
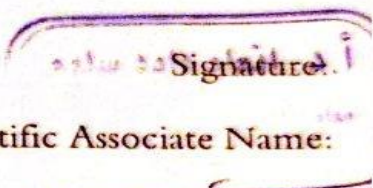


Academic Program Description Form

University Name : **University of Baghdad**.....
Faculty/Institute : **Education for women**.....
Scientific Department : **Home economics**.....
Academic or Professional Program Name :... **Master of Home Economics**....
Final Certificate Name : ... **Master of Education degree in Home Economics**.....
Academic System : ... **Annual**.....
Description Preparation Date : **30/12/2025**
File Completion Date : **30/12/2025**


Signature:
Head of Department Name:
Asst. Prof. Iman Ali Hadi
2026/5/22 Date:


Signature:
Scientific Associate Name:
Prof. Dr. Anaam Daoud Salloum
22/2/2026 Date:

The file is checked by:

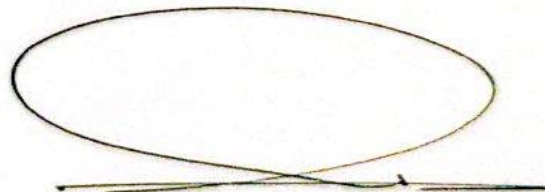
Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:


Asst. Prof. Nadia Hussein Mankhi

Date: **22/2/2026**

Signature:



Approval of the Dean

Prof. Dr. Athmar Shaker Majeed Al-shatri

**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

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Academic Program and Course Description Guide

**Department of Home Economics/Postgraduate
Studies
2025–2026**

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 staff 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, quarterly), 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.

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.

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

Adoption of national standards for the programs of the educational group’s colleges

is under construction.

5. Other external influences
1- Visit research centers
2- Field and scientific visit
3- Study sessions
4- Workshops and seminars

6. Program Structure				
Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	1	4	% 8.3	Basic
College Requirements	1	4	% 8.3	basic
Department Requirements	10	50	% 83.4	basic
Summer Training	No practical			
Other	Thesis	8		

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

Year/Level	Course Code	Course Name	Credit Hours	
2025-2026	804HECH	Advanced Theories in Child education	2 Theoretical	
Master	8013 HESR	Methods of scientific reseach	2 Theoretical	
	808 HENS	Child Growth and Development	2 Theoretical	
	8012HEEL	English Language	1 Theoretical	
	803HEST	Advanced Study in Textiles	2 Theoretical	
	809 HEPA	Patterns	4 Theoretical	
	801HEHN	Advanced Human Nutrition	2 Theoretical	
	807HENS	Nutrition of special Group's	2 Theoretical	
	802HEDT	Advanced Theories in Design Techniques	2 Theoretical	
	8011HESP	Special problem	2 Theoretical	
	8010HEST	Statistics	2 Theoretical	
	8014HES	Seminar	2 Theoretical	

8. Expected learning outcomes of the program

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

9– Teaching and Learning Strategies

- 1- Use Self-learning strategies such as lectures, classroom discussions, and practical demonstrations.
- 2- Use Cooperative education strategies such as dividing students into small groups, promoting communication and teamwork.
- 3- Use blended learning strategies, such as employing digital platforms in education, such as Google Classroom, Zoom.
- 4- Use project-based strategies, such as assigning students to complete an applied project that enhances creativity and practical application of knowledge.
- 5- Use brainstorming strategies, such as student proposals on the lecture topic and group discussion.

10–Evaluation methods

- 1 – Written and oral semester exams.
- 2– Classroom and extracurricular activities.
- 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	Requirements/Skills (if any)	Staff	Lecturer
Professor Doctor	Home Economics	Educational psychology	/	1	/
Professor	Home Economics	Home economics	/	2	/
assistant professor	Home Economics	Food and nutrition	/	1	/

assistant professor	Home Economics	Design	/	1	/
Doctor teacher	Biological	Microbiology	/	1	/
Doctor teacher	Chemistry	Biochemistry	/	1	/

Professional Development

Professional development of faculty members

- International training and organizing annual workshops on modern learning strategies/teaching methods toward blended learning.
- Involving instructors in specialized training courses in their specific specialization, in cooperation with external partnerships.
- Involving instructors in leadership courses And developing educational personnel .

12-Acceptance Criterion

Central admission and Applying to Study at Private Expenses,AL-Shuhadaa Channel.

