



## نموذج وصف البرنامج الاكاديمي



اسم الجامعة : جامعة تكريت

الكلية / المعهد : كلية التربية للبنات

القسم العلمي : قسم الاقتصاد المنزلي

اسم البرنامج الأكاديمي أو المهني: بكالوريوس اقتصاد منزلي

اسم الشهادة النهائية : بكالوريوس في تربية الاقتصاد المنزلي

النظام الدراسي : سنوي

تاريخ إعداد الوصف : 2025/9/18

تاريخ ملء الملف: 2025/9/24



التوقيع:

اسم رئيس القسم : م. شهد خالد حميد

التاريخ: ٢٠٢٤ / ٩ / ٢٤

التوقيع:

اسم المعاون العلمي: ا.د. اشرف جمال محمود

التاريخ:

معاون العميد شؤون اساتذة

دقق الملف من قبل:



شعبة ضمان الجودة والأداء الجامعي

اسم مدير شعبة ضمان الجودة والأداء الجامعي : م. شهد خالد حميد

التاريخ: ٢٠٢٤ / ٩ / ٢٤

التوقيع:

مصادقة السيد العميد  
الأسناد الدكتور

عميد كلية التربية للبنات

### 1. Program Vision

ding in the field of quality education for home economics and providing and qualifying scientific personnel who possess quality standards and are capable of competing locally and regionally.

### 2. Program Message

Preparing specialized and distinguished cadres with scientific and professional qualifications in the fields of home economics (child rearing 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 the fields of scientific research and community service.

### 3. Program Objectives

Firstly: General objectives

- 1- Supply student With skills and principles Basic in Fields Economy Home.
- 2- Strengthening capacity student on thinking Independent and management Projects The small Leadership Business.
- 3- Development Abilities cognitive And skill For the student To conduct Research Innovative in Fields Economy Home
- 4- Strengthening Skills Leadership I have female students in area the job Spirit team and management crises.

secondly: Specific goals

- 1- Home economics teachers graduate from middle and preparatory schools throughout the country.
- 2- Teaching students how to choose good food, plan meals, and prepare, cook, and store food. Foods and the development of healthy eating habits for healthy people and patients.

3- Administrative and educational supervision of maternal and child care centers, nurseries, social institutions and productive family projects.

4- Planning and rationalizing consumption and spending at the family and community level, and developing human and material resources.

5- Developing an aesthetic and artistic spirit in how to choose clothes and fabrics and their relationship to the overall appearance, and in designing, implementing and producing clothes

#### 4. Program accreditation

Initial approval has been obtained and we are awaiting a visit from the ministerial committee.

#### 5. Other external influences

There are only the Ministry of Higher Education and Scientific Research and Tikrit University.

#### 6. Program Structure

comments	Percentage	Study unit	Number of courses	Program structure
			/	Institutional requirements
			/	College requirements
	<b>10% of the first stage average + 20% of the second stage</b>	<b>170</b>	<b>46</b>	Department requirements

	average + 30% of the third stage average + 40% of the fourth stage average			
			<b>nothing</b>	Summer training
			<b>application</b>	Other

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

### 7. Program Description

Credit Hours		Course name	Course code	Year / Level
<b>nothing</b>	<b>2</b>	<b>Principles of Home Economics</b>	<b>nothing</b>	<b>First/Preliminary Stage</b>
<b>nothing</b>	<b>1</b>	<b>English language</b>	<b>nothing</b>	<b>First/Preliminary Stage</b>
<b>nothing</b>	<b>2</b>	<b>computer</b>	<b>nothing</b>	<b>First/Preliminary Stage</b>
<b>nothing</b>	<b>1</b>	<b>Arabic</b>	<b>nothing</b>	<b>First/Preliminary Stage</b>
<b>nothing</b>	<b>2</b>	<b>Principles of Education</b>	<b>nothing</b>	<b>First/Preliminary Stage</b>
<b>nothing</b>	<b>2</b>	<b>Nutrition basics</b>	<b>nothing</b>	<b>First/Preliminary Stage</b>
<b>2</b>	<b>1</b>	<b>General Chemistry</b>	<b>nothing</b>	<b>First/Preliminary Stage</b>

<b>2</b>	<b>1</b>	<b>General Biology</b>	<b>nothing</b>	<b>First/Preliminary Stage</b>
<b>3</b>	<b>nothing</b>	<b>Basics of sewing</b>	<b>nothing</b>	<b>First/Preliminary Stage</b>
	<b>1</b>	<b>Educational Statistics</b>	<b>nothing</b>	<b>First/Preliminary Stage</b>
<b>2</b>	<b>1</b>	<b>Home appliances and tools</b>	<b>nothing</b>	<b>First/Preliminary Stage</b>
	<b>1</b>	<b>Ethics of the teaching profession</b>	<b>nothing</b>	<b>First/Initial Stage</b>
<b>nothing</b>	<b>1</b>	<b>English language</b>	<b>nothing</b>	<b>Phase Two/Preliminary</b>
<b>nothing</b>	<b>1</b>	<b>computer</b>	<b>nothing</b>	<b>Phase Two/Preliminary</b>
<b>nothing</b>	<b>2</b>	<b>Developmental psychology</b>	<b>nothing</b>	<b>Phase Two/Preliminary</b>
<b>nothing</b>	<b>2</b>	<b>Curriculum and textbook</b>	<b>nothing</b>	<b>Phase Two/Preliminary</b>
<b>nothing</b>	<b>2</b>	<b>Secondary education and educational supervision</b>	<b>nothing</b>	<b>Phase Two/Preliminary</b>
<b>nothing</b>	<b>2</b>	<b>Human rights and democracy</b>	<b>nothing</b>	<b>Phase Two/Preliminary</b>
<b>nothing</b>	<b>1</b>	<b>Ba'ath Party crimes</b>	<b>nothing</b>	<b>Phase Two/Preliminary</b>
<b>nothing</b>	<b>1</b>	<b>Arabic</b>	<b>nothing</b>	<b>Phase Two/Preliminary</b>

<b>2</b>	<b>2</b>	<b>Food Chemistry</b>	<b>nothing</b>	<b>Phase Two/Preliminary</b>
<b>2</b>	<b>2</b>	<b>Microbiology</b>	<b>nothing</b>	<b>Phase Two/Preliminary</b>
<b>2</b>	<b>2</b>	<b>Food preparation</b>	<b>nothing</b>	<b>Phase Two/Preliminary</b>
<b>2</b>	<b>nothing</b>	<b>Sewing basics</b>	<b>nothing</b>	<b>Phase Two/Preliminary</b>
<b>nothing</b>	<b>2</b>	<b>Child rearing</b>	<b>nothing</b>	<b>Phase Two/Preliminary</b>
<b>nothing</b>	<b>1</b>	<b>English language</b>	<b>nothing</b>	<b>Phase Three/Preliminary</b>
<b>nothing</b>	<b>2</b>	<b>Psychological counseling and educational guidance</b>	<b>nothing</b>	<b>Phase Three/Preliminary</b>
<b>nothing</b>	<b>2</b>	<b>teaching methods</b>	<b>nothing</b>	<b>Phase Three/Preliminary</b>
<b>nothing</b>	<b>2</b>	<b>Educational technologies and learning technology</b>	<b>nothing</b>	<b>Phase Three/Preliminary</b>
<b>2</b>	<b>1</b>	<b>feeding a baby</b>	<b>nothing</b>	<b>Phase Three/Preliminary</b>
<b>2</b>	<b>2</b>	<b>Food preservation</b>	<b>nothing</b>	<b>Phase Three/Preliminary</b>
<b>2</b>	<b>1</b>	<b>Textiles</b>	<b>nothing</b>	<b>Phase Three/Preliminary</b>

<b>2</b>	<b>1</b>	<b>Home management and handicrafts</b>	<b>nothing</b>	<b>Phase Three/Preliminary</b>
<b>nothing</b>	<b>2</b>	<b>Family relationships</b>	<b>nothing</b>	<b>Phase Three/Preliminary</b>
<b>nothing</b>	<b>2</b>	<b>Family clothes</b>	<b>nothing</b>	<b>Phase Three/Preliminary</b>
<b>nothing</b>	<b>2</b>	<b>optional</b>	<b>nothing</b>	<b>Phase Three/Preliminary</b>
	<b>1</b>	<b>Scientific seminar</b>	<b>nothing</b>	<b>Phase Three/Preliminary</b>
<b>nothing</b>	<b>1</b>	<b>English language</b>	<b>nothing</b>	<b>Phase Four/Preliminary</b>
<b>nothing</b>	<b>2</b>	<b>Measurement and evaluation</b>	<b>nothing</b>	<b>Phase Four/Preliminary</b>
<b>2</b>	<b>1</b>	<b>Viewing and applying</b>	<b>nothing</b>	<b>Phase Four/Preliminary</b>
<b>nothing</b>	<b>1</b>	<b>Graduation project</b>	<b>nothing</b>	<b>Phase Four/Preliminary</b>
<b>2</b>	<b>2</b>	<b>Food experiments</b>	<b>nothing</b>	<b>Phase Four/Preliminary</b>
<b>2</b>	<b>2</b>	<b>Food industries</b>	<b>nothing</b>	<b>Phase Four/Preliminary</b>
<b>2</b>	<b>2</b>	<b>therapeutic nutrition</b>	<b>nothing</b>	<b>Phase Four/Preliminary</b>
<b>2</b>	<b>nothing</b>	<b>Advanced sewing</b>	<b>nothing</b>	<b>Phase Four/Preliminary</b>
<b>2</b>	<b>1</b>	<b>House design</b>	<b>nothing</b>	<b>Phase Four/Preliminary</b>

<b>2</b>	<b>1</b>	<b>Nursery management</b>	<b>nothing</b>	<b>Phase Four/Preliminary</b>
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### 8. Expected learning outcomes of the program

#### Knowledge

<p>Through tests and their variety, -١ we are able to measure learning outcomes.</p> <p>Involving female students in -٢ seminars related to home economics and related fields to measure their ability to apply and use the rules correctly.</p>	<p>The student should understand the importance of home economics in society.</p>
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#### Skills

<p>By holding workshops and practical courses in sewing and design, and studying materials and curricula related to modern designs such as home design and etiquette.</p>	<p>The student should be able to choose the appropriate design and colors in the design.</p>
<p>Holding awareness workshops on nutrition and conducting educational campaigns on healthy foods and healthy alternatives</p>	<p>To understand the importance of proper and good nutrition and to understand the importance of lines in sewing</p>

#### Values

<p>The practical application of etiquette rules, instilling a love of learning, and linking it to the region's customs and traditions to produce a modern and contemporary result that does not clashAWith customs and traditions</p>	<p>To understand the importance of proper conduct that aligns with the customs and traditions of society</p>
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The positive outcomes can be achieved by raising a morally distinguished group, and setting an example for others through their interactions with their peers and with society.	To understand the department's role in society and the areas it covers.
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### 9. Teaching and learning strategies

Various teaching methods are applied, including the standard method and the problem-solving method.

### 10. Assessment Methods

Oral tests / Written tests / Reports

### 11. Faculty

#### Faculty members

Faculty preparation		Requirements/Skills (if any)	Specialization		academic rank
lecturer	angel		flour	general	
	1		Educational Psychology	Educational Psychology	Mr
	1		literature	English language	assistant professor
	2		Food and nutrition	Home economics	teacher
	2		Food Science	Food Science	teacher
	1		human nutrition	Food Science	teacher
	1		Microbiology	Life Sciences	Assistant teacher
	1		teaching methods	Psychology	Assistant teacher

	1		Human Resources	business management	teacher
	1		Food Science	Food Science	Assistant teacher
	1		business management	business management	Assistant teacher
	1		information	information	Assistant teacher
	1		artificial intelligence	Computer Science	Assistant teacher
	1		soil and water	Agricultural Sciences	Assistant teacher
	1		Plant protection	Agricultural Sciences	Assistant teacher

### Professional Development

#### Orienting new faculty members

- Involvement of newly appointed staff in committees. -
- Introducing newly appointed assistant teachers with higher academic qualifications to gain experience and skills. -
- Conducting in-department training sessions on examination committees, performance evaluation, and academic promotions. -

#### Professional development of faculty members

- Participating in teaching methods courses. -
- Participate in leadership courses. -

### 12. Admission Criteria

Live / Central / Morning and Evening

### 13. Key sources of information about the program

Each course has its own specific resources, which are mentioned in the -  
description.

Scientific Committee -

### 14. Program Development Plan

Modify the admissions plan. -

Introducing new study materials. -

Striving for accreditation. -

### Program Skills Plan

Learning outcomes required from the program

Values				Skills				Knowledge				Essential or optional	Course Name	Course code	Year/Level
Q 4	Part 3	Part 2	Part 1	B 4	B 3	B 2	B 1	A 4	A 3	A 2	A 1				

### Course description template

#### 1. Course Name

Principles of Statistics

#### 2. Course Code

112 HE SC

#### 3. Term/Year

Chapters One and Two / 2025-2026

#### 4. Date this description was prepared

18/9/2025

**5. Available attendance formats**

theoretical

**6. Total number of study hours / Total number of units**

30 hours / 15 units

**7. Name of the course coordinator (if there is more than one, mention it)**Name: M. Omar Sobhi Abdullah Email: [osobhy@tu.edu.iq](mailto:osobhy@tu.edu.iq)**8. Course Objectives**

This course aims to familiarize the student with the basic concepts in statistics, and the main tools and methods used in descriptive statistics, which are represented in the methods of collecting, organizing and presenting data in tables, graphs and geometric shapes, and performing the necessary calculations to reach the different measures that highlight the basic characteristics of the phenomenon, such as measures of central tendency as well as measures of dispersion.

Course objectives

**9. Teaching and learning strategies**

Method of explanation, -  
discussion, and clarification  
Video presentation -  
Lecture and application -  
Self-learning method -

strategy

**10. Course Structure**

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
The exam	Lecture and explanation	General introduction and basic concepts in statistics		3	the first the second the third
The exam		First test of the first semester		1	Fourth
The exam	Lecture and explanation	Data tabulation		3	Fifth Sixth Seventh

		and display methods			
The exam		Second test for the second semester		1	Eighth
The exam	Lecture and explanation	Measures of central tendency		3	Ninth tenth eleventh
The exam	Lecture and explanation	Measures of dispersion		3	twelfth thirteenth fourteenth
The exam		First test of the second semester		1	fifteenth
The exam	Lecture and explanation	Twisting and flattening		2	Sixteenth seventeenth
The exam	Lecture and explanation	Correlation analysis (linear correlation and scatter plot)		2	The eighteenth and nineteenth
The exam		Second test for the second semester		1	Twenty

### 11. Course Evaluation

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

### 12. Learning and teaching resources

Statistics textbook / Dr. Mahmoud Hassan Al-Mashhadani, Amir Hanna Hormuz. Ministry of Higher Education and Scientific Research / Baghdad	Required textbooks (methodology, if applicable)
-The book "Statistics in Administrative Sciences" / by Dr. Omar Muhammad Al-Hallaq and Dr. Ahmed Saleh Al-Salem - Introduction to Statistical Analysis / Dr. Ali bin Mohammed	Main references (sources)

	Recommended supporting books and references (scientific journals, reports...)
- Lectures on the principles of statistics available on YouTube by Dr. Saeed Saif Al-Din	Electronic references, websites

### Course description template

<b>1. Course Name</b>	
Calculators	
<b>2. Course Code</b>	
104 HE CS	
<b>3. Term/Year</b>	
Chapters One and Two /2025-2026	
<b>4. Date this description was prepared</b>	
18/9/2025	
<b>5. Available attendance formats</b>	
Theory + Practical	
<b>6. Total number of study hours / Total number of units</b>	
30 hours / 15 units	
<b>7. Name of the course coordinator (if there is more than one, mention it)</b>	
Name: M. Omar Sobhi Abdullah Email: <a href="mailto:osobhy@tu.edu.iq">osobhy@tu.edu.iq</a>	
<b>8. Course Objectives</b>	
This course aims to familiarize students with the following concepts: Introduction to computers / computer generations, computer components, hardware components / memory, types of memory, input and output devices	Course objectives
<b>9. Teaching and learning strategies</b>	

Lecture and use of computers for practical application	strategy
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### 10. Course Structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
The exam	Lecturer-Calculator	The concept of computer science		3	the first the second the third
The exam	Lecturer-Calculator	Computer parts and components		2	Fourth and fifth
The exam	Lecturer-Calculator	Input and output units		3	Sixth Seventh Eighth
The exam	Lecturer-Calculator	Software components		3	Ninth tenth eleventh
The exam	Lecturer-Calculator	computer operating system		3	twelfth thirteenth fourteenth
The exam	Lecture and explanation	bit and byte The Bayoz Programming languages		6	fifteenth Sixteenth seventeenth eighteenth nineteenth Twenty

### 11. Course Evaluation

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

### 12. Learning and teaching resources

Fundamentals of Computers and Office Applications / Dr. Ziad Muhammad Aboud, Dr. Ghassan Hamid Abdul Majeed. Ministry of Higher Education and Scientific Research / Research and Development Department	Required textbooks (methodology, if applicable)
Explanation of computer components / Emad El-Din Fadl El-Qadi	Main references (sources)

<b>Report onThe use of modern electronic tools and their importance in education</b>	Recommended supporting books and references (scientific journals, reports...)
<b>Internet sites</b>	Electronic references, websites

### Course description template

<b>1. Course Name</b>	
Home appliances	
<b>2. Course Code</b>	
<b>3. Term/Year</b>	
Chapters One and Two2025-2026	
<b>4. Date this description was prepared</b>	
18/9/2025	
<b>5. Available attendance formats</b>	
weekly	
<b>6. Total number of study hours / Total number of units</b>	
30Theoretical hour / 60 hour practical / 4 units	
<b>7. Name of the course coordinator (if there is more than one, mention it)</b>	
Name: Dr. Ali Waleed Noufan Email: ali.w.nofan@tu.edu.iq	
<b>8. Course Objectives</b>	
<b>Studying interior design and the fundamentals of interior design in all its spaces....</b>	• Course objectives

<ul style="list-style-type: none"> <li>• Studying modern terminology in design....</li> <li>• Studying the psychological impact of colors in design....</li> <li>• Study of interior design elements...</li> <li>• A study of the types of natural and artificial home lighting and their importance in design...</li> <li>• Studying the conditions that must be met when choosing land or housing for the family...</li> </ul>	
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### 9. Teaching and learning strategies

<p>-Lecturer Theoretical (Explanation and clarification)          Practical application (Drawing illustrative maps for house design, how to arrange furniture in the house, lighting and colors according to the principles of interior design)</p> <p>-Online lectures Publishing lectures Explanatory videos, daily assignments, and scores for theoretical and practical exams. (on semester Google Classroom)</p>	strategy
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### 10. Course Structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Daily assignments and theoretical and practical exams and reports	Giving the lecture	Materials used in household appliances: their sources and properties	The student learns about household appliances, the materials used in manufacturing household appliances, how they are made, how to extend their lifespan, and how to improve their properties.	2 theoretical 4 practical	1 - 2
=	Giving the lecture	Kitchen tools and kitchen utensils	The student learns about kitchen tools and appliances, and the connection of surface cooking and oven cooking tools.	2 theoretical 4 practical	3 - 4

=	Giving the lecture	Portable electric food appliances	The student learns about electric food appliances, portable devices, and advanced equipment for making coffee, grilling, and mixing.	2theoretical 4 practical	5–6
			First semester exam	2	7
=	Giving the lecture	home cook	The student learns about the different types of cookers, the materials they are made from, and how to use and clean them.	2theoretical 4 practical	8–9
=	Giving the lecture	Home refrigerators and freezers Dishwasher and waste disposal	The student learns about household appliances such as refrigerators, freezers, and dishwashers, how to care for them, and the physical principles of their operation.	2 Theory 4 practical	10–11
=	Giving the lecture  practical application	Bringing the appliances together in the kitchen	The student learns how to organize and arrange appliances in the kitchen, and how to design the kitchen in terms of lighting and ventilation.	2theoretical 4 practical	12–13
			Second month exam	2	14
=	Giving the lecture	Personal care tools	The student learns about household appliances for personal care and the tools used, such as a hair dryer and a nail care kit.	2theoretical 4 practical	15–16
=	Giving the lecture	Washing and ironing machines	The student learns about washing	2theoretical	17–18

			machines, their types and features, the detergents used in them, and clothes irons.	4 practical	
=	Giving the lecture	sewing machine	The student learns about sewing machines, the basics of their operation, how to adjust them, and how to care for them.	1 theoretical 2 practical	19–20-21
			Second semester exam	2	22
=	Giving the lecture	Cleaning equipment	The student learns about cleaning and its equipment, analyzes the cleaning process, electric and manual cleaners and how to care for them.	4 Theory 8 practical	23–24–25–26
=	Giving the lecture	Water in the house	The student learns about water in the home, its sources, and electric, oil, and gas water heaters and their properties.	2– theoretical 4 practical	27–28
=	Giving the lecture	Providing household supplies	The student learns about the supplies that can be provided at home and some household equipment.	1 theoretical 2 practical	29
			exam	2	30

### 11. Course Evaluation

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

Grade distribution out of 100:

- Attendance 10 points •
- Reports 10 points •
- Practical application (10 marks) •
- Daily assignment (10 marks) •
- Monthly exam: 60 marks •

## 12. Learning and teaching resources

<b>Home appliances -\</b>	Required textbooks (methodology, if applicable)
	Main references (sources)
	Recommended supporting books and references (scientific journals, reports...)
	Electronic references, websites

### Course description template

<b>1. Course Name</b>
<b>Nutrition basics</b>
<b>2. Course Code</b>
<b>3. Term/Year</b>
annual
<b>4. Date this description was prepared</b>
18/9/2025
<b>5. Available attendance formats</b>
daily
<b>6. Total number of study hours / Total number of units</b>
60 hour Theory / 4 units
<b>7. Name of the course coordinator (if there is more than one, mention it)</b>
Name: Dr. Falah Salem Dawood Email: <a href="mailto:Falah.salim@tu.edu.iq">Falah.salim@tu.edu.iq</a>

## 8. Course Objectives

<ul style="list-style-type: none"> <li>• To introduce students to the basics of nutrition, identify nutrients and the workings of the digestive system, and produce students who can understand what happens to food inside the body and how energy is produced.</li> <li>• To create a strong foundation for female students by providing them with basic and fundamental information in nutrition so that they can benefit from it in the next stages, whether in food chemistry or therapeutic nutrition.</li> </ul>	<p>Course objectives</p>
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## 9. Teaching and learning strategies

<p><b>giving Lectures And its delivery on female students In person addition to Use The Internet As lectures Additional Using google classroom, google meet -the explanation Explanation and discussion -road an offer means Educational -Exams monthly and quarterly -Reports -Activities Daily</b></p>	<p>strategy</p>
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## 10. Course Structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
<p>Daily activities, tests, and monthly and term exams</p>	<p>Presenting the lecture in person</p>	<p>Introduction to nutrition science, its importance, and its relationship to other sciences</p>	<p>The students learn about</p>	<p>Two hours</p>	<p>the first</p>

		<b>A brief history of nutrition science</b>			
<b>Daily activities, tests, and monthly and term exams</b>	<b>Presenting the lecture in person</b>	<b>The problem of food and nutrition in Iraq, the Arab world, and globally: its causes and proposed solutions. The components of the body: their definition, general functions, and classification according to their importance to the body.</b>	<b>The students learn about</b>	<b>Two hours</b>	<b>the second</b>
<b>Daily activities, tests, and monthly and term exams</b>	<b>Presenting the lecture in person</b>	<b>Water: its distribution in the body, its functions, water balance, the body's need for it, and its presence in food.</b>	<b>The students learn about</b>	<b>Two hours</b>	<b>the third</b>
<b>Daily activities, tests, and monthly and term exams</b>	<b>Presenting the lecture in person</b>	<b>Carbohydrates, their presence in food and their forms, blood glucose control, and ways to maintain it in the body.</b>	<b>The students learn about</b>	<b>Two hours</b>	<b>Fourth</b>
<b>Daily activities, tests, and monthly and term exams</b>	<b>Presenting the lecture in person</b>	<b>Digestion, absorption, transport, metabolism, and storage of carbohydrates in the body</b>	<b>The students learn about</b>	<b>Two hours</b>	<b>Fifth</b>
<b>Daily activities, tests, and monthly and term exams</b>	<b>Presenting the lecture in person</b>	<b>Functions of carbohydrates, their food sources, the relationship between food and diabetes</b>	<b>The students learn about</b>	<b>Two hours</b>	<b>Sixth</b>
<b>Daily activities, tests, and monthly and term exams</b>	<b>Presenting the lecture in person</b>	<b>Lipids and their presence in food, their types, properties, and sources</b>	<b>The students learn about</b>	<b>Two hours</b>	<b>Seventh</b>
<b>Daily activities, tests, and monthly and term exams</b>	<b>Presenting the lecture in person</b>	<b>Digestion of lipids, with a focus on fats, their absorption, transport, metabolism, and storage in the body.</b>	<b>The students learn about</b>	<b>Two hours</b>	<b>Eighth</b>

Daily activities, tests, and monthly and term exams	Practical applications	The body's requirements for fats and their relationship to certain medical conditions, with emphasis on the role of cholesterol.	The students learn about	Two hours	Ninth
Daily activities, tests, and monthly and term exams	Practical applications	Proteins: their presence in food, their types, properties, essential and non-essential amino acids	The students learn about	Two hours	tenth
Daily activities, tests, and monthly and term exams	Presenting the lecture in person	Protein digestion, absorption, transport, metabolism in the body, and nitrogen balance	The students learn about	Two hours	eleventh
Activities Daily and tests and Exams monthly and quarterly	presentation Lecture My presence	The functions of proteins, their dietary sources, and the body's requirements for them	The students learn about	Two hours	twelfth
Activities Daily and tests and Exams monthly and quarterly	Practical applications	Nutritional value of proteins, their qualitative assessment, biological value, protein efficiency ratio	The students learn about	Two hours	thirteenth
Daily activities, tests, and monthly and term exams	Presenting the lecture in person	Water-soluble vitamins Its types, characteristics, and functions	The students learn about	Two hours	fourteenth
Daily activities, tests, and monthly and term exams	Presenting the lecture in person	Vitamin absorption and metabolism in the body, the body's requirements for them, and symptoms of deficiency.	The students learn about	Two hours	fifteenth
Daily activities, tests, and monthly and term exams	Presenting the lecture in person	Fat-soluble vitamins: their types and properties	The students learn about	Two hours	Sixteenth

Daily activities, tests, and monthly and term exams	Presenting the lecture in person	Absorption and metabolism of fat-soluble vitamins in the body and the body's requirements for them	The students learn about	Two hours	seventeenth
Daily activities, tests, and monthly and term exams	Presenting the lecture in person	Essential minerals (calcium, phosphorus, magnesium, chlorine, potassium, sodium), with emphasis on calcium and phosphorus and their functions.	The students learn about	Two hours	eighteenth
Daily activities, tests, and monthly and term exams	Presenting the lecture in person	Sources of dietary minerals, symptoms of their deficiency, and the body's requirements for them	The students learn about	Two hours	nineteenth
Daily activities, tests, and monthly and term exams	Presenting the lecture in person	The role of essential minerals in trace amounts	The students learn about	Two hours	Twenty
Daily activities, tests, and monthly and term exams	Presenting the lecture in person	Sources of dietary minerals, symptoms of deficiency, and the body's need for them	The students learn about	Two hours	Twenty-first
Daily activities, tests, and monthly and term exams	Presenting the lecture in person	Energy, energy sources in food, symptoms of deficiency, and the body's need for it	The students learn about	Two hours	Twenty-second
Daily activities, tests, and monthly and term exams	Practical applications	Principles of choosing the right food, main food groups and their nutritional value, and food fortification	The students learn about	Two hours	Twenty-third
Daily activities, tests, and monthly and term exams	Presenting the lecture in person	Dairy products, fruits and vegetables, meat, grain products	The students learn about	Two hours	Twenty-fourth
Daily activities, tests, and monthly and term exams	Presenting the lecture in person	On malnutrition caused by protein and energy deficiency	The students learn about	Two hours	Twenty-fifth

Daily activities, tests, and monthly and term exams	Presenting the lecture in person	Nutrition during pregnancy	The students learn about	Two hours	Twenty-sixth
Daily activities, tests, and monthly and term exams	Presenting the lecture in person	Infant nutrition and the effects of undernutrition and overnutrition on development	The students learn about	Two hours	Twenty-seventh
Daily activities, tests, and monthly and term exams	Presenting the lecture in person	Nutritional needs during adolescence	The students learn about	Two hours	Twenty-eighth
Daily activities, tests, and monthly and term exams	Practical applications	Body measurements and measurement tables	The students learn about	Two hours	Twenty-ninth
Daily activities, tests, and monthly and term exams	Practical applications	The foundations for evaluating society and individuals, the methods used, and the use of food component tables.	The students learn about	Two hours	thirty

### 11. Course Evaluation

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

### 12. Learning and teaching resources

book Methodological The course	Required textbooks (methodology, if applicable)
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<p>The book "Human Nutrition" by Dr. Abdullah Muhammad Dhunoun Al- Zuhairi, Ministry of Higher Education and Scientific Research, second revised and expanded edition, 2000.</p>	<p>Main references (sources)</p>
<p>-International Journal of Food Sciences and Nutrition. Healthy Food Magazine Arab Journal of Food and Nutrition – Arab Center for Nutrition</p>	<p>Recommended supporting books and references (scientific journals, reports...)</p>
<p>Google classroom, google meet</p>	<p>Electronic references, websites</p>

## Course description template

<b>1. Course Name</b>	
Food preservation / practical	
<b>2. Course Code</b>	
<b>3. Term/Year</b>	
Annual 2025-2026	
<b>4. Date this description was prepared</b>	
18/9/2025	
<b>5. Available attendance formats</b>	
daily	
<b>6. Total number of study hours / Total number of units</b>	
60 hours per year	
<b>7. Name of the course coordinator (if there is more than one, mention it)</b>	
Name: Dr. Falah Salem Dawood Email: <a href="mailto:Falah.salim@tu.edu.iq">Falah.salim@tu.edu.iq</a>	
<b>8. Course Objectives</b>	
<p><b>Introducing students to methods of food preservation and preventing food spoilage or damage</b> -</p> <p><b>Learn about methods of preserving food at home and how to maintain food safety and quality.</b> -</p> <p><b>Learn about the benefits of food preservation and methods to reduce spoilage.</b> -</p>	<p>Course objectives</p>
<b>9. Teaching and learning strategies</b>	
<p><b>Different strategies for teaching students about different food preservation methods, the differences between the</b></p>	

methods used, and the importance of each method.

