Academic Program Description Template

University Name: UniversityTikrit

College/Institute: CollegeGirls' Education

Scientific Department: DepartmentHome Economics

Name of academic or professional program: Bachelor'sHome economics

Final Certificate Name: Bachelor of Science inHome Economics Education

Study system: annual

Date of preparation of description18/9/2025

Date the file was filled out:24/9/2025

the signature : the signature :

Name of Department Head: M. Shahd Khalid Hamid Name of the Scientific Assistant:Prof. Dr. Ashraf Gamal Mahmoud

the date: the date :

The file was reviewed by:

Quality Assurance and University Performance Division

Name of the Director of the University Quality Assurance and Performance Division:M. Shahd Khalid Hamid

the date

the signature

Dean's approval

1. Program Vision

Leading 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

First: General Objectives

1- To equip students with the fundamental skills and principles in the field of home economics.

2- To enhance students' ability to think independently, manage small projects, and engage in entrepreneurship.

3- To develop students' cognitive and practical skills to conduct innovative research in the field of home economics.

4- To foster students' leadership skills in teamwork and crisis management.

Second: Specific Objectives

1- To graduate home economics teachers for middle and high schools throughout the country.

2- To teach students how to make good food choices, plan meals, prepare, cook, and preserve food, and develop healthy eating habits for both healthy individuals and those with health conditions.

3- To provide administrative and educational supervision of maternal

and child health centers, nurseries, social institutions, and family-run businesses.

4- To plan and rationalize consumption and spending at the family and community levels, and to develop human and material resources.

5- To cultivate an aesthetic and artistic sense in the selection of clothing and fabrics and their relationship to overall appearance, as well as in the design, production, and execution of clothing.

4. Program accreditation
Program accreditation was not obtained

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
	10% of the first stage average + 20% of the second	**170**	**46**	Department requirements

	stage average + 30% of the third stage average + 40% of the fourth stage average			
			nothing	Summer training
			application	Other

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

7. Program Description				
Credit Hours		**Course name**	**Course code**	**Year / Level**
Nothing	**2**	**Principles of Home Economics**	**nothing**	**First/Preliminary Stage**
nothing	**1**	**English language**	**nothing**	**First/Preliminary Stage**
nothing	**1**	**Computer**	**nothing**	**First/Preliminary Stage**
nothing	**1**	**Arabic**	**nothing**	**First/Preliminary Stage**
nothing	**2**	**Foundations of Education**	**nothing**	**First/Preliminary Stage**
nothing	**2**	**Nutrition basics**	**nothing**	**First/Preliminary Stage**
2	**1**	**General Chemistry**	**nothing**	**First/Preliminary Stage**
2	**1**	**General Biology**	**nothing**	**First/Preliminary Stage**

2	nothing	Basics of sewing	nothing	First/Preliminary Stage
	1	Statistics	nothing	First/Preliminary Stage
2	1	Home appliances and tools	nothing	First/Preliminary Stage
nothing	1	English language	nothing	Phase Two/Preliminary
nothing	1	Computer	nothing	Phase Two/Preliminary
nothing	2	Developmental psychology	nothing	Phase Two/Preliminary
nothing	2	Curriculum and textbook	nothing	Phase Two/Preliminary
nothing	2	Secondary education and educational supervision	nothing	Phase Two/Preliminary
nothing	2	Human rights and democracy	nothing	Phase Two/Preliminary
nothing	1	Ba'ath Party crimes	nothing	Phase Two/Preliminary
nothing	1	Arabic	nothing	Phase Two/Preliminary
2	2	Food Chemistry	nothing	Phase Two/Preliminary
2	2	Microbiology	nothing	Phase Two/Preliminary
2	2	Food preparation	nothing	Phase Two/Preliminary

2	nothing	Sewing basics	nothing	Phase Two/Preliminary
nothing	2	Child rearing	nothing	Phase Two/Preliminary
nothing	1	English language	nothing	Phase Three/Preliminary
nothing	2	Psychological counseling and educational guidance	nothing	Phase Three/Preliminary
nothing	2	teaching methods	nothing	Phase Three/Preliminary
nothing	2	Educational technologies and learning technology	nothing	Phase Three/Preliminary
2	1	feeding a baby	nothing	Phase Three/Preliminary
2	2	Food preservation	nothing	Phase Three/Preliminary
2	1	Textiles	nothing	Phase Three/Preliminary
2	1	Home management and handicrafts	nothing	Phase Three/Preliminary
nothing	2	Family relationships	nothing	Phase Three/Preliminary
nothing	2	Family clothes	nothing	Phase Three/Preliminary
nothing	2	optional	nothing	Phase

				Three/Preliminary
	1	**Scientific seminar**	**nothing**	**Phase Three/Preliminary**
nothing	**1**	**English language**	**nothing**	**Phase Four/Preliminary**
nothing	**2**	**Measurement and evaluation**	**nothing**	**Phase Four/Preliminary**
2	**1**	**Viewing and applying**	**nothing**	**Phase Four/Preliminary**
nothing	**1**	**Graduation project**	**nothing**	**Phase Four/Preliminary**
2	**2**	**Food experiments**	**nothing**	**Phase Four/Preliminary**
2	**2**	**Food industries**	**nothing**	**Phase Four/Preliminary**
2	**2**	**therapeutic nutrition**	**nothing**	**Phase Four/Preliminary**
2	**nothing**	**Advanced sewing**	**nothing**	**Phase Four/Preliminary**
2	**1**	**House design**	**nothing**	**Phase Four/Preliminary**
2	**1**	**Nursery management**	**nothing**	**Phase Four/Preliminary**

8. Expected learning outcomes of the program	
Knowledge	
The student should understand the importance of home economics in society.	١- Through tests and their variety, we are able to measure learning outcomes. ٢- Involving female students in

seminars related to home economics and related fields to measure their ability to apply and use the rules correctly.	
Skills	
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.	The student should be able to choose the appropriate design and colors in the design.
Holding awareness workshops on nutrition and conducting educational campaigns on healthy foods and healthy alternatives	To understand the importance of proper and good nutrition and to understand the importance of lines in sewing
Values	
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	To understand the importance of proper conduct that aligns with the customs and traditions of society
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.
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		private	general	
	1		My life	chemistry	Mr
	1		teaching methods	Arabic 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

Professional Development
Orienting new faculty members

Involve 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. - Participating 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
Q4	Part 3	Part 2	Part 1	B4	B3	B2	B1	A4	A3	A2	A1				

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
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	strategy

Self-learning method -	

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 and display methods		3	Fifth Sixth Seventh
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

1. Course Name
Calculators
2. Course Code
104 HE CS
3. Term/Year
Chapters One and Two /2025-2026
4. Date this description was prepared
18/9/2025
5. Available attendance formats
Theory + Practical
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
8. Course Objectives

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
9. Teaching and learning strategies	
Lecture and use of computers for practical application	strategy

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

Course description template

1. Course Name
Home appliances
2. Course Code

3. Term/Year
Chapters One and Two2025-2026
4. Date this description was prepared
18/9/2025
5. Available attendance formats
weekly
6. Total number of study hours / Total number of units
30Theoretical hour / 60 hour practical / **4 units**
7. Name of the course coordinator (if there is more than one, mention it)
Name: Dr. Ali Waleed Noufan Email: ali.w.nofan@tu.edu.iq
8. Course Objectives

Course objectives	• **Studying interior design and the fundamentals of interior design in all its spaces....** • **Studying modern terminology in design....** • **Studying the psychological impact of colors in design....** • **Study of interior design elements...** • **A study of the types of natural and artificial home lighting and their importance in design...** • **Studying the conditions that must be met when choosing land or housing for the family...**
9. Teaching and learning strategies	
strategy	**-LecturerTheoretical (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) -Online lecturesPublishing lecturesExplanatory 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**
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.	2theoretical 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.	2theoretical 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	2 Theory 4 practical	10–11

			the physical principles of their operation.		
=	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 machines, their types and features, the detergents used in them, and clothes irons.	2theoretical 4 practical	17–18
=	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.	1theoretical 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		27–28

			water in the home, its sources, and electric, oil, and gas water heaters and their properties.	2– theoretical 4 practical	
=	Giving the lecture	Providing household supplies	The student learns about the supplies that can be provided at home and some household equipment.	1theoretical 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	
Home appliances -١	Required textbooks (methodology, if applicable)
	Main references (sources)
	Recommended supporting books and references (scientific journals, reports...)
	Electronic references, websites

Course description template

1. Course Name

Nutrition basics	
2. Course Code	
3. Term/Year	
annual	
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 hour Theory / 4 units	
7. Name of the course coordinator (if there is more than one, mention it)	
Name: Dr. Falah Salem Dawood Email: Falah.salim@tu.edu.iq	
8. Course Objectives	
Course objectives	• 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. • 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.
9. Teaching and learning strategies	
strategy	**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 And the explanation and discussion**

-road an offer means Educational -Exams monthly and quarterly -Reports -Activities Daily	