13-The most important sources of information about the program

.State briefly the sources of information about the program

Methodical books and auxiliary scientific sources in addition to scientific journal and website

14-Program Development Plan

- 1-Updating the learning methods in explaining the course using presentation and using data show
- 2-Updating the Scientific sources and references for the course and reviewing new
- 3- Updating the modern teaching method in the educational .research and studies .process
- 4- Updating the curriculum and course content to keep pace with scientific and .technological developments
- 5-Studying labor market trends to identify gaps between outputs and labor market .requirements
- 6-Communicating with female graduates and qualifying them to establish small projects that meet the requirements of the labor market.

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\2026	804HECH	Advanced Theories in Child education	Basic	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
	8013 HESR	Methods of Scientific research	Basic	√	√	√	√	√	√	√	√	√	√	√	√
	808 HENS	Child growth and development	Basic	√	√	√	√	√	√	√	√	√	√	√	√
	8012HEEL	English language	Basic	√	√	√	√	√	√	√	√	√	√	√	√

	803HEST	Advanced Study in Textiles	Basic	√	√	√	√	√	√	√	√	√	√	√	√
	809 HEPA	Patterns	Basic	√	√	√	√	√	√	√	√	√	√	√	√
	801 HEHN	Advanced human nutrition	Basic	√	√	√	√	√	√	√	√	√	√	√	√
	807HENS	Nutrition of special group's	Basic	√	√	√	√	√	√	√	√	√	√	√	√
	802HEDT	Advanced theories in Design techniques	Basic	√	√	√	√	√	√	√	√	√	√	√	√
	8011HESP	Special problem	Basic	√	√	√	√	√	√	√	√	√	√	√	√
	8010HEST	Statistics	Basic	√	√	√	√	√	√	√	√	√	√	√	√
	8014HES	Seminar	Basic	√	√	√	√	√	√	√	√	√	√	√	√

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

Course Description Form

1. Course Name:	Child Growth and Development
2. Course Code:	808 HENS
3. Semester / Year:	Semester
4. Description Preparation Date:	24/11/2025
5. Available Attendance Forms:	In-person
6. Number of Credit Hours (Total) / Number of Units (Total)	30 hours / (2) units
7. Course administrator's name (mention all, if more than one name)	Name: Prof .Dr. Afraa Ibrahim Khaleel Email : ibrahimafraa@coeduw.uobaghdad.edu.iq
8. Course Objectives	
Establishing the Theoretical and Cognitive Framework: To provide students with a profound theoretical framework in developmental psychology by defining it, reviewing its general principles and developmental stages, and analyzing the interplay of hereditary and environmental factors that influence the developmental trajectory.	
2. Analyzing Major Theories and Contemporary Applications: To enable students to analyze and discuss major classical and contemporary theories explaining child development (such as those of Piaget, Freud, etc.), evaluate their contributions to understanding human behavior, and consider their applications in educational and therapeutic fields.	

- 3. Diagnosing and Understanding Developmental Disorders and Learning Disabilities: To equip students with the necessary scientific knowledge to identify the diagnostic characteristics of major developmental disorders such as Autism Spectrum Disorder and specific learning disabilities (dyslexia, scalculia, etc.), distinguish them from other conditions, and understand their causes, assessment methods, and early intervention strategies.
- 4. Comprehending Psycho-Social and Moral Development Dimensions:** To deepen students' understanding of psycho-social and moral development dimensions, including the formation of self-concept, the acquisition of moral alues, the process of socialization with its various methods and orientations, and its role in shaping the child's personality.
- 5. Addressing Sensitive Developmental Issues and PreventionTo prepare the student to address sensitive issues in a child's life, such as various types of rs, proper sexual education that respects privacy and bodily safety, and how to prevent and treat related problems.
- 6. Developing Assessment and Critical Analysis Skills: To develop the student's ability to assess personality and intelligence according to their various theories and types, and to analyze dynamic concepts such as "role-taking" and role conflicts through an evidence-based critical perspective, in preparation for specialized scientific research and professional practice

9. Teaching and Learning Strategies

Strategy	
	Lecture delivery •
	Explanation and clarification •
	Assessment Methods
	Applied Research Papers •
	Oral Presentations and Scientific Discussions •