**10. Course Structure**

<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
Daily and monthly tests with report generation	road the explanation and throwing Lecture	To become familiar with the curriculum vocabulary comprehensively and to link the vocabulary with prior knowledge from the first year.	The student learns about	2	1
Daily and monthly tests with report generation	road the explanation and throwing Lecture	Preservation by canning and the tools used in preservation	The student learns about	2	2
Daily and monthly tests with report generation	road the explanation and throwing Lecture	Freezing (method, benefits, and drawbacks)	The student learns about	2	3
Daily and monthly tests with report generation	road the explanation and throwing Lecture	Preserving grape leaves by canning, freezing, and brine.	The student learns about	2	4
Daily and monthly tests with report generation	road the explanation and throwing Lecture	Preserving okra involves canning, freezing, and drying.	The student learns about	2	5
Daily and monthly tests with report generation		Homemade pickled green and black olives - quick method	The student learns about	2	6

Daily and monthly tests with report generation	road the explanation and throwing Lecture	Pickling summer vegetables such as cucumbers, green peppers, eggplants, and green beans	The student learns about	2	7
Daily and monthly tests with report generation	road the explanation and throwing Lecture	Preserving tomatoes in different ways	The student learns about	2	8
Daily and monthly tests with report generation	road the explanation and throwing Lecture	Preserving pomegranate, apple, and other fruit juices	The student learns about	2	9
Daily and monthly tests with report generation	road the explanation and throwing Lecture	Preserving eggplant by freezing and preparing different dishes	The student learns about	2	10
Daily and monthly tests with report generation	road the explanation and throwing Lecture	Preserving green beans by freezing, canning, and pickling	The student learns about	2	11
Daily and monthly tests with report generation	road the explanation and throwing Lecture	Making and preserving pastries by freezing, such as pizza and pie.	The student learns about	2	12
Daily and monthly tests with report generation	road the explanation and throwing Lecture	Save the spinach	The student learns about	2	13
Daily and monthly tests with report generation	road the explanation and throwing Lecture	Using the materials stored during the semester and testing the results	The student learns about	2	14

Daily and monthly tests with report generation	road the explanation and throwing Lecture	Preserving cauliflower and cabbage by freezing and pickling	The student learns about	2	15
Daily and monthly tests with report generation	road the explanation and throwing Lecture	Preserving beets through freezing, canning, and pickling	The student learns about	2	16
Daily and monthly tests with report generation	road the explanation and throwing Lecture	Preserving turnips by freezing and pickling	The student learns about	2	17
Daily and monthly tests with report generation	road the explanation and throwing Lecture	Preserving broad beans by freezing, pickling, and drying	The student learns about	2	18
Daily and monthly tests with report generation	road the explanation and throwing Lecture	Preserving peas by freezing, canning, or drying	The student learns about	2	19
Daily and monthly tests with report generation	road the explanation and throwing Lecture	Preserving potatoes and preparing some ready-made recipes with other food ingredients	The student learns about	2	20
Daily and monthly tests with report generation	road the explanation and throwing Lecture	Preserving with sugar, such as jam and marmalade	The student learns about	2	21
Daily and monthly tests with report generation	road the explanation and throwing Lecture	Preserving apples with sugar, sugar syrup, and juice	The student learns about	2	22
Daily and monthly tests with	road the explanation and throwing	Preserving apricots by	The student learns about	2	23

<b>report generation</b>	<b>Lecture</b>	<b>canning and drying</b>			
<b>Daily and monthly tests with report generation</b>	<b>road the explanation and throwing Lecture</b>	<b>How to make ketchup and sauce</b>	<b>The student learns about</b>	<b>2</b>	<b>24</b>
<b>Daily and monthly tests with report generation</b>	<b>road the explanation and throwing Lecture</b>	<b>Test and cook everything you memorized during the semester</b>	<b>The student learns about</b>	<b>2</b>	<b>25</b>

### 11. Course Evaluation

**Students will be assessed through practical experiments in the nutrition lab, with 15 marks distributed across the first and second semesters.**

### 12. Learning and teaching resources

<b>nothing</b>	<b>Required textbooks (methodology, if applicable)</b>
<b>Food Manufacturing / Part 1, 1985, Dr. Abdul Ali Mahdi and Dr. Sadiq Hassan Al-Hakim</b>	<b>Main references (sources)</b>
<b>Techniques for Preserving and Storing Plant Products, 2007, Second Edition, M. Taha Al-Sheikh Hassan How to Make Pickles and Freeze Fruits and Vegetables, 2005. Second Edition, by Dr. Hamid Sadiq and Dr. Saad Rasoul</b>	<b>Recommended supporting books and references (scientific journals, reports...)</b>
<b><a href="https://www.foodsaver.com/?srsltid=AfmBOoodkiz-2CRMtYtkh4s89XzIHdVMOSo40y_qRI4GUMaCVUNU6y670">https://www.foodsaver.com/?srsltid=AfmBOoodkiz-2CRMtYtkh4s89XzIHdVMOSo40y_qRI4GUMaCVUNU6y670</a></b>	<b>Electronic references, websites</b>
<b><a href="https://www.sustainweb.org/foodwaste/food_save">https://www.sustainweb.org/foodwaste/food save</a></b>	

## Course description template

<b>1. Course Name</b>	
<b>General Revival</b>	
<b>2. Course Code</b>	
<b>3. Term/Year</b>	
<b>Chapters One and Two /2025-2026</b>	
<b>4. Date this description was prepared</b>	
<b>18/9/2025</b>	
<b>5. Available attendance formats</b>	
<b>weekly</b>	
<b>6. Total number of study hours / Total number of units</b>	
<b>30 hours of theory + 60 hours of practical work / 4 units</b>	
<b>7. Name of the course coordinator (if there is more than one, please state):</b>	
Name: M.D. Aseel Ahmed Mustafa Email:Aseel.ahmed@tu.edu.iq	
<b>8. Course Objectives</b>	
<p>Understanding and knowing the importance of biology and distinguishing between eukaryotic and prokaryotic organisms. -١</p> <p>Identifying the most important organelles found in the cell and the function of each type of organelle. -٢</p> <p>Identifying the types of cell division that occur in the cells of living organisms. -٣</p> <p>Identifying the living tissues that make up the body of a living organism (animal and plant) -٤</p> <p>5-identification onModern technologies and devices thatIt is concerned with the study of living organisms.</p>	<b>Course objectives</b>
<b>9. Teaching and learning strategies</b>	
<p><b>Theoretical lectures (explanation and clarification).</b> -</p> <p><b>Practical lectures (practical application).</b> -</p>	strategy

- Lectures Electronic ( Publishing lectures and explanatory videos Using the whiteboard, the electronic whiteboard, performing scientific experiments Daily assignments and grades for theoretical and practical tests on semester Google Classroom).

- Reports.

### 10. Course Structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
General questions and discussion	Practical demonstration using a microscope	General guidelines for laboratory work; general guidelines for using the compound light microscope; examining printed letter samples under the microscope for practice in magnification powers and microscope operation; examining a sample of pond water.	Understanding the topic of the lecture and The student learns about	1 hour theory 2 working hours	1-2
Daily test	Giving a lecture and an offer Explanation For Lecture on the interactive whiteboard	Discussion of cellular structure Under an electron microscope, slides and images showing the wall were displayed. Al-Salilawi, plasma membrane, net endoplasmic rough and smooth, Ribosomes, mitochondria, lysosomes, nucleus of the plastids, gaps, loofahs, microscopic bodies	Understanding the topic of the lecture and The student learns about	1 hour theory 2 working hours	3-4
General questions and discussion	Giving a lecture and an offer Explanation For Lecture on the interactive whiteboard	Study microscopic For cell assembly Vegetarian Study using a light microscope microscopic For cell assembly animal	Understanding the topic of the lecture and The student learns about	1 hour theory 2 working hours	5-6
General questions and discussion	Giving a lecture and an offer Explanation For Lecture on the interactive whiteboard	Differences between animals and plants: Discussion of the differences between animals and plants; Comparative examination of animal cells and plant cells	Understanding the topic of the lecture and The student	1 hour theory	7-8

			learns about	2 working hours	
General questions and discussion	Giving a lecture an offer ExplanationFor the lectureOn the smart board	Cell division's an offer Photographersready'sdirect divisionandindirect divisionandmeiosis	Understanding the topic of the lecture andThe student learns about	1 hour theory 2 working hours	9-10
Daily test	Throwing theLecture on the blackboardElectronic	Nutrition'sDigestion in living organisms is their method of nutrition.'sIn animals, feeding'sThrowing'sNutrition'sp arasite's	Understanding the topic of the lecture andThe student learns about	1 hour theory 2 working hours	11-12
General questions and discussion	Throwing theLecture on the blackboardElectronic	Classification of living organisms according to kingdoms and according to the binomial nomenclature systemThe basis of classification	Understanding the topic of the lecture andThe student learns about	1 hour theory 2 working hours	13-14
		First semester exam			15
General questions and discussion	Giving the lecture	kingdomProtista (Secondary Kingdom) Protozoa General Characteristics and Classification Animal Kingdom – Phylum Porifera – General Characteristics and Classification	Understanding the topic of the lecture andThe student learns about	1 hour theory 2 working hours	16 - 17
General questions and discussion	Giving a lecture an offer ExplanationFor the lectureOn the smart board	Phylum Platyworms: General Characteristics and Classification	Understanding the topic of the lecture andThe student learns about	1 hour theory 2 working hours	18-19

				ng hours	
Daily test	Giving the lecture and offer Images of Planaria and earthworm on the interactive whiteboard	Phylum Platyworms: General Characteristics and Classification Planaria and earthworm	Understanding the topic of the lecture and The student learns about	1 hour theory  2 worki ng hours	20- 21
General questions and discussion	Giving a lecture and offer Explanation For Lecture on the interactive whiteboard	tissues component The body of a living organism, whether animal or plant, its classification, division, and characteristics	Understanding the topic of the lecture and The student learns about	1 hour theory  2 worki ng hours	22- 23
Daily test	Giving a lecture and offer Explanation For Lecture on the interactive whiteboard	Heirs Chromosome traits and genetic diseases	Understanding the topic of the lecture and The student learns about	1 hour theory  2 worki ng hours	24 - 25
General questions and discussion	Giving a lecture and offer Explanation to Lecture on the interactive whiteboard	Hormones: their types, structure, and the difference between plant hormones Animal hormones	Understanding the topic of the lecture and The student learns about	1 hour theory  2 worki ng hours	26- 27
General questions and discussion	Giving a lecture and offer Explanation For Lecture on the interactive whiteboard	Environment Pollution and the ecosystem chain food	Understanding the topic of the lecture and The student learns about	1 hour theory  2 worki ng hours	28- 29
		Second semester exam			30

## 11. Course Evaluation

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

### Grade distribution out of 100:

- Attendance 10 points •
- Practical application (10 marks) •
- Oral exam (10 marks) •
- Daily preparation 10 degrees •
- 10-point report •
- Monthly exam: 50 marks •

## 12. Learning and teaching resources

General Biology      Obligatory -	Required textbooks (methodology, if applicable)
<p style="text-align: center;">General Biology 1990authorshipDr. - Hussein Al-Adhami and Dr. Sabah Al- Khafaji, House of Books and Documents.</p> <p style="text-align: center;">Biology for all gradesUniversity/First/ Part - One 1983 Compiled by a committee from the Ministry of Higher Education and Scientific Research, University of Baghdad Press</p> <p style="text-align: center;">Biology for all gradesUniversity/First/ Part - Two 1983authorshipA committee from the Ministry of Higher Education and Scientific Research</p>	<p><b>Main references (sources)</b></p>
<p style="text-align: center;">General Biology for Graduating - Classes/Biological/authorshipA select group ofProfessorsMinistry of Education2016</p>	<p><b>Recommended supporting books and references (Scientific journals, reports...)</b></p>

<p>Middle East Journal of Scientific PublishingMEJSP Reports:</p> <p>Pollution reportsIts impactOn the health status of the community</p> <p>The relationship of foodRateGenetically and in circulationIn the markets and their relationshipWith diseases</p> <p>The role of vegetation inGovernorateon the environmentFrom desertification impactSmoking affects an individual's health, safety, and relationships.diseasesthe heart</p>	
<p><a href="https://www.altibbi.com/">https://www.altibbi.com/</a></p> <p><a href="https://www.sciencedirect.com/">https://www.sciencedirect.com/</a></p> <p><a href="https://www.elsevier.com">/https://www.elsevier.com</a></p>	<p>Electronic references, websites</p>

### Course description template

<b>1. Course Name</b>
<b>Family relationships</b>
<b>2. Course Code</b>
<b>3. Term/Year</b>
<b>Chapters One and Two /2025-2026</b>
<b>4. Date this description was prepared</b>
<b>28/11/2025</b>

**5. Available attendance formats**

weekly

**6. Total number of study hours / Total number of units**

60 hours / 4 units

**7. Name of the course coordinator (if there is more than one, please state):**

Name: M.D. Aseel Ahmed Mustafa Email:Aseel.ahmed@tu.edu.iq

**8. Course Objectives**

The course aims to Lee Daras The family unit in general and Iraqi society in particular  
 It aims to deepen awareness of the family's functions  
 Explaining the importance of the family In organizing relationships between individuals within the family environment  
 strengthening And deepening the individual's connection with his family from one side and relationship Family In society, on one hand  
 Explaining the importance of the family In organizing relationships between individuals within the family environment  
 Using comparative studies To identify the changes that It happened On family relationships Between the countryside and the city

Course objectives

**9. Teaching and learning strategies**

(Explanation and clarification) ▪  
 Lectures Electronic ( Publishing lectures Videos, daily assignments, and grades for theoretical and practical examson semester Google Classroom). ▪  
 For reports. ▪

strategy

**10. Course Structure**

Course outcomes, teaching and learning methods, and assessment

**A Cognitive objectives**

A - 1. ALamam with a concept of family Its importance in proportions For the individual and society

- A - 2. Study social relations Family Its nature and its most important types  
 A - 3. Familiarity with theories that explain social relations  
 A - 4. Identifying the influencing factors In choosing a life partner  
 A - 5. To become familiar with the theories that explain social relations  
 A - 6. Familiarity with marriage regulations in Iraq and The most important problems that hinder families And performing its functions, which leads to its disintegration

**B -Goals** Maharath private As per the schedule

- B - 1. She becomes her destiny To solve the problems you face, whether at work or in your family  
 B - 2. She becomes her destiny On dealing with individuals within families  
 for-3. Understanding the importance of choosing a life partner based on influential factors

**Teaching and learning methods**

- Method of explanation and clarification -أ  
 Discussion method -ب  
 Report preparation -ت

**Assessment methods**

Written exams oral Al-Shahri Daily

**C - Affective and value-based objectives**

- C-1. The student's knowledge of how to form social relationships inside and outside the family  
 C-2. Instilling confidence in the student and refining her personality

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Conducting theory tests Monthly and daily reports	Method of explanation and delivering lectures	family entity (family Its concept and importance in relation to For the individual (and society)	Graduating a student with experience and expertise in her field	2hour	١
=	=	Historical development of the family	=	2hour	٢
=	=	A review of the most important thinkers and scientists who addressed the family marriage	=	2hour	٣
=	=	Family relations studies and its definition	=	2hour	٤
=	=	Types of social relationships	=	2hour	٥

=	=	Types of social relationships Family organizations And her pictures (family The compound And the nucleus)	=	2hour	٦
=	=	Factors that contributed to the process of family change (theHistorical and modern factors(٥))	=	2hour	٧
=	=	Family and its nature	=	2hour	٨
=	=	ATheories that explained social relations	=	2hour	٩
=	=	Evolve and grow andsocial relations Family	=	2hour	١٠
=	=	Adaptation: Types of Adaptation (Social, Economic, Cultural, Sexual)	=	2hour	١١
=	=	First semester exam	=	2hour	١٢
=	=	Family entity Iraqi	=	2hour	١٣
=	=	Family photos Iraqi	=	2hour	١٤
=	=	The impact of industrialization and urbanization on changing the structure of the family	=	2hour	١٥
=	=	Services and Care social	=	2hour	١٦
=	=	Choosing a life partner	=	2hour	١٧
=	=	Life partner in different societies	=	2hour	١٨
=	=	The concept of marriage (Wedding photos)	=	2hour	١٩
=	=	The foundations of a successful marriage	=	2hour	٢٠
=	=	The foundations and qualities upon which the choice of a life partner is based	=	2hour	٢١
=	=	Rights and duties of spouses	=	2hour	٢٢
=	=	Socialization and family relationships	=	2hour	٢٣
=	=	The role of the family and socialization	=	2hour	٢٤
=	=	Regulation of marriage and divorce in Iraq	=	2hour	٢٥
=	=	Images of family problems ( ) Family disintegration)	=	2hour	٢٦
=	=	Family disintegration	=	2hour	٢٧
=	=	Conflict between parents and children	=	2hour	٢٨

=	=	divorce(Leading factors÷divorce)	=	2hour	٢٩
=	=	Second semester exam	=	2hour	٣٠

### 11. Course Evaluation

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

#### Grade distribution out of 100:

- Attendance 10 points •
- Oral exam (10 marks) •
- Daily preparation 10 degrees •
- Daily exam 10 marks •
- 10-point report •
- Monthly exam: 50 marks •

### 12. Learning and teaching resources

<p>Family sociology/ Composition Maliha Aoun ▪ Al-Qaysar/Sabih Abdul-Munim Ahmad/Baghdad/1984</p> <p>Domestic violence: its manifestations, ▪ causes, and treatment/ authorship Ahlam Hamoud Al-Tiri 2015</p> <p>Domestic violence and its impact on ▪ families÷Society in Algeria, by Kamal Boualaq, 2017</p> <p>The impact of the current situation on family ▪ relationships Authorship / Iman Abdel Wahab Moussa 2007</p>	<p><b>Required textbooks (methodology, if applicable)</b></p>
<p>Mustafa Al-Khashab/Studies in family ▪ sociology/Al-Qahir÷Statement Committee Printing Press</p>	<p><b>Main references (sources): Recommended books and supporting references (scientific journals, reports...)</b></p>

<p>Sanaa Al-Khouli Al-Asr/In a changing world/The organization's Egyptian's Year's For the book</p> <p>Hessa bint Saleh Al-Malik and Rabie Mahmoud Noufal / Family Relations / Dar Al-Zahraa – Riyadh 2006</p> <p><u>Reports:</u></p> <p>Divorce and its impact on children in the future -١</p> <p>The impact of poverty on family life -٢</p> <p>Technology and its relationship to family breakdown -٣</p> <p>marital disputes and its impact On both sides -٤</p> <p>Infertility and its impact on the continuation of marriage -٥</p> <p>Polygamy and its impact on the quality of married life -٦</p>	
<p><a href="http://ar.m.wikipedia.org/wiki/family">ar.m.wikipedia.org/wiki/family</a></p>	<p>Electronic references, websites</p>

### Course description template

<p><b>1. Course Name</b></p>
<p>Basics of sewing (2)</p>
<p><b>2. Course Code</b></p>
<p></p>
<p><b>3. Term/Year</b></p>
<p>Chapters 1 and 2 / 2025-2025</p>
<p><b>4. Date this description was prepared</b></p>
<p>18/9/2025</p>

**5. Available attendance formats**

weekly

**6. Total number of study hours / Total number of units**

2 hours / 2 units

**7. Name of the course coordinator (if there is more than one, mention it)**Name: M. Maha Saheb Abdel Email: [maha.s@tu.edu.iq](mailto:maha.s@tu.edu.iq)**8. Course Objectives**

- Learn the basics of sewing.... •
- Teaching the use of sewing terminology.... •
- Teaching practical applications for each model.... •
- Teaching the tests by applying them manually and using a sewing machine.... •

Course objectives

**9. Teaching and learning strategies**

- Giving the lecture  
Explanation and clarification
- Practical application (model creation)
- Publishing lectures Explanatory videos and test scores On the semester Google Classroom
- Reports.

strategy

**10. Course Structure**

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
-Daily practical application - Theoretical tests Practical tests	Show the pattern and demonstrate its sewing practically on a sewing machine.	Deceptions and their types	Learn how to sew dresses	2 hours	1
=	Show the pattern and demonstrate its sewing practically on a sewing machine.	Sewing lines	Learn methods for pressing tailor's overlocks and reducing the thickness of seams.	2 hours	2

=	Show the pattern and demonstrate its sewing practically on a sewing machine.	Cleaning loose rims	Learn how to clean loose rims (seven types)	2 hours	3
=	Show the pattern and demonstrate its sewing practically on a sewing machine.	Types of sewing (French and flat)	Learn to sew (flatbed sewing and French sewing))	2 hours	4
=	Show the pattern and demonstrate its sewing practically on a sewing machine.	Clothing folds	Learn about hemming, pleats, pleats in vertical seams, pleats using catch stitches, pleats using a sewing machine, pleats in a rolled hem, pleats in a flared skirt, pleats using a serger pleat, pleats using a pick stitch	2 hours	5 6
=	Show the pattern and demonstrate its sewing practically on a sewing machine.	Openings and their types	Learn how to make a slit and a simple slit. The opening is with one or two kasras.	2 hours	7 8 9
=	Show the pattern and demonstrate its sewing practically on a sewing machine.	Concavities and their types	Learn how to make circular, square, and triangular indentations	2 hours	10 11 12
			First semester exam		13
=	Show the pattern and demonstrate its sewing practically on a sewing machine.	The loops and how they work	Learn about the different types of loops and how they work in clothing.	2 hours	14 15
=	Show the pattern and demonstrate its sewing practically on a sewing machine.	Buttonholes and their types	Learn how to make buttonholes by hand using a piece of fabric.	2 hours	16 17
=	Show the pattern and demonstrate its sewing practically on a sewing machine.	pockets And its types	Learn about the different types of outer pockets: unlined, lined, longitudinal slit pockets, buttonhole pockets, men's pockets, and fold-over pockets.	2 hours	18 19 20 21 22
=	Show the pattern and demonstrate its sewing practically on a sewing machine.	Clouds and their types	Learn how to create hidden, partially virtual, and fully virtual clouds.	2 hours	23 24 25
			Second semester exam		26

=	Show the pattern and demonstrate its sewing practically on a sewing machine.	Practical applications and material review	Practical applications of multiple curriculum models	2 hours	27 28 29 30
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## 11. Course Evaluation

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

Grade distribution out of 100:

- Attendance 10 points •
- Practical application (10 marks) •
- Oral exam (10 marks) •
- Daily assignment (20 marks) •
- Monthly exam: 50 marks •