10. Course Structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Daily activities, tests, and monthly and term exams	Presenting the lecture in person	Introduction to nutrition science, its importance, and its relationship to other sciences A brief history of nutrition science	The students learn about	Two hours	the first
Daily activities, tests, and monthly and term exams	Presenting the lecture in person	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.	The students learn about	Two hours	the second
Daily activities, tests, and monthly and term exams	Presenting the lecture in person	Water: its distribution in the body, its functions, water balance, the body's need for it, and its presence in food.	The students learn about	Two hours	the third
Daily activities, tests, and monthly and term exams	Presenting the lecture in person	Carbohydrates, their presence in food and their forms, blood glucose control, and ways to maintain it in the body.	The students learn about	Two hours	Fourth
Daily activities, tests, and monthly and	Presenting the lecture in person	Digestion, absorption, transport, metabolism, and	The students learn about	Two hours	Fifth

term exams		storage of carbohydrates in the body			
Daily activities, tests, and monthly and term exams	Presenting the lecture in person	Functions of carbohydrates, their food sources, the relationship between food and diabetes	The students learn about	Two hours	Sixth
Daily activities, tests, and monthly and term exams	Presenting the lecture in person	Lipids and their presence in food, their types, properties, and sources	The students learn about	Two hours	Seventh
Daily activities, tests, and monthly and term exams	Presenting the lecture in person	Digestion of lipids, with a focus on fats, their absorption, transport, metabolism, and storage in the body.	The students learn about	Two hours	Eighth
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,	Presenting the lecture in	Water-soluble vitamins	The students learn about	Two hours	fourteenth

tests, and monthly and term exams	person	Its types, characteristics, and functions			
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	Practical applications	Principles of choosing the right food, main food	The students learn about	Two hours	Twenty-third

monthly and term exams		**groups and their nutritional value, and food fortification**			
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)
The book "Human Nutrition" by Dr. Abdullah Muhammad Dhunoun Al-Zuhairi, Ministry of Higher Education and Scientific Research, second revised and expanded edition, 2000.	Main references (sources)
-International Journal of Food Sciences and Nutrition. Healthy Food Magazine Arab Journal of Food and Nutrition – Arab Center for	Recommended supporting books and references (scientific journals, reports...)

Nutrition	
Google classroom, google meet	Electronic references, websites

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Course description template

1. Course Name
Food preservation / practical
2. Course Code
3. Term/Year
Annual 2025-2026
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
7. Name of the course coordinator (if there is more than one, mention it)
Name: Dr. Falah Salem Dawood Email: Falah.salim@tu.edu.iq

8. Course Objectives	
Introducing students to methods of food preservation and preventing food spoilage or damage - Learn about methods of preserving food at home and how to maintain food safety and quality. - Learn about the benefits of food preservation and methods to reduce spoilage.	Course objectives
9. Teaching and learning strategies	
Different strategies for teaching students about different food preservation methods, the differences between the methods used, and the importance of each method.	

10. Course Structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
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	road the explanation and throwing	Making and preserving pastries by	The student learns about	2	12

report generation	Lecture	freezing, such as pizza and pie.			
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 report generation	road the explanation and throwing Lecture	Preserving apricots by canning and drying	The student learns about	2	23
Daily and monthly tests with report generation	road the explanation and throwing Lecture	How to make ketchup and sauce	The student learns about	2	24
Daily and monthly tests with report generation	road the explanation and throwing Lecture	Test and cook everything you memorized during the semester	The student learns about	2	25

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	
nothing	Required textbooks (methodology, if applicable)
Food Manufacturing / Part 1, 1985, Dr. Abdul Ali Mahdi and Dr. Sadiq Hassan Al-Hakim	Main references (sources)
Techniques for Preserving and Storing Plant Products, 2007, Second Edition, M. Taha Al-Sheikh Hassan	Recommended supporting books and references (scientific

How to Make Pickles and Freeze Fruits and Vegetables, 2005. Second Edition, by Dr. Hamid Sadiq and Dr. Saad Rasoul	**journals, reports...)**
https://www.foodsaver.com/?srsltid=AfmBOoodkiz-2CRMYtkh4s89XzlHdVMOSo40y_qRI4GUMaCVUNU6y670 **https://www.sustainweb.org/foodwaste/food_save**	**Electronic references, websites**

Course description template

1. Course Name	
General Revival	
2. Course Code	
3. Term/Year	
Chapters One and Two /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	
30 hours of theory + 60 hours of practical work / 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	
١- Understanding and knowing the importance of biology and distinguishing between eukaryotic and prokaryotic organisms. ٢- Identifying the most important organelles found in	**Course objectives**

the cell and the function of each type of organelle. ٣- Identifying the types of cell division that occur in the cells of living organisms. ٤- Identifying the living tissues that make up the body of a living organism (animal and plant) 5-identification onModern technologies and devices thatIt is concerned with the study of living organisms.	

9. Teaching and learning strategies

Theoretical lectures (explanation and clarification). - **Practical lectures (practical application). -** **- LecturesElectronic (Publishing lecturesand explanatory videosUsing the whiteboard, the electronic whiteboard, performing scientific experimentsDaily assignments and grades for theoretical and practical testson semester Google Classroom).** **- Reports.**	strategy

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 andThe student learns about**	**1 hour theory 2 working hours**	**1-2**
Daily test	**Giving a lecture andan offer ExplanationForLecture on the interactive whiteboard**	**Discussion of cellular Under an electron ðstructure microscope, slides and images showing the wall were displayed.Al-Salilawi ,plasma ðendoplasmicðmembrane,net and smooth,Ribosomes, ðrough mitochondria, ,nucleus of the ðlysosomes plastids,gaps,loofahs,microscopðic bodies**	**Understanding the topic of the lecture andThe student learns about**	**1 hour theory 2 working hours**	**3-4**
General questions and discussion	**Giving a lecture andan offer ExplanationForLecture on the**	**For cell ðmicroscopicðStudy Study ðVegetarianðassembly using a light For ðmicroscopicðmicroscope**	**Understanding the topic of the lecture**	**1 hour theory**	**5-6**

	interactive whiteboard	ðanimalðcell assembly	andThe student learns about	2 worki ng hours	
General questions and discussion	Giving a lecture andan offer ExplanationForLe cture on the interactive whiteboard	Differences between animals and plants: Discussion of the differences between animals and plants; Comparative and ðexamination of animal cells ðplant cells	Understand ing the topic of the lecture andThe student learns about	1 hour theory 2 worki ng hours	7-8
General questions and discussion	Giving a lecture an offer ExplanationFor the lectureOn the smart board	an offer ðCell division direct ðPhotographersready divisionandindirect divisionandmeiosis	Understand ing the topic of the lecture andThe student learns about	1 hour theory 2 worki ng hours	9-10
Daily test	Throwing theLecture on the blackboardElectro nic	Digestion in living ðNutrition organisms is their method of In animals, ðnutrition. ðNutritionðThrowingðfeeding ðparasite	Understand ing the topic of the lecture andThe student learns about	1 hour theory 2 worki ng hours	11-12
General questions and discussion	Throwing theLecture on the blackboardElectro nic	Classification of living organisms according to kingdoms and according to the binomial nomenclature systemClassification principles	Understand ing the topic of the lecture andThe student learns about	1 hour theory 2 worki ng 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	Understand ing the topic of the lecture andThe student learns about	1 hour theory 2 worki ng hours	16 - 17
General questions	Giving a lecture an offer	Phylum Platyworms: General Characteristics and	Understand ing the topic	1 hour theory	18-19

and discussion	ExplanationFor the lectureOn the smart board	Classification	of the lecture andThe student learns about	2 worki ng hours	
Daily test	Giving the lecture andan offerImages ofPlanaria and earthworm on the interactive whiteboard	Phylum Platyworms: General Characteristics and ClassificationPlanaria and earthworm	Understand ing the topic of the lecture andThe student learns about	1 hour theory 2 worki ng hours	20-21
General questions and discussion	Giving a lecture andan offer ExplanationForLe cture on the interactive whiteboard	The body of ðcomponentðtissues a living organism, whether animal or plant, its classification, division, and characteristics	Understand ing the topic of the lecture andThe student learns about	1 hour theory 2 worki ng hours	22-23
Daily test	Giving a lecture andan offer ExplanationForLe cture on the interactive whiteboard	Chromosome traits and ðHeirs ðgenetic diseases	Understand ing the topic of the lecture andThe student learns about	1 hour theory 2 worki ng hours	24 - 25
General questions and discussion	Giving a lecture andan offer ExplanationtoLect ure on the interactive whiteboard	Hormones: their types, structure, and the difference between plant ðAnimal hormonesðhormones	Understand ing the topic of the lecture andThe student learns about	1 hour theory 2 worki ng hours	26-27
General questions and discussion	Giving a lecture andan offer ExplanationForLe cture on the interactive whiteboard	Pollution and the ðEnvironment ðfoodðecosystem chain	Understand ing the topic of the lecture andThe 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)**
General Biology 1990authorshipDr. - Hussein Al-Adhami and Dr. Sabah Al-Khafaji, House of Books and Documents. 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 Biology for all gradesUniversity/First/ Part - Two 1983authorshipA committee from the Ministry of Higher Education and Scientific Research	**Main references (sources)**
My ðGeneral Biology for Graduating Classes - life/authorshipA select group 2016ðofProfessorsMinistry of Education Middle East Journal of Scientific - PublishingMEJSP	**Recommended supporting books and references (Scientific journals, reports...)**

Reports: - Pollution reportsIts impactOn the health status of the community - The relationship of food Rate؛Genetically ؛and in circulation In the markets and their relationshipWith diseases - The role of vegetation inGovernorateon the From desertification؛environment - Smoking affects an individual's health, safety, and relationships.diseasesthe heart impact	
https://www.altibbi.com/ https://www.sciencedirect.com/ /https://www.elsevier.com	Electronic references, websites