10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2 Hours (Theory)	Students will understand:	Concepts of Developmental Psychology – Introduction to Developmental Psychology	Explanation and Lecture	Discussion and Dialogue
2	2 Hours (Theory)	Students will understand:	The importance of studying growth, general principles, and laws of growth and development	Explanation and Lecture	Discussion and Dialogue
3	2 Hours (Theory)	Students will understand:	Stages of growth, aspects of growth, factors influencing growth	Explanation and Lecture	Discussion and Dialogue
4	2 Hours (Theory)	Students will understand:	Research methods in developmental psychology	Explanation and Lecture	Discussion and Dialogue
5	2 Hours (Theory)	Students will understand:	Social upbringing, its importance, influencing factors, forms, different approaches, and some theories	Explanation and Lecture	Discussion and Dialogue
6	2 Hours (Theory)	Students will understand:	Autism, its types, key symptoms, and how to deal with an autistic child	Explanation and Lecture	Discussion and Dialogue
7	2 Hours (Theory)	Students will understand:	Intelligence, its types, its importance, and the theories explaining it	Explanation and Lecture	Discussion and Dialogue
8	2 Hours (Theory)	Students will understand:	Psychological and neurotic disorders in children (causes, diagnosis, treatment)	Explanation and Lecture	Discussion and Dialogue
9	2 Hours (Theory)	Students will understand:	Behavioral disorders in children	Explanation and Lecture	Discussion and Dialogue
10	2 Hours (Theory)	Students will understand:	The self, concept of self, types of selves, and some theories explaining it	Explanation and Lecture	Discussion and Dialogue
11	2 Hours (Theory)	Students will understand:	Moral development, its importance, and some theories explaining how moral development is acquired	Explanation and Lecture	Discussion and Dialogue

12	2 Hours (Theory)	Students will understand:	in children, its types, causes, and some methods of treatment	Explanation and Lecture	Discussion and Dialogue
13	2 Hours (Theory)	Students will understand:	Sexual education, its importance, sources, content, dimensions of sexual education	Explanation and Lecture	Discussion and Dialogue
14	2 Hours (Theory)	Students will understand:	Forms of sexual issues – Teaching children healthy touch – Privacy of body parts	Explanation and Lecture	Discussion and Dialogue
15	2 Hours	Final Exam			

11. Course Evaluation

30 marks for the monthly exam

10 marks for daily exams and discussions + report on relevant topics

60 marks for the final exam

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	<ul style="list-style-type: none"> • Developmental Psychology / Dr. Ezz Eldin Al-Ashwal, 1982 • The Psychology of Growth in Childhood and Adolescence / Dr. Khalil Mikhael Maoud, 1994 • Theories of Learning and Motor Development / Dr. Wajih Mahjoub, 2001 • Developmental Psychology / Dr. Mariam Saleem, 2002
Recommended books and references (scientific journals, reports...)	<ul style="list-style-type: none"> • :Research and Reports • (2019) Attachment in Children • (2019-2018) Intelligence in Children • (2019) Concept of Self in Children :Scientific Journals •Arab Childhood Journal

	•Childhood and Development Journal
Electronic References, Websites	<ul style="list-style-type: none"> Child Growth and Education Encyclopedia • Arab Psychological Sciences Network • JAC-KW • ARABCCD • Download Children PDF Books •

Course Description Form

1-Course Name:
Advanced Theories in Child Education
2-Course Code:
804HECH
3-Semester / Year:
Semester-based
4-Description Preparation Date:
24/11/2025
5- Available Attendance Forms:
Weekly
6-Number of Credit Hours (Total) / Number of Units (Total)
30 ours
7-Course administrator's name (mention all, if more than one name)
Name: Prof .Dr. Afraa Ibrahim Khaleel