## 12. Learning and teaching resources

The systematic book on the fundamentals of sewing (sewing and tailoring) / Amal Al-Najjar.	Required textbooks (methodology, if applicable)
The Complete Sewing Instruction Book / Your Illustrated Guide 2010, translated by Khalil Farhan - ١ Singer Sewing Encyclopedia: Sewing Principles, Academia International, 2000 - ٢	Main references (sources)
Burda Magazine - ١ Sewing and tailoring rules magazineDawi - ٢ Musa Saliha Sewing Education Magazine - ٣ The Simplified Encyclopedia of Sewing and Tailoring, Kholoud Maneh Al-Zubaidi, 2007, Amman, Jordan - ٤	Recommended supporting books and references (scientific journals, reports...)
<p style="text-align: right;"><b>Reports:</b></p> <ul style="list-style-type: none"> <li>The importance of mastering the sewing of pockets in a garment. •</li> <li>The importance of the type of buttonholes in the design of a garment. •</li> </ul>	

<https://fourm.sedty.com>  
<https://vb.3dlat.com>

Electronic references, websites

### Course description template

<b>1. Course Name</b>	
<b>Textiles</b>	
<b>2. Course Code</b>	
<b>3. Term/Year</b>	
<b>Chapters One and Two /2025-2026</b>	
<b>4. Date this description was prepared</b>	
<b>18/9/2025</b>	
<b>5. Available attendance formats</b>	
<b>weekly</b>	
<b>6. Total number of study hours / Total number of units</b>	
<b>1 hour theory + 2 hours practical / 4 units</b>	
<b>7. Name of the course coordinator (if there is more than one, please state):</b>	
Name: M. Maha Saheb Abdel Email: <a href="mailto:maha.s@tu.edu.iq">maha.s@tu.edu.iq</a>	
<b>8. Course Objectives</b>	
<b>Identifying the types of textiles and their specifications.</b> • <b>Understanding natural and industrial fibers.</b> • <b>Identifying the factors affecting the fabric, such as the source of the fiber, the method of making the thread, and the final processes, and with this information you can predict what happens when sewing, during its use, washing, and ironing.</b> •	<b>Course objectives</b>
<b>9. Teaching and learning strategies</b>	

<p>Theoretical lectures (explanation and clarification). -</p> <p>Practical lectures (practical application and how the model works). -</p> <p>- Lectures Electronic ( Publishing lectures Explanatory videos, daily assignments, and scores for theoretical and practical exams.on semester Google Classroom)</p> <p>- Reports</p>	strategy
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### 10. Course Structure

Eval uation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Theoretical and practical test	Giving the lecture  Practical application of the model	<p>The aim of studying textiles •</p> <p>A brief history of textiles •</p> <p>Initial definitions of some terms •</p> <p>Textile fiber classification •</p> <p>Practical / Displaying fabric samples</p>	The student learns about	1 hour theory  2 working hours	1 2 3 4
Theoretical and practical test	Giving a lecture  Practical application of the model	<p>Textile thread and types of threads •</p> <p>Methods of making fabric •</p> <p>Factors affecting fabric strength •</p> <p>Practical / - Identifying types of threads</p> <p>Creating models of fabric-making methods (Macrame patterns, modelsknitting crochet)</p>	The student learns about	1 hour theory  2 working hours	5 6 7 8
Theoretical and practical test	Giving the lecture  Practical application of the model	<p>weaving method •</p> <p>Basic tissue structures and their types •</p> <p>Complex tissue structures and their types •</p> <p>Knitting methods and types •</p> <p>Practical / Creating samples of different types of fabric</p>	The student learns about	1 hour theory  2 working hours	9 10 11 12
		exam			13
Theoretical and practical test	Giving a lecture	<p>natural animal fibers</p> <p>wool •</p> <p>Other fibers that are classified with wool •</p>	The student learns about	1 hour theory	14 15 16 17

	Practical application of the model	(mohair, cashmere, and wool) silk •  Practical / Creating samples of different types of fabric		2 working hours	
Theoretical and practical test	Giving a lecture  Practical application of the model	natural plant fibers cotton • Flax – Jute – Hemp – • Ramie – Sisal • Natural mineral fibers • (asbestos)  Practical / Making carpet pile patterns	The student learns about	1 hour theory  2 working hours	18 19 20 21
		exam			22
Theoretical and practical test	Giving a lecture  Practical application of the model	Fabric colors (Dyeing fabrics – Printing fabrics)  Practical / Dyeing fabrics and making patterns	The student learns about	1 hour theory  2 working hours	23 24
Theoretical and practical test	Giving the lecture  Practical application of the model	Final operations performed on the fabric  Practical/Performing printing on fabrics and creating patterns	The student learns about	1 hour theory  2 working hours	25 26
		exam			27
Theoretical and practical test	Giving the lecture Practical application of the model	Discussion of reports	The student learns about	1 hour theory 2 working hours	28 29
Theoretical and practical test	Giving the lecture Practical application of the model	Review of the material	The student learns about	1 hour theory 2 working hours	30

## 11. Course Evaluation

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

### Grade distribution out of 100:

- Attendance 10 points •
- Practical application (10 marks) •
- Implementing the models: 10 marks •
- Daily preparation 10 degrees •

- 10-degree report •
- Monthly exam: 50 marks •

### 12. Learning and teaching resources

<b>Textiles Book, Amal Al-Najjar, 1990</b>	Required textbooks (methodology, if applicable)
<b>Textile Fibre Technology Book - Information network websites - (academic and scientific websites)</b>	Main references (sources)
<b>Burda Magazine. - Websites - -Reports: The latest technologies in textiles. -</b>	Recommended supporting books and references (Scientific journals, reports...)
<a href="https://www.researchgate.net">https://www.researchgate.net</a>	Electronic references, websites

### Course description template

<b>1. Course Name</b>
<b>Food preparation</b>
<b>2. Course Code</b>
<b>3. Term/Year</b>

**4. Date this description was prepared**

18/9/2025

**5. Available attendance formats**

daily

**6. Total number of study hours / Total number of units**

60 hours per year / 4 units (2) practical units (2) theoretical units

**7. Name of the course coordinator (if there is more than one, mention it)**

Name: Dr. Duaa Muthanna Shaaban Email:duaamuthana@tu.edu.iq

**8. Course Objectives**

<ul style="list-style-type: none"> <li>• Students should know about different food sources, how to choose them, different storage methods, and how to preserve them for as long as possible.</li> <li>• Understanding the nutritional value of foods, integrated dietary recommendations, proper nutrition, and its relationship to health.</li> <li>• Teaching female students how to prepare balanced meals.</li> </ul>	Course objectives
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**9. Teaching and learning strategies**

<p style="text-align: center;"><b>Cognitive objectives:</b></p> <p style="text-align: center;"><b>-1 Preparing capable and competent female students in the field of food and nutrition</b></p> <p style="text-align: center;"><b>-2 Knowledge of theThe nutritional value requirements of food and how to preserve it for the longest possible period of time.</b></p> <p style="text-align: center;"><b>3- The student should learn how to prepare healthy and appropriate meals.</b></p>	
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**Goals Marathi Private As per the schedule.**

- 1 –Developing the student's skills in preparing healthy meals**
- 2- Developing students' skills in the field of food and nutrition for preparing general meals**

**10. Course Structure**

<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
Daily and monthly tests with report generation	road the explanation and throwing Lecture	General introduction with curriculum vocabulary	The student learns about	2	1
Daily and monthly tests with report generation	road the explanation and throwing Lecture	Definition of food and its relationship to food groups	Definition of a complete food and its relationship to the main food groups; family dietary plans; factors affecting food intake; vitamin and mineral content; and genetic predisposition.	2	2
Daily and monthly tests with report generation	road the explanation and throwing Lecture	Objectives of food studies	The objectives of food studies include preserving food from pathogenic germs and preventing food poisoning.	2	3
Daily and monthly tests with	road the explanation	Food interactions	Food reactions (the phenomenon of	2	4

<b>report generation</b>	<b>and throwing Lecture</b>		<b>diffusion in food, types of crystallization of water and sugar)</b>		
<b>Daily and monthly tests with report generation</b>	<b>road the explanation and throwing Lecture</b>	<b>Fruits and vegetables</b>	<b>The role of fruits and vegetables in family dietary plans; factors affecting mineral and vitamin intake; and genetic predisposition.</b>	<b>2</b>	<b>5</b>
<b>Daily and monthly tests with report generation</b>	<b>road the explanation and throwing Lecture</b>	<b>Differences in storage conditions and factors</b>	<b>Transactions that take place on vegetables and fruits from the time they are harvested until they are displayed in the market</b>	<b>2</b>	<b>6</b>
<b>Daily and monthly tests with report generation</b>	<b>road the explanation and throwing Lecture</b>	<b>Essential nutrients in fruits and vegetables</b>	<b>Proteins, carbohydrates, and fats in fruits and vegetables; nutritional value of processed fruits and vegetables; preparation of fruits and vegetables; and preserving their nutritional value.</b>	<b>2</b>	<b>7</b>
<b>Daily and monthly tests with</b>	<b>road the explanation and throwing Lecture</b>	<b>Cooking fruits and vegetables</b>	<b>Changes that occur when cooking fruits and vegetables</b>	<b>2</b>	<b>8</b>

<b>report generation</b>					
<b>Daily and monthly tests with report generation</b>	<b>road the explanation and throwing Lecture</b>	<b>Authority and its types</b>	<b>Authorities, their preparation, and how to preserve them</b>	<b>2</b>	<b>9</b>
<b>Daily and monthly tests with report generation</b>	<b>road the explanation and throwing Lecture</b>	<b>saucers</b>	<b>Types of saucers used, how different saucers are made (such as mayonnaise and French dressing), and their nutritional values</b>	<b>2</b>	<b>10</b>
<b>Daily and monthly tests with report generation</b>	<b>road the explanation and throwing Lecture</b>	<b>Fats and their types</b>	<b>Fats: their composition, properties, fatty acids, and their importance</b>	<b>2</b>	<b>11</b>
<b>Daily and monthly tests with report generation</b>	<b>road the explanation and throwing Lecture</b>	<b>Lipids... Fat reactions</b>	<b>Definition of lipids, lipid reactions, and their effect on heat</b>	<b>2</b>	<b>12</b>
<b>Daily and monthly tests with report generation</b>	<b>road the explanation and throwing Lecture</b>	<b>Milk and its products</b>	<b>Milk: Definition, Importance, Components, Nutritional Value, Types of Milk, Effect of Heat on Milk</b>	<b>2</b>	<b>13</b>
<b>Daily and monthly tests with report generation</b>	<b>road the explanation and throwing Lecture</b>	<b>Milk curdling</b>	<b>Milk coagulation (with acid, enzyme, special uses of milk in food preparation)</b>	<b>2</b>	<b>14</b>

Daily and monthly tests with report generation	road the explanation and throwing Lecture	Cream and cheese production	Cream, cheese, butter, ingredients for each	2	15
Daily and monthly tests with report generation	road the explanation and throwing Lecture	Eggs and their importance	Eggs: their importance, nutritional value, composition, and the changes they undergo during storage; the importance of eggs in preparing certain foods; and how they act as an emulsifying and thickening agent.	2	16
Daily and monthly tests with report generation	road the explanation and throwing Lecture	Meat and its types	Meat, its types (red and white), its fat and protein content, cooking methods, and how these affect some of its properties.	2	17
Daily and monthly tests with report generation	road the explanation and throwing Lecture	white meat	Its types, how to cook it, its qualitative and sensory characteristics, and its chemical composition	2	18
Daily and monthly tests with	road the explanation and throwing Lecture	red meat	Its types, how to cook it, its qualitative and sensory	2	19

<b>report generation</b>			<b>characteristics, and its chemical composition</b>		
<b>Daily and monthly tests with report generation</b>	<b>road the explanation and throwing Lecture</b>	<b>starches</b>	<b>The role of starches in food preparation and the characteristics of the final product</b>	<b>2</b>	<b>20</b>
<b>Daily and monthly tests with report generation</b>	<b>road the explanation and throwing Lecture</b>	<b>sugars</b>	<b>Types of sugars and their food sources in food preparation</b>	<b>2</b>	<b>21</b>
<b>Daily and monthly tests with report generation</b>	<b>road the explanation and throwing Lecture</b>	<b>flour</b>	<b>Types of flour and their role in bread making according to the type of wheat from which it is extracted and its characteristics in the final product.</b>	<b>2</b>	<b>22</b>
<b>Daily and monthly tests with report generation</b>	<b>road the explanation and throwing Lecture</b>	<b>cake</b>	<b>Preparing it and identifying the factors that influence its success</b>	<b>2</b>	<b>23</b>
<b>Daily and monthly tests with report generation</b>	<b>road the explanation and throwing Lecture</b>	<b>biscuits</b>	<b>Preparing it and identifying the factors that influence its success</b>	<b>2</b>	<b>24</b>
<b>Daily and monthly tests with report generation</b>	<b>road the explanation and throwing Lecture</b>	<b>Pasta and its types</b>	<b>Pasta types and their effects, including leavening agents, and</b>	<b>2</b>	<b>25</b>

			<b>identifying the sources and types of leavening materials and their importance.</b>		
<b>Daily and monthly tests with report generation</b>	<b>road the explanation and throwing Lecture</b>	<b>Types of drinks</b>	<b>Drinks, their types, and various details for preparing them</b>	<b>2</b>	<b>26</b>
<b>Daily and monthly tests with report generation</b>	<b>road the explanation and throwing Lecture</b>	<b>Natural flavors and tastes</b>	<b>Identifying the types of flavors and tastes and their origins in food preparation</b>	<b>2</b>	<b>27</b>

### 11. Course Evaluation

The marks for the theoretical and practical components are distributed as follows: 25 marks for the first semester and the same for the second semester, and the final exam is worth 50 marks, distributed as 35 marks for the theory and 15 marks for the practical.

### 12. Learning and teaching resources

<b>Lectures that were prepared</b>	<b>Required textbooks (methodology, if applicable)</b>
<b>Cooking and Nutrition Guide -١ 2006, by Nazihah Adib</b> <b>Experimental Cooking 2008 by -٢ Dr. Ayman Suleiman</b> <b>On cooking 2007. Sarah R. -٣ Labensky</b> <b>The Art of Cooking, by Manal Al- -٤ Alam</b>	<b>Main references (sources)</b>
<b>Foods: Their Components, Preparation and Evaluation, by Dr. Suhair Fouad Nour.</b>	<b>Recommended supporting books and references (scientific journals, reports...)</b>

<a href="http://www.uobabylon.edu/">http://www.uobabylon.edu/</a> <a href="http://www.nutrition.com/">http://www.nutrition.com/</a> <a href="http://www.texasa%26muniversity.com/">http://www.texasa%26muniversity.com/</a>	Electronic references, websites
Using data projectors, using smart electronic boards, developing curriculum vocabulary by introducing new vocabulary.	Curriculum Development Plan

### Course description template

<b>1. Course Name</b>	
feeding a baby	
<b>2. Course Code</b>	
328HECN	
<b>3. Term/Year</b>	
Annual 2025/2026	
<b>4. Date this description was prepared</b>	
18/9/2025	
<b>5. Available attendance formats</b>	
daily	
<b>6. Total number of study hours / Total number of units</b>	
30 hours of theory / 60 hours of practical work. Number of units: 4	
<b>7. Name of the course coordinator (if there is more than one, mention it)</b>	
Name: M. M. Thaer Bahaa Naaman Email: @tu.edu.iq	
<b>8. Course Objectives</b>	
Defining the importance of pregnancy, breastfeeding, and childhood from birth until the end of early adolescence •	Course objectives

<ul style="list-style-type: none"> <li>• Understanding the stages of growth and development correctly during pregnancy, breastfeeding, and childhood.</li> <li>• Identifying nutritional problems faced by pregnant women, breastfeeding mothers, and children</li> <li>• Learn how to use nutritional information to plan balanced diet programs.</li> </ul>	
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**9. Teaching and learning strategies**

<p align="center"><b>Teaching strategies: collaborative - 1</b></p> <p align="center"><b>concept planning</b></p> <p align="center"><b>Brainstorming teaching strategies - 2</b></p> <p align="center"><b>Series of observation strategies - 3</b></p>	
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**10. Course Structure**

<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
Daily and monthly tests with report generation	road the explanation and throwing Lecture	Introduction to the basics of child nutrition and its connection to the fundamentals of nutrition studied in the previous year.	The student learns about	2	1
Daily and monthly tests with report generation	road the explanation and throwing Lecture	Pregnancy and the physiological changes that occur during it	The student learns about	2	2
Daily and monthly tests with report generation	road the explanation and throwing Lecture	Nutritional requirements of pregnant women in general	The student learns about	2	3

<b>Daily and monthly tests with report generation</b>	<b>road the explanation and throwing Lecture</b>	<b>A comparison between the nutritional requirements of pregnant and non-pregnant women to highlight the importance of nutrition and its relationship to fetal health.</b>	<b>The student learns about</b>	<b>2</b>	<b>4</b>
<b>Daily and monthly tests with report generation</b>	<b>road the explanation and throwing Lecture</b>	<b>Nutritional recommendations during pregnancy and examples of different meals during this period</b>	<b>The student learns about</b>	<b>2</b>	<b>5</b>
<b>Daily and monthly tests with report generation</b>		<b>Malnutrition, pregnancy, and nutrition for pregnant adolescents</b>	<b>The student learns about</b>	<b>2</b>	<b>6</b>
<b>Daily and monthly tests with report generation</b>	<b>road the explanation and throwing Lecture</b>	<b>Nutrition for breastfeeding mothers compared to nutrition for pregnant women</b>	<b>The student learns about</b>	<b>2</b>	<b>7</b>
<b>Daily and monthly tests with report generation</b>	<b>road the explanation and throwing Lecture</b>	<b>Factors affecting breast milk</b>	<b>The student learns about</b>	<b>2</b>	<b>8</b>
<b>Daily and monthly tests with report generation</b>	<b>road the explanation and throwing Lecture</b>	<b>Nutrition for breastfeeding mothers and dietary recommendations for breastfeeding mothers</b>	<b>The student learns about</b>	<b>2</b>	<b>9</b>
<b>Daily and monthly</b>	<b>road the explanation</b>	<b>Infant nutrition during the first</b>	<b>The student learns about</b>	<b>2</b>	<b>10</b>

tests with report generation	and throwing Lecture	year of life and its relationship to growth and development indicators.			
Daily and monthly tests with report generation	road the explanation and throwing Lecture	The importance of breastfeeding and the main differences between breast milk and formula milk	The student learns about	2	11
Daily and monthly tests with report generation	road the explanation and throwing Lecture	Infant nutrition guidelines	The student learns about	2	12
Daily and monthly tests with report generation	road the explanation and throwing Lecture	Types of baby food and examples of nutritional programs for children	The student learns about	2	13
Daily and monthly tests with report generation	road the explanation and throwing Lecture	Feeding premature babies and nutritional problems in infant feeding	The student learns about	2	14
Daily and monthly tests with report generation	road the explanation and throwing Lecture	Nutritional characteristics of a preschool child	The student learns about	2	15
Daily and monthly tests with report generation	road the explanation and throwing Lecture	Dietary habits and problems of preschool children	The student learns about	2	16
Daily and monthly tests with report generation	road the explanation and throwing Lecture	Nutritional approaches and their relationship to nutritional planning	The student learns about	2	17

Daily and monthly tests with report generation	road the explanation and throwing Lecture	The importance of school nutrition	The student learns about	2	18
Daily and monthly tests with report generation	road the explanation and throwing Lecture	Types of school food curricula and school nutrition experience	The student learns about	2	19
Daily and monthly tests with report generation	road the explanation and throwing Lecture	The relationship between growth development and nutrition in early adolescence	The student learns about	2	20
Daily and monthly tests with report generation	road the explanation and throwing Lecture	Dietary guidelines for young adolescents	The student learns about	2	21
Daily and monthly tests with report generation	road the explanation and throwing Lecture	Nutritional planning in young adolescent nutrition programs	The student learns about	2	22
Daily and monthly tests with report generation	road the explanation and throwing Lecture	The most important nutritional problems in childhood and adolescence	The student learns about	2	23
Daily and monthly tests with report generation	road the explanation and throwing Lecture	Malnutrition and its relationship to children's mental development	The student learns about	2	24
Daily and monthly tests with report generation	road the explanation and throwing Lecture	Failure to thrive and its relation to nutritional assessments	The student learns about	2	25

## 11. Course Evaluation

The grade is distributed out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc. After that, the total effort is calculated out of 50 points, with 25 points for the first semester and the same for the second semester.

## 12. Learning and teaching resources

Child Nutrition Book, by Faten Fakhr Al-Din / Nawal Abr Qassam / Iraq	Required textbooks (methodology, if applicable)
Modern Concepts in Child Nutrition - <sup>o</sup> 2017 / Prof. Dr. Mona Ahmed Nutrition for children, adolescents, and - <sup>٦</sup> the elderly / Dr. Mohamed Nagaty 2015	Main references (sources)
The journal of child nutrition and management	Recommended supporting books and references (scientific journals, reports...)
<a href="https://www.healthdirect.gov.au/healthy-eating-for-children">https://www.healthdirect.gov.au/healthy-eating-for-children</a> <a href="https://nutritionsource.hsph.harvard.edu/kids-healthy-eating-plate">https://nutritionsource.hsph.harvard.edu/kids-healthy-eating-plate</a>	Electronic references, websites

## Course description template

Course Name: \_\_\_\_\_

Home management and handicrafts					
Course code: .٢					
the chapter/Year:annual .٣					
Annual 2024/2025					
Date this description was prepared .٤					
18/9/2024					
Available forms of attendance: .٥					
daily					
Number of study hours (total) / Number of units (total): .٦					
301 hour theory / 60 hours practical					
Name of the course coordinator (if there is more than one, please .٧ mention it).					
Name: M.M. Walaa Abdul Razzaq Abdul Wahab Email: <a href="mailto:walaa.abdulrazak@tu.edu.iq">walaa.abdulrazak@tu.edu.iq</a>					
Course objectives .٨					
<ul style="list-style-type: none"> <li>• Understanding the philosophy and goals of family life</li> <li>• Training female students to acquire artistic and aesthetic manual skills</li> <li>• Training the student to create a household management plan</li> </ul>					
Teaching and learning strategies .٩					
Explanation and demonstration / Implementation of steps for interactive whiteboard models <span style="float: right;">strategy</span>					
Course structure .١٠					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Theory exam	Lecture	Philosophy and goals of life family	Training female students to understand the philosophy of the state, society, and family.	11	Week the first the second

<b>Theory exam</b>	Lecture	me and family in the world Advanced	Training female students to benefit from the experiences and expertise of other countries Advanced	1 1	Week 3 The fourth
<b>Theory exam</b>	Lecture	responsibilities in life family	Training female students to be ideal mothers for her children and knowledge The responsibility of each family member	1 1	Weeks five and six
<b>Theory exam</b>	Lecture	Manufacturing and its impact on the home	Training female students on The role of industrial development and scientific progress in Making household matters easier	1 1	Week 7 and the eighth
<b>Theory exam</b>	Lecture	Home management	Training female students on how to prepare a management plan The house according to scientific principles	1 1	Weeks nine and ten
<b>Theory exam</b>	Lecture	Steps for managing the home	Training female students to prepare a scientific plan and supervise its implementation and evaluation	1 1	Week 11 ten the second ten

<b>Theory exam</b>	Lecture	the role of the housewife in the role Family life	Training female students on To be a housewife Successful As a manager in her home	1 1	Week 3 Fourth and fourth ten
<b>Theory exam</b>	Lecture	the difference between time and effort managing the household	Training female students on Key scientific experiments for measuring time and effort that you put into performing the work	1 1	Week Fifth Sixth and sixteenth ten
<b>Theory exam</b>	Lecture	fatigue and exhaustion	Training female students to perform household chores in less time and with less effort	1 1	Week 7 Tenth and the eighth ten
<b>Theory exam</b>	Lecture	Factors affecting use of time and effort	Training students to create daily, weekly, and monthly plans to make the most of their time. and effort	1 1	Week Ninth Tenth The twentieth
<b>Theory exam</b>	Lecture	Planning to benefit from time and effort	Training students on how to distribute tasks household items and not letting them accumulate on it	1 1	Week Twenty-first Twenty-second
<b>Theory exam</b>	Lecture	Ways to facilitate business Home	Training students on how to distribute tasks household chores and not letting them accumulate on them	1 1	Week The twenty-third and twenty-fourth The twenty-fifth

<b>Theory exam</b>	Lecture	proving work methods and his circumstances	Training female students on how to use the devices in the household that works. To improve working conditions and shorten time and effort	1 1	Week Twenty-sixth e twenty-seventh e twenty-eighth
<b>Theory exam</b>	Evaluation	The exam	Training female students on Answering the test questions	1 1	Week Twenty-ninth Thirty
				Hours	Practical part
<b>practical exam</b>	practical application	Fabric selection of the necessary items to be washed, ironed, and then sorted according to the tasks. Handmade	Training female students to master skills in Handmade	2	Week the first
<b>practical exam</b>	practical application	making models for essential household items	Training students on how to create the model	2	Week the second
<b>practical exam</b>	practical application	making a teapot lid or bag manual	Training female students on Making use of fabric scraps	2 2 2	Week the third The fourth d the fifth

<b>practical exam</b>	practical application	Work of the trustees On rice bags	Training female students in handicrafts	2 2 2 2 d d d	Week Sixth the seventh the eighth the ninth
<b>practical exam</b>	practical application	planation of the symbols used in fishing rod operation	Training female students on Basic principles making a fishing rod Especially beginners	2 2 d	Week tenth the eleventh ten
<b>practical exam</b>	practical application	tional lesson before female students	aining students choose a model they like In his mastery	2	Week twelfth
<b>practical exam</b>	practical application	the students begin working with the help of the school	aining students to create a sample assignment for next week	2	Week the third ten
<b>practical exam</b>	practical application	Examine what each student who worked on Its model	Training female students on Doing the right thing and guiding them When needed	2	Week fourteenth
<b>practical exam</b>	practical application	the same topic is repeated	the same topic is repeated	2	Week Fifth ten
<b>practical exam</b>	practical application	the students learn on Hook work	Training female students in crochet work and its symbols	2	Week Sixth ten

<b>practical exam</b>	practical application	teaching female students about Another example of fabric scraps	Training female students on Utilizing raw materials found in nature	2	Week Seventh ten
<b>practical exam</b>	practical application	student training work custom-made molds The model then how it works: A game for children	training students make different games in various shapes and sizes	2	Week eighteenth
<b>practical exam</b>	practical application	Exploiting waste fabrics suitable for making children's game	training students to make templates according to Model measurements and then the working method	2 2 2	Week nineteenth The twentieth the twenty-first Twenty-second
<b>practical exam</b>	practical application	teaching female students about Roof stitch	training students master the ruff stitch	2 2 2	Week the third The twentieth the twenty-fourth and the twenty-fifth
<b>practical exam</b>	practical application	teaching female students how to make patches	Training female students on recycling materials the environment	2 2 2 2	Week Twenty-sixth the twenty-seventh and the twenty-eighth the twenty-ninth
<b>practical application</b>	exam	exam		2	Week thirty