Course description template

1. Course Name
Family relationships
2. Course Code
3. Term/Year
Chapters One and Two /2025-2026
4. Date this description was prepared
28/11/2025
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: M.D. Aseel Ahmed Mustafa Email:Aseel.ahmed@tu.edu.iq	
8. Course Objectives	
Course objectives	**The family ةThe course aims toLee Daras -٥ unit in general and Iraqi society in ةparticular** **It aims to deepen awareness of the family's -٦ ةBasicةfunctions** **Explaining the importance of the -٧ In organizing relationships ةfamily between individuals within the family environment** **strengtheningAnd deepening the -٨ individual's connection with his family and relationshipFamilyIn ةfrom one side Otherةsociety, on one hand** **Explaining the importance of the -٩ In organizing relationships ةfamily between individuals within the family environment** **To identify ةUsing comparative studies -١٠ the changes thatIt happenedOn family Between the countryside and ةrelationships ةthe city**
9. Teaching and learning strategies	
strategy	▪ **(Explanation and clarification)** ▪ **LecturesElectronic (Publishing lecturesVideos, daily assignments, and grades for theoretical and practical examson semester Google Classroom).** ▪ **For reports.**
10. Course Structure **Course outcomes, teaching and learning methods, and assessment** **<u>ةA Cognitive objectives</u>** **For the ةIts importance in proportionsةA - 1. ALamam with a concept of family individual and society** **Its nature and its most important typesةFamilyةsocial relationsةA - 2.Study** **ةA - 3.Familiarity with theories that explain social relations** **In choosing a life partnerةA - 4.Identifying the influencing factors**	

ةA - 5. ATo become familiar with the theories that explain social relations
A - 6.Familiarity with marriage regulations in IraqandThe most important
And performing its functions, which leads to its ةproblems that hinder families disintegration

As per the scheduleةB -GoalsMaharathprivate

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

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Teaching and learning methods
أ- Method of explanation and clarification
ب- ةDiscussion method
ت- Report preparation

Evaluation methods

Written exams ةDailyةAl-Shahriةoralة

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	Its ةfamily entity(family concept and importance in For the ةrelation to individual(and society)	Graduating a student with experience and expertise in her field	2hour	١
=	=	Historical development of the ةfamily	=	2hour	٢
=	=	A review of the most important thinkers and scientists who addressed the marriageةfamily	=	2hour	٣
=	=	and ةFamily relations studies its definition	=	2hour	٤
=	=	ةTypes of social relationships	=	2hour	٥
=	=	Types of social Family ةrelationships And her ةorganizations The ةpictures(family And the nucleus)ةcompound	=	2hour	٦

=	=	Factors that contributed to the process of family change(theHistorical and modern factors)	=	2hour	٧
=	=	and its natureFamily	=	2hour	٨
=	=	ATheories that explained social relations	=	2hour	٩
=	=	Evolve and growandsocial Familyrelations	=	2hour	١٠
=	=	Adaptation: Types of Adaptation (Social, Economic, Cultural, Sexual)	=	2hour	١١
=	=	First semester exam	=	2hour	١٢
=	=	IraqiFamily entity	=	2hour	١٣
=	=	IraqiFamily photos	=	2hour	١٤
=	=	The impact of industrialization and urbanization on changing the structure of the family	=	2hour	١٥
=	=	socialServices and Care	=	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 divorce)factors	=	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

Required textbooks (methodology, if applicable)	▪ **Family sociology/ CompositionMaliha Aoun Al-Qaysar/Sabih Abdul-Munim Ahmad/Baghdad/1984** ▪ **Domestic violence: its manifestations, causes, and treatment/ authorshipAhlam Hamoud Al-Tiri 2015** ▪ **Domestic violence and its impact on Society in Algeria, by Kamal ðfamilies Boualaq, 2017** ▪ **The impact of the current situation on family relationshipsAuthorship / Iman Abdel Wahab Moussa 2007**
Main references (sources): Recommended books and supporting references (scientific journals, reports...)	▪ **Mustafa Al-Khashab/Studies in family Statement Committee ðsociology/Al-Qahir Printing Press** ▪ **/In a changing ðSanaa Al-Khouli Al-Asr For ðYearðEgyptianðworld/The organization the book** ▪ **Hessa bint Saleh Al-Malik and Rabie Mahmoud Noufal / Family Relations / Dar Al-Zahraa - Riyadh 2006** **Reports:**

١- impactDivorce and its impact on children in the future ٢- The impact of poverty on family life ٣- Technology and its relationship to family breakdown ٤- and its impactOn marital disputes both sides ٥- Infertility and its impact on the continuation of marriage ٦- Polygamy and its impact on the quality of married life	
ar.m.wikipedia.org/wiki/family	Electronic references, websites

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Course description template

1. Course Name
Basics of sewing (1)
2. Course Code
3. Term/Year
Chapters One and Two /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
2 hours / 2 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
8. Course Objectives

• Teaching students the parts of a sewing machine and its usesHa..... • Teaching female students to useSewing terminology..... • Teaching female students the basics of sewing..... • Teaching students the practical applications of each model. • Teaching students to execute the models manually and using a sewing machine. • Teaching female students a manual skill to prepare them for future life.	Course objectives

9. Teaching and learning strategies	
- Theoretical lectures (explanation and clarification). **- Practical lectures (practical application and how to make models).** **-LecturesElectronic (Publishing lecturesExplanatory videos, daily assignments, and scores for theoretical and practical exams.on semester Google Classroom)** **- Reports**	strategy

10. Course Structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Theoretical and practical test	a lecture Present the model and	Identifying the types of sewing machines – Understanding its parts, how	The student learns about	2hour	1-2

	apply its steps	to assemble and use it, how to care for it (cleaning and lubrication), and how to thread the machine.			
Theoretical and practical test	a lecture Present the model and apply its steps	General sewing tips and guidelines	The student learns about	2hour	3-4
Theoretical and practical test	a lecture Present the model and apply its steps	Training on sewing straight lines, curves, and angles using a sewing machine	The student learns about	2hour	5-6
Theoretical and practical test	a lecture Present the model and apply its steps	Sewing tools (cutting tools - marking tools - toolsMeasurement–Sewing tools - Ironing tools	The student learns about	2hour	7
Theoretical and practical test	a lecture Present the model and apply its steps	Tools attached to the sewing machine: identification Use the zipper foot to position the zipper and rope.Using a presser foot – narrow hemming – seam allowance setting tool – buttonhole setting tool – button fastening with a stapler – familiarization with some other tools	The student learns about	2hour	8–9
Theoretical and practical test	a lecture Present the model and apply its steps	Sewing pattern (kitchen hangers))	The student learns about	2hour	10–11
		First semester exam	The student learns about	2hour	12
Theoretical and practical test	a lecture Present the model and apply its steps	Unstable hand sewing (ordinary stitching)– Slanted saddle–The Enchanted Lamp–Kwak the tailor)	The student learns about	2hour	13 14
Theoretical and practical test	a lecture Present the model and apply its steps	Fixed hand sewing (waterfall stitch - various types of backstitch)– holding stitch–The Enchanted Stitch	The student learns about	2hour	15 16 17
Theoretical and practical test	a lecture Present the model and apply its steps	Fixed hand sewing (fabric stitch)–Buttonhole stitch - blanket edge stitch).	The student learns about	2hour	18 19 20
Theoretical and practical test	a lecture Present the model and apply its steps	The curved strip (the zigzag) Specifications– Preparation–visa–story–connection–K- and stitch it on an edge (straight, convex, concave)	The student learns about	2hour	21-22
Theoretical and practical test	a lecture Present the model and apply its steps	Continuous ribbed tape Its specifications– Preparation–visa–story–K - sewing	The student learns about	2hour	23- 24
Theoretical and practical	a lecture Present the	Sewing a pin holder pattern	The student	2hour	25

test	model and apply its steps		learns about		26
		Second semester exam	The student learns about	2hour	27
Theoretical and practical test	a lecture Present the model and apply its steps	Review of the material	The student learns about	2hour	28 29 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 assignment (10 marks)** • **10-point report** • **Monthly exam: 50 marks**	
12. Learning and teaching resources	
The systematic book on the fundamentals of sewing Amal Al-Najjar	Required textbooks (methodology, if applicable)
Singer–Encyclopedia of Sewing: Sewing Principles - NewAcademia International, Lebanon, 2000. **Singer–Sewing Encyclopedia: Sewing SecretsAcademia International, Lebanon, 2000. -**	Main references (sources)
Burda Magazine. - **–Sewing Encyclopedia: Sewing Secrets(Sewing machines and their**	Recommended supporting books and references (scientific journals, reports...)

types, hand sewing and its types, cutting tools and their types and how to care for them. **- Encyclopedia of Sewing Techniques, by A. Bushra Fadhil, University of Baghdad, 2013.** **Reports:** **- Iraqi fashion throughout the ages** **- Types of buttons**	
www.burdafashion.com **Sewing world magazine Latelier de couture the sewing guru.com**	Electronic references, websites

Course description template

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

8. Course Objectives

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….

9. Teaching and learning strategies

strategy	- Giving the lecture Explanation and clarification - Practical application (model creation) - Publishing lecturesExplanatory videos and test scoresOn the semester Google Classroom - Reports.