8–Course Objectives

- Analyze the philosophical and scientific foundations of advanced theories in child rearing (Islamic, Analytical, Cognitive, Social), and evaluate their explanatory power in light of childhood developmental characteristics.
- Conduct a critical comparative analysis between the Islamic perspective on child rearing (as found in the works of Al-Ghazali and Ibn Sina) and modern Western theories (e.g., Durkheim, Piaget, Vygotsky), identifying points of integration and divergence in methodologies and objectives.
 - Interpret child behaviors and developmental patterns (such as attachment, egocentric thinking, and moral development) through multiple theoretical frameworks (e.g., Kohlberg, Bowlby, Piaget), and apply their core concepts (e.g., Zone of Proximal Development, Internal Working Model) to case studies.
 - Connect principles derived from humanistic and existential theories (e.g., Maslow, Rogers) and social theories (e.g., Bandura) to the design of psychologically and socially supportive learning environments that foster self-actualization, competence, and a sense of community in the child.
 - Design an integrative educational project that adopts a specific theoretical perspective or integrates multiple perspectives (such as the Islamic and psychosocial perspectives) to address a contemporary issue in child rearing, detailing the mechanism for translating theoretical principles into applicable practices and strategies.
 - Critically evaluate contemporary issues in child rearing (such as the impact of modern technology and attachment patterns in atypical conditions) using the course's comprehensive theoretical framework, and develop an informed personal educational vision capable of proposing practical solutions.

9–Teaching and Learning Strategies

Strategy

A1- Cognitive Objectives (Understanding and Knowledge)

1. Comprehend the philosophical and scientific foundations of

	<p style="text-align: right;">advanced theories in child rearing.</p> <p>2. Acquire knowledge of the core concepts and terminology specific to each theory under study.</p> <p style="padding-left: 40px;">3. Analyze the similarities, differences, and potential integration among the different theories.</p> <p style="text-align: right;">Relate theoretical principles to real-world educational phenomena and problems.</p> <p style="padding-left: 40px;">5. Interpret the influence of social and cultural factors on child development.</p> <p>6. Evaluate the suitability of theories for addressing contemporary educational issues</p> <p style="text-align: center;">B - Course-Specific Skill Objectives.</p> <p style="padding-left: 40px;">1. Apply advanced theories to analyze child behavior in diverse educational contexts.</p> <p style="padding-left: 40px;">2. Design educational activities and programs based on sound theoretical foundations.</p> <p style="text-align: right;">Utilize appropriate assessment tools to measure various aspects of child development.</p> <p style="text-align: right;">Conduct critical analysis of recent research and studies in the field of child rearing.</p> <p style="text-align: right;">Formulate an integrated educational vision based on the synthesis of different theories.</p>
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Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2 Hours (Theory)	The student becomes familiar with:	Introduction to the Study of Advanced Childhood Theories: importance of their study, nature of scientific theories and their functions in explaining child development - criteria for evaluating theories.	Lecturing + Dialogue and Discussion	Applied Research Project
2	2 Hours (Theory)	The student becomes familiar with:	Importance of the childhood stage - key natural characteristics and traits of the child - key characteristics and unsound patterns in childhood - foundational principles in child rearing - ancient and modern theories in child rearing.	Lecturing + Dialogue and Discussion	Applied Research Project
3	2 Hours (Theory)	The student becomes familiar with:	The Islamic approach to child rearing - foundations and distinctive characteristics of the Prophetic methodology in child rearing - methodology for developing positive traits and pruning negative ones - mechanisms for discipline and correction.	Lecturing + Dialogue and Discussion	Applied Research Project
4	2 Hours (Theory)	The student becomes familiar with:	Educational perspectives and opinions of Ibn Khaldun, Imam Al-Ghazali, and Ibn Sina on child rearing	Lecturing + Dialogue and Discussion	Applied Research Project
5	2 Hours (Theory)	The student becomes familiar with:	Freud Adler's theory (Individual Psychology) - goal of life - social interest - lifestyle (unique to each individual) - birth order and its influence.	Lecturing + Dialogue and Discussion	Applied Research Project
6	2 Hours (Theory)	The student becomes familiar with:	Karen Horney's theory (Psychoanalytic Social Theory) - basic anxiety as a main driver - need for security - coping styles (moving toward others, against others, away from others).	Lecturing + Dialogue and Discussion	Applied Research Project
7	2 Hours (Theory)	The student becomes familiar with:	Jean Piaget's theory (Cognitive) - developmental stages - accommodation and assimilation - adaptation mechanisms - egocentrism in child thinking.	Lecturing + Dialogue and Discussion	Applied Research Project
8	2 Hours (Theory)	The student becomes familiar with:	Vygotsky's theory (Sociocultural Development) - key basic concepts of the theory - zone of proximal development - cultural and linguistic tools - instructional scaffolding - social role of learning	Lecturing + Dialogue and Discussion	Applied Research Project
9	2 Hours (Theory)	The student becomes familiar with:	Erik Erikson's theory (Psychosocial Development) - stages of psychosocial development - personality	Lecturing + Dialogue and Discussion	Applied Research Project