Course evaluation .١١					
Learning and teaching resources .١٢					
Planning and management in home economics-Ihsan Al-Baqli Doria Amin			Required textbooks (methodology, if applicable)		
Household management manual - Family Economics and Home - Management 2007 Ayman Mazahra and others Family Economics and Household - Management / Duha Al-Hadidi			Main references (sources)		
Home Economic -1 Journal Table of Home of Economics -2 Student reports -3			Recommended supporting books and references (scientific journals, reports...)		
Family websites on the internet			Electronic references, websites		

Curriculum Development Plan	
Field visit to families from different economic levels	-
video presentation on successful home management, highlighting prominent figures in this field.	-
field visit to the courts to learn about the reasons for family separation and to find solutions for them.	-
visiting some sites where handicrafts are available and how to work in them to develop Students' skills	-

### Course description template

<b>1. Course Name</b>
<b>Educational Psychology</b>
<b>2. Course Code</b>

<b>3. Term/Year</b>					
Academic year 2025-2026					
<b>4. Date this description was prepared</b>					
18/9/2025					
<b>5. Available attendance formats</b>					
In-person and online					
<b>6. Total study hours / Total unit hours: 60 hours</b>					
60 hours / 4 units					
<b>7. Name of the course coordinator (if there is more than one, mention it)</b>					
Name: M.M. Khaled Waleed Noufan Email:Khalid.waleed@tu.edu.iq					
Q					
<b>8. Course Objectives</b>					
<p>Introducing students to the principles of educational psychology</p> <p>2-To help students understand the historical basis for the emergence of educational psychology</p> <p>3-Making students appreciate the importance of the social foundation of the educational process</p> <p>4-Make students familiar with the term "remembering"</p> <p>5-Making students understand the role of educational psychology in the educational process</p> <p>6- They know the meaning of forgetting</p>			<p>Course objectives</p>		
<b>9. Teaching and learning strategies</b>					
Lecture, discussion, questioning			strategy		
<b>10. Course Structure</b>					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Achievement tests	Lecture and discussion	Historical Overview	Educational and	2	the first

			psychological sciences		
Achievement tests	Lecture and discussion	The meaning of psychology	Educational and psychological sciences	2	the second
Achievement tests	Lecture and discussion	Branches of Psychology	Educational and psychological sciences	2	the third
Achievement tests	Lecture and discussion	Educational goals	Educational and psychological sciences	2	Fourth
Achievement tests	Lecture and discussion	Theories of Education	Educational and psychological sciences	2	Fifth
Achievement tests	Lecture and discussion	Behavioral theory	Educational and psychological sciences	2	Sixth
Achievement tests	Lecture and discussion	Cognitive theory	Educational and psychological sciences	2	Seventh
Achievement tests	Lecture and discussion	Sources for deriving behavioral goals	Educational and psychological sciences	2	Eighth
Achievement tests	Lecture and discussion	Attention	Educational and psychological sciences	2	Ninth
Achievement tests	Lecture and discussion	Objective factors affecting attention	Educational and psychological sciences	2	tenth
Achievement tests	Lecture and discussion	Subjective factors affecting attention	Educational and psychological sciences	2	eleventh
Achievement tests	Lecture and discussion	memory	Educational and psychological sciences	2	twelfth
Achievement tests	Lecture and discussion	Factors affecting memory	Educational and psychological sciences	2	thirteenth
Achievement tests	Lecture and discussion	memory	Educational and psychological sciences	2	fourteenth

Achievement tests	Lecture and discussion	Types of memory	Educational and psychological sciences	2	fifteenth
Achievement tests	Lecture and discussion	How does remembering happen?	Educational and psychological sciences	2	Sixteenth
Achievement tests	Lecture and discussion	Forgetting	Educational and psychological sciences	2	seventeenth
Achievement tests	Lecture and discussion	Chapter test	Educational and psychological sciences	2	eighteenth
Achievement tests	Lecture and discussion	Factors that contribute to forgetfulness	Educational and psychological sciences	2	nineteenth
Achievement tests	Lecture and discussion	Transfer of learning	Educational and psychological sciences	2	Twenty
Achievement tests	Lecture and discussion	Helping factors	Educational and psychological sciences	2	Twenty-one
Achievement tests	Lecture and discussion	Learning and teaching	Educational and psychological sciences	2	Twenty-second
Achievement tests	Lecture and discussion	How does learning happen?	Educational and psychological sciences	2	Twenty-third
Achievement tests	Lecture and discussion	The difference between learning and teaching	Educational and psychological sciences	2	Twenty-fourth
Achievement tests	Lecture and discussion	behavior	Educational and psychological sciences	2	Twenty-fifth
Achievement tests	Lecture and discussion	Genetic determinants of behavior	Educational and psychological sciences	2	Twenty-sixth
Achievement tests	Lecture and discussion	Environmental determinants of behavior	Educational and psychological sciences	2	Twenty-seventh
Achievement tests	Lecture and discussion	Term exam	Educational and psychological sciences	2	Twenty-eighth

Achievement tests	Lecture and discussion	Bloom's Taxonomy of Goals	Educational and psychological sciences	2	Twenty-ninth
Achievement tests	Lecture and discussion	Major's Goal Ranking	Educational and psychological sciences	2	thirty

### 11. Course Evaluation

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

### 12. Learning and teaching resources

Educational Psychology	Required textbooks (methodology, if applicable)
Books on school psychology and educational psychology	Main references (sources)
Psychology references	Recommended supporting books and references (scientific journals, reports...)
	Electronic references, websites

<b>1. Course Name</b>	
Principles of Home Economics	
<b>2. Course Code</b>	
<b>3. Term/Year</b>	
First and second semesters 2025/2026	
<b>4. Date this description was prepared</b>	
18/9/2025	
<b>5. Available attendance formats</b>	
weekly	
<b>6. Total number of study hours / Total number of units</b>	
60Theoretical clock /4 units	
<b>7. Name of the course coordinator (if there is more than one, mention it)</b>	
Name: M. Shahd Khalid Hamid Email: <a href="mailto:Shahad.hameed@tu.edu.iq">Shahad.hameed@tu.edu.iq</a>	
<b>8. Course Objectives</b>	
<p><b>Preparing a school for family education through understanding home economics and its development</b></p> <ul style="list-style-type: none"> <li>Identifying the general objectives of the department</li> <li>Understanding the history of the department and its role in education</li> <li>Getting acquainted with the branches of home economics</li> <li>Understanding the role of the department in family life</li> <li>Understanding the foundations of education and family relationships</li> </ul>	Course objectives
<b>9. Teaching and learning strategies</b>	
<p>-LecturerTheoretical (Explanation and clarification) -discussion - Google Classroom) Oral and written tests and reports</p>	strategy
<b>10. Course Structure</b>	

<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
Daily tests	a lecture	The early stages of women's education Related organizations	The student learns about	4theoretical 4 Theory	1 - 2 3 - 4
=	Giving the lecture	toA historical overview of the emergence SciencenoHome economics And the most important figures who A role in its emergence.  Building a structureunlessEconomy Home.	The student learns about	4 Theory 4 Theory	5 - 6 7-8
=	Giving the lecture	Philosophy and objectives of home economics  The role of home economics in the lives of families and individuals and its contribution to solving family problems	The student learns about	4theoretical  4 theoretical	9 - 10 11 - 12
=	Giving the lecture	The relationship of home economics to other sciences	The student learns about	4theoretical  4 Theory  4 theoretical	13 - 14 15-16 17 - 18
=	Giving the lecture	University life – the foundations associated with the success of a university student  Home Economics Fields	The student learns about	4theoretical  4 theoretical	19–20 21 - 22
		Focus and detail on the field of home management and family resources	The student learns about	4 Theory	23-24
=	Giving the lecture	Factors affecting the achievement of family goals in preserving its resources  Resources, the relationship between resources and consumption, and the relationship between the consumer and need.	The student learns about	4theoretical  4 theoretical	25–26 27–28

	Giving the lecture	Types of consumption Planning a family budget	The student learns about	4 Theory	29–30
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### 11. Course Evaluation

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

#### Grade distribution out of 100:

- Attendance 10 points •
- Reports 10 points •
- Practical application (10 marks) •
- Daily assignment (10 marks) •
- Monthly exam: 60 marks •

### 12. Learning and teaching resources

Principles of Home Economics, -٢ prepared by Dr. Maha Mazen and Dr. Lamia Yassin	Required textbooks (methodology, if applicable)
-١	Main references (sources)
-	Recommended supporting books and references (scientific journals, reports...)
	Electronic references, websites

### Course description template

<b>1. Course Name</b>	
General Chemistry	
<b>2. Course Code</b>	
<b>3. Term/Year</b>	
Annual 2025/2026	
<b>4. Date this description was prepared</b>	
18/9/2025	
<b>5. Available attendance formats</b>	
daily	
<b>6. Total number of study hours / Total number of units</b>	
60 hours	
<b>7. Name of the course coordinator (if there is more than one, mention it)</b>	
Name: Dr. Ali Walid Noufan      Email:ali.w.nofan@tu.edu.iq	
<b>8. Course Objectives</b>	
Identifying laboratory equipment and tools • Methods of measurement and conducting simple experiments • Identifying the types of solutions, methods of measuring them, and how to express them. •	Course objectives

Identifying the types of acids, bases, and salts, and how to distinguish between them.

### 9. Teaching and learning strategies

#### Cognitive objectives:

Students will gain the ability to explain chemical reactions and titration reactions.

The student will acquire the knowledge of how to apply the principles of analytical chemistry in laboratories.

### 10. Course Structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Direct daily questions	Practical explanation in the laboratory	Laboratory equipment and tools in a chemistry lab	Introducing the student to laboratory equipment and tools	2	1
Direct daily questions	Practical explanation in the laboratory	=	=	2	2
Direct daily questions	Practical explanation in the laboratory	Solutions and their types	Identifying solutions	2	3
Direct daily questions	Practical explanation in the laboratory	=	=	2	4
Direct daily questions	Practical explanation in the laboratory	Methods of preparing different chemical solutions	Identifying laboratory methods for preparing solutions	2	5
Direct daily questions	Practical explanation in the laboratory	=	=	2	6
Direct daily questions	Practical demonstration in the	Examples of	Learn how to prepare some compounds	2	7

	<b>laboratory in addition to conducting an experiment</b>	<b>compound preparation</b>			
<b>Direct daily questions</b>	<b>Practical demonstration in the laboratory in addition to conducting an experiment</b>	=	=	2	8
<b>Direct daily questions</b>	<b>Practical explanation in the laboratory</b>	=	=	2	9
<b>Direct daily questions</b>	<b>Practical explanation in the laboratory</b>	<b>Salts: Types and Preparation</b>	<b>Identifying salts</b>	2	10
<b>Direct daily questions</b>	<b>Practical explanation in the laboratory</b>	=	=	2	11
<b>Direct daily questions</b>	<b>Practical explanation in the laboratory</b>	=	=	2	12
<b>Direct daily questions</b>	<b>Practical explanation in the laboratory</b>	<b>Purification of some salts</b>	<b>Identifying methods of salt purification</b>	2	13
<b>Direct daily questions</b>	<b>Practical explanation in the laboratory</b>	=	=	2	14
<b>Direct daily questions</b>	<b>Practical explanation in the laboratory</b>	<b>Distillation and its types</b>	<b>Understanding distillation</b>	2	15
<b>Direct daily questions</b>	<b>Practical explanation in the laboratory</b>	=	=	2	16
<b>Direct daily questions</b>	<b>Practical explanation in the laboratory</b>	=	=	2	17
<b>Direct daily questions</b>	<b>Practical explanation in the laboratory</b>	=	=	2	18

<b>Direct daily questions</b>	<b>Practical explanation in the laboratory</b>	<b>Acids, bases, and salts</b>	<b>Identifying acids, bases, and salts</b>	<b>2</b>	<b>19</b>
<b>Direct daily questions</b>	<b>Practical explanation in the laboratory</b>	<b>=</b>	<b>=</b>	<b>2</b>	<b>20</b>
<b>Direct daily questions</b>	<b>Practical explanation in the laboratory</b>	<b>=</b>	<b>=</b>	<b>2</b>	<b>21</b>
<b>Direct daily questions</b>	<b>Practical explanation in the laboratory</b>	<b>=</b>	<b>=</b>	<b>2</b>	<b>22</b>
<b>Direct daily questions</b>	<b>Practical explanation in the laboratory</b>	<b>Methods of neutralizing an acid with a base or vice versa</b>	<b>Understanding acid and base reactions</b>	<b>2</b>	<b>23</b>
<b>Direct daily questions</b>	<b>Practical explanation in the laboratory</b>	<b>=</b>	<b>=</b>	<b>2</b>	<b>24</b>
<b>Direct daily questions</b>	<b>Practical explanation in the laboratory</b>	<b>=</b>	<b>=</b>	<b>2</b>	<b>25</b>
<b>Direct daily questions</b>	<b>Practical explanation in the laboratory</b>	<b>Complex corrections</b>	<b>Complex corrections</b>	<b>2</b>	<b>26</b>
<b>Direct daily questions</b>	<b>Practical explanation in the laboratory</b>	<b>Organic compounds and their preparation</b>	<b>Identifying the preparation of some organic compounds</b>		<b>27</b>
<b>Direct daily questions</b>	<b>Practical explanation in the laboratory</b>	<b>=</b>	<b>=</b>		<b>28</b>
<b>Direct daily questions</b>	<b>Practical explanation in the laboratory</b>	<b>=</b>	<b>=</b>		<b>29</b>
<b>Direct daily questions</b>	<b>Practical explanation in the laboratory</b>	<b>Distillation and its types</b>	<b>Understanding distillation and its types</b>		<b>30</b>

The grade is distributed out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports, conducting experiments, etc. Then the final overall grade is calculated out of 15.

## 12. Learning and teaching resources

General Chemistry, by Basem Al-Dalali	Required textbooks (methodology, if applicable)
General chemistry by sister, vande Werfand Davidson	Main references (sources)
<p>Analysis Descriptive and volumetric.authorship d.supporter Al-Abaiji and constant happy -Chemistry public Membership.authorship d.Nouri Salem -Chemistry Physicist products Food.authorship slave on MehD Food and chemical toxology Arabian Journal of Chemistry. International Journal of Food Sciences and Nutrition The required reports are numerous, including: Types of solutions distillation How to measure the percentage of acetic acid in vinegar covalent bonds</p>	Recommended supporting books and references (scientific journals, reports...)

states of matter	
<a href="http://www.discovery.com">http://www.discovery.com</a> / <a href="https://">https://</a> <a href="http://www.scientificamerican.com">http://www.scientificamerican.com</a> / <a href="https://">https://</a>	Electronic references, websites

## Course description template

Course Name .١٣	
Food Chemistry	
Course code: .١٤	
HED-FC	
the chapter/Year .١٥	
Annual 2025-2026	
Date this description was prepared .١٦	
18/9/2025	
Available forms of attendance: .١٧	
daily	
Number of study hours (total) / Number of units (total): .١٨	
60hour	
Name of the course coordinator (if there is more than one, please .١٩ mention it).	
Dr. Falah Salem Dawood, Email:Falah.salim@tu.edu.iq	
Course objectives .٢٠	
<ul style="list-style-type: none"> <li>Identifying nutrients and their composition -</li> <li>Understanding the mechanism by which these elements are converted into energy through metabolism within the body -</li> <li>Learn how to benefit from studying food chemistry in factories and the private sector. -</li> </ul>	<p><b>Course objectives</b></p>
Teaching and learning strategies .٢١	

<p>The student will acquire the ability to - identify the main and essential nutrients.</p> <p>The student acquires the ability to - recognize how the body works. Production Energy and gaining experience in identifying the type of energy that can enter the body, thus becoming experienced in the field of diets.</p>	<p><b>Cognitive objectives</b></p>
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Course structure .۲۲

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
<b>Daily discussion and Q&amp;A</b>	Theoretical explanation in the hall	Water and pH, buffer solutions, properties of water and its dissociation, strong and weak electrolytes, titration curves	roduction to the basics  Essential information in food chemistry	2  2	1  2
<b>Daily discussion and Q&amp;A</b>	Theoretical explanation in the hall	Carbohydrate chemistry: classification and nomenclature, specific activity, structure, reactions, monosaccharides, disaccharides, and	Identifying the most important nutrients, namely carbohydrates	2  2  2	3  4  5

		polysaccharides			
<b>Daily discussion and Q&amp;A</b>	Theoretical explanation in the hall	Lipid chemistry, its types, triglycerides, fatty acids, glycerol, sterols, glycolipids, lipoproteins	Identifying lipids	2 2	6 7
<b>Daily discussion and Q&amp;A</b>	Theoretical explanation in the hall	Nucleic acid chemistry, purines and pyrimidines, nucleotides, types of nucleic acids	Identifying nucleic acids	2 2	10 11
<b>Daily discussion and Q&amp;A</b>	Theoretical explanation in the hall	Enzyme chemistry: properties, functions, nomenclature, and classification	Identifying enzymes	2	12
<b>Daily discussion and Q&amp;A</b>	Theoretical explanation in the hall	Metabolic reactions, biochemical energy, energy-rich compounds, metabolic pathways	Identifying metabolic reactions	2 2 2	13 14 15
<b>Daily discussion and Q&amp;A</b>	Theoretical explanation	Water, solutions, and colloidal systems	Understanding water and its importance	2 2	16 17

	on in the hall				
<b>Daily discussion and Q&amp;A</b>	Theoretical explanation in the hall	Dietary carbohydrates, their main types and prevalence, enzymes that break them down, invert sugars, browning reactions	Identifying food carbohydrates	2 2	18 19
<b>Daily discussion and Q&amp;A</b>	Theoretical explanation in the hall	Food lipids, oils and fats in food, phospholipids and their emulsifying role, enzymes that break them down, oil spoilage and rancidity	Identifying food lipids	2 2	20 21
<b>Daily discussion and Q&amp;A</b>	Theoretical explanation in the hall	Food proteins, their nutritional importance, enzymes that break them down, and their functional properties.	Identifying food proteins	2	22
<b>Daily discussion and Q&amp;A</b>	Theoretical explanation in the hall	Nutritional enzymes, enzymatic browning, stable enzymes	Identifying food enzymes	2 2	23 24

<b>Daily discussion and Q&amp;A</b>	Theoretical explanation in the hall	Food vitamins: their importance, types, functions, and the effects of their deficiency.	Identifying Food Vitamins	2	25
<b>Daily discussion and Q&amp;A</b>	Theoretical explanation in the hall	Food minerals and their role in biochemistry and the nutritional properties of some metal cations and anions	Identifying food minerals	2	26
<b>Daily discussion and Q&amp;A</b>	Theoretical explanation in the hall	Food pigments: importance, composition, and properties of plant and animal pigments; the effect of preparation and manufacturing processes on pigments.	Identifying food pigments	2	27
<b>Daily discussion and Q&amp;A</b>	Theoretical explanation in the hall	Food flavoring: its importance, properties, and chemistry; natural and artificial flavorings.	Identifying flavors	2	28

<b>Daily discussion and Q&amp;A</b>	Theoretical explanation in the hall	Food additives: types, uses, and permitted uses	Identifying food additives	2	29
<b>Daily discussion and Q&amp;A</b>	Theoretical explanation in the hall	Undesirable food ingredients: their types, composition, and health risks	Identifying unwanted ingredients	2	30

Course evaluation .٢٣

The grade is distributed out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports, etc. Then the final overall grade is calculated out of 18.

Learning and teaching resources .٢٤

Food Chemistry book by Dr. Basil Dalali and Dr. Kamel Al-Rikabi	Required textbooks (methodology, if applicable)
Principles of food chemistry, DeMan, 2019	Main references (sources)
Handbook of Food Chemistry DOI 10.1007/978-3-642-41609-5_34-1 # Springer-Verlag Berlin Heidelberg 2014	Recommended supporting books and references (scientific journals, reports...)
<a href="https://en.wikipedia.org/wiki/Food_chemistry">https://en.wikipedia.org/wiki/Food_chemistry</a>	Electronic references, websites

## 11. Course Evaluation

**The grade is distributed out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams,**

reports, conducting experiments, etc. After that, the overall coursework grade is calculated out of 15 points.

**12. Learning and teaching resources**

<p><b>Practical Guide / Food Industries Practice</b></p>	<p><b>Required textbooks (methodology, if applicable)</b></p>
<p><b>Food biochemistry and processing, by YH Hui 2006 black well publishing.</b></p> <p><b>Manufacturing and Food(1995) Sadiq Hassan Al-Hakim, Abdul Ali Mahdi Hassan, Ministry of Higher Education and Scientific Research</b></p> <p><b>Bread and pastries(1990) Amjad Buya Sawalqa, Ministry of Higher Education and Scientific Research–</b></p> <p><b>Meat Science (1990) Muharib Abdul Hamid Taher, University of Basra</b></p> <p><b>Manal Al-Alam's Kitchen(2009) Manal Al-Alam</b></p>	<p><b>Main references (sources)</b></p>
<p><b>1-Journal of food science 2-Food Technology 3-Journal of food science. and technology</b></p> <p><b>Arab Journal of Food and Nutrition</b></p> <p><b>Required reports:</b></p> <p><b>A detailed report is prepared on each substance manufactured in the nutrition laboratory, discussing the results, failures,</b></p>	<p><b>Recommended supporting books and references (scientific journals, reports...)</b></p>

<b>and advantages of the methods used.</b>	
<a href="http://www.uobabylon.edu/">http://www.uobabylon.edu/</a> <a href="http://www.nutrition.com/">http://www.nutrition.com/</a>	<b>Electronic references, websites</b>

Course Description

Subject Name: Curriculum and Textbook

Instructor's Name: M.M. Khaled Walid Noufan

Phase: Second

<p>This course description provides a concise summary of the course's key characteristics, learning outcomes, and expected student outcomes, demonstrating whether the student has effectively utilized the available learning opportunities. It must be linked to the program description.</p>	
<p>The importance of the curriculum, its theories, and its foundational principles, which are based on the intellectual principles that distinguish our society from others, is addressed in this book. It examines the curriculum, its elements, theories, and the most important foundations upon which its construction depends: philosophical, social, cognitive, and psychological. Simultaneously, it presents types and models of content design, the process of evaluating and developing the curriculum, and addresses the concept of the textbook in all its aspects.</p>	
universityTikritCollege of EducationFor girls	Educational institution .١
Home Economics	Scientific Department .٢
Curriculum and textbook	Course Name/Code .٣
My presence,electronic	Available forms of attendance .٤
annual	Semester/Year .٥
60	Total number of study hours .٦
	Date this description was prepared .٧

- Familiarity with the elements and foundations of curriculum development, its theories, and the contributions of specialists in this field.	Course objectives .^
2- Understanding the different concepts in the curriculum.	
3- The ability to apply different concepts and perceptions in curriculum development, with a focus on basic skills.	
4- The ability to analyze current issues in curricula and contemporary issues.	
5- Appreciating the value of the curriculum and textbook as a field of study.	
<p style="text-align: center;">10- Course outcomes, teaching and learning methods, and assessment</p> <p style="text-align: center;">Cognitive objectives</p> <p>A1-Addressing the curriculum and its importance in the educational process, the foundations of curriculum development, curriculum elements: objectives, content, teaching methods, accompanying activities, educational tools, and evaluation.</p> <p>A2-It addresses, with a fresh approach, the types of curricula and their organization.</p> <p>A3-Curriculum and contemporary issues, curriculum and globalization, the school curriculum in the face of globalization, curriculum and human rights, the importance of human rights in curricula, curriculum and modern communication and media.</p> <p style="text-align: center;">A4-Curriculum evaluation and development</p> <p>A-5-The textbook: its functions, specifications, and methods of composition.</p> <p style="text-align: right;">A6-</p> <p style="text-align: center;">Skill objectives</p> <p style="text-align: center;">B1- Draw diagrams of the goal areas and their levels</p> <p>B2- Writing an educational objective, a learning objective, and a behavioral objective for a subject chosen by the student</p> <p style="text-align: right;">B3--</p>	
	Teaching and learning methods
<p style="text-align: right;">Active learning.</p> <p style="text-align: right;">- Cooperative learning.</p> <p style="text-align: right;">Brainstorming.</p>	

- Free and guided discussions.
- Task analysis.
- Problem solving.

Assessment methods

- Short tests.
- Objective and essay written tests.
- Writing short reports.
- Portfolios.

C- Affective and value-based objectives

- A1- Developing a positive attitude in students regarding the importance of the curriculum and textbook, its connection to life, and the need to preserve it.
- 2- The desire to work collectively and cooperate with others.

Teaching and learning methods

Assessment methods

- General and transferable skills (other skills related to employability and personal development).
- D1- Verbal communication
  - Skill in presenting oral questions
  - Teamwork

- 10- General and transferable skills (other skills related to employability and personal development).