10. Course Structure

Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
1	2 hours	Learn how to sew dresses	Deceptions and their types	Show the pattern and demonstrate its sewing practically on a sewing machine.	-Daily practical application - Theoretical tests Practical tests
2	2 hours	Learn methods for pressing tailor's overlocks and reducing the thickness of seams.	Sewing lines	Show the pattern and demonstrate its sewing practically on a sewing machine.	=
3	2 hours	Learn how to clean loose rims (seven types)	Cleaning loose rims	Show the pattern and demonstrate its sewing practically on a sewing machine.	=
4	2 hours	Learn to sew (flatbed sewing and French sewing))	Types of sewing (French and flat)	Show the pattern and demonstrate its sewing practically on a sewing machine.	=

=	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

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)
١- The Complete Sewing Instruction Book / Your Illustrated Guide 2010, translated by Khalil Farhan **٢- Singer Sewing Encyclopedia: Sewing Principles, Academia International, 2000**	Main references (sources)
١- Burda Magazine **٢- Sewing and tailoring rules magazineDawi Musa Saliha** **٣- Sewing Education Magazine** **٤- The Simplified Encyclopedia of Sewing and Tailoring, Kholoud Maneh Al-Zubaidi, 2007, Amman, Jordan** **Reports:** • **The importance of mastering the sewing of pockets in a garment.** • **The importance of the type of buttonholes in the design of a garment.**	Recommended supporting books and references (scientific journals, reports...)
https://fourm.sedty.com https://vb.3dlat.com	Electronic references, websites

Course description template

1. Course Name	
Textiles	
2. Course Code	
3. Term/Year	
Chapters One and Two /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	
1 hour theory + 2 hours practical / 4 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	
8. Course Objectives	
Course objectives	• **Identifying the types of textiles and their specifications.** • **Understanding natural and industrial fibers.** • **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.**
9. Teaching and learning strategies	

Theoretical lectures (explanation and clarification). - Practical lectures (practical application and how the model works). - - LecturesElectronic (Publishing lecturesExplanatory videos, daily assignments, and scores for theoretical and practical exams.on semester Google Classroom) - Reports	strategy

10. Course Structure

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

	Practical application of the model	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	
Textiles Book, Amal Al-Najjar, 1990	Required textbooks (methodology, if applicable)
Textile Fibre Technology Book - **Information network websites** - **(academic and scientific websites)**	Main references (sources)
Burda Magazine. - **Websites** - **–Reports:** **The latest technologies in textiles.** -	Recommended supporting books and references (Scientific journals, reports...)
https://www.researchgate.net	Electronic references, websites

Course description template

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

Annual 2025/2026
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:duaa.muthana@tu.edu.iq
8. Course Objectives

Course objectives	• Students should know about different food sources, how to choose them, different storage methods, and how to preserve them for as long as possible. • Understanding the nutritional value of foods, integrated dietary recommendations, proper nutrition, and its relationship to health. • Teaching female students how to prepare balanced meals.
9. Teaching and learning strategies	
	Cognitive objectives: **-1Preparing capable and competent female students in the field of food and nutrition** **-2 Knowledge of theThe nutritional value requirements of food and how to preserve it for the longest possible period of time.** **3- The student should learn how to prepare healthy and appropriate meals.** **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

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
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 report generation	road the explanation and throwing Lecture	Food interactions	Food reactions (the phenomenon of diffusion in food, types of crystallization	2	4

			of water and sugar)		
Daily and monthly tests with report generation	road the explanation and throwing Lecture	Fruits and vegetables	The role of fruits and vegetables in family dietary plans; factors affecting mineral and vitamin intake; and genetic predisposition.	2	5
Daily and monthly tests with report generation	road the explanation and throwing Lecture	Differences in storage conditions and factors	Transactions that take place on vegetables and fruits from the time they are harvested until they are displayed in the market	2	6
Daily and monthly tests with report generation	road the explanation and throwing Lecture	Essential nutrients in fruits and vegetables	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.	2	7
Daily and monthly tests with report generation	road the explanation and throwing Lecture	Cooking fruits and vegetables	Changes that occur when cooking fruits and vegetables	2	8
Daily and monthly tests with	road the explanation and throwing	Authority and its types	Authorities, their preparation,	2	9

report generation	Lecture		and how to preserve them		
Daily and monthly tests with report generation	road the explanation and throwing Lecture	sauces	Types of sauces used, how different sauces are made (such as mayonnaise and French dressing), and their nutritional values	2	10
Daily and monthly tests with report generation	road the explanation and throwing Lecture	Fats and their types	Fats: their composition, properties, fatty acids, and their importance	2	11
Daily and monthly tests with report generation	road the explanation and throwing Lecture	Lipids... Fat reactions	Definition of lipids, lipid reactions, and their effect on heat	2	12
Daily and monthly tests with report generation	road the explanation and throwing Lecture	Milk and its products	Milk: Definition, Importance, Components, Nutritional Value, Types of Milk, Effect of Heat on Milk	2	13
Daily and monthly tests with report generation	road the explanation and throwing Lecture	Milk curdling	Milk coagulation (with acid, enzyme, special uses of milk in food preparation)	2	14
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	road the explanation	Eggs and their importance	Eggs: their importance,	2	16

tests with report generation	and throwing Lecture		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.		
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 report generation	road the explanation and throwing Lecture	red meat	Its types, how to cook it, its qualitative and sensory characteristics, and its chemical composition	2	19
Daily and monthly tests with	road the explanation and throwing	starches	The role of starches in food preparation	2	20

report generation	Lecture		and the characteristics of the final product		
Daily and monthly tests with report generation	road the explanation and throwing Lecture	sugars	Types of sugars and their food sources in food preparation	2	21
Daily and monthly tests with report generation	road the explanation and throwing Lecture	flour	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.	2	22
Daily and monthly tests with report generation	road the explanation and throwing Lecture	cake	Preparing it and identifying the factors that influence it to ensure its success	2	23
Daily and monthly tests with report generation	road the explanation and throwing Lecture	biscuits	Preparing it and identifying the factors that influence it to ensure its success	2	24
Daily and monthly tests with report generation	road the explanation and throwing Lecture	Pasta and its types	Pasta types and their effects, including leavening agents, and identifying the sources and types of leavening materials and their	2	25

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

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	
Lectures that were prepared	Required textbooks (methodology, if applicable)
١- Cooking and Nutrition Guide 2006, by Nazihah Adib ٢- Experimental Cooking 2008 by Dr. Ayman Suleiman ٣- On cooking 2007. Sarah R. Labensky ٤- The Art of Cooking, by Manal Al-Alam	Main references (sources)
Foods: Their Components, Preparation and Evaluation, by Dr. Suhair Fouad Nour.	Recommended supporting books and references (scientific journals, reports...)
http://www.uobabylon.edu/ http://www.nutrition.com/ http://www.texasa%26muniversity.com/	Electronic references, websites

Using data projectors, using smart electronic boards, developing curriculum vocabulary by introducing new vocabulary.	**Curriculum Development Plan**

Course description template

1. Course Name	
feeding a baby	
2. Course Code	
328HECN	
3. Term/Year	
Annual 2025/2026	
4. Date this description was prepared	
18/9/2025	
5. Available attendance formats	
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 (if there is more than one, mention it)	
Name: M. M. Thaer Bahaa Naaman Email:@tu.edu.iq	
8. Course Objectives	
• Defining the importance of pregnancy, breastfeeding, and childhood from birth until the end of early adolescence • Understanding the stages of growth and development correctly during pregnancy, breastfeeding, and childhood. • Identifying nutritional problems	Course objectives

faced by pregnant women, breastfeeding mothers, and children • Learn how to use nutritional information to plan balanced diet programs.	

9. Teaching and learning strategies

١- Teaching strategies: collaborative concept planning **٢- Brainstorming teaching strategies** **٣- Series of observation strategies**	

10. Course Structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
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
Daily and monthly tests with report generation	road the explanation and throwing Lecture	A comparison between the nutritional requirements of pregnant and non-pregnant	The student learns about	2	4

		women to highlight the importance of nutrition and its relationship to fetal health.			
Daily and monthly tests with report generation	road the explanation and throwing Lecture	Nutritional recommendations during pregnancy and examples of different meals during this period	The student learns about	2	5
Daily and monthly tests with report generation		Malnutrition, pregnancy, and nutrition for pregnant adolescents	The student learns about	2	6
Daily and monthly tests with report generation	road the explanation and throwing Lecture	Nutrition for breastfeeding mothers compared to nutrition for pregnant women	The student learns about	2	7
Daily and monthly tests with report generation	road the explanation and throwing Lecture	Factors affecting breast milk	The student learns about	2	8
Daily and monthly tests with report generation	road the explanation and throwing Lecture	Nutrition for breastfeeding mothers and dietary recommendations for breastfeeding mothers	The student learns about	2	9
Daily and monthly tests with report generation	road the explanation and throwing Lecture	Infant nutrition during the first year of life and its relationship to growth and development indicators.	The student learns about	2	10
Daily and	road the	The importance	The student	2	11

monthly tests with report generation	explanation and throwing Lecture	of breastfeeding and the main differences between breast milk and formula milk	learns about		
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	road the explanation and throwing	Types of school food curricula and school	The student learns about	2	19

report generation	Lecture	nutrition experience			
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)**
٥- Modern Concepts in Child Nutrition 2017 / Prof. Dr. Mona Ahmed **٦- Nutrition for children, adolescents, and the elderly / Dr. Mohamed Nagaty 2015**	**Main references (sources)**
The journal of child nutrition and management	**Recommended supporting books and references (scientific journals, reports...)**
https://www.healthdirect.gov.au/healthy-eating-for-children **https://nutritionsource.hsph.harvard.edu/kids-healthy-eating-plate**	**Electronic references, websites**