		with:	development throughout the full life cycle - core strength for each stage (ego strength).		
10	2 Hours (Theory)	The student becomes familiar with:	Abraham Maslow's theory - hierarchy of needs - growth needs versus deficiency needs - self-actualization as an innate drive.	turing + Dialogu d Discussion	Applied Research Project
11	2 Hours (Theory)	The student becomes familiar with:	Carl Rogers' theory (Person-Centered) - conditions of worth - tendency toward self-actualization - unconditional positive regard.	turing + Dialogu d Discussion	Applied Research Project
12	2 Hours (Theory)	The student becomes familiar with:	Albert Bandura's theory (Social Learning) - observational learning and indirect reinforcement - triadic reciprocal determinism (personal factors-behavior-environment) - self-reinforcement - self-efficacy.	turing + Dialogu d Discussion	Applied Research Project
13	2 Hours (Theory)	The student becomes familiar with:	John Bowlby's theory (Attachment) - internal working model - attachment as a primary innate necessity for development - attachment patterns.	turing + Dialogu d Discussion	Applied Research Project
14	2 Hours (Theory)	The student becomes familiar with:	Lvrence Kohlberg's theory (Moral Development) - stages of moral development - moral judgment - social perspective.	turing + Dialogu d Discussion	Applied Research Project
15	2 Hours		Examination		
11–Course Evaluation					
30 marks for the monthly exam •					
10 marks for daily exams and discussions + report on relevant topics •					
60 marks for the final exam •					
12–Learning and Teaching Resources					
Required textbooks (curricular books, if any)					
Main references (sources)			Al-Isawi, Abdul Rahman (2020). Child Psychological and Social Development. Dar Al-Shorouk for Publishing and Distribution, Egypt		

	<p>2. Suwaid, Mohamed Noor (2018). The Prophetic Methodology in Child Rearing. Dar Ibn Kathir, Lebanon. Primary Arabic Sources for the Course:</p> <p>Al-Rousan, Farouq (2020). Theories of Development and their Educational Applications. Dar Al-Fikr for Publishing and Distribution, Jordan.</p> <p>4. Al-Khatib, Jamal (2019). Developmental Psychology: Childhood and Adolescence. Dar Al-Maseera for Publishing and Distribution, Jordan.</p>
<p>Recommended books and references (scientific journals, reports...)</p>	<p>1-Al-Ghamdi, Khaled bin Sa'ad (2023). The Effectiveness of a Training Program Based on Vygotsky's Theory in Developing Social Skills for Kindergarten Children. Journal of King Abdulaziz University - Education, 35(2), 45-68.</p> <p>2-Al-Kharashi, Mona Ahmed (2022). The Impact of Using Play-Based Learning Strategies Derived from Piaget's Theory on Developing Creative Thinking in Preschool Children. Journal of Educational and Psychological Research, 28(1), 123-145.</p> <p>3-Bouaziz, Fatima Al-Zahra (2021). The Development of Moral Concepts in Children in Light of Kohlberg's Theory: A Field Study on a Sample of Primary School Students. Journal of Educational and Psychological Sciences, 15(3), 89-112.</p> <p>4-Al-Hammadi, Mohamed Abdullah (2020). Attachment Patterns and their Relationship to Social Competence in Kindergarten Children in Light of Bowlby's Theory. Journal of Childhood and Education, 12(4), 34-56.</p>
<p>Electronic References, Websites</p>	<p>1. Arab Scholar Network (Arab Scholar) </p> <p>Link: www.arabscholar.com </p>

	<p>Description: The largest database of peer-reviewed Arabic scientific publications in the educational and psychological sciences. </p> <p>2. Saudi Digital Library (SDL) </p> <p>Link: www.sdl.edu.sa </p> <p>Description: Provides access to thousands of international and Arabic books and scientific journals in the field of education and psychology. </p> <p>3. Maaref Educational Platform</p> <p>Link: www.maaref.org</p> <p>Description: A platform specialized in educational research and studies in Arabic, supervised by specialized experts.</p>
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13. Admission Criteria (Regulations related to enrollment in the College or Institute)
- Successfully passing the competitive entrance examination. - A minimum score of (65%).

14-. Course Development Plan
- Conducting seminars and discussing various topics related to the course content.