11. Course Structure

Evaluation Method	Teaching method	Unit or topic name	Required learning outcomes	Hours	Week
- Short tests.	Active learning.	The curriculum: its foundation	Learn, understand, apply, analyze, synthesize, evaluate	2	the first

			ions and elements			
- Objective and essay written tests.	- Cooperative learning.		The curriculum: its foundations and elements	Learn, understand, apply, analyze, synthesize, evaluate	2	the second
- Writing short reports.	Brain storming.		The curriculum: its foundations and elements	Learn, understand, apply, analyze, synthesize, evaluate	2	the third
- Portfolios.	- Free and guided discussions.		Methodology theories	Learn, understand, apply, analyze, synthesize, evaluate	2	Fourth
- Short tests.	- Task analysis.		Methodology theories	Learn, understand, apply, analyze, synthesize, evaluate	2	Fifth
- Objective and essay written tests.	- Problem solving.		Methodology theories	Learn, understand, apply, analyze, synthesize, evaluate	2	Sixth
- Writing short reports.	Active learning.		Types of curricula and their	Learn, understand, apply, analyze, synthesize, evaluate	2	Seventh

			organization			
- Portfolios.	- Cooperative learning.	- Types of curricula and their organization	Learn, understand, apply, analyze, synthesize, evaluate	2		Eighth
- Short tests.	Brainstorming.	- Types of curricula and their organization	Learn, understand, apply, analyze, synthesize, evaluate	2		Ninth
- Objective and essay written tests.	- Free and guided discussions.	- Types of curricula and their organization	Learn, understand, apply, analyze, synthesize, evaluate	2		tenth
- Writing short reports.	- Task analysis.	- Types of curricula and their organization	Learn, understand, apply, analyze, synthesize, evaluate	2		eleventh
- Portfolios.	- Problem solving.	- Types of curricula and their organization	Learn, understand, apply, analyze, synthesize, evaluate	2		twelfth
- Short tests.	Active learning.	- Types of curricula and their	Learn, understand, apply, analyze, synthesize, evaluate	2		thirteenth

		organiz ation			
- Objective and essay written tests.	- Coop erativ e learn ing.	Types of curricul a and their organiz ation	Learn, understand, apply, analyze, synthesize, evaluate	2	fourteenth
- Writing short reports.	Brain storm ing.	Types of curricul a and their organiz ation	Learn, understand, apply, analyze, synthesize, evaluate	2	fifteenth
- Portfolios.	- Free and guide d discu ssion s.	Method ology and Contem porary Issues	Learn, understand, apply, analyze, synthesize, evaluate	2	Sixteenth
- Short tests.	- Task analy sis.	Method ology and Contem porary Issues	Learn, understand, apply, analyze, synthesize, evaluate	2	seventeen th
- Objective and essay written tests.	- Probl em solvin g.	Method ology and Contem porary Issues	Learn, understand, apply, analyze, synthesize, evaluate	2	eighteenth
- Writing short reports.	Activ e learn ing.	Method ology and Contem porary Issues	Learn, understand, apply, analyze, synthesize, evaluate	2	nineteenth

- Portfolios.	- Cooperative learning.	Methodology and Contemporary Issues	Learn, understand, apply, analyze, synthesize, evaluate	2	twenty
- Short tests.	Brainstorming.	Curriculum evaluation and development	Learn, understand, apply, analyze, synthesize, evaluate	2	Twenty-first
- Objective and essay written tests.	- Free and guided discussions.	Curriculum evaluation and development	Learn, understand, apply, analyze, synthesize, evaluate	2	Twenty-second
- Writing short reports.	- Task analysis.	Curriculum evaluation and development	Learn, understand, apply, analyze, synthesize, evaluate	2	Twenty-third
- Portfolios.	- Problem solving.	Curriculum evaluation and development	Learn, understand, apply, analyze, synthesize, evaluate	2	Twenty-fourth
- Short tests.	Active learning.	Curriculum evaluation and development	Learn, understand, apply, analyze, synthesize, evaluate	2	Twenty-fifth
- Objective and essay written tests.	- Cooperative	Curriculum evaluation and	Learn, understand, apply, analyze, synthesize, evaluate	2	Twenty-sixth

	learn ing.	develop ment			
- Writing short reports.	Brain storm ing.	Curricul um evaluati on and develop ment	Learn, understand, apply, analyze, synthesize, evaluate	2	Twenty-seventh
- Portfolios.	- Free and guide d discu ssion s.	textboo k	Learn, understand, apply, analyze, synthesize, evaluate	2	Twenty-eighth
- Short tests.	- Task analy sis.	textboo k	Learn, understand, apply, analyze, synthesize, evaluate	2	Twenty-ninth
- Objective and essay written tests.	- Probl em solvin g.		Learn, understand, apply, analyze, synthesize, evaluate	2	thirty

12- Infrastructure	
Curriculum and textbook	Required textbooks - 1
Curriculum development	Main references - 2 (sources)
Curriculum and textbook	Recommended books and references

	(scientific journals, reports, ...)
College of Education website Ministry of Education Curriculum Website	Electronic references, websites...

13- Curriculum Development Plan
Developing the curriculum content through deletion, addition, and replacement. - Using modern teaching methods according to the nature of the subject and the students' level from time to time. - Using modern assessment tools such as alternative, electronic, and portfolio assessments.

### 11. Course Evaluation

The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation and daily exams.  
 Oral, monthly, written, and report forms...etc.  
 Grade distribution out of 100  
 Attendance 10 points  
 Reports: 10 points  
 Practical application (10 marks)  
 Daily homework (10 marks)  
 Monthly exam (60 marks)

### 12. Learning and teaching resources

nothing	Required textbooks
<ul style="list-style-type: none"> <li>• Therapeutic Nutrition, Dr. Mona Khalil Abdel Qader (2011), Second Edition, Cairo</li> <li>• Therapeutic Nutrition, Dr. Essam Hassan Awida, (2015) First Edition, Riyadh.</li> <li>• Food and Nutrition, Dr. Abdul Rahman Masir (2019), Bahrain.</li> </ul>	References (Sources)
	Recommended supporting books and references (scientific journals, reports)

## Course description template

<b>1. Course Name</b>	
<b>Feeding a baby: The practical part</b>	
<b>2. Course Code</b>	
<b>328hECN</b>	
<b>3. Semester / Year</b>	
<b>Annual 2025/2026</b>	
<b>4. Date this description was prepared</b>	
<b>18/9/2025</b>	
<b>5. Available forms of attendance</b>	
<b>daily</b>	
<b>6 Total number of study hours–Total number of units</b>	
<b>30 hours of theory / 60 hours of practical work – Number of units: 4</b>	
<b>7. Name of the course coordinator</b>	
<b>M.M. Thaer Bahaa Naaman</b>	
<b>8. Course Objectives</b>	<b>thaer.bahaa@tu.edu.iq</b>
<ul style="list-style-type: none"><li>Defining the importance of pregnancy, breastfeeding, and childhood from birth until the end of early adolescence</li><li>Understanding the stages of growth and development correctly during pregnancy, breastfeeding, and childhood.</li><li>Identifying nutritional problems faced by pregnant women, breastfeeding mothers, and children</li><li>Learn how to use nutritional information to plan balanced diet programs.</li></ul>	<b>Course objectives</b>

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## 9. Teaching and learning strategies

**Practical lectures (preparing nutritional programs and calculating nutritional needs) •**

Evaluation Method	Learning methods	Unit name or topic	Required learning outcomes	Hours	Week
practical application	Giving the lecture	Dietary tables and their importance	The student learns about	2	١
practical application	Giving the lecture	How to use nutritional value tables	The student learns about	2	٢
practical application	Giving the lecture	The nutritional value of foods and their sufficiency according to Recommended dietary guidelines	The student learns about		٣
practical application	Giving the lecture	Nutrition for pregnant women	The student learns about	2	٤
practical application	Giving the lecture	Meal planning for pregnant women	The student learns about	2	5+6+7
practical application	Giving the lecture	breastfeeding	The student learns about	2	8+9+10
practical application	Giving the lecture	Meal planning for breastfeeding women	The student learns about	2	11+12
		Practical exam for the first semester		2	13+14
		Mid-year break		2	15
practical application	Giving the lecture	Definition of English food terminology	The student learns about	2	16+17
practical application	Giving the lecture	Infant feeding Planning meals for children	The student learns about	2	18+19
practical application	Giving the lecture	Breastfeeding and breast care	The student learns about	2	20

practical application	Giving the lecture	Artificial feeding and how to use it	The student learns about	2	21
practical application	Giving the lecture	Types of infant formula and the nutritional value of manufactured products	The student learns about	2	22
practical application	Giving the lecture	Baby food and how to prepare it	The student learns about	2	23
practical application	Giving the lecture	Complementary nutrition and how to gradually introduce foods	The student learns about	2	24
practical application	Giving the lecture	By preparing the child for weaning and transitioning to the regular food consumed by the family.	The student learns about	2	25
practical application	Giving the lecture	How to use, store, and avoid ready-made baby food	The student learns about	2	26
practical application	Giving the lecture	The role of the refrigerator and freezer in preserving some baby foods	The student learns about	2	27
practical application	Giving the lecture	Recipes for preschool baby food	The student learns about	2	28
practical application	Giving the lecture	Recipes for school-aged children's food	The student learns about	2	29
		Practical semester exam		2	30

#### 11. Course Evaluation

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

#### 12. Learning and teaching resources

Child Nutrition Book / By Dr. Faten Fakhr Al-Din / By Dr. Nawal Abr Qassam / Iraq	Required textbooks
Modern Concepts in Child Nutrition 2017 / Prof. Dr. Mona Ahmed Nutrition for children, adolescents, and the elderly, Dr. Mohamed Nagaty, 2015	References (Sources)
	Recommended supporting books and references (scientific journals, reports)
	Electronic references, websites

### Course description template

<b>1. Name</b>	The course:
	Calculators
<b>2. Course Code:</b>	
<b>3. Term/Year:</b>	
	2026-2025
<b>4. Date this description was prepared</b>	
	17/9/2025
<b>5. Available forms of attendance:</b>	
	In-person attendance in the classroom / Distance learning
<b>6. Total number of study hours / Total number of units</b>	
	30 hours / 2 units
<b>7. Name of the course coordinator (if there is more than one, mention it)</b>	

Name: M. M. Enam Samir Sadiq Email :inam,s, sadek@tu.edu.iq

### 8. Course Objectives

<p>To learn student Working with computers in ready-made applications such as Microsoft Office through interactive learning, working with windows, saving programs, and writing notes (in a way that ensures the execution of applications and programs and the acquisition of computer skills)</p> <p>To describe ready-made applications and software and acquire computer skills</p> <p>Self-development skills that enable students to compete with others</p> <p>Meeting the needs of the education sector with highly qualified personnel</p>	<p>Course objectives</p>
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### 9. Teaching and learning strategies

<p>Using explanation and clarification to present concepts.</p> <p>Interacting with students through discussions and practical exercises.</p> <p>Practical application in the laboratory</p> <p>Video lectures</p> <p>Electronic presentations</p>	<p>strategy</p>
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### 10. Course Structure

Evaluation Method	Learning method	Unit/Subject Name	Required learning outcomes	Hours	Week
Classroom questions	Lecture + Discussion	Security & Networking	Definition of networks and their types	1 theoretical	1
Practical report	practical laboratory	Security & Networking	Identifying network components	1practical	2
Short test	a lecture	Security & Networking	Understanding the fundamentals of network security	1 theoretical	3
Practical assessment	Lab + Case Study	Security & Networking	Diagnosing network threats	1practical	4
Classroom questions	a lecture	Communications	conceptprinciples Communications	theoretical1	5
Practical report	practical laboratory	Communications	Communication elements	1practical	6
Short test	a lecture	Communication	Communication systems	1theoretical	7
Practical assessment	laboratory	Communication	The impact of communication in our lives	practical1	8
Classroom questions	a lecture	Computer Troubleshooting	Identifying common software problems	1theoretical	9

a report	practical laboratory	Computer Troubleshooting	Diagnosing hardware problems	1practical	10
Short test	a lecture	Computer Troubleshooting	Understanding the stepsTroubleshooting	1theoretical	11
Practical assessment	laboratory	Computer Troubleshooting	Fixing simple hardware problems	1practical	12
Practical report	laboratory	Computer Troubleshooting	Fixing software problems	1. My work	13
Practical assessment	Lab + Discussion	Computer Troubleshooting	General review + exercises	1. My work	14
Short test	a lecture	Introduction to AI	Definition of artificial intelligence + its history	1 Theory	15
Classroom questions	a lecture	Introduction to AI	Artificial intelligence techniques and methods	1 Theory	16
Practical report	laboratory	Introduction to AI	A simple application forAI (Image/Text Classification)	1. My work	17
Short test	a lecture	Introduction to AI	Challenges in artificial intelligence	1 Theory	18
Classroom questions	Lecture + Discussion	Introduction to AI	Ethical considerations	1 Theory	19
Project presentation	practical laboratory	Introduction to AI	A small project inAI	1. My work	20
Classroom questions	a lecture	AI in Daily Life	AI in smartphones	1 Theory	21
Practical assessment	laboratory	AI in Daily Life	an experienceChatbots/Assistants	1. My work	22
Short test	a lecture	AI in Daily Life	AI in our daily lives (recommendations, maps)	1 Theory	23
Practical report	laboratory	AI in Daily Life	Practical application of techniquesAI Daily	1. Practical	24
Classroom questions	a lecture	Applications of AI	AI in education and health	1 Theory	25
Practical assessment	Lecture + Lab	Applications of AI	AI in Finance and Transportation	1 Theory + Practical	26
Project presentation	laboratory	Applications of AI	AI in Marketing and Advertising + Project	1. My work	27
Classroom questions	a lecture	AI & Society	impactAI on society	1 Theory	28
Short quiz + practical assessment	Lecture + Discussion	Ethical Challenges in AI	Ethical challenges (privacy, work)	1. Theory + Practical	29
Final exam + project	Lecture + Lab	Future of AI	futureAI + Comprehensive Review	1 Theory + Practical	30

## 11. Course Evaluation

The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports, etc.:

- Daily preparation. •
- Daily exams. •
- Oral and monthly tests. •
- Written tests. •
- Preparing reports and research projects. •
- Classroom activities and participation in discussions. •
- Student performance in class and interaction with course materials •

## 12. Learning and teaching resources

Computer basics and office applications •	Required textbooks (methodology, if applicable)  Main references (sources)
	Recommended supporting books and references (scientific journals, reports...)
AMany educational websites and videos in YouTube •	Electronic references, internet sites

### Course description template

<b>1. Course Name</b>
<b>Nursery Management</b>
<b>2. Course Code</b>

HEKM 440

**3. Term/Year**

Academic year 2025/2026

**4. Date this description was prepared**

17/9/2026

**5. Available attendance formats**

In-person and online

**6. Total study hours / Total unit hours: 60 hours**

90 hours, number of units: 45

**7. Name of the course coordinator (if there is more than one, mention it)**

Name: M.M. Enam Samir Sadiq Email: @tu.edu.iq inam.s.sadek

**8. Course Objectives**

Introducing students to the principles of nursery management 2-Making students understand the historical basis of the nursery's origins 3-Making students distinguish the social basis of kindergarten 4-Making students aware of the administrative structure 5-Making students understand the appropriate place to operate a nursery 6- They know the basic needs	Course objectives
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**9. Teaching and learning strategies**

Lecture, discussion, questioning	strategy
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**10. Course Structure**

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
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Achievement tests	Lecture and discussion	Historical Overview	Educational and psychological sciences	2	the first
Achievement tests	Lecture and discussion	Origin of nurseries	Educational and psychological sciences	2	the second
Achievement tests	Lecture and discussion	Origin of nurseriesArabic	Educational and psychological sciences	2	the third
Achievement tests	Lecture and discussion	Origin of nurseriesIraqi	Educational and psychological sciences	2	Fourth
Achievement tests	Lecture and discussion	Educational goals	Educational and psychological sciences	2	Fifth
Achievement tests	Lecture and discussion	Nursery location	Educational and psychological sciences	2	Sixth
Achievement tests	Lecture and discussion	Nursery design	Educational and psychological sciences	2	Seventh
Achievement tests	Lecture and discussion	Nursery specifications	Educational and psychological sciences	2	Eighth
Achievement tests	Lecture and discussion	Nursery equipment	Educational and psychological sciences	2	Ninth
Achievement tests	Lecture and discussion	Pillar System	Educational and psychological sciences	2	tenth
Achievement tests	Lecture and discussion	Administrative structure	Educational and psychological sciences	2	eleventh
Achievement tests	Lecture and discussion	Curricula	Educational and psychological sciences	2	twelfth
Achievement tests	Lecture and discussion	Programs	Educational and psychological sciences	2	thirteenth
Achievement tests	Lecture and discussion	The concept of educational experience	Educational and psychological sciences	2	fourteenth

Application period	Application period	Application period	Application period	2	fifteenth
Application period	Application period	Application period	Application period	2	Sixteenth
Application period	Application period	Application period	Application period	2	seventeenth
Application period	Application period	Application period	Application period	2	eighteenth
Application period	Application period	Application period	Application period	2	nineteenth
Application period	Application period	Application period	Application period	2	Twenty
Achievement tests	Lecture and discussion	Basic steps for evaluation	Educational and psychological sciences	2	Twenty-one
Achievement tests	Lecture and discussion	Areas of child assessment	Educational and psychological sciences	2	Twenty-second
Achievement tests	Lecture and discussion	Methods of evaluating the child	Educational and psychological sciences	2	Twenty-third
Achievement tests	Lecture and discussion	Educational applications	Educational and psychological sciences	2	Twenty-fourth
Achievement tests	Lecture and discussion	Play and its importance	Educational and psychological sciences	2	Twenty-fifth
Achievement tests	Lecture and discussion	Game distinctive features	Educational and psychological sciences	2	Twenty-sixth
Achievement tests	Lecture and discussion	The importance of play	Educational and psychological sciences	2	Twenty-seventh
Achievement tests	Lecture and discussion	Advanced perspectives	Educational and psychological sciences	2	Twenty-eighth
Achievement tests	Lecture and discussion	The child's interaction with the environment and society	Educational and psychological sciences	2	Twenty-ninth
Achievement tests	Lecture and discussion	Second semester exam	Educational and psychological sciences	2	thirty

<b>11. Course Evaluation</b>	
The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports, etc.	
<b>12. Learning and teaching resources</b>	
Nursery Management	Required textbooks (methodology, if applicable)
Children's books and educational apps	Main references (sources)
Psychology references	Recommended supporting books and references (scientific journals, reports...)
	Electronic references, websites

### Course description template

<b>1. Course Name</b>
<b>alive microscopic</b>
<b>2. Course Code</b>
<b>alive microscopic</b>
<b>3. Term/Year</b>
annual
<b>4. Date this description was prepared</b>
<b>518/9/202</b>
<b>5. Available attendance formats</b>
<b>practical My presence</b>
<b>6. Total number of study hours / Total number of units</b>
<b>60 hour practical</b>
<b>7. Name of the course coordinator (if there is more than one, mention it)</b>
Name: M.M. Bayader Jalal Abdul Hamid Email: <a href="mailto:bayaderjalal@tu.edu.iq">bayaderjalal@tu.edu.iq</a>
Name: M.D. Aseel Ahmed Mustafa Email: <a href="mailto:Aseel.ahmed@tu.edu.iq">Aseel.ahmed@tu.edu.iq</a>

## 8. Course Objectives

Course objectives

• identification female students concept science Living microscopic And its types And its composition And how Its growth and factors Influential on Growth And how control and the judiciary On it and its effects harmful The cause corruption Food and diseases that It causes And its benefits in Industries food and others from Industries addition to identification on some qualities public For the living microscopic and circumstances that maybe that You need it from where to provide Humidity , and degrees the heat , and factors Physical The other addition to identification on The circles agricultural And how Preparing it in laboratory.

• addition to that Their training on communication via Programs Electronic Educational from during communication With them via The Internet As lectures Additional .

## 9. Teaching and learning strategies

strategy

**-giving Lectures And its delivery on female students In the laboratory In addition to some Applications The process that maybe For the student Understanding it -identification Students on Devices Available in laboratory And how Using it -addition to Use The Internet and programs Educational Lectures**

<b>Additional Like the chapter Academic</b> <b>google classroom, google meet</b> <b>-the explanation Explanation</b> <b>-road an offer Ways the job</b> <b>-Exams monthly and quarterly</b> <b>-Tests practical</b> <b>-Activities Daily</b> <b>-Reports practical</b>	
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**10. Course Structure**

<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
<b>Activities Daily and tests and Exams monthly and quarterly</b>	<b>presentation Lecture My presence</b>	<b>science Living microscopic</b>	<b>recognize female students on</b>	<b>two hours</b>	
<b>Activities Daily and tests and Exams monthly and quarterly</b>	<b>presentation Lecture My presence</b>	<b>basics laboratory and ways Dealing with Devices Materials existing in laboratory</b>	<b>recognize female students on</b>	<b>two hours</b>	
Daily activities, tests, and monthly and term exams	Presenting the lecture in person	<b>microscope Photovoltaic And devices Available in laboratory And how Preservation On it</b>	The students learn about	two hours	
Daily activities, tests, and monthly and term exams	Presenting the lecture in person in laboratory	<b>Roads Followed writing Reports after procedure Experiments</b>	The students learn about	two hours	

		<b>The process And how Documentation Notes</b>			
Daily activities, tests, and monthly and term exams	Presenting the lecture in person	<b>road to prepare The circles agricultural And the method Hug her</b>	The students learn about	two hours	
Daily activities, tests, and monthly and term exams	Presenting the lecture in person	<b>Ways separation between bacteria In a way dyeing</b>	The students learn about	two hours	
Daily activities, tests, and monthly and term exams	Presenting the lecture in person	<b>identification on Shapes bacteria and colonies and ways Discrimination between them</b>	The students learn about	two hours	
Daily activities, tests, and monthly and term exams	Presenting the lecture in person	<b>some Diseases that It causes Living microscopic</b>	The students learn about	two hours	
Daily activities, tests, and monthly and term exams	Presenting the lecture in person	<b>Ways a job To find out bacteria animated and other animated</b>	The students learn about	two hours	
Daily activities, tests, and monthly and term exams	Presenting the lecture in person	<b>Types bacteria Air no air</b>	The students learn about	two hours	
Daily activities, tests, and monthly and term exams	Presenting the lecture in person	<b>an offer some from the pictures Private In the neighborhoods microscopic and dispersing them</b>	The students learn about	two hours	

<b>11. Course Evaluation</b>	
The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports, etc.	
<b>12. Learning and teaching resources</b>	
book Living microscopic((The course))	Required textbooks (methodology, if applicable)
science Living microscopic translation loyalty Hassan Jasem basics science Living microscopic	Main references (sources)
Living microscopic practical\university Mosul m.m.Anmar Ahmed Al-Ta'i	Recommended supporting books and references (scientific journals, reports...)
Google classroom, google meet	Electronic references, websites
Diagnostic Microbiology, Professor Dr. Abdul Nabi Jawad Al-Maamouri–Assistant Lecturer Ishraq Abdul Amir Al-Maamouri	Microbiology Book

### Course description template

<b>1. Course Name</b>
<b>Food preservation–theoretical</b>
<b>2. Course Code</b>
<b>3. Term/Year</b>
Annual 2025/2026

<b>4. Date this description was prepared</b>					
18/9/2025					
<b>5. Available attendance formats</b>					
daily					
<b>6. Total number of study hours / Total number of units</b>					
60 hours per year					
<b>7. Name of the course coordinator (if there is more than one, mention it)</b>					
Name: Dr. Falah Salem Dawood Email: <a href="mailto:Falah.salim@tu.edu.iq">Falah.salim@tu.edu.iq</a>					
<b>8. Course Objectives</b>					
<p><b>Introducing students to methods of food preservation and preventing food spoilage or damage</b> -</p> <p><b>Learn about methods of preserving food at home and how to maintain food safety and quality.</b> -</p> <p><b>Learn about the benefits of food preservation and methods to reduce spoilage.</b> -</p>			Course objectives		
<b>9. Teaching and learning strategies</b>					
<p><b>Different strategies for teaching students about different food preservation methods, the differences between the methods used, and the importance of each method.</b></p>					
<b>10. Course Structure</b>					
<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
Daily and monthly test	road the explanation and throwing Lecture	To become familiar with the curriculum vocabulary comprehensively and to link	The student learns about	2	1

		the vocabulary with prior knowledge from the first year.			
Daily and monthly test	road the explanation and throwing Lecture	Agriculture and food production in the Arab world	The student learns about	2	2
Daily and monthly tests with report generation	road the explanation and throwing Lecture	Freezing (method, benefits, and drawbacks)	The student learns about	2	3
Daily and monthly test	road the explanation and throwing Lecture	Packaging materials	The student learns about	2	4
Daily and monthly test	road the explanation and throwing Lecture	Food preservation by canning	The student learns about	2	5
Daily and monthly test		Food preservation at low temperatures	The student learns about	2	6
Daily and monthly test	road the explanation and throwing Lecture	Food preservation by irradiation	The student learns about	2	7
Daily and monthly test	road the explanation and throwing Lecture	Beverage industry	The student learns about	2	8
Daily and monthly test	road the explanation and throwing Lecture	Food preservation by drying	The student learns about	2	9
Daily and monthly test	road the explanation and throwing	fruit juice	The student	2	10

	<b>Lecture</b>		<b>learns about</b>		
<b>Daily and monthly test</b>	<b>road the explanation and throwing Lecture</b>	<b>Jam making</b>	<b>The student learns about</b>	<b>2</b>	<b>11</b>
<b>Daily and monthly test</b>	<b>road the explanation and throwing Lecture</b>	<b>Pastry making</b>	<b>The student learns about</b>	<b>2</b>	<b>12</b>
<b>Daily and monthly tests with report generation</b>	<b>road the explanation and throwing Lecture</b>	<b>Essential oil production</b>	<b>The student learns about</b>	<b>2</b>	<b>13</b>
<b>Daily and monthly tests with report generation</b>	<b>road the explanation and throwing Lecture</b>	<b>Using the materials stored during the semester and testing the results</b>	<b>The student learns about</b>	<b>2</b>	<b>14</b>

### 11. Course Evaluation

**Students will be assessed through practical experiments in the nutrition lab, with 15 marks distributed across the first and second semesters.**

### 12. Learning and teaching resources

<b>nothing</b>	<b>Required textbooks (methodology, if applicable)</b>
<b>Food Manufacturing / Part 1, 1985, Dr. Abdul Ali Mahdi and Dr. Sadiq Hassan Al-Hakim</b>	<b>Main references (sources)</b>
<b>Techniques for Preserving and Storing Plant Products, 2007, Second Edition, M. Taha Al-Sheikh Hassan  How to Make Pickles and Freeze Fruits and Vegetables, 2005. Second Edition, by Dr. Hamid Sadiq and Dr. Saad Rasoul</b>	<b>Recommended supporting books and references (scientific journals, reports...)</b>

[https://www.foodsaver.com/?srsltid=AfmBOoodkiz-2CRMYtkh4s89XzlHdVMOSo40y\\_qRI4GUMaCVUNU6y670](https://www.foodsaver.com/?srsltid=AfmBOoodkiz-2CRMYtkh4s89XzlHdVMOSo40y_qRI4GUMaCVUNU6y670)

Electronic references,  
websites

[https://www.sustainweb.org/foodwaste/food\\_save](https://www.sustainweb.org/foodwaste/food_save)

### Course description template

<b>1. Course Name</b>
Child rearing
<b>2. Course Code</b>
<b>3. Term/Year</b>
Chapters 1 and 2 / 2025–2026
<b>4. Date this description was prepared</b>
18/9/2025

**5. Available attendance formats**

weekly

**6. Total number of study hours / Total number of units**

60 hours / 4 units

**7. Name of the course coordinator (if there is more than one, please state):**

Name: Dr. M. Asil Ahmed Mustafa Email: Aseel.ahmed@tu.edu.iq

**8. Course Objectives**

Understanding the theoretical and practical foundations of child development at different stages of growth. -١١

Acquiring practical skills in planning and providing a suitable environment for the child's growth. -١٢

To provide female students with scientific knowledge about child nutrition and its impact on physical and mental health. -١٣

To enable female students to understand the role of family and community in supporting child development. -١٤

Qualifying female students to work as specialists in the field of maternal and child care or in community development centers. -١٥

Course objectives

**9. Teaching and learning strategies**

(Explanation and clarification) ▪

Lectures Electronic ( Publishing lectures Videos, daily assignments, and grades for theoretical and practical examson semester Google Classroom). ▪

For reports. ▪

strategy

**10. Course Structure**

Course outcomes, teaching and learning methods, and assessment

- The concept of child rearing and its importance. •
- Theories of growth and development in children. •
- The different stages of childhood (infancy, early childhood, middle childhood, late childhood). •
- Nutritional needs and proper nutrition for the child at each stage.
- Health aspects, personal hygiene, and care for the sick child. -١

Designing a safe and stimulating home environment for child development. -ب

Common childhood problems and their solutions (such as sleep problems, eating problems, aggressive behavior). -ت

The role of play and educational activities in developing a child's abilities. -ث

Sound family upbringing methods and effective parenting relationships. -ج

The role of social and educational institutions (kindergartens) in supporting upbringing •

Teaching and learning methods

Method of explanation and clarification -ث

Discussion method -ج

Report preparation -ح

Assessment methods

Written exams<sup>•</sup>oral<sup>•</sup>Al-Shahri<sup>•</sup>Daily<sup>•</sup>

C - Affective and value-based objectives

It aims to provide female students with the knowledge and skills ❖  
 necessary to properly care for and raise children.  
 to understand Common problems in raising children, how to deal ❖  
 with them, and how to find appropriate solutions. she has.