Course description template

١. Course Name:
Home management and handicrafts
٢. Course code:
٣. the chapter/Year:annual
Annual 2024/2025
٤. Date this description was prepared
18/9/2024
٥. Available forms of attendance:

daily
٦. Number of study hours (total) / Number of units (total):
301 hour theory / 60 hours practical
٧. Name of the course coordinator (if there is more than one, please mention it).
Name: M.M. Walaa Abdul Razzaq Abdul Wahab Email:walaa.abdulrazak@tu.ed.iq
٨. Course objectives

	• **derstanding the philosophy and goals of family life** • **girl acquired artistic and aesthetic manual skills** • **ining the student to create a household management plan**

٩. Teaching and learning strategies	
strategy	planation and demonstration / plementation of steps for interactive whiteboard models

١٠. Course structure

Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
Week the first he second	1 1	Training female students to understand the ilosophy of the ate, society, and family.	ilosophy and goals of life family	Lecture	**Theory exam**
Week 3 The fourth	1 1	Training female students to benefit from the xperiences and pertise of other countries Advanced	me and family in the world Advanced	Lecture	**Theory exam**
eeks five and six	1 1	Training female students to be ideal mothers or her children	sponsibilities in life family	Lecture	**Theory exam**

			and knowledge The esponsibility of each family member		
Theory exam	Lecture	nufacturing and its impact on the home	Training female students on The role of industrial evelopment and scientific progress in Making household matters easier	1 1	Week 7 d the eighth
Theory exam	Lecture	Home management	Training female tudents on how to prepare a nagement plan The house according to scientific principles	1 1	eeks nine and ten
Theory exam	Lecture	ps for managing the home	Training female students to prepare a scientific plan and supervise it mplementation and evaluation	1 1	Week 11 ten he second ten
Theory exam	Lecture	e role of the ousewife in the role Family life	Training female students on To be a housewife Successful As a manager in her home	1 1	Week 3 nth and fourth ten
Theory exam	Lecture	e difference tween time and effort managing the household	Training female students on Key scientific experiments for measuring time	1 1	Week Fifth nth and sixteenth ten

			and effort hat you put into performing the work		
Theory exam	Lecture	tigue and exhaustion	Training female students to perform ousehold chores in less time and with less effort	1 1	Week 7 ten d the eighth ten
Theory exam	Lecture	Factors affecting se of time and effort	aining students to create daily, weekly, and onthly plans to ake the most of their time. and effort	1 1	Week Ninth ten The twentieth
Theory exam	Lecture	nning to benefit from time and effort	aining students on how to distribute tasks ousehold items and not letting em accumulate on it	1 1	Week enty-first Twenty- second
Theory exam	Lecture	idies to facilitate business Home	aining students on how to distribute tasks ousehold chores and not letting em accumulate on them	1 1	Week e twenty- rd and twenty- fourth e twenty- fifth
Theory exam	Lecture	proving work methods d his circumstances	Training female tudents on how use the devices The household that works To improve working conditions and shorten time and effort	1 1	Week Twenty- sixth e twenty- seventh e twenty- eighth

Theory exam	Evaluation	The exam	Training female students on Answering the test questions	1 1	Week Twenty-ninth Thirty
				Hours	Practical part
practical exam	practical application	Choosing fabrics e necessary items e washed, ironed, d then sorted cording to the tasks. Handmade	Training female students to master skills Handmade	2	Week the first
practical exam	practical application	eating models for needs sential household items	aining students n how to create the model	2	Week he second
practical exam	practical application	king 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
practical exam	practical application	Work of the trustees On rice bags	Training female students in handicrafts	2 2 2 2	Week Sixth d the seventh d the eighth d the ninth
practical exam	practical application	planation of the mbols used in shing rod operation	Training female students on Basic principles naking a fishing rod Especially beginners	2 2	Week tenth d the eleventh ten
practical	practical application	tional lesson before female students	aining students choose a model they like	2	Week twelfth

exam			In his mastery		
practical exam	practical application	e students begin working th the help of the school	aining students to create a sample assignment for next week	2	Week the third ten
practical exam	practical application	Examine what each student who worked on Its model	Training female students on Doing the right ing and guiding them When needed	2	Week ourteenth
practical exam	practical application	e same topic is repeated	ne same topic is repeated	2	Week Fifth ten
practical exam	practical application	ne students learn on Hook work	Training female students in crochet work and its symbols	2	Week Sixth ten
practical exam	practical application	aching female students about Another example of fabric scraps	Training female students on Utilizing raw materials found in nature	2	Week Seventh ten
practical exam	practical application	udent training work custom-made molds The model then w it works: A game for children	aining students make different ames in various hapes and sizes	2	Week ighteenth
practical exam	practical application	Exploiting waste brics suitable for making children's game	aining students to make templates according to Model measurements and then the orking method	2 2 2	Week ineteenth The twentieth e twenty-first Twenty-second
practical	practical application	aching female students about	aining students master the ruff	2	Week the third

exam		Roof stitch	stitch	2 2	The twentieth e twenty-urth and e twenty-fifth
practical exam	practical application	aching female idents how to make patches	Training female students on recycling materials ne environment	2 2 2 2	Week Twenty-sixth e twenty-venth and e twenty-eighth e twenty-ninth
practical application	exam	exam		2	Week thirty

Course evaluation .١١	
Learning and teaching resources .١٢	
nning and management in home economics–Ihsan Al-Baqli Doria Amin	Required textbooks (methodology, if applicable)
Household management manual - mily Economics and Home - Management 2007 Ayman Mazahra and others mily 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

1. Course Name	
Educational Psychology	
2. Course Code	
3. Term/Year	
Academic year 2025-2026	
4. Date this description was prepared	
18/9/2025	
5. Available attendance formats	
In-person and online	
6. Total study hours / Total unit hours: 60 hours	
60 hours / 4 units	
7. Name of the course coordinator (if there is more than one, mention it)	
Name: M.M. Khaled Waleed Noufan Email:**Khalid.waleed@tu.edu.iq Q**	
8. Course Objectives	
Introducing students to the principles of educational psychology 2-To help students understand the historical basis for the emergence of educational psychology 3-Making students appreciate the	Course objectives

importance of the social foundation of the educational process 4-Make students familiar with the term "remembering" 5-Making students understand the role of educational psychology in the educational process 6- They know the meaning of forgetting	

9. Teaching and learning strategies

Lecture, discussion, questioning	strategy

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 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

Course description template

1. Course Name
Principles of Home Economics
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
60Theoretical clock /**4 units**
7. Name of the course coordinator (if there is more than one, mention it)
Name: M. Shahd Khalid Hamid Email: Shahad.hameed@tu.edu.iq
8. Course Objectives

Preparing a school for family education through understanding home economics and its development • Identifying the general objectives of the department • Understanding the history of the department and its role in education • Getting acquainted with the branches of home economics • Understanding the role of the department in family life • Understanding the foundations of education and family relationships	Course objectives

9. Teaching and learning strategies	
-LecturerTheoretical (Explanation and clarification) -discussion - Google Classroom) Oral and written tests and reports	strategy

10. Course Structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
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 consumptionPlanning a family budget	The student learns about	4 Theory	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	
Required textbooks (methodology, if applicable)	٢- Principles of Home Economics, prepared by Dr. Maha Mazen and Dr. Lamia Yassin
Main references (sources)	١-
Recommended supporting books and references (scientific journals, reports...)	-
Electronic references, websites	

Course description template

1. Course Name
General Chemistry

2. Course Code
3. Term/Year
Annual 2025/2026
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
7. Name of the course coordinator (if there is more than one, mention it)
Name: Dr. Ali Walid Noufan Email:ali.w.nofan@tu.edu.iq
8. Course Objectives

Course objectives	• 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. • 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 laboratory in addition to conducting an experiment	Examples of compound preparation	Learn how to prepare some compounds	2	7
Direct daily questions	Practical demonstration in the laboratory in addition to conducting an experiment	=	=	2	8
Direct daily questions	Practical explanation in the laboratory	=	=	2	9
Direct daily questions	Practical explanation in the laboratory	Salts: Types and Preparation	Identifying salts	2	10

Direct daily questions	Practical explanation in the laboratory	=	=	2	11
Direct daily questions	Practical explanation in the laboratory	=	=	2	12
Direct daily questions	Practical explanation in the laboratory	Purification of some salts	Identifying methods of salt purification	2	13
Direct daily questions	Practical explanation in the laboratory	=	=	2	14
Direct daily questions	Practical explanation in the laboratory	Distillation and its types	Understanding distillation	2	15
Direct daily questions	Practical explanation in the laboratory	=	=	2	16
Direct daily questions	Practical explanation in the laboratory	=	=	2	17
Direct daily questions	Practical explanation in the laboratory	=	=	2	18
Direct daily questions	Practical explanation in the laboratory	Acids, bases, and salts	Identifying acids, bases, and salts	2	19
Direct daily questions	Practical explanation in the laboratory	=	=	2	20
Direct daily questions	Practical explanation in the laboratory	=	=	2	21
Direct daily questions	Practical explanation in the laboratory	=	=	2	22
Direct daily questions	Practical explanation in the laboratory	Methods of neutralizing an acid with a base or vice versa	Understanding acid and base reactions	2	23
Direct	Practical	=	=	2	24

daily questions	**explanation in the laboratory**				
Direct daily questions	**Practical explanation in the laboratory**	**=**	**=**	**2**	**25**
Direct daily questions	**Practical explanation in the laboratory**	**Complex corrections**	**Complex corrections**	**2**	**26**
Direct daily questions	**Practical explanation in the laboratory**	**Organic compounds and their preparation**	**Identifying the preparation of some organic compounds**		**27**
Direct daily questions	**Practical explanation in the laboratory**	**=**	**=**		**28**
Direct daily questions	**Practical explanation in the laboratory**	**=**	**=**		**29**
Direct daily questions	**Practical explanation in the laboratory**	**Distillation and its types**	**Understanding distillation and its types**		**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, 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)
Analysis Descriptive and volumetric.authorship d.supporter Al-Abaiji and constant happy -Chemistry public	Recommended supporting books and references (scientific journals, reports...)