Course Description Form

13.	Course Name:	
		Advanced Theories in Design Techniques
14.	Course Code:	
		802 HEDT
15.	Semester / Year:	
		Semester
16.	Description Preparation Date:	
		13/9/2025
17. Available Attendance Forms:		
		In-person and online
18. Number of Credit Hours (Total) / Number of Units (Total)		
		45 Hours
19.	Course administrator's name (mention all, if more than one name)	
	Name: Assistant Professor. Siham Mohsen Amueleh	
	Email: siham.muhsin@coeduw.uobaghdad.edu.iq	
20.	Course Objectives	
	<p>1- The student learns about the importance of design and design theories.</p> <p>2- Identify the forms of interior spaces.</p> <p>3- Study the foundations and elements of design and the relationships between them.</p> <p>4- Prepare the student for the stage of writing the thesis.</p>	
21.	Teaching and Learning Strategies	

Strategy	<p style="text-align: center;">1- Explanation and clarification</p> <p style="text-align: center;">2- Lecture and practical application method.</p> <p style="text-align: center;">3- Group discussion session.</p> <p style="text-align: center;">4- Smart board.</p>
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22. 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			

23. Course Evaluation

24. 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

Course Description Form

1. Course Name:	Advanced Human Nutrition
2. Course Code:	801 HEHN
3. Semester / Year:	Semester
4. Description Preparation Date:	22/9/2025
5. Available Attendance Forms:	In person and online
6. Number of Credit Hours (Total) / Number of Units (Total)	30 hours per year. 2 hours weekly
7. Course administrator's name (mention all, if more than one name)	Name: prof.Fatima Faiq Juma Email: fatima.faik@coeduw.uobaghdad.edu.iq
8. Course Objectives	
	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

9. Teaching and Learning Strategies

Strategy

1- Brainstorming education strategy.

2- Education Strategy Notes Series

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					
.					
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 Description Form

	Course Title:	Advanced Stud
		2. Course Code:
		3. Semester/ Year:
4. Date of preparation of this description		
5. Available attendance forms:		3 hours per week for c
6 - Number of credit hours (total) / number of units (total):		30 Hours / N
7. Course administrator's name (if more than one name):		Prof. Bushra
8. Cou		
<p style="text-align: center;">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</p>		
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	Discussion of the latest polyester manufacturer studies	Lecture	Achievement Test

		know			
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

10. Learning and Teaching Resources

Required textbooks (methodology, if any)	Textiles Book
Main references (sources)	Modern dyeing and finishing techniques

Recommended books and references (scientific journals, reports...)	Reports on the latest m technologie and methods of mak
Electronic References, Websites	Information network sites and scientific site

Course Description Form

1. Course Name: patterns
2. Course Code:809 HEPA
3. Semester / Year: Semester
4. Description Preparation Date: 27\9\2025
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)

Discuss

Brainstorm

E-Learn

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	The student gets to know	<p>1- Introduction and definition of the subject of templates, measurements, how to take measurements and install them.</p> <p>2- The basic mold of the skirt, the way it is drawn with its parts (front and back)</p>	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 19- The basic template of the dress (princess design)	Lecture	Achievement Test
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- 1- How to measure wome b 2 2- Tailoring and sewing guide for women's cloth
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
Form**

1. Course Name:
Nutrition of Special group's
2. Course Code:
807 HENS
3. Semester / Year:
Annual
4. Description Preparation Date:

2025/9/5	
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)	
Assistant Prof . Iman Ali Hadi EmanKhafaji2000@coedu.uobaghdad.edu.iq	
8. Course Objectives	
Course Objectives 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	

Strategy	<p>1-cooperative learning strategies</p> <p>2-Brainstorming learning strategies</p> <p>3-Active learning strategies</p>
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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	Introduction Definition of Special Groups and Their Types The Concept of Nutrition Nutritional Definitions	theoretical Lecture	Discussion and Dialogue
The second	2 hours Theoretical	Get to know the student The student learn	Pregnancy and Its Definition Nutrition for Pregnant Women Functions and Sources of Nutrients During Pregnancy	theoretical Lecture	Discussion and Dialogue