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Conducting theory tests Monthly and daily reports	Method of explanation and delivering lectures	Child development: This includes physical, mental, linguistic, social, and emotional development in early and middle childhood.	Graduating a student with experience and expertise in her field	2hour	٣١
=	=	Practical exercises: Field visits to childcare centers, and applying theoretical concepts in practice.	=	2hour	٣٢
=	=	Health and Care: Basic health care, common diseases, and their prevention.	=	2hour	٣٣
=	=	Child nutrition: Meeting the child's nutritional needs and planning healthy meals.	=	2hour	٣٤
=	=	Child and Family: The role of the family in child development, family relationships, and family psychology.	=	2hour	٣٥

=	=	<b>Education and learning: Modern educational methods, learning through play, and developing children's skills.</b>	=	<b>2hour</b>	<b>۳۶</b>
=	=	<b>Maternal and child care: caring for the mother during pregnancy and after childbirth, and caring for the infant.</b>	=	<b>2hour</b>	<b>۳۷</b>
=	=	<b>Special needs: Understanding and meeting the needs of children with special needs.</b>	=	<b>2hour</b>	<b>۳۸</b>
=	=	<b>The surrounding environment: The role of the environment in the child's development, such as home, school and community.</b>	=	<b>2hour</b>	<b>۳۹</b>
=	=	<b>Activity planning: Designing educational and recreational activities that suit the child's developmental stages.</b>	=	<b>2hour</b>	<b>۴۰</b>
=	=	<b>First semester exam</b>	=	<b>2hour</b>	<b>۴۱</b>
=	=	<b>To play when children The importance of play, Children's imagination. The functions of imaginative activity in a child's life</b>	=	<b>2hour</b>	<b>۴۲</b>
=	=	<b>The relationship between a child's emotional life table Types of play in the stage late childhood</b>	=	<b>2hour</b>	<b>۴۳</b>
=	=	<b>Helping the child to grow eating habits</b>	=	<b>2hour</b>	<b>۴۴</b>
=	=	<b>Developing a child's use of sanitary facilities</b>	=	<b>2hour</b>	<b>۴۵</b>
=	=	<b>Discipline or correction regarding right and wrong, children's anger and punishment</b>	=	<b>2hour</b>	<b>۴۶</b>
=	=	<b>Guiding the child towards self-reliance, slow learning, going to bed, teething</b>	=	<b>2hour</b>	<b>۴۷</b>
=	=	<b>The influence of heredity and environment on the</b>	=	<b>2hour</b>	<b>۴۸</b>

		child during late childhood			
=	=	Child development milestones chart from 1 month to 5 years old	=	2hour	٤٩
=	=	The foundations of a successful marriage	=	2hour	٥٠
=	=	Late childhood	=	2hour	٥١
=	=	Late childhood (physical, motor, and mental development)	=	2hour	٥٢
=	=	Perception and concept formation	=	2hour	٥٣
=	=	Intelligence - Thinking	=	2hour	٥٤
=	=	Language development	=	2hour	٥٥
=	=	emotional growth	=	2hour	٥٦
=	=	Children's emotions (fear, anxiety, anger, jealousy)- Curiosity - Pleasure	=	2hour	٥٧
=	=	social growth	=	2hour	٥٨
=	=	The child's relationship with his parents and his relationship with his siblings	=	2hour	٥٩
=	=	Second semester exam	=	2hour	٦٠

### 11. Course Evaluation

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

#### Grade distribution out of 100:

- Attendance 10 points •
- Oral exam (10 marks) •
- Daily preparation 10 degrees •
- Daily exam 10 marks •
- 10-point report •
- Monthly exam: 50 marks •

### 12. Learning and teaching resources

Some important references/books on child rearing ■

Required textbooks  
(methodology, if applicable)

<p>An Introduction to Child Rearing — Mona Younis Bahri &amp; Nazik Abdel Halim Al-Qutaibishat</p> <p>Preschool Child Rearing — Saeed Morsi Ahmed &amp; Kawthar Hussein Kojak</p> <p>Child rearing: From birth to age five — Azmi Ahmed Damra</p> <p>Child rearing in educational thought — Fathi Abdel Rasoul Mohamed</p>	
<p>Kindergartens: Their Growth and Development Dr. Fouad El-Bahy El-Sayed</p> <p>Foundations of Education Dr. Abdulaziz Al-Khuwaiter</p> <p>Childhood play Dr. Adel Al-Ashwal</p> <p>Modern child rearing Dr. Mohsen Amin</p> <p>Child health and development Dr. Muhammad Abdul Aziz</p> <p>Positive parenting (translated) Jane Nielsen</p> <p><u>Reports:</u></p> <p>1. UNICEF reports on childhood UNICEF – Early Childhood Development Reports</p> <p>2. World Health Organization reports (WHO) Regarding child development, nutrition, and mental health</p> <p>3. World Bank reports on early childhood development</p> <p>4. Reports UNESCO on preschool education</p>	<p><b>Main references (sources):</b></p> <p><b>Recommended books and supporting references (scientific journals, reports...)</b></p>
<p>Arab Childhood Magazine — published by the Arab Council for Childhood</p> <p>2. Journal of Childhood Studies — University of Baghdad</p>	<p><b>Electronic references, websites</b></p>

<p>3. Journal of Educational Sciences</p> <p>4. Journal of Early Childhood Research (English)</p> <p>5. Early Childhood Education Journal (English). International Journal of Early</p>	
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### Course description template

Course Name .٢٥	
Food experiments	
Course code: .٢٦	
the chapter/Year .٢٧	
annual	
Date this description was prepared .٢٨	
18/9/2025	
Available forms of attendance: .٢٩	
daily	
Number of study hours (total) / Number of units (total): .٣٠	
60hour	
Name of the course coordinator (if there is more than one, please .٣١ mention it).	
Dr. Ali Walid Noufan, Email:ali.w.nofan@tu.edu.iq	
Course objectives .٣٢	
<p>Identifying nutrients and their composition -</p> <p>Understanding the manufacturing -</p> <p>processes and changes that occur to</p> <p>food components</p>	<p><b>Course objectives</b></p>

Learn how to leverage food - experiences in factories and the private sector	
------------------------------------------------------------------------------	--

Teaching and learning strategies .۳۳

<p>The student will acquire the ability to - identify the main and essential nutrients.</p> <p>The student will gain the ability to - identify the workings of food factories, the manufacturing processes that occur to food, nutritional changes, and their causes.</p>	<b>Cognitive objectives</b>
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Course structure .۳۴

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Daily discussion and Q&A	Theoretical explanation in the hall	Water and pH, states of water, properties of water, hard water	Water: its definition and importance	2	1
			Physical states of water	2	2
Daily discussion and Q&A	Theoretical explanation in the hall	Solutions and their types, Colloids and their types, Emulsifiers and their types	solutions	2	3
			colloids	2	4
			Emulsifiers	2	5

<b>Daily discussion and Q&amp;A</b>	Theoretical explanation in the hall	Gels, their types and properties	Jelly	2	6
<b>Daily discussion and Q&amp;A</b>	Theoretical explanation in the hall	egg ingredients The impact of eggs in the food industry	eggs Qualitative characteristics of eggs	2 2	8 9
<b>Daily discussion and Q&amp;A</b>	Theoretical explanation in the hall	Cooking eggs and incorporating them into manufacturing	Egg production	2	10
<b>Daily discussion and Q&amp;A</b>	Theoretical explanation in the hall	Milk components and its nutritional and industrial importance	milk	2	11
<b>Daily discussion and Q&amp;A</b>	Theoretical explanation in the hall	Pasteurization, cooking and manufacturing	Types of milk	2	12
<b>Daily discussion and Q&amp;A</b>	Theoretical explanation in the hall	Effect of heat treatment on milk	heating milk	2	13

<b>Daily discussion and Q&amp;A</b>	Theoretical explanation in the hall	Their types and nutritional importance	Fruits	2	15
<b>Daily discussion and Q&amp;A</b>	Theoretical explanation in the hall	Chemical composition of fruits	Fruits 2	2	16
<b>Daily discussion and Q&amp;A</b>	Theoretical explanation in the hall	Its types and chemical composition	vegetables	2	17
<b>Daily discussion and Q&amp;A</b>	Theoretical explanation in the hall	Treatments applied to both fruits and vegetables in food manufacturing	Fruits and vegetables	2	18
<b>Daily discussion and Q&amp;A</b>	Theoretical explanation in the hall	The importance of meat and its components	meat	2	19
<b>Daily discussion and Q&amp;A</b>	Theoretical explanation in the hall	Meat tenderness and chemical content	Chemical content of meat	2	20

<b>Daily discussion and Q&amp;A</b>	Theoretical explanation in the hall	Its importance and chemical content	Poultry	2	21
<b>Daily discussion and Q&amp;A</b>	Theoretical explanation in the hall	The importance of fish and its chemical composition	fish	2	30

Course evaluation .۳۰

The grade is distributed out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports, etc. Then the final overall grade is calculated out of 18.

Learning and teaching resources .۳۶

Principles of Food Industries / 1979 Prof. Dr. Abdul Ali Mahdi	Required textbooks (methodology, if applicable)
Bread and Pastries / 1990 / Prof. Dr. Amjad Boya Sulak	
Food Chemistry / 1988 / Prof. Dr. Basil Dalali	
Principles of food chemistry, DeMan, 2019	Main references (sources)
Handbook of Food Chemistry DOI 10.1007/978-3-642-41609-5_34-1 # Springer-Verlag Berlin Heidelberg 2014	Recommended supporting books and references (scientific journals, reports...)
<a href="https://en.wikipedia.org/wiki/Food_chemistry">https://en.wikipedia.org/wiki/Food_chemistry</a>	Electronic references, websites

**model a description The course**

a description The course:Principles of Education

Mr Material:Prof. Dr. Nabil Abdel Aziz Karim

<p>He provides a description The course this In brief Required No, they features The course and outputs The course and outputs Learning Expected from student Achieving it Proven About if He was may Achieved Benefit from Opportunities Learning Available.It is necessary from Link Among them And between a description The program</p>	
<p>university Tikrit/college Education Humanities</p>	<p>The Foundation .١ Educational</p>
<p>Home Economics</p>	<p>Section Scientific .٢</p>
<p>Principles Education</p>	<p>name/code The course .٣</p>
<p>mandatory</p>	<p>Shapes the audience .٤ Available</p>
<p>annual</p>	<p>the chapter/Year .٥</p>
<p>60</p>	<p>number Hours Study(The .٦ whole)</p>
<p>18/9/2025</p>	<p>date numbers this .٧ Description</p>
<p>To increase the student's understanding of educational and social realities throughout the ages, to grasp the educational process in its utmost necessities, and to understand educational theories across different peoples, both ancient and modern..</p>	<p>Goals The course .٨</p>
<p>Interpreting the educational process from a historical and philosophical perspective, shedding light on upbringing and education, demonstrating the importance of the role of social and educational institutions, and helping students to develop an appreciation for the importance of the educational process.he like that science He describes And he explains effect Systems educational on reality Historical old And recently And the effect Operations Relations educational on a personality individual and his upbringing.And from Most important His goals to set reality Educational that</p>	<p>Goals General .٩</p>

revealed About him schools Philosophical in  
 Educationand determining Goals breeding the society  
 and application Concepts Educationaland study  
 Relations between order Educational Standing on  
 Interaction social and systems educational The other,  
 and study man individual when Enter with man last in  
 Institutions educational And in Relations and  
 transactions Humanity and his interaction with  
 Systems that He approves it the society.

**10-outputs The course And methods education and learning and evaluation**

Goals cognitive -أ

A1-that He owns student Knowledge Information that Help on investigation Adaptation  
 and compatibility As well as Adaptation Psychological To solve Problems Life Daily

A2-that recognizes student on meaning Foundations Education and its goals and his  
 theories

A3-absorption Principles Basic Lass Education and enabling student from Its applications  
 in life

A4-that recognizes student on basis Historical Educational and comprehension Ideas  
 Home that Present it Scientists and thinkers

A-5-that Provides student With information and knowledge Sufficient To enable him from  
 Analysis of it And its evaluation

A6-that recognizes student on meaning Development Intellectual And about How to  
 investigation gains Scientific

Goals Skill Private As per the schedule. -ب

for1-development skill student towards more skill Search And the collection Scientific

for2-development skill student towards more effectiveness Acquisition Scientific

for3--development skill student towards more Dealing with others

for4--development skill student towards more to understand Foundations and principles  
 Education public in the past The present

C-Goals emotional Values

C1-thatThe student listens carefully to the topic Lesson

C2-thatResponssstudentFor related questionsFields of education and its  
 foundations

C3-thatAcceptThe studentdaEducation and its foundations

C4-The student should compare the fields of education in different societies.

Q5- The student should evaluate the fields and foundations of education

**Methods education and learning**

- book student , Delusional means Available blackboard , pens Colorful and Dialogue and discussion and some Activities The classroom
- Use discussion Educational(Dialogue Educational)Which He depends on exchange Ideas To access to Facts.
- Use Technologies Scientific Modern(device an offer Slides(overhead).
- memo collective For traps all Students in Activity Al-Safi

### Methods Evaluation

- The exam oral and the test With papers and activities that It is presented student
- Accreditation on the duty Educational(port folioWhich It aims to to gather Concepts Theory For the topic and the possibility Applying it in the school
  - Training Field Educational-Exams patrol

### Methods education and learning

- Dialogue and discussion And he proposed Ideas The question
- Learning Cooperative
  - Episodes Educational"seminar"
  - education collective Training Individual For students on Skills Basic For measurement
  - Use devices an offer"bodies transparent and the dark To display Lecture and models from performance Students

### Methods Evaluation

- Test Editorial
- the duty and activities The classroom
- Assignments and applications in end all phase
  - Discussions with Students
- Skills public and rehabilitation Transferred(Skills The other Related With the ability Employment and development Personal)
- D1- The student should analyze the sections of educational studies throughout history.
- D2- By asking a question: For example, define education.
- d3-a description skills Relations Personality with Others, And the ability on to bear Responsibility Required Developing it(development skill Contact from during Dealing As groups during the job Live To produce requirements The course).
- D4-Strategies education Used in development This is amazing Skills and capabilities(Lectures , And the offers Accompanying For lectures on road device an offer Data , and applications The process(Statement practical)Design Production Lessons thinking different.

### 11.structure The course

<b>road Evaluation</b>	<b>road education</b>	<b>name Unity or the topic</b>	<b>outputs Learning Required</b>	<b>Hours</b>	<b>Week</b>
a test verbal And my release	Dialogue and discussion	meaning Education Its goals Its necessity	meaning Education Its goals Its necessity	<b>2</b>	<b>1</b>
a test verbal And my release	Dialogue and discussion	Her theories , and its fields	Her theories , and its fields	<b>2</b>	<b>2</b>
a test verbal And my release	Dialogue and discussion	basis Historical For education	basis Historical For education	<b>2</b>	<b>3</b>
a test verbal And my release	Dialogue and discussion	basis Historical For education	Old Education	<b>2</b>	<b>4</b>
a test verbal And my release	Dialogue and discussion	basis Historical For education	Chinese Education	<b>2</b>	<b>5</b>
a test verbal And my release	Dialogue and discussion	basis Historical For education	Greek education	<b>2</b>	<b>6</b>
a test verbal And my release	Dialogue and discussion	basis Historical For education	Medieval education	<b>2</b>	<b>7</b>
a test verbal And my release	Dialogue and discussion	basis Historical For education	Education Arabic before Islam And after Islam	<b>2</b>	<b>8</b>
a test verbal And my release	Dialogue and discussion	basis Historical For education	Education Modern	<b>2</b>	<b>9</b>
a test verbal	Dialogue and discussion	basis social For education	relationship between Education and society	<b>2</b>	<b>10</b>

And my release					
a test verbal And my release	Dialogue and discussion	basis social For education	relationship between individual and the environment	<b>2</b>	<b>11</b>
a test verbal And my release	Dialogue and discussion	basis social For education	Education morality	<b>2</b>	<b>12</b>
a test verbal And my release	Dialogue and discussion	basis social For education	Education Family	<b>2</b>	<b>13</b>
a test verbal And my release	Dialogue and discussion	basis social For education	Education Nationalism	<b>2</b>	<b>14</b>
a test verbal And my release	Dialogue and discussion	basis social For education	Education Health	<b>2</b>	<b>15</b>
a test verbal And my release	Dialogue and discussion	The economic basis of education	Education and its effect in Development Economic	<b>2</b>	<b>16</b>
a test verbal And my release	Dialogue and discussion	basis Economic For education	to exploit Resources natural	<b>2</b>	<b>17</b>
a test verbal And my release	Dialogue and discussion	basis Scientific Education	Education and the approach in Search	<b>2</b>	<b>18</b>
a test verbal And my release	Dialogue and discussion	Foundations Nationalism social	Foundations Nationalism social	<b>2</b>	<b>19</b>
a test verbal And my release	Dialogue and discussion	Education in Perspective Islamic	Education in Perspective Islamic	<b>2</b>	<b>20</b>

a test verbal And my release	Dialogue and discussion	Renewal Educational in Iraq	the school Comprehensive	2	21
a test verbal And my release	Dialogue and discussion	Renewal Educational in Iraq	Education methodology	2	22
a test verbal And my release	Dialogue and discussion	Renewal Educational in Iraq	schools The distinguished Acceleration	2	23
a test verbal And my release	Dialogue and discussion	Education primitive	Accept individual the environment primitive And how woven Education itself	2	24
a test verbal And my release	Dialogue and discussion	Education social	that He is I have individual need social specific.	2	25
a test verbal And my release	Dialogue and discussion	Education via the date	Find relationship harmony between Civilizations	2	26
a test verbal And my release	Dialogue and discussion	Education Islamic	symmetry Consistency in thinking Work In what Dictated by On us Our religion	2	27
a test verbal And my release	Dialogue and discussion	Adjustment social	control social Control Positivity	2	28
a test verbal And my release	Dialogue and discussion	Culture Education	practices that We do In it during Our lives Short or It lasted	2	29
a test verbal And my release	Dialogue and discussion	Education social	that He is I have individual need social specific.	2	30

<b>12-Structure Infrastructure</b>	
Principles of Education	Books The scheduled -١ Required
Emile role Kaheim , Education And society, ➤ Renaissance , Cairo ,1999	the reviewer -٢ Home(Sources)
d0Ibrahim supporter , Foundations Education, ➤ house The vanguard ,Oman,2004	
d0Maher Al-Jaafari , Foundations Education, ➤ house Ammar , Oman , 1998	Books References that -١ Recommend In it(magazines Scientific,Reports, ...)
d0Ibrahim Othman, Education , house Kazma, ➤ Kuwait,1983	
d0Mahmoud Mr, studies in Education And ➤ society, The companion, Cairo,1988	
d0Mahmoud Mr, studies in Education And ➤ society, The companion, Cairo,1988	the reviewer -٣ Electronic,Sites The Internet...

<b>13-plan development The course Academic</b>
Utilizing scientific research to enrich the curriculum of the foundations of education. • Benefiting from modern theories in the field of education •

calendar Products Students in Foundations of Education and extent Their ability •  
in Its application in Positions Educational The classroom  
a contract Workshops a job pool president Section and member body teaching •  
responsible on role Foundations of Education in building Content and strategies  
and activities Methods Calendar in solution Problems Educational and  
application Solutions

## Academic Program Description

<p><b>He provides a description The course this In brief Required No, they features The course and outputs The course and outputs Learning Expected from student Achieving it Proven About if He was may Achieved Benefit from Opportunities Learning Available.It is necessary from Link Among them And between a description The program</b></p>	
<p><b>university Tikrit/college Education Humanities</b></p>	<p><b>The Foundation .١٠ Educational</b></p>
<p><b>Home Economics</b></p>	<p><b>Section Scientific .١١</b></p>
<p><b>Professional ethics</b></p>	<p><b>name/code The .١٢ course</b></p>
<p><b>mandatory</b></p>	<p><b>Shapes the audience .١٣ Available</b></p>
<p><b>annual</b></p>	<p><b>the chapter/Year .١٤</b></p>
<p><b>60</b></p>	<p><b>number Hours .١٥ Study(The whole)</b></p>
<p><b>18/9/2025</b></p>	<p><b>date numbers this .١٦ Description</b></p>
<p>Professional ethics is a set of rules, manners, principles, and behavioral and moral standards that must accompany and are undertaken by the professional in his profession towards the work and its elements, including clients, colleagues, subordinates, superiors, the profession, society, and the self.</p>	<p><b>Goals The course .١٧</b></p>
<p><b>We begin by defining ethics, and then by defining the profession, both linguistically and technically, so that</b></p>	<p><b>Goals General .١٨</b></p>

**this will be a foundation for what follows, since ethics is an integrated system that regulates all human relations, and upon it social, economic, and political life is based.**

**10-outputs The course And methods education and learning and evaluation**

Goals cognitive ث-

A1-that He owns student Knowledge Information that Help on investigation Adaptation and compatibility As well as Adaptation Psychological To solve Problems Life Daily

A2-that recognizes student on meaning Foundations Education and its goals and his theories

A3-absorption Principles Basic Lass Education and enabling student from Its applications in life

A4-that recognizes student on basis Historical Educational and comprehension Ideas Home that Present it Scientists and thinkers

A-5-that Provides student With information and knowledge Sufficient To enable him from Analysis of it And its evaluation

A6-that recognizes student on meaning Development Intellectual And about How to investigation gains Scientific

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for1-development skill student towards more skill Search And the collection Scientific

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C2-thatResponssstudentFor related questionsFields of education and its foundations

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-Use discussion Educational(Dialogue Educational)Which He depends on exchange Ideas To access to Facts

-Use Technologies Scientific Modern(device an offer Slides(overhead))

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 -Accreditation on the duty Educational(port folioWhich It aims to to gather Concepts  
 Theory For the topic and the possibility Applying it in the school  
 -Training Field Educational-Exams patrol

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Dialogue and discussion And he proposed Ideas The question  
 -Learning Cooperative  
 -Episodes Educational"seminar'  
 -education collective Training Individual For students on Skills Basic For measurement  
 -Use devices an offer"bodies transparent and the dark To display Lecture and models  
 from performance Students

**Methods Evaluation**

Test Editorial  
 the duty and activities The classroom  
 -Assignments and applications in end all phase  
 -Discussions with Students

Skills public and rehabilitation Transferred(Skills The other Related With the ability  
 Employment and development Personal)

D1- The student should analyze the sections of educational studies throughout history.  
 D2- By asking a question: For example, define education.  
 d3-a description skills Relations Personality with Others, And the ability on to bear  
 Responsibility Required Developing it(development skill Contact from during Dealing As  
 groups during the job Live To produce requirements The course).

D4-Strategies education Used in development This is amazing Skills and  
 capabilities(Lectures , And the offers Accompanying For lectures on road device an offer  
 Data , and applications The process(Statement practical)Design Production Lessons  
 thinking different.

**11.structure The course**

road Evaluation	road education	name Unity or the topic	outputs Learning Required	Hours	Week
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oral exam	delivery	The concept of professional ethics	Professional ethics	2	1
oral exam	<b>delivery</b>	Definitions of ethics, linguistically and technically	The concept of professional ethics	2	2
oral exam	<b>discussion</b>	Types and importance of professional ethics	The importance of professional ethics for the individual and society	2	3
oral exam	<b>discussion</b>	Description of professional rules for employees and instructors	Distinguishing between professional ethics and rules of professional conduct	2	4
oral exam	<b>discussion</b>	Religious source of systems and laws	Sources of professional ethics	2	5
oral exam	<b>discussion</b>	Family and socialization	Social customs, traditions, and moral values	2	6
oral exam	<b>discussion</b>	Dedication to work, honesty, and integrity	Ethical principles of the profession	2	7
oral exam	<b>discussion</b>	Honesty, humility, and good treatment	General principles of professional ethics	2	8
oral exam	<b>discussion</b>	Developing self-control and setting a good example	Methods of establishing professional ethics	2	9
oral exam	discussion	Accuracy in setting systems and education	Developing self-control	2	10
oral exam	<b>discussion</b>	Providing support and respecting others' opinions	Good example	2	11
Written exam	<b>discussion</b>	Internal challenges and external challenges	Challenges and their impact on professional ethics	2	12

oral exam	<b>discussion</b>	Types of competition: legitimate and illegitimate	competition	<b>2</b>	<b>13</b>
oral exam	<b>discussion</b>	Infringement of reputation, misappropriation of name and brand, posting false information	Forms and types of unfair competition	<b>2</b>	<b>14</b>
oral exam	<b>discussion</b>	Failure to uphold the dignity of the position, abuse of power, nepotism	Behavioral deviations	<b>2</b>	<b>15</b>
oral exam	<b>discussion</b>	Violating financial rules and regulations, and wasting public funds	Financial irregularities	<b>2</b>	<b>16</b>
oral exam	<b>discussion</b>	Most common images: bribery, embezzlement, forgery	criminal deviations	<b>2</b>	<b>17</b>
oral exam	<b>discussion</b>	Consolidating and reinforcing values, establishing systems	Treating administrative corruption	<b>2</b>	<b>18</b>
oral exam	discussion	Financial disclosure, gifts and hospitality. Misuse of information.	Conflict of interest	<b>2</b>	<b>19</b>
oral exam	<b>discussion</b>	Its concept, types, elements, and components	social responsibility	<b>2</b>	<b>20</b>
oral exam	<b>discussion</b>	From a legal, criminal, religious, and social perspective	Types of responsibility	<b>2</b>	<b>21</b>
examEdit orial	<b>discussion</b>	Legal, social, religious	The concept of social responsibility	<b>2</b>	<b>22</b>

oral exam	<b>discussion</b>	Attention, understanding, participation	Elements of social responsibility	<b>2</b>	<b>23</b>
oral exam	<b>discussion</b>	An individual's responsibility towards family, neighbors, colleagues, and country	Areas of social responsibility	<b>2</b>	<b>24</b>
oral exam	<b>discussion</b>	Personal, social, national	The importance of social responsibility	<b>2</b>	<b>25</b>
oral exam	<b>discussion</b>	Manifestations of an individual's impaired social responsibility	The moral failing of social responsibility	<b>2</b>	<b>26</b>
oral exam	<b>discussion</b>	Formation, disintegration, passive absence, escaping responsibility	Manifestations of social irresponsibility within the group	<b>2</b>	<b>27</b>
oral exam	<b>discussion</b>	Commitment towards the public, towards the work, towards the profession	The fundamental principles of professional ethics	<b>2</b>	<b>28</b>
examEdit orial	<b>discussion</b>	Understanding the ethical values of commitment	Ethical commitment	<b>2</b>	<b>29</b>
oral exam	<b>discussion</b>	Officials's Social, norm disruption, entanglement of the issue, economic confusion	The most important factors that lead to a decline in professional ethics	<b>2</b>	<b>30</b>

<b>12-Structure Infrastructure</b>	
Professional Ethics, Yamama Muhammad Hassan Kashkoul, Cairo, no date	Books The scheduled -٣ Required
Lectures on Professional Ethics by Iman Al-Safi ➤ , Cairo ,1999	the reviewer -٤ Home(Sources)
d0Ibrahim supporter , Professional ethics, ➤ house The vanguard ,Oman,2004	
d0Maher Al-Jaafari , Foundations Education, ➤ house Ammar , Oman , 1998	Books References that -٥ Recommend In it(magazines Scientific,Reports, ...)
d0Ibrahim Othman, Education , house Kazma, ➤ Kuwait,1983	
d0Mahmoud Mr, studies in Education And ➤ society, The companion, Cairo,1988	
d0Mahmoud Mr, studies in Education And ➤ society, The companion, Cairo,1988	the reviewer -٦ Electronic,Sites The Internet...