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 states of matter	
http://www.discovery.com/https:/ http://www.scientificamerican.com/https:/	Electronic references, websites

Course description template

١٣. Course Name
Food Chemistry
١٤. Course code:
HED-FC
١٥. the chapter/Year
Annual 2025-2026
١٦. Date this description was prepared
18/9/2025
١٧. Available forms of attendance:
daily
١٨. Number of study hours (total) / Number of units (total):
60hour

١٩. Name of the course coordinator (if there is more than one, please mention it).
Dr. Falah Salem Dawood, Email:Falah.salim@tu.edu.iq

٢٠. Course objectives	
Course objectives	- Identifying nutrients and their composition - Understanding the mechanism by which these elements are converted into energy through metabolism within the body - Learn how to benefit from studying food chemistry in factories and the private sector.

٢١. Teaching and learning strategies	
Cognitive objectives	- The student will acquire the ability to identify the main and essential nutrients. - The student acquires the ability to recognize how the body works.ProductionEnergy and gaining experience in identifying the type of energy that can enter the body, thus becoming experienced in the field of diets.

٢٢. Course structure

Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
1 2	2 2	roduction to the basics Essential	Water and pH, buffer solutions, properties of water and its	Theoreti cal explanati on in the	**Daily discussion**

and Q&A	hall	dissociation, strong and weak electrolytes, titration curves	ormation in food chemistry		
Daily discussion and Q&A	Theoretical explanation in the hall	Carbohydrate chemistry: classification and nomenclature, specific activity, structure, reactions, monosaccharides, disaccharides, and polysaccharides.	Identifying the most important nutrients, namely carbohydrates	2 2 2	3 4 5
Daily discussion and Q&A	Theoretical explanation in the hall	Lipid chemistry, its types, triglycerides, fatty acids, glycerol, sterols, glycolipids, lipoproteins	Identifying lipids	2 2	6 7
Daily discussion and Q&A	Theoretical explanation in the hall	Nucleic acid chemistry, purines and pyrimidines, nucleotides, types of nucleic acids	Identifying nucleic acids	2 2	10 11
Daily discussion	Theoretical explanati	Enzyme chemistry: properties,	Identifying enzymes	2	12

and Q&A	on in the hall	functions, nomenclature, and classification			
Daily discussion and Q&A	Theoretical explanation in the hall	Metabolic reactions, biochemical energy, energy-rich compounds, metabolic pathways	Identifying metabolic reactions	2 2 2	13 14 15
Daily discussion and Q&A	Theoretical explanation in the hall	Water, solutions, and colloidal systems	Understanding water and its importance	2 2	16 17
Daily discussion and Q&A	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
Daily discussion and Q&A	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	Identifying food lipids	2 2	20 21

		rancidity			
Daily discussion and Q&A	Theoretical explanation in the hall	Food proteins, their nutritional importance, enzymes that break them down, and their functional properties.	Identifying food proteins	2	22
Daily discussion and Q&A	Theoretical explanation in the hall	Nutritional enzymes, enzymatic browning, stable enzymes	Identifying food enzymes	2 2	23 24
Daily discussion and Q&A	Theoretical explanation in the hall	Food vitamins: their importance, types, functions, and the effects of their deficiency.	Identifying Food Vitamins	2	25
Daily discussion and Q&A	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
Daily discussion and Q&A	Theoretical explanation in the hall	Food pigments: importance, composition, and properties of plant and animal	Identifying food pigments	2	27

		pigments; the effect of preparation and manufacturing processes on pigments.			
Daily discussion and Q&A	Theoretical explanation in the hall	Food flavoring: its importance, properties, and chemistry; natural and artificial flavorings.	Identifying flavors	2	28
Daily discussion and Q&A	Theoretical explanation in the hall	Food additives: types, uses, and permitted uses	Identifying food additives	2	29
Daily discussion and Q&A	Theoretical explanation in the hall	Undesirable food ingredients: their types, composition, and health risks	Identifying unwanted ingredients	2	30

٢٣. 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, etc. Then the final overall grade is calculated out of 18.

٢٤. Learning and teaching resources

Required textbooks (methodology, if applicable)	od Chemistry book by Dr. Basil Dalali and Dr. Kamel Al-Rikabi
Main references (sources)	Principles of food chemistry, DeMan, 2019

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…)
tps://en.wikipedia.org/wiki/Food_chemistry	Electronic references, websites

Course description template

1. Course Name	
Food Industries / Theory	
2. Course Code	
3. Term/Year	
Annual 2035/2026	
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 of theory	
7. Name of the course coordinator (if there is more than one, mention it)	
Name: Dr. Duaa Muthanna Shaaban Email:duaa.muthana@tu.edu.iq	
8. Course Objectives	
• Understanding the correct principles of food manufacturing processes • Identifying the essential steps to follow in order to produce a high-quality product • Studying how to determine product quality and how to judge it	Course objectives
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

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Tests The	road the	theFood industries and their importance	Students learn about food science and the	2	1

process and the theory Monthly with a job Reports	explan ation and throwi ng Lecture	in lifenoNissan	dimensions of studying food science and food processing.		
Tests The process and the theory Monthly with a job Reports	road the explanation and throwing Lecture	Characteristics of food products	Students learn about chemical, physical, microbiological, and sensory properties.For food	2	2
Tests The process and the theory Monthly with a job Reports	road the explan ation and throwi ng Lecture	AFor quality controlFor food	Students learn about food quality, its evaluation, and methods of measurement.	2	3
Tests The process and the theory Monthly with a job Reports	road the explan ation and throwi ng Lecture	Changes that occur inunlessFood	The students learn about microbial changes andunlessEnzymatic and chemical processes that occur inunlessFood.	2	4
Tests The process and the theory Monthly with a job Reports	road the explanation and throwing Lecture	Changes that occur in anoFood	The students learn about microbial changes andunlessEnzymatic and chemical processes that occur inFood	2	5
		Midterm exam	Midterm exam	2	6
Tests	road the	healthy tradingFor	The students learned	2	7

The process and the theory Monthly with a job Reports	explanation and throwing Lecture	food	about health issues in the home, factory, and retail outlets..		
Tests The process and the theory Monthly with a job Reports	road the explanation and throwing Lecture	Trading and manufacturing of dates and its products	The students learn about the trade of dates..	2	8
Tests The process and the theory Monthly with a job Reports	road the explanation and throwing Lecture	Date processing and manufacturing and its products	TTIntroduce the students to the production of various date products..	2	9
Tests The process and the theory Monthly with a job Reports	road the explanation and throwing Lecture	Grain industry and its products	Students learn about the grain industry and its products, the importance of grains, their composition and nutritional value	2	10
Tests The process and the theory Monthly with a job Reports	road the explanation and throwing Lecture	Grain industry and its products	The students learn about wheat milling, flour recipes, and pasta making..	2	11
Tests	road the	Bread and bakery	The students learned	2	12

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

Tests The process and the theory Monthly with a job Reports	road the explanation and throwing Lecture	AFor milk and productsunlesschewing gum	The students learn about the making of ice cream and cream ice cream.Cheese making andAtoAFermented gum	2	18
Tests The process and the theory Monthly with a job Reports	road the explanation and throwing Lecture	Red meat trading and processing	The students learned about meat	2	19
Tests The process and the theory Monthly with a job Reports	road the explanation and throwing Lecture	Red meat trading and processing	The students learned about the chemical composition of meat and the changes that occur after death..	2	20
Tests The process and the theory Monthly with a job Reports	road the explanation and throwing Lecture	Red meat trading and processing	Students learn about the qualitative characteristics of fresh and processed meats.	2	21
Tests The process and the theory Monthly with a job Reports	road the explanation and throwing Lecture	Trading and manufacturingnofish monger	The students learn about the divisionfishIts marketing images, body composition, and chemical compositionAtoAfish monger	2	22

Tests The process and the theory Monthly with a job Reports	road the explanation and throwing Lecture	Trading and manufacturingnofish monger	The students learn about the divisionfishIts marketing images, body composition, and chemical compositionAtoAfish monger	2	23
		Midterm exam	Midterm exam	2	24
		Discussion of the required reports	Discussion of the required reports	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, and written exams, reports, conducting experiments, etc. After that, the overall coursework grade is calculated out of 35 points.	
12. Learning and teaching resources	
Required textbooks (methodology, if applicable)	AFor the systematic book(Food Industries Part AnoWell and Part Two(
Main references (sources)	Food biochemistry and processing, by YH Hui 2006 black well publishing. Manufacturing anoFood(1995) Sadiq Hassan Al-Hakim, Abdul Ali Mahdi Hassan, Ministry of Higher Education and Scientific Research Bread and pastries(1990) Amjad Buya Sawalqa, Ministry of Higher Education and Scientific Research– Meat Science (1990) Muharib Abdul Hamid Taher, University of Basra . -Food Processing – Part 1 Food Processing – Part 2
Recommended supporting books and references (scientific journals, reports...)	1-Journal of food science 2-Food Technology 3-Journal of food science.