The third	2 hours Theoretical	Get to know the student The student learn	Pregnancy-Related Nutritional Problems and Their Treatment Key Contributing Factors Leading to Malnutrition The Impact of Maternal Nutrition on the Newborn's Nutritional Status	theoretical Lecture	Discussion and Dialogue
The fourth	2 hours Theoretical	Get to know the student The student learn	Maternal Nutrition Nutritional Needs of Lactating Mothers Breastfeeding: Natural vs. Artificial Comparison Between Mother's Milk and Cow's Milk Components of Mother's Milk Nutritional Problems in Breastfeeding and Their Impact on the Infant	theoretical Lecture	Discussion and Dialogue
The five	2 hours Theoretical	Get to know the student The student learn	Child Nutrition During Weaning Meaning of Weaning Guidelines for the Mother During Weaning	theoretical Lecture	Discussion and Dialogue

The six	2 hours Theoretical	Get to know the student The student learn	Preschool Children Growth and Development of Preschool Children Nutrition of Preschool Children Nutritional Requirements	theoretical Lecture	Discussion and Dialogue
The Seven	2 hours Theoretical	Get to know the student The student learn	School-Age Children Nutrition Child Growth and Development Nutritional Requirements Health and Nutritional Aspects for School Students Tips and Guidelines to Improve School Children's Nutrition	theoretical Lecture	Discussion and Dialogue
The eight	2 hours Theoretical	Get to know the student The student learn	Monthly Exam	theoretical Lecture	Discussion and Dialogue

The Nine	2 hours Theoretical	Get to know the student The student learn	Nutrition for school- age children, nutritional recommendations, nutritional requirements, nutritional curriculum	theoretical Lecture	Discussion and Dialogue
The Ten	2 hours Theoretical	Get to know the student The student learn	^Night Blindness – Scurvy ^Pellagra Beriberi ^Anemia Rickets Dental Caries (Tooth Decay)	Exam	Theoretical Exam
The 11	2 hours Theoretical	Get to know the student The student learn	Adolescent Nutrition Adolescent Issues Growth and Development	theoretical Lecture	Discussion and Dialogue

The1 12	2 hours Theoreti cal	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
The1 13	2 hours Theoreti cal	Get to know the student The student learn	Adolescent Nutrition Nutritional Requirements for Adolescents Nutritional Problems, Dietary Requirements, and Food Plan	theoretical Lecture	Discussion and Dialogue
The1 14	2 hours Theoreti cal	Get to know the student The student learn	Elderly Nutrition Characteristics of Aging Changes That Occur	theoretical Lecture	Discussion and Dialogue

The1 5	2 hours Theoreti cal	Get to know the student The student learn	Second Semester Exam and Submission of Semester Reports	Exam	Theoretical Exam

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

	Educational Institution
Course Name	English language
Course Title/Code	805HEEL
Programs in Which the Course is Included	Postgraduate studies
Available Attendance Formats	Lectures
Academic Year	Annual 2025-2026
Credit Hours	1 per week
Date of Description Preparation	1-10-2025

Name of the Instructor	<p>م. د. ظافر علي محمد حسين</p> <p>dhafer.a@coeduw.uobaghdad.edu.i</p> <p>q</p>
<p style="text-align: right;">Course Objectives:</p> <p style="text-align: center;">Teaching General English to Master's students in the Home Economics Department</p>	

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

A. Cognitive Goals
<ul style="list-style-type: none"> ● 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	Introduction to the Syllabus	Lecture	Exam
2	1	Headway	English Grammar in	Lecture	Exam

Wee k	Hour s	Learning Outcomes	Unit/Topic Title	Teaching Method	Assessment Method
			Use part 1		
3	1	Headway	Grammar Practice part 1	Lecture	Exam
4	1	Headway	English Grammar in Use part 2	Lecture	Exam
5	1	Headway	Grammar Practice part 2	Lecture	Exam
6	1	Headway	English Grammar in Use part 3	Lecture	Exam
7	1	Headway	Grammar Practice part 3	Lecture	Exam
8	1	Headway	Sentence Structure	Lecture	Exam
9	1	Headway	Basic Skills for Scientific Reading part 1	Lecture	Exam
10	1	Headway	Basic Skills for Scientific Reading part 2	Lecture	Exam
11	1	Headway	Basic Skills for Scientific Writing part 1	Lecture	Exam
12	1	Headway	Basic Skills for Scientific Writing part 2	Lecture	Exam

Week	Hours	Learning Outcomes	Unit/Topic Title	Teaching Method	Assessment Method
13	1	Headway	Scientific Terminology in Home Economics	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:** /