<b>13-plan development The course Academic</b>
<ul style="list-style-type: none"> <li>• Utilizing scientific research to enrich the methodology of professional ethics.</li> <li>• Benefiting from modern theories in the field of professional ethics</li> <li>• calendar Products Students in Professional ethics and extent Their ability in Its</li> </ul>

application in Positions Educational The classroom  
 a contract Workshops a job pool president Section and member body teaching •  
 responsible on roleProfessional ethicsin building Content and strategies and  
 activities Methods Calendar in solution Problems Educational and application  
 Solutions

### Course description template

<b>1. Course Name</b>	
Home design (theory)-practical )	
<b>2. Course Code</b>	
<b>3. Term/Year</b>	
Chapters 1 and 2 / 2025-2026	
<b>4. Date this description was prepared</b>	
20/9/2025	
<b>5. Available attendance formats</b>	
weekly	
<b>6. Total number of study hours / Total number of units</b>	
30Theoretical hour / 60 hour practical 4 units	
<b>7. Name of the course coordinator (if there is more than one, mention it)</b>	
Name: M.M. Walaa Abdulrazzaq Abdulwahab	
Email: <a href="mailto:walaa.abdulrazak@tu.edu.iq">walaa.abdulrazak@tu.edu.iq</a>	
<b>8. Course Objectives</b>	
<ul style="list-style-type: none"> <li>Studying interior design and the fundamentals of interior design in all its spaces.... •</li> <li>Studying modern terminology in design.... •</li> <li>Studying the psychological impact of colors in design.... •</li> <li>Study of interior design elements... •</li> </ul>	Course objectives

<p>A study of the types of natural and artificial home lighting and their importance in design...</p> <p>Studying the conditions that must be met when choosing land or housing for the family...</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
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**9. Teaching and learning strategies**

<p><b>-Lecturer Theoretical (Explanation and clarification)</b>  <b>Practical application (Drawing illustrative maps for house design, how to arrange furniture in the house, lighting and colors according to the principles of interior design)</b></p> <p><b>-Online lectures Publishing lectures Explanatory videos, daily assignments, and scores for theoretical and practical exams.on semester Google Classroom)</b></p>	strategy
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**10. Course Structure**

<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
Daily assignments and theoretical and practical exams and reports	Giving the lecture	Home design - Introduction to home design	The student learns about the definition and objectives of design.	1 theoretical	1 - 2
	practical application	Home map drawing Drawing doors, windows, and walls	The student learns about the required materials and instructions for drawing maps on paper, and becomes familiar with standard measurements and symbols used.	2 practical	
=	Giving the lecture	communal living area	The student becomes familiar with the reception room and the living room.	1 Theory	3
	practical application	drawing of the reception room	The student learns how to draw a room, its measurements, traffic flow, and furniture layout.	2 practical	

=	Giving the lecture  practical application	private living area  bedroom drawing Bathroom map drawing	The student becomes familiar with the bedroom and the changing room.  The student learns how to draw a room, its measurements, traffic flow, and furniture layout. The student learns how to draw a room, take its measurements, and arrange bathroom fixtures.	1 Theory  2 practical	4
=	Giving the lecture  practical application	Housekeeping area ( the kitchen)  Kitchen map drawing	The student learns about its importance, location, and the conditions that must be met.  The student learns how to draw a work triangle.	1 Theory  2 practical	5
=	Giving the lecture  practical application	Home work corner  Drawing a map of the workroom and storage room	The student learns about its location and the organization of its tools.  The student learns how to draw a room, its measurements, and the location of doors and windows.	1 Theory  2 practical	6
		First semester exam	First exam		7
=	Giving the lecture  practical application	Home maps  Practice with home maps	The student learns about its shapes, features, and disadvantages.  The student learns about the types of maps and how to draw them.A	1 Theory  2 practical	8
=	Giving the lecture  practical application	Choosing the location and size of the house  Draw a complete map of the house	The student learns about the conditions for choosing a land site for construction and the area  The student learns how to draw a map of the house.	1 Theory  2 practical	9

=	Giving the lecture  practical application	Stairs  Drawing stairs	The student recognizes on  Its measurements, calculations, and methods of drawing it	1 Theory  2 practical	10
=	Giving the lecture  practical application	Cost of building a house  Calculating construction costs	The student learns about the financial cost of construction.  The student learns how to calculate the cost	1 Theory  2 practical	11
=	Giving the lecture  practical application	Outdoor space and garden  Garden design	The student learns about its importance and designs.  The student becomes familiar with her drawings and designs.	1 Theory  2 practical	12
=	Giving the lecture  practical application	Lighting in the home  Types of lighting	The student learns about its importance and types.  The student learns about its types and designs.	1 theoretical  2 practical	13-14
		First semester exam	Second exam		15
=	Giving the lecture  practical application	colors  Color wheel	The student learns about its theories and dimensions and its effects  The student learns about the workings of a wheel colors	1 theoretical  2 practical	16-17
=	Giving the lecture  practical application	Basic design principles  Color intensity scale	The student learns about the applications of these rules.  The student learns about the gradation of a single color.	1 theoretical  2 practical	18 - 19
		Second semester exam	First exam		20
		Application period	Application period	1 theoretical  2 practical	21-22
		Application period	Application period	1 theoretical	23-24

			2practical	
		Application period	Application period	26
		Second month exam	Second month exam	27
		Reports	Discussion of reports	28
		Review of the material		- 29 - 30

### 11. Course Evaluation

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

#### Grade distribution out of 100:

- Attendance 10 points •
- Reports 10 points •
- Practical application (10 marks) •
- Daily assignment (10 marks) •
- Monthly exam: 60 marks •

### 12. Learning and teaching resources

<p>Home Design Manual / Amal Al-Najjar, University of Baghdad, Iraq, University of Baghdad Press</p> <p>House Planning and Design / Amal Sadiq Al-Hassani, Baghdad University Press, 1985</p>	<p>Required textbooks (methodology, if applicable)</p>
<p>An Introduction to Interior Design, 2005, by Mutasim Azmi Al-Karabliya.</p> <p>Home Decor and Furnishings, 2006, Engineer Ammar Al-Darwish.</p> <p>Interior Design and Furnishings, 1994, Georges Khoury and others.</p> <p>Principles of Artistic Design, Dar Al-Fikr Wal-Ma'rifah, Yusuf Muhammad</p>	<p>Main references (sources)</p>

<p><b>Journal of Home Economics</b> -  <b>Interaction of Color, 1963, Josef</b> -  <b>Albers,</b></p> <p><b>Reports: - -</b></p> <p><b>Psychology Design Interior.</b> -  <b>Psychology Lighting in design</b> -  <b>Interior.</b></p>	<p>Recommended supporting books and references (scientific journals, reports...)</p>
<p><a href="http://WWW.build-youhome.com">WWW.build-youhome.com</a>  <a href="http://WWW.homify.sa/ideabooks/2927246/23">WWW.homify.sa/ideabooks/2927246/23</a></p>	<p>Electronic references, websites</p>

### Course description template

<b>1. Course Name</b>	
<b>Food Industries / Theory</b>	
<b>2. Course Code</b>	
<b>3. Term/Year</b>	
Annual 2025/2026	
<b>4. Date this description was prepared</b>	
<b>18/9/2025</b>	
<b>5. Available attendance formats</b>	
<b>daily</b>	
<b>6. Total number of study hours / Total number of units</b>	
<b>60 hours of theory</b>	
<b>7. Name of the course coordinator (if there is more than one, mention it)</b>	
Name: Dr. Duaa Muthanna Shaaban Email:duaamuthana@tu.edu.iq	
<b>8. Course Objectives</b>	
<p>Understanding the correct principles of food manufacturing processes</p> <ul style="list-style-type: none"> <li>• Identifying the essential steps to follow in order to</li> </ul>	<p>Course objectives</p>

produce a high-quality product  
Studying how to •  
determine product quality and how to judge it

## 9. Teaching and learning strategies

### **Cognitive objectives:**

- 1. Enabling female students to solve problems related to **noThe intellectual flight to manufacture anoFood**
  - 2 **The student's knowledge of quality characteristicsFor foodAnd methods of measuring it in food productsy**
  - 3 **Knowledge Food laws, specifications, and regulations**
  - 4 **Knowledge of health conditionsFor productionNutrition and the factors affecting it**
  - 5 **Enabling female students to solve problems related to food manufacturing.**
- Goals Marathi Private As per the schedule.**
- 1 –identification on ingredients food.**

**2 –identification on Roads The ideal To save food.**

**3 –identification on Methods Manufacturing For products food different.**

**4 -identification on Causes ruin Foods to prevent Don Its occurrence.**

**10. Course Structure**

<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
<b>Tests The process and the theory Monthly with a job Reports</b>	<b>road the explanation and throwing Lecture</b>	<b>theFood industries and their importance in lifenoNissan</b>	<b>Students learn about food science and the dimensions of studying food science and food processing.</b>	<b>2</b>	<b>1</b>
<b>Tests The process and the theory Monthly with a job Reports</b>	<b>road the explanation and throwing Lecture</b>	<b>Characteristics of food products</b>	<b>Students learn about chemical, physical, microbiological, and sensory properties.For food</b>	<b>2</b>	<b>2</b>
<b>Tests The process and the theory</b>	<b>road the explanation</b>	<b>AFor quality controlFor food</b>	<b>Students learn about food quality, its evaluation, and methods of measurement.</b>	<b>2</b>	<b>3</b>

<b>Monthly with a job Reports</b>	<b>and throwing Lecture</b>				
<b>Tests The process and the theory Monthly with a job Reports</b>	<b>road the explanation and throwing Lecture</b>	<b>Changes that occur inunlessFood</b>	<b>The students learn about microbial changes andunlessEnzymatic and chemical processes that occur inunlessFood.</b>	<b>2</b>	<b>4</b>
<b>Tests The process and the theory Monthly with a job Reports</b>	<b>road the explanation and throwing Lecture</b>	<b>Changes that occur in anoFood</b>	<b>The students learn about microbial changes andunlessEnzymatic and chemical processes that occur inFood</b>	<b>2</b>	<b>5</b>
		<b>Midterm exam</b>	<b>Midterm exam</b>	<b>2</b>	<b>6</b>
<b>Tests The process and the theory Monthly with a job Reports</b>	<b>road the explanation and throwing Lecture</b>	<b>healthy tradingFor food</b>	<b>The students learned about health issues in the home, factory, and retail outlets..</b>	<b>2</b>	<b>7</b>
<b>Tests The process and the theory</b>	<b>road the explanation and throwing Lecture</b>	<b>Trading and manufacturing of dates and its products</b>	<b>The students learn about the trade of dates..</b>	<b>2</b>	<b>8</b>

<b>Monthly with a job Reports</b>					
<b>Tests The process and the theory Monthly with a job Reports</b>	<b>road the explanation and throwing Lecture</b>	<b>Date processing and manufacturing and its products</b>	<b>TTIntroduce the students to the production of various date products..</b>	<b>2</b>	<b>9</b>
<b>Tests The process and the theory Monthly with a job Reports</b>	<b>road the explanation and throwing Lecture</b>	<b>Grain industry and its products</b>	<b>Students learn about the grain industry and its products, the importance of grains, their composition and nutritional value</b>	<b>2</b>	<b>10</b>
<b>Tests The process and the theory Monthly with a job Reports</b>	<b>road the explanation and throwing Lecture</b>	<b>Grain industry and its products</b>	<b>The students learn about wheat milling, flour recipes, and pasta making..</b>	<b>2</b>	<b>11</b>
<b>Tests The process and the theory</b>	<b>road the explanation and throwing Lecture</b>	<b>Bread and bakery products industry</b>	<b>The students learned about the ingredients of bakery products and the types of bread.</b>	<b>2</b>	<b>12</b>

<b>Monthly with a job Reports</b>					
<b>Tests The process and the theory Monthly with a job Reports</b>	<b>road the explanation and throwing Lecture</b>	<b>Bread and bakery products industry</b>	<b>The students learn about some types of cakes and bakery products.noshit.</b>	<b>2</b>	<b>13</b>
<b>Tests The process and the theory Monthly with a job Reports</b>	<b>road the explanation and throwing Lecture</b>	<b>baby food industry</b>	<b>The students learn about the food industry.unlessChildren, their importance, types, manufacturing methods, and packaging</b>	<b>2</b>	<b>14</b>
		<b>Midterm exam</b>	<b>Midterm exam</b>	<b>2</b>	<b>15</b>
<b>Tests The process and the theory Monthly with a job Reports</b>	<b>road the explanation and throwing Lecture</b>	<b>theMilk and dairy productsnochewing gum</b>	<b>The students learn about the importance of milk, its composition, and its nutritional value..</b>	<b>2</b>	<b>16</b>
<b>Tests The process and the theory</b>	<b>road the explanation and throwing Lecture</b>	<b>AFor milk and productsunlesschewing gum</b>	<b>TThe students learned about the production of some types of milk, butter, and cream..</b>	<b>2</b>	<b>17</b>

<b>Monthly with a job Reports</b>					
<b>Tests The process and the theory Monthly with a job Reports</b>	<b>road the explanation and throwing Lecture</b>	<b>AFor milk and productsunlesschewing gum</b>	<b>The students learn about the making of ice cream and cream ice cream.Cheese making andAtoAFermented gum</b>	<b>2</b>	<b>18</b>
<b>Tests The process and the theory Monthly with a job Reports</b>	<b>road the explanation and throwing Lecture</b>	<b>Red meat trading and processing</b>	<b>The students learned about meat</b>	<b>2</b>	<b>19</b>
<b>Tests The process and the theory Monthly with a job Reports</b>	<b>road the explanation and throwing Lecture</b>	<b>Red meat trading and processing</b>	<b>The students learned about the chemical composition of meat and the changes that occur after death..</b>	<b>2</b>	<b>20</b>
			<b>Application period For applications</b>		<b>21</b>
			<b>Application period</b>		<b>22</b>
			<b>a period application</b>		<b>23</b>
			<b>a period application</b>		<b>24</b>
			<b>a period application</b>		<b>25</b>

			<b>a period application</b>		<b>26</b>
<b>Tests</b> <b>The</b> <b>process</b> <b>and the</b> <b>theory</b> <b>Monthly</b> <b>with a</b> <b>job</b> <b>Reports</b>	<b>road the</b> <b>explanation</b> <b>and</b> <b>throwing</b> <b>Lecture</b>	<b>Red meat trading</b> <b>and processing</b>	<b>Students learn</b> <b>about the qualitative</b> <b>characteristics of</b> <b>fresh and processed</b> <b>meats.</b>	<b>2</b>	<b>27</b>
<b>Tests</b> <b>The</b> <b>process</b> <b>and the</b> <b>theory</b> <b>Monthly</b> <b>with a</b> <b>job</b> <b>Reports</b>	<b>road the</b> <b>explanation</b> <b>and</b> <b>throwing</b> <b>Lecture</b>	<b>Trading and</b> <b>manufacturing of fish</b> <b>monger</b>	<b>The students learn</b> <b>about the</b> <b>division of fish</b> <b>Its marketing images,</b> <b>body composition,</b> <b>and chemical</b> <b>composition of fish</b> <b>monger</b>	<b>2</b>	<b>28</b>
<b>Tests</b> <b>The</b> <b>process</b> <b>and the</b> <b>theory</b> <b>Monthly</b> <b>with a</b> <b>job</b> <b>Reports</b>	<b>road the</b> <b>explanation</b> <b>and</b> <b>throwing</b> <b>Lecture</b>	<b>Trading and</b> <b>manufacturing of fish</b> <b>monger</b>	<b>The students learn</b> <b>about the</b> <b>division of fish</b> <b>Its marketing images,</b> <b>body composition,</b> <b>and chemical</b> <b>composition of fish</b> <b>monger</b>	<b>2</b>	<b>29</b>
		<b>Midterm exam</b>	<b>Midterm exam</b>	<b>2</b>	<b>30</b>

### 11. Course Evaluation

The grade is distributed out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports, conducting experiments, etc. After that, the overall coursework grade is calculated out of 35 points.

<b>12. Learning and teaching resources</b>	
<b>AFor the systematic book(Food Industries Part OneWell and Part Two(</b>	<b>Required textbooks (methodology, if applicable)</b>
<p><b>Food biochemistry and processing, by YH Hui 2006 black well publishing.</b></p> <p><b>Manufacturing and Food(1995) Sadiq Hassan Al-Hakim, Abdul Ali Mahdi Hassan, Ministry of Higher Education and Scientific Research</b></p> <p><b>Bread and pastries(1990) Amjad Buya Sawalqa, Ministry of Higher Education and Scientific Research–</b></p> <p><b>Meat Science (1990) Muharib Abdul Hamid Taher, University of Basra</b></p> <p>• -Food Processing – Part 1 Food Processing – Part 2</p>	<b>Main references (sources)</b>
<p><b>1-Journal of food science 2-Food Technology 3-Journal of food science. and technology</b></p> <p><b>Arab Journal of Food and Nutrition</b></p> <p style="text-align: center;"><b>Required reports:</b></p> <p><b>The importance of food industries</b></p> <p><b>The most important food industries in Iraq</b></p> <p><b>Dates industry and its products</b></p> <p><b>Bread and pastry making</b></p>	<b>Recommended supporting books and references (scientific journals, reports...)</b>
<p style="text-align: center;"><a href="http://www.uobabylon.edu/">http://www.uobabylon.edu/</a></p> <p style="text-align: center;"><a href="http://www.nutrition.com/">http://www.nutrition.com/</a></p> <p style="text-align: center;"><a href="http://www.texasa%26muniversity.com/">http://www.texasa%26muniversity.com/</a></p>	<b>Electronic references, websites</b>

<b>1. Course Name</b>	
Food Industries / Practical	
<b>2. Course Code</b>	
<b>3. Term/Year</b>	
annual2024/2025	
<b>4. Date this description was prepared</b>	
18/9/2025	
<b>5. Available attendance formats</b>	
daily	
<b>6. Total number of study hours / Total number of units</b>	
60 working hours	
<b>7. Name of the course coordinator (if there is more than one, mention it)</b>	
Name: Dr. Duaa Muthanna Shaaban Email:duaa.muthana@tu.edu.iq	
<b>8. Course Objectives</b>	
<ul style="list-style-type: none"> <li>• Understanding the correct principles of food manufacturing processes</li> <li>• Identifying the essential steps to follow in order to produce a high-quality product</li> <li>• Studying how to determine product quality and how to judge it</li> </ul>	Course objectives
<b>9. Teaching and learning strategies</b>	
<p><b>Cognitive objectives:</b></p> <p>-1. Identifying quality characteristics unless Nutrition and methods of measuring it in food products</p> <p>2-Understanding food laws, specifications, and regulations</p>	

3- Identifying nutritional health conditions and the factors affecting them

Goals/Skills pertaining to the course.

1- Identifying the components of food

2- Identifying the chemical, physical, and sensory properties of food substances

3- Identifying manufacturing methods for products/foods different

4- Identifying fraud or corruption with food and assessing its compliance with standard and health specifications

#### 10. Course Structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Tests The process and the theory Monthly with a job Reports	road the explanation and throwing Lecture	Sugar and saline solutions and their importance in the food industry	The student learns about the importance of saline and sugar solutions and their significance in the food industry.	2	1
Tests The process and the theory Monthly with a job Reports	road the explanation and throwing Lecture	Methods of expressing focus and Devices used to measure concentration and density		2	2
Tests The process and the theory Monthly	road the explanation and throwing Lecture	Practical problems concerning saline and sugar solutions and food liquids	The student learns how to prepare sugar and salt solutions and measure their	2	3

with a job Reports			concentration practically.		
Tests The process and the theory Monthly with a job Reports	road the explanation and throwing Lecture	-Studying the properties of food products with aFor a relationshipThrough manufacturing (chemical, physical, microbiological, and sensory) - conducting sensory tests for some of theFood	The student learns about the characteristics of some food products related to manufacturing.	2	4
Tests The process and the theory Monthly with a job Reports	road the explanation and throwing Lecture	Studying methods for evaluating the quality of food products (methods of presenting models)Arbitration methods	The student learned about methods for evaluating the quality of food products.	2	5
Tests The process and the theory Monthly with a job Reports	road the explanation and throwing Lecture	He revealed the changes that occurred inFoodmicrobialand enzymeChemicaland his relationshipA basnomProductAnd accept it	The student learns about microbial and chemical changesand enzymeIn theAFood	2	6
Tests The process and the theory Monthly with a job Reports	road the explanation and throwing Lecture	Pressing and preserving dates, and manufacturing date syrup and vinegar.	The student learns about the method of preserving and pressing dates.	2	7
Tests The process	road the explanation and throwing	Pressing and preserving dates, and manufacturing	The student learns about the method of	2	8

and the theory Monthly with a job Reports	Lecture	date syrup and vinegar.	preserving and pressing dates.		
Tests The process and the theory Monthly with a job Reports	road the explanation and throwing Lecture	Evaluation of some grain products (wheat, flour)Pasta, etc.	The student learns about methods for evaluating grain products.	2	9
Tests The process and the theory Monthly with a job Reports	road the explanation and throwing Lecture	Evaluation of some grain products (wheat, flour)Pasta, etc.	The student learns about methods for evaluating grain products.	2	10
Tests The process and the theory Monthly with a job Reports	road the explanation and throwing Lecture	Making bread, cakes, and pasta in a laboratory	recognize student'sOn the methods of manufacturing some baked goods	2	11
Tests The process and the theory Monthly with a job Reports	road the explanation and throwing Lecture	ADue to somenoChemical, physical, microbiological, and sensory tests on milk and some dairy products.noAvailable chewing gum in amarkets	The student learns about someFor testsSensory and microbiological properties of milk	2	12
Tests The process and the theory Monthly	road the explanation and throwing Lecture	cheese makingAnd milklaboratory fermenterA	The student learns about the cheese-making process.And	2	13

with a job Reports			milkLaborator y fermented		
Tests The process and the theory Monthly with a job Reports	road the explanation and throwing Lecture	Making creamy ice cream	The student learns about methods of making creamy ice cream.	2	14
Tests The process and the theory Monthly with a job Reports	road the explanation and throwing Lecture	Manufacturing some food mixturesnochildre n	The student learns about methods of preparing some foods.noChildr en and their components	2	15
Tests The process and the theory Monthly with a job Reports	road the explanation and throwing Lecture	Meat animals (their types and detection of their characteristics)noI ts meat, methods of slaughtering, cutting, and storing it (meat cuts and uses)A٤	The student learns about the types of meat, methods of slaughtering them, and types of cuts.	2	16
Tests The process and the theory Monthly with a job Reports	road the explanation and throwing Lecture	Methods of cooking and preserving meat	The student learns about methods of cooking and preserving meat.	2	17
Tests The process and the theory Monthly with a job Reports	road the explanation and throwing Lecture	Mincing meat, making hamburgers, and some ready-made productsAshit	The student learns about the manufacturing of hamburgers and some ready-made products.	2	18
			Midterm exam	2	19

			<b>Application period</b>		<b>20</b>
			<b>Application period</b>		<b>21</b>
			<b>Application period</b>		<b>22</b>
			<b>Application period</b>		<b>23</b>
			<b>Application period</b>		<b>24</b>
			<b>Application period</b>		<b>25</b>
<b>Tests The process and the theory Monthly with a job Reports</b>	<b>road the explanation and throwing Lecture</b>	<b>evaluationAtoAFish and methods of cooking and preserving it</b>	<b>The student learns about the evaluation of theAFish and methods of cooking and preserving itA</b>	<b>2</b>	<b>26</b>
<b>Tests The process and the theory Monthly with a job Reports</b>	<b>road the explanation and throwing Lecture</b>	<b>Poultry and methods of cooking and preserving it</b>	<b>TEvaluate poultry and methods of cooking and preserving it</b>	<b>2</b>	<b>27</b>
<b>Tests The process and the theory Monthly with a job Reports</b>	<b>road the explanation and throwing Lecture</b>	<b>Poultry and methods of cooking and preserving it</b>	<b>TEvaluate poultry and methods of cooking and preserving it</b>	<b>2</b>	<b>28</b>
<b>For tests The process and the theory Monthly with a job Reports</b>	<b>road the explanation and throwing Lecture</b>	<b>Evaluating egg quality, cooking methods, and storage</b>	<b>The student learns about evaluating egg quality and methods of cooking and storing eggs.</b>	<b>2</b>	<b>29</b>

For tests The process and the theory Monthly with a job Reports	road the explanation and throwing Lecture	Evaluation of pre- manufactured and laboratory- preserved products	The student learns about methods for evaluating pre- manufactured and stored products in the laboratory.	2	30
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### 11. Course Evaluation

The grade is distributed out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports, conducting experiments, etc. After that, the overall coursework grade is calculated out of 15 points.

### 12. Learning and teaching resources

Practical Guide / Food Industries Practice	Required textbooks (methodology, if applicable)
<p><b>Food biochemistry and processing, by YH Hui 2006 black well publishing.</b></p> <p><b>Manufacturing and Food(1995) Sadiq Hassan Al-Hakim, Abdul Ali Mahdi Hassan, Ministry of Higher Education and Scientific Research</b></p> <p><b>Bread and pastries(1990) Amjad Buya Sawalqa, Ministry of Higher Education and Scientific Research–</b></p> <p><b>Meat Science (1990) Muharib Abdul Hamid Taher, University of Basra</b></p> <p><b>Manal Al-Alam's Kitchen(2009) Manal Al-Alam</b></p>	<p><b>Main references (sources)</b></p>

<p><b>1-Journal of food science 2-Food Technology 3-Journal of food science. and technology</b></p> <p><b>Arab Journal of Food and Nutrition</b></p> <p><b>Required reports:</b></p> <p><b>A detailed report is prepared on each substance manufactured in the nutrition laboratory, discussing the results, failures, and advantages of the methods used.</b></p>	<p><b>Recommended supporting books and references (scientific journals, reports...)</b></p>
<p><a href="http://www.uobabylon.edu/">http://www.uobabylon.edu/</a></p> <p><a href="http://www.nutrition.com/">http://www.nutrition.com/</a></p>	<p><b>Electronic references, websites</b></p>

**Course description template**

<p><b>1. Course Name: Educational Measurement and Evaluation</b></p>
<p><b>2. Course Code</b></p>
<p><b>3. Term/Year 2025/2026</b></p>
<p><b>4. Date this description was prepared: 1/9/2025</b></p>
<p><b>5. Available attendance formats: in-person, online</b></p>
<p><b>6. Number of study hours (60) / Number of units (120)</b></p>

**7. Name of the course coordinator (if there is more than one, mention it)**

Name: M.Dr.Khaled Walid Noufan

Email:Khalid.waleed@tu.edu.iq

**8. Course Objectives**

<p>To familiarize students with the principles of measurement and evaluation</p> <p>2- Making students understand the historical basis of measurement and evaluation</p> <p>3- To make students recognize the importance of the social basis of the measurement and evaluation process</p> <p>4- Making students aware of the impact of assessment on the educational process</p> <p>5- Making students understand the role of measurement and evaluation in education</p> <p>6- They are familiar with educational systems And the statistics</p>	Course objectives
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**9. Teaching and learning strategies**

Lecture, discussion, questioning cooperative learning	strategy
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**10. Course Structure**

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Achievement tests	Lecture and discussion	Historical Overview	Educational and psychological sciences	2	the first

Achievement tests	Lecture and discussion	The meaning of educational measurement	Educational and psychological sciences	2	the second
Achievement tests	Lecture and discussion	The necessity and importance of measurement in education	Educational and psychological sciences	2	the third
Achievement tests	Lecture and discussion	Measurement theories	Educational and psychological sciences	2	Fourth
Achievement tests	Lecture and discussion	Areas of measurement and evaluation in education	Educational and psychological sciences	2	Fifth
Achievement tests	Lecture and discussion	The historical basis of the calendar	Educational and psychological sciences	2	Sixth
Achievement tests	Lecture and discussion	The development of the foundations of assessment in education	Educational and psychological sciences	2	Seventh
Achievement tests	Lecture and discussion	The relationship between measurement and evaluation	Educational and psychological sciences	2	Eighth
Achievement tests	Lecture and discussion	Methods of evaluation	Educational and psychological sciences	2	Ninth
Achievement tests	<b>Chapter selection</b>	<b>Selecting the first chapter</b>	Educational and psychological sciences	2	tenth
Achievement tests	Lecture and discussion	Types of tests	Educational and psychological sciences	2	eleventh

Achievement tests	Lecture and discussion	Written tests	Educational and psychological sciences	2	twelfth
Achievement tests	Lecture and discussion	Test map	Educational and psychological sciences	2	thirteenth
Achievement tests	Lecture and discussion	Types of achievement tests	Educational and psychological sciences	2	fourteenth
Achievement tests	Lecture and discussion	oral exams	Educational and psychological sciences	2	fifteenth
Achievement tests	Lecture and discussion	True or false tests	Educational and psychological sciences	2	Sixteenth
Achievement tests	Lecture and discussion	Multiple choice tests	Educational and psychological sciences	2	seventeenth
Achievement tests	Lecture and discussion	Test correction	Educational and psychological sciences	2	eighteenth
	Lecture and discussion	The foundations upon which the test is based	Educational and psychological sciences	2	nineteenth
Application period	Application period	Application period	Application period	2	Twenty
Application period	Application period	Application period	Application period	2	Twenty-one
Application period	Application period	Application period	Application period	2	Twenty-second
Application period	Application period	Application period	Application period	2	Twenty-third
Application period	Application period	Application period	Application period	2	Twenty-fourth
Application period	Application period	Application period	Application period	2	Twenty-fifth
Achievement tests	Lecture and discussion	Humanistic foundations of testing	Educational and psychological sciences	2	Twenty-sixth
Achievement tests	Lecture and discussion	The perfect test	Educational and	2	Twenty-seventh

			psychological sciences		
Achievement tests	Lecture and discussion	Conditions for the ideal test	Educational and psychological sciences	2	Twenty-eighth
Achievement tests	Lecture and discussion	Practical examples	Educational and psychological sciences	2	Twenty-ninth
	Selecting Chapter Two	Selecting Chapter Two	Educational and psychological sciences	2	thirty

### 11. Course Evaluation

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

### 12. Learning and teaching resources

TheYS and the calendar	Required textbooks (methodology, if applicable)
Psychology books on measurement and evaluation	Main references (sources)
References Educational Sciences	Recommended supporting books and references (scientific journals, reports...)
Websites like Google Scholar	Electronic references, websites

## Course description template

<b>1. Course Name</b>
<b>Therapeutic nutrition (theory and practice)</b>
<b>2. Course Code</b>
<b>328hECN</b>
<b>3. Semester / Year</b>
<b>Annual 2025/2026</b>
<b>4. Date this description was prepared</b>
<b>18/9/2025</b>
<b>5. Available forms of attendance</b>

daily

6 Total number of study hours–Total number of units

30 hours of theory / 60 hours of practical work – Number of units: 4

7. Name of the course coordinator

M.M. Thaer Bahaa Naamanthaer.bahaa@tu.edu.iq •

8. Course Objectives

	Course objectives
<ul style="list-style-type: none"><li>• Studying the role and tasks of nutritionists in hospitals and in the health sector.</li><li>• A study of the principles and foundations of therapeutic nutrition and the role of food in treating patients...</li><li>• Studying therapeutic nutrition systems in hospitals and monitoring nutritional care plans for patients.</li><li>• A study of therapeutic meal planning, modifying regular meals to suit the patient's condition...</li><li>• Studying various bodily diseases related to nutrition that require nutritional treatment</li><li>• Studying the nutritional status of the individual and estimating the nutritional needs of patients.</li></ul>	

9. Teaching and learning strategies

- Teaching strategies: collaborative concept planning
- Brainstorming teaching strategies
- Series of observation strategies

Evaluation Method	Learning methods	Unit name or topic	Required learning outcomes	Hours	Week
Theoretical and practical exam Practical application	Giving the lecture  Explanation and training	An introduction to therapeutic nutrition, some terms related to therapeutic nutrition, and the role of nutritionists.  My work involves measurements used to assess nutritional status and determine standard weights relative to adult height (BMI).	The student learns about	2 Theor y + 2. Practi cal	٥
Theoretical and practical exam Practical application	Giving the lecture  Explanation and training	Principles of Therapeutic Nutrition (The importance of therapeutic nutrition, nutritional care for patients, and assessment of nutritional status)  Practical / Calories and methods of calculating calories and understanding the relationship between physical activity and metabolism	The student learns about	2 Theor y + 2. Practi cal	٦
Theoretical and practical exam Practical application	Giving the lecture  Explanation and training	Assessing the patient's nutritional needs and developing therapeutic diets specific to hospitals.  Practical/Methods for calculating energy needs and planning meals.	The student learns about	2 Theor y + 2. Practi cal	٧
Theoretical and practical exam Practical application	Giving the lecture	Obesity: Definition, Types, Causes, Diagnosis,	The student learns about	2 Theor y +	٨

	Explanation and training	Symptoms, and Complications Organizing a nutritional program for obese individuals		2. Practical	
Theoretical and practical exam Practical application	Giving the lecture	Thinness: Definition, Types, Causes, Diagnosis, Symptoms, and Complications	The student learns about	2 Theory + 2. Practical	9
	Explanation and training	Organizing a dietary program for underweight individuals			
	Giving the lecture	Chapter One	First exam	4	10
	Explanation and training				
Theoretical and practical exam Practical application	Giving the lecture	Diabetes: Definition, Types, Causes, Diagnosis, Symptoms, and Complications	The student learns about	2 Theory + 2. Practical	11
	Explanation and training	My work: Organizing a dietary program for people with diabetes			
Theoretical and practical exam Practical application	Giving the lecture	Heart disease: definition, types, causes, diagnosis, symptoms, complications	The student learns about	2 Theory + 2. Practical	12
	Explanation and training	My work: Organizing a nutritional program for people with heart disease			

<p>Theoretical and practical exam Practical application</p>	<p>Giving the lecture</p> <p>Explanation and training</p>	<p><b>Hypertension: Definition, Types, Causes, Diagnosis, Symptoms, and Complications</b></p> <p><b>My work: Organizing a dietary program for people with high blood pressure.</b></p>	<p>The student learns about</p>	<p>2 Theory + 2. Practical</p>	<p>۱۳</p>
<p>Theoretical and practical exam Practical application</p>	<p>Giving the lecture</p> <p>Explanation and training</p>	<p><b>Atherosclerosis: Definition, Types, Causes, Diagnosis, Symptoms, and Complications</b></p> <p><b>My work / Organizing a nutritional program for people with multiple sclerosis</b></p>	<p>The student learns about</p>	<p>2 Theory + 2. Practical</p>	<p>۱۴</p>
		<p><b>Chapter One</b></p>	<p><b>Second exam</b></p>	<p>4</p>	<p>۱۵</p>
<p>Theoretical and practical exam Practical application</p>	<p>Giving the lecture</p> <p>Explanation and training</p>	<p><b>Gastrointestinal diseases (esophagus and stomach): definition, types, causes, diagnosis, symptoms, complications</b></p> <p><b>My work: Organizing a dietary program for people with digestive system diseases</b></p>	<p>The student learns about</p>	<p>2 Theory + 2. Practical</p>	<p>۱۶</p>
<p>Theoretical and practical exam Practical application</p>	<p>Giving the lecture</p> <p>Explanation and training</p>	<p><b>Gastrointestinal diseases (indigestion): definition, types, causes, diagnosis, symptoms, complications</b></p> <p><b>My work: Organizing a dietary program for people with digestive system diseases</b></p>	<p>The student learns about</p>	<p>2 Theory + 2. Practical</p>	<p>۱۷</p>

<p>Theoretical and practical exam Practical application</p>	<p>Giving the lecture</p> <p>Explanation and training</p>	<p><b>Intestinal diseases (diarrhea and constipation): definition, types, causes, diagnosis, symptoms, complications</b></p> <p><b>My work involves organizing a dietary program for people with bowel diseases (constipation and diarrhea). Its symptoms, side effects, and complications</b></p>	<p>The student learns about</p>	<p>2 Theor y + 2. Practi cal</p>	<p>18</p>
<p>Theoretical and practical exam Practical application</p>	<p>Giving the lecture</p> <p>Explanation and training</p>	<p><b>Intestinal diseases: Colitis – its definition, types, causes, diagnosis, symptoms, complications</b></p> <p><b>My work: Organizing a dietary program for people with bowel diseases (colitis). Its definition, types, causes and diagnosis</b></p>	<p>The student learns about</p>	<p>2 Theor y + 2. Practi cal</p>	<p>19</p>
<p>Theoretical and practical exam Practical application</p>	<p>Giving the lecture</p> <p>Explanation and training</p>	<p><b>Intestinal diseases, specifically malabsorption: its definition, types, causes, diagnosis, symptoms, effects, and complications.</b></p> <p><b>My work / Organizing a nutritional program for people with intestinal diseases (malabsorption)</b></p>	<p>The student learns about</p>	<p>2 Theor y + 2. Practi cal</p>	<p>20</p>
<p>Theoretical and practical exam Practical application</p>	<p>Giving the lecture</p> <p>Explanation and training</p>	<p><b>Jaundice: Definition, Types, Causes, Diagnosis, Symptoms, and Complications</b></p> <p><b>My work: Organizing a dietary program for people with jaundice</b></p>	<p>The student learns about</p>	<p>2 Theor y + 2. Practi cal</p>	<p>21</p>

		<b>Chapter Two</b>	<b>First exam</b>	4	۲۲
		<b>Application period</b>	<b>Application period</b>		19+20 +21+2 3+24
<b>Theoretical and practical exam Practical application</b>	<b>Giving the lecture  Explanation and training</b>	<b>Cancer: Definition, Types, Causes, Diagnosis, Symptoms, and Complications  Organizing a nutritional program for cancer patients</b>	<b>The student learns about</b>	2 Theory + 2. Practical	25
<b>Theoretical and practical exam Practical application</b>	<b>Giving the lecture  Explanation and training</b>	<b>Osteoporosis: Definition, Types, Causes, Diagnosis, Symptoms, and Complications  Organizing a nutritional program for people with osteoporosis</b>	<b>The student learns about</b>	2 Theory + 2. Practical	26
		<b>Chapter Two</b>	<b>Second exam</b>	4	27
		<b>Discussion of reports</b>		4	28
		<b>Review of the material</b>		8	29 +3 0

The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation and daily exams.

Oral, monthly, written, and report forms...etc.

Grade distribution out of 100

Attendance 10 points

Reports: 10 points

Practical application (10 marks)

Daily homework (10 marks)

Monthly exam (60 marks)

## 12. Learning and teaching resources

nothing	Required textbooks
<ul style="list-style-type: none"> <li>• Therapeutic Nutrition, Dr. Mona Khalil Abdel Qader (2011), Second Edition, Cairo</li> <li>• Therapeutic Nutrition, Dr. Essam Hassan Awida, (2015) First Edition, Riyadh.</li> <li>• Food and Nutrition, Dr. Abdul Rahman Masir (2019), Bahrain.</li> </ul>	References (Sources)
	Recommended supporting books and references (scientific journals, reports)
<a href="https://www.eatright.org/?utm_source=chatgpt.com">https://www.eatright.org/?utm_source=chatgpt.com</a>	Electronic references, websites

### 1. Course Name

**Basics of sewing (1)**

### 2. Course Code

### 3. Term/Year

**First and second semesters / 2025-2026**

### 4. Date this description was prepared

**18/9/2025**

### 5. Available attendance formats

**weekly**

**6. Total number of study hours / Total number of units**

3 hours / 3 units

**7. Name of the course coordinator (if there is more than one, please state):**Name: M. Maha Saheb Abdel Email: [maha.s@tu.edu.iq](mailto:maha.s@tu.edu.iq)**8. Course Objectives**

<ul style="list-style-type: none"> <li>• Teaching students the parts of a sewing machine and its usesHa.....</li> <li>• Teaching female students to useSewing terminology.....</li> <li>• Teaching female students the basics of sewing.....</li> <li>• Teaching students the practical applications of each model.</li> <li>• Teaching students to execute the models manually and using a sewing machine.</li> <li>• Teaching female students a manual skill to prepare them for future life.</li> </ul>	Course objectives
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**9. Teaching and learning strategies**

<p>Theoretical lectures (explanation and clarification). -</p> <p>Practical lectures (practical application and how to make models). -</p> <p>-LecturesElectronic ( Publishing lecturesExplanatory videos, daily assignments, and scores for theoretical and practical exams.on semester Google Classroom)</p> <p>- Reports</p>	strategy
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**10. Course Structure**

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
<b>First semester</b>					
Theoretical and practical test	a lecture Present the model and apply its steps	electric sewing machine - Knowing its parts and how it works	The student learns about	3 hour	1
Theoretical and practical test	a lecture Present the model and apply its steps	Sewing on paper without thread	Student training on	3 hour	2

Theoretical and practical test	a lecture Present the model and apply its steps	Basic sewing tools, practicing their use, and the advantages of each to master sewing skills	Student training on	3 hour	3
Theoretical and practical test	a lecture Present the model and apply its steps	To complete the basic sewing tools, practice using them and the advantages of each, you will master sewing skills.	Student training on	3 hour	4
Theoretical and practical test	a lecture Present the model and apply its steps	Ironing tools	The student learns about	3 hour	5
Theoretical and practical test	a lecture Present the model and apply its steps	Ironing tools supplement	The student learns about	3hour	6
		First month exam			7
Theoretical and practical test	a lecture Present the model and apply its steps	Sewing machine sewing lines: Straight line	Student training on	3 hour	8
Theoretical and practical test	a lecture Present the model and apply its steps	Sewing machine stitches: Corner stitches	Student training on	3 hour	9
Theoretical and practical test	a lecture Present the model and apply its steps	Sewing machine sewing lines: Curved lines	Student training on	3 hour	10
Theoretical and practical test	a lecture Present the model and apply its steps	Sewing machine accessories: Use the zipper foot to insert the zipper and thread.	Defining and training the student on	3 hour	11
Theoretical and practical test	a lecture Present the model and apply its steps	Sewing machine accessories: Presser foot, narrow overlock foot, seam allowance adjustment tool	Defining and training the student on	3 hour	12
Theoretical and practical test	a lecture Present the model and apply its steps	Sewing machine accessories: buttonhole tool and button fastener.	Introducing the student to	3 hour	13
		Second month exam			14
		Review of machine sewing patterns			15
<b>Second semester</b>					
Theoretical and practical test	a lecture Present the model and apply its steps	Non-permanent hand sewing, types of stitching	Student training on	3hour	16
Theoretical and practical test	a lecture Present the model and apply its steps	Continuation of non-permanent hand sewing, types of stitching	Student training on	3hour	17
Theoretical and practical test	a lecture Present the model and apply its steps	Fixed hand sewing (waterfall stitch, various types of backstitch, surfer stitch)	Student training on	3hour	18
Theoretical and practical test	a lecture Present the model and apply its steps	Fixed hand sewing (holding stitch, magic stitch)	Student training on	3hour	19

Theoretical and practical test	a lecture Present the model and apply its steps	Fixed hand sewing (buttonhole stitch, blanket edge stitch)	Student training on	3hour	20
Theoretical and practical test	a lecture Present the model and apply its steps	The curved strip (the zigzag) Its specifications- Preparing it-visa- story-connection-(K)	Student training on	3hour	21
		First month exam			22
Theoretical and practical test	a lecture Present the model and apply its steps	Continuous ribbed tape Its specifications-Preparing it-visa-story-K	Student training on	3hour	23
Theoretical and practical test	a lecture Present the model and apply its steps	Continuation of the continuous, angular tape Its specifications-Preparing it-visa-story-K	Student training on	3hour	24
Theoretical and practical test	a lecture Present the model and apply its steps	The various types of injustices, their uses, and ways to resolve them.	Student training on	3hour	25
Theoretical and practical test	a lecture Present the model and apply its steps	Completing the discussion of various types of injustices, their uses, and methods of resolving them.	Student training on	3hour	26
Theoretical and practical test	a lecture Present the model and apply its steps	Create a pin holder in different shapes using various applications.	Student training on	3hour	27
Theoretical and practical test	a lecture Present the model and apply its steps	Complete the work of the pin holder and receive it	Student training on	3hour	28
		Second month exam			29
Theoretical and practical test	a lecture Present the model and apply its steps	Receiving student reports regarding the subject matter and preparation for the final exam	The student learns about	3hour	30

## 11. Course Evaluation

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

### Grade distribution out of 100:

- Attendance 10 points •
- Daily assignment (10 marks) •
- Practical application (20 points) •

- 10-point report •
- Oral exam (10 marks) •
- Monthly exam, 40 marks •

## 12. Learning and teaching resources

<p><b>The systematic book on the fundamentals of sewing</b> Amal Al-Najjar</p>	<p>Required textbooks (methodology, if applicable)</p>
<p><b>Singer–Encyclopedia of Sewing: Sewing Principles</b> Academia International, Lebanon, 2000.  <b>Singer–Sewing Encyclopedia: Sewing Secrets</b> Academia International, Lebanon, 2000.  <b>Singer–Encyclopedia of Sewing: The Art of Tailoring</b>, Academia International Lebanon, 1999.</p>	<p>Main references (sources)</p>
<p><b>Burda Magazine.</b> -  <b>–Sewing Encyclopedia: Sewing Secrets</b>(Sewing machines and their types, hand sewing and its types, cutting tools and their types and how to care for them.  <b>Encyclopedia of Sewing Techniques</b>, by A. Bushra Fadhil, University of Baghdad, 2013.  <b>Reports:</b>  <b>Iraqi fashion throughout the ages.</b> -  <b>Sewing and its role in family life.</b> -</p>	<p>Recommended supporting books and references (scientific journals, reports...)</p>
<p><a href="http://www.burdafashion.com">www.burdafashion.com</a>  <b>Sewing world magazine</b> Latelier de couture  <b>the sewing guru.com</b></p>	<p>Electronic references, websites</p>

## Course description template

<b>1. Course Name</b>	
<b>Advanced sewing</b>	
<b>2. Course Code</b>	
<b>3. Term/Year</b>	
<b>Chapters One and Two / 2025 - 2026</b>	
<b>4. Date this description was prepared</b>	
<b>18/9/2025</b>	
<b>5. Available attendance formats</b>	
<b>weekly</b>	
<b>6. Total number of study hours / Total number of units</b>	
<b>2 hours / 2 units</b>	
<b>7. Name of the course coordinator (if there is more than one, mention it)</b>	
<b>Name: M. Maha Saheb Abdul</b>	Email: <a href="mailto:maha.s@tu.edu.iq">maha.s@tu.edu.iq</a>
<b>8. Course Objectives</b>	
<p>Expanding and developing students' theoretical and practical understanding of sewing topics in previous academic stages And its application in the steps of sewing a jacket, as well as dresses for occasions and evenings.....</p> <p>Understanding the specific nature of advanced sewing as the highest and most sophisticated type of sewing.....</p> <p>Informing female students about how to develop their scientific and professional skills In the field of sewing.....</p>	<p>Course objectives</p>
<b>9. Teaching and learning strategies</b>	
<p><b>Theoretical lectures (explanation and clarification)</b> -</p> <p><b>Practical lectures (practical application of the model).</b> -</p>	<p>strategy</p>

-Lectures Electronic ( Publishing lectures Explanatory videos, daily assignments, and scores for theoretical and practical exams.on semester Google Classroom)

### 10. Course Structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
practical achievement test	Giving the lecture Practical application	<p>Understanding the topic of advanced sewing and its required supplies - ١</p> <p>The importance of an ironing board and pad in the steps of sewing a jacket or coat - ٢</p> <p>Drawing and sewing the pattern for the ironing pillow, how to position the pillow pattern, and the amount of sewing allowances required. - ٣</p> <p>Detailing the ironing pad and marking the template boundaries - ٤</p> <p>Identifying the material used in pillow filling and its main features - ٥</p> <p>How to stuff the pillow and how to close the stuffing hole - ٦</p> <p>Choosing a jacket or coat design that features a classic style, in addition to choosing the fabric (specifically wool) because of its easy-to-handle properties, and choosing the lining fabric and all the accessories that the jacket needs.</p>	The student learns about	8	1-4
Achievement test practical	=	<p>Shrinking, altering, and creating a pattern for a woolen fabric or coat - ١</p> <p>Understanding the basic rules for tailoring a jacket or coat - ٢</p> <p>Method of laying out the fabric and fixing the pattern for tailoring, with the transfer of markings from the pattern to the fabric. - ٣</p> <p>Testing the appropriate adhesive filling and determining the basic rules for its application and signal transmission. - ٤</p> <p>Determine the collar line for the neckline with adhesive padding fixed without gluing. Execute the sewing of the collar and waistbands. - ٥</p>	The student learns about	8	5-8

Achievement test practical	=	<p>How to make buttonholes in fabric -<sup>1</sup>  Fasten and prepare the pieces of the jacket or coat for making the braid. -<sup>2</sup></p> <p>How to determine the neckline of the upper collar and sew the collar -<sup>3</sup>  Collar sewing procedure -<sup>4</sup>  How to attach and fasten sleeve pieces -<sup>5</sup>  Sewing the sleeve pieces and how to attach them to the body of the jacket or coat, and securing the shoulder straps. -<sup>6</sup></p>	The student learns about	8	9-12
Achievement test practical	=	<p>How to create and install pleat thickeners -<sup>1</sup>  How to tie the lining fabric pieces -<sup>2</sup>  Perform the stitching to join the lining fabric together. -<sup>3</sup>  Attach the lining to the jacket or coat and sew it in the seam allowance. -<sup>4</sup>  Secure buttons and folds with clips -<sup>5</sup></p>	The student learns about	6	13-15
Theory test		First semester exam		2	16
Achievement test practical	=	<p>Second semester / Evening dresses  Choosing an evening dress design (afternoon wear) that features an embellished design -<sup>1</sup>  Pattern extraction (dress designs vary annually according to fashion) -<sup>2</sup>  Choosing the right fabric and appropriate embellishments -<sup>3</sup>  Fabric adjustment, fixing the template to the fabric -<sup>4</sup>  Learn the basic rules of tailoring and how to handle special fabrics (embroidered, embellished, etc.), then cut the fabric and transfer the patterns from the template to the fabric.. -<sup>5</sup></p>	The student learns about	8	17-20
		Application period	Application period	10	21-25
Achievement test practical	=	<p>The proper way to attach and secure embellishments (the steps for attaching embellishments to a dress vary depending on the type of embellishment; some embellishments are best done in the early stages before tying the garment pieces, while others are done in the final stages) -<sup>1</sup>  How to create necklines (different shapes and designs), how to attach sleeves, how to execute necklines, and how to finish them. -<sup>2</sup>  Design presentation (fashion show by students) -<sup>3</sup></p>	The student learns about	8	26-29
Theory test		Second semester exam		2	30

## 11. Course Evaluation

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

### Grade distribution out of 100:

- Attendance 10 points** •
- the practical application 20 degrees** •
- Implementing the garment 20 degrees** •
- the exam the Monthly 50 degrees** •

## 12. Learning and teaching resources

<b>Advanced sewing binder</b>	Required textbooks (methodology, if applicable)
<b>Haute Couture Book - Singer Collection - Comparative clothing construction techniques-</b>	Main references (sources)
<b>Haute Couture Book–Singer Collection - Internationally accredited fashion magazines - Burda Magazine -</b>	Recommended supporting books and references (scientific journals, reports...)
<b>Specialized websites Patternmaker, Pinterest</b>	Electronic references, websites