and technology **Arab Journal of Food and Nutrition** **Required reports:** **The importance of food industries** **The most important food industries in Iraq** **Dates industry and its products** **Bread and pastry making**	
http://www.uobabylon.edu/ **http://www.nutrition.com/** **http://www.texasa%26muniversity.com/**	**Electronic references, websites**

Course description template

1. Course Name
Food Industries / Practical
2. Course Code
3. Term/Year
Annual 2025-2026
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 working hours
7. Name of the course coordinator (if there is more than one, mention it)
Name: Dr. Duaa Muthanna Shaaban Email:duaa.muthana@tu.edu.iq
8. Course Objectives

Course objectives	• Understanding the correct principles of food manufacturing processes • Identifying the essential steps to follow in order to produce a high-quality product • Studying how to determine product quality and how to judge it

9. Teaching and learning strategies

Cognitive objectives:

-1. Identifying quality characteristicsunlessNutrition and methods of measuring it in food products

2-Understanding food laws, specifications, and regulations

3- Identifying nutritional health conditions and the factors affecting themh GoalsSkillypertaining 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 productsfooddifferent

4- Identifying fraud or corruptionwith foodAnd 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	road the explanation	Sugar and saline solutions and their importance in the	The student learns about the importance	2	1

theory Monthly with a job Reports	and throwing Lecture	ðfood industry	of saline and sugar solutions and their significance in the food industry.y		
Tests The process and the theory Monthly with a job Reports	road the explanation and throwing Lecture	Methods of expressing focus andADevices used to measure concentration and density		2	2
Tests The process and the theory Monthly with a job Reports	road the explanati on 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 concentration practically.	2	3
Tests The process and the theory Monthly with a job Reports	road the explanati on and throwing Lecture	-Studying the properties of food products with aFor a relationshipThroug h manufacturing (chemical, physical, microbiological, and sensory) - conducting sensory tests for some of thenoFood	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
		Midterm exam	Midterm exam	2	6
Tests The process and the theory	road the explanation and throwing Lecture	He revealed the changes that occurred inFoodmicrobialan	The student learns about microbial and chemical	2	7

Monthly with a job Reports		d enzymeChemicaland his relationshipA butnomProductAnd accept it	changesand enzymeIn theAFood		
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	8
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	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	Evaluation of some grain products (wheat, flour)Pasta, etc.	The student learns about methods for evaluating grain products.	2	11
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 On the ةstudent methods of manufacturing some baked goods	2	12
Tests The process and the theory Monthly	road the explanation and throwing Lecture	ADue to somenoChemical, physical, microbiological, and sensory tests	The student learns about someFor testsSensory and	2	13

with a job Reports		on milk and some dairy products.noAvailable chewing gum in amarkets	microbiological properties of milk		
Tests The process and the theory Monthly with a job Reports	road the explanation and throwing Lecture	cheese makingAnd milklaboratory fermenterA	The student learns about the cheese-making process.And milkLaboratory fermented	2	14
		Midterm exam	Midterm exam	2	15
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	16
Tests The process and the theory Monthly with a job Reports	road the explanation and throwing Lecture	Manufacturing some food mixturesnochildren	The student learns about methods of preparing some foods.noChildren and their components	2	17
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)noIts meat, methods of slaughtering, cutting, and storing it (meat cuts and usesته)A	The student learns about the types of meat, methods of slaughtering them, and types of cuts.	2	18
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	19
Tests The process	road the explanation	Mincing meat, making	The student learns about	2	20

and the theory Monthly with a job Reports	and throwing Lecture	hamburgers, and some ready-made productsAshit	the manufacturing of hamburgers and some ready-made products.		
Tests The process and the theory Monthly with a job Reports	road the explanation and throwing Lecture	evaluationAtoAFish and methods of cooking and preserving it	The student learns about the evaluation of theAFish and methods of cooking and preserving itA	2	21
Tests The process and the theory Monthly with a job Reports	road the explanation and throwing Lecture	Poultry and methods of cooking and preserving it	TEvaluate poultry and methods of cooking and preserving it	2	22
Tests The process and the theory Monthly with a job Reports	road the explanation and throwing Lecture	Poultry and methods of cooking and preserving it	TEvaluate poultry and methods of cooking and preserving it	2	23
		Midterm exam	Midterm exam	2	24
For tests The process and the theory Monthly with a job Reports	road the explanation and throwing Lecture	Evaluating egg quality, cooking methods, and storage	The student learns about evaluating egg quality and methods of cooking and storing eggs.	2	25
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	26
		Midterm exam	Midterm exam	2	27

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	
Required textbooks (methodology, if applicable)	Practical Guide / Food Industries Practice
Main references (sources)	Food biochemistry and processing, by YH Hui 2006 black well publishing. Manufacturing anoFood(1995) Sadiq Hassan Al-Hakim, Abdul Ali Mahdi Hassan, Ministry of Higher Education and Scientific Research Bread and pastries(1990) Amjad Buya Sawalqa, Ministry of Higher Education and Scientific Research– Meat Science (1990) Muharib Abdul Hamid Taher, University of Basra Manal Al-Alam's Kitchen(2009) Manal Al-Alam
Recommended supporting books and references (scientific journals, reports...)	1-Journal of food science 2-Food Technology 3-Journal of food science. and technology Arab Journal of Food and Nutrition Required reports:

A detailed report is prepared on each substance manufactured in the nutrition laboratory, discussing the results, failures, and advantages of the methods used.	
http://www.uobabylon.edu/ **http://www.nutrition.com/**	**Electronic references, websites**

Course Description

Subject Name: Curriculum and Textbook

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

Phase: Second

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.
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.

١. Educational institution	universityTikritCollege of EducationFor girls
٢. Scientific Department	Home Economics
٣. Course Name/Code	Curriculum and textbook
٤. Available forms of attendance	My presence,electronic
٥. Semester/Year	annual

٦. Total number of study hours	60
٧. Date this description was prepared	
٨. Course objectives	- Familiarity with the elements and foundations of curriculum development, its theories, and the contributions of specialists in this field.
	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.

10- Course outcomes, teaching and learning methods, and assessment

Cognitive objectives

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.

A2-It addresses, with a fresh approach, the types of curricula and their organization.

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.

A4-Curriculum evaluation and development

A-5-The textbook: its functions, specifications, and methods of composition.

A6-

Skill objectives

B1- Draw diagrams of the goal areas and their levels

B2- Writing an educational objective, a learning objective, and a behavioral objective for a subject chosen by the student

B3--

Teaching and learning methods	
Active learning.	

- Cooperative learning.

Brainstorming.

- Free and guided discussions.

- Task analysis.

- Problem solving.

Evaluation 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

Evaluation 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	Active	The curricul	Learn, understand, apply, analyze,	2	the first

	tests.	learning.	um: its foundations and elements	synthesize, evaluate		
	- 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 learni	Types of curricul	Learn, understand, apply, analyze, synthesize, evaluate	2	Seventh

		ng.	a and their organization			
	- Portfolios.	- Cooperative learning.	Types of curricula and their organization	Learn, understand, apply, analyze, synthesize, evaluate	2	Eighth
	- Short tests.	Brain storming.	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	Types of	Learn, understand, apply, analyze,	2	thirteenth

		learning.	curricula and their organization	synthesize, evaluate		
	- Objective and essay written tests.	- Cooperative learning.	Types of curricula and their organization	Learn, understand, apply, analyze, synthesize, evaluate	2	fourteenth
	- Writing short reports.	Brain storming.	Types of curricula and their organization	Learn, understand, apply, analyze, synthesize, evaluate	2	fifteenth
	- Portfolios.	- Free and guided discussions.	Methodology and Contemporary Issues	Learn, understand, apply, analyze, synthesize, evaluate	2	Sixteenth
	- Short tests.	- Task analysis.	Methodology and Contemporary Issues	Learn, understand, apply, analyze, synthesize, evaluate	2	seventeenth
	- Objective and essay written tests.	- Problem solving.	Methodology and Contemporary Issues	Learn, understand, apply, analyze, synthesize, evaluate	2	eighteenth
	- Writing short reports.	Active learni	Methodology and	Learn, understand, apply, analyze, synthesize, evaluate	2	nineteenth

		ng.	Contemporary Issues			
	- 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 learning.	Curriculum evaluation and development	Learn, understand, apply, analyze, synthesize, evaluate	2	Twenty-sixth
- Writing short reports.	Brain storming.	Curriculum evaluation and development	Learn, understand, apply, analyze, synthesize, evaluate	2	Twenty-seventh
- Portfolios.	- Free and guided discussions.	textbook	Learn, understand, apply, analyze, synthesize, evaluate	2	Twenty-eighth
- Short tests.	- Task analysis.	textbook	Learn, understand, apply, analyze, synthesize, evaluate	2	Twenty-ninth
- Objective and essay written tests.	- Problem solving.		Learn, understand, apply, analyze, synthesize, evaluate	2	thirty

12- Infrastructure	
Curriculum and textbook	١- Required textbooks
Curriculum development	٢- Main references

	(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.

Course description template

1. Course Name
Therapeutic nutrition (theory and practice)
2. Course Code
328hECN
3. Semester / Year
Annual 2025/2026
4. Date this description was prepared
18/9/2025
5. Available forms of attendance
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	
	• Studying the role and tasks of nutritionists in hospitals and in the health sector. • A study of the principles and foundations of therapeutic nutrition and the role of food in treating patients... • Studying therapeutic nutrition systems in hospitals and monitoring nutritional care plans for patients. • A study of therapeutic meal planning, modifying regular meals to suit the patient's condition... • Studying various bodily diseases related to nutrition that require nutritional treatment • Studying the nutritional status of the individual and estimating the nutritional needs of patients.

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 Theory + 2. Practical	١
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 Theory + 2. Practical	٢
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 Theory + 2. Practical	٣
Theoretical and practical exam Practical application	Giving the lecture	Obesity: Definition, Types, Causes, Diagnosis, Symptoms, and Complications	The student learns about	2 Theory + 2. Practi	٤

	Explanation and training	Organizing a nutritional program for obese individuals		cal	
Theoretical and practical exam Practical application	Giving the lecture Explanation and training	Thinness: Definition, Types, Causes, Diagnosis, Symptoms, and Complications Organizing a dietary program for underweight individuals	The student learns about	2 Theory + 2. Practical	٥
	Giving the lecture Explanation and training	Chapter One	First exam	4	٦
Theoretical and practical exam Practical application	Giving the lecture Explanation and training	Diabetes: Definition, Types, Causes, Diagnosis, Symptoms, and Complications My work: Organizing a dietary program for people with diabetes	The student learns about	2 Theory + 2. Practical	٧
Theoretical and practical exam Practical application	Giving the lecture Explanation and training	Heart disease: definition, types, causes, diagnosis, symptoms, complications My work: Organizing a nutritional program for people with heart disease	The student learns about	2 Theory + 2. Practical	٨
Theoretical and practical exam Practical application	Giving the lecture Explanation	Hypertension: Definition, Types, Causes, Diagnosis, Symptoms, and Complications My work: Organizing a	The student learns about	2 Theory + 2. Practical	٩

	and training	dietary program for people with high blood pressure.			
Theoretical and practical exam Practical application	Giving the lecture Explanation and training	Atherosclerosis: Definition, Types, Causes, Diagnosis, Symptoms, and Complications My work / Organizing a nutritional program for people with multiple sclerosis	The student learns about	2 Theory + 2. Practical	١٠
		Chapter One	Second exam	4	١١
Theoretical and practical exam Practical application	Giving the lecture Explanation and training	Gastrointestinal diseases (esophagus and stomach): definition, types, causes, diagnosis, symptoms, complications My work: Organizing a dietary program for people with digestive system diseases	The student learns about	2 Theory + 2. Practical	١٢
Theoretical and practical exam Practical application	Giving the lecture Explanation and training	Gastrointestinal diseases (indigestion): definition, types, causes, diagnosis, symptoms, complications My work: Organizing a dietary program for people with digestive system diseases	The student learns about	2 Theory + 2. Practical	١٣
Theoretical and practical exam Practical application	Giving the lecture Explanation and training	Intestinal diseases (diarrhea and constipation): definition, types, causes, diagnosis, symptoms, complications My work involves organizing a dietary program for people	The student learns about	2 Theory + 2. Practical	١٤

		with bowel diseases (constipation and diarrhea). Its symptoms, side effects, and complications			
Theoretical and practical exam Practical application	Giving the lecture Explanation and training	Intestinal diseases: Colitis – its definition, types, causes, diagnosis, symptoms, complications My work: Organizing a dietary program for people with bowel diseases (colitis). Its definition, types, causes and diagnosis	The student learns about	2 Theory + 2. Practical	١٥
Theoretical and practical exam Practical application	Giving the lecture Explanation and training	Intestinal diseases, specifically malabsorption: its definition, types, causes, diagnosis, symptoms, effects, and complications. My work / Organizing a nutritional program for people with intestinal diseases (malabsorption)	The student learns about	2 Theory + 2. Practical	١٦
Theoretical and practical exam Practical application	Giving the lecture Explanation and training	Jaundice: Definition, Types, Causes, Diagnosis, Symptoms, and Complications My work: Organizing a dietary program for people with jaundice	The student learns about	2 Theory + 2. Practical	١٧
		Chapter Two	First exam	4	١٨
Theoretical and practical exam Practical application	Giving the lecture	Liver diseases: definition, types, causes, diagnosis, symptoms, complications Organizing a dietary program	The student learns about	2 Theory + 2. Practi	١٩

	Explanation and training	for people with liver diseases		cal	
Theoretical and practical exam Practical application	Giving the lecture Explanation and training	Kidney diseases: definition, types, causes, diagnosis, symptoms, complications Organizing a dietary program for people with kidney disease	The student learns about	2 Theory + 2. Practical	٢٠
Theoretical and practical exam Practical application	Giving the lecture Explanation and training	Gout: Definition, Types, Causes, Diagnosis, Symptoms, and Complications Organizing a dietary program for people with gout	The student learns about	2 Theory + 2. Practical	21 +2 2
Theoretical and practical exam Practical application	Giving the lecture Explanation and training	Cancer: Definition, Types, Causes, Diagnosis, Symptoms, and Complications Organizing a nutritional program for cancer patients	The student learns about	2 Theory + 2. Practical	23
Theoretical and practical exam Practical application	Giving the lecture Explanation and training	Osteoporosis: Definition, Types, Causes, Diagnosis, Symptoms, and Complications Organizing a nutritional program for people with osteoporosis	The student learns about	2 Theory + 2. Practical	24
		Chapter Two	Second exam	4	25
		Discussion of reports		8	26 +2 7
		Review of the material		12	28 +2 9+ 30

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

Required textbooks	nothing
References (Sources)	• Therapeutic Nutrition, Dr. Mona Khalil Abdel Qader (2011), Second Edition, Cairo • Therapeutic Nutrition, Dr. Essam Hassan Awida, (2015) First Edition, Riyadh. • Food and Nutrition, Dr. Abdul Rahman Masir (2019), Bahrain.
Recommended supporting books and references (scientific journals, reports)	
Electronic references, websites	https://www.eatright.org/?utm_source=chatgpt.com

Course description template

1. Course Name
Feeding a baby: The practical part
2. Course Code
328hECN
3. Semester / Year

Annual 2025/2026

Evaluation Method	Learning methods	Unit name or topic	Required learning	Hours	Week

4. Date this description was prepared
18/9/2025
5. Available forms of attendance
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 Naaman
8. Course Objectives thaer.bahaa@tu.edu.iq

Course objectives	
	• Defining the importance of pregnancy, breastfeeding, and childhood from birth until the end of early adolescence
	• Understanding the stages of growth and development correctly during pregnancy, breastfeeding, and childhood.
	• Identifying nutritional problems faced by pregnant women, breastfeeding mothers, and children
	• Learn how to use nutritional information to plan balanced diet programs.

9. Teaching and learning strategies
• Practical lectures (preparing nutritional programs and calculating nutritional needs)

			outcomes		
practical application	Giving the lecture	Dietary tables and their importance	The student learns about	2	٢١
practical application	Giving the lecture	How to use nutritional value tables	The student learns about	2	٢٢
practical application	Giving the lecture	The nutritional value of foods and their sufficiency according to Recommended dietary guidelines	The student learns about		٢٣
practical application	Giving the lecture	Nutrition for pregnant women	The student learns about	2	٢٤
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 +1 4
		Mid-year break		2	15
practical application	Giving the lecture	Definition of English food terminology	The student learns about	2	16 +1 7
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

1. Name The course:
Calculators
2. Course Code:
3. Term/Year:
2026-2025
4. Date this description was prepared
17/9/2025
5. Available forms of attendance:
In-person attendance in the classroom / Distance learning
6. Total number of study hours / Total number of units
30 hours / 2 units
7. Name of the course coordinator (if there is more than one, mention it)
Name: M. M. Enam Samir Sadiq Email :inam,s, sadek@tu.edu.iq
8. Course Objectives

Course objectives	• To learnstudentWorking 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) • To describe ready-made applications and software and acquire computer skills • Self-development skills that enable students to compete with others • Meeting the needs of the education sector with highly qualified personnel

9. Teaching and learning strategies

strategy	AUsing explanation and clarification to present concepts. Interacting with students through discussions and practical exercises. Practical application in the laboratory Video lectures Electronic presentations

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	Understanding the	1theoretical	11

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

Course description template

1. Course Name
Nursery Management
2. Course Code

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
9. Teaching and learning strategies	
Lecture, discussion, questioning	strategy

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**	**2**	the first

			sciences		
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
Achievement tests	Lecture and discussion	Daily nursery programs	Educational and psychological	2	fifteenth

			sciences		
Achievement tests	Lecture and discussion	Weekly nursery programs	Educational and psychological sciences	2	Sixteenth
Achievement tests	Lecture and discussion	Monthly nursery programs	Educational and psychological sciences	2	seventeenth
Achievement tests	Lecture and discussion	Nursery annual programs	Educational and psychological sciences	2	eighteenth
Achievement tests	Lecture and discussion	First semester test	Educational and psychological sciences	2	nineteenth
Achievement tests	Lecture and discussion	Children's records	Educational and psychological sciences	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	The child's	Educational and	2	Twenty-ninth

	discussion	**interaction with the environment and society**	**psychological sciences**		
Achievement tests	**Lecture and discussion**	**Second semester exam**	**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	
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

1. Course Name
alive microscopic
2. Course Code
alive microscopic
3. Term/Year
annual
4. Date this description was prepared
518/9/202
5. Available attendance formats
practical My presence
6. Total number of study hours / Total number