculum Development Plan - ١٢
-Using modern strategies in teaching the course. -Motivating students to use research and self-investigation skills to prepare Advanced Theories in Child Rearing . . -Teaching using the presentation method Power Point And the smart board.

-Continuously develop the course content in light of modern trends in research in the field. Advanced Theories in Child Rearing .

-Adopting a practical method to consolidate vocabulary Advanced Theories in Child Rearing To be more beneficial for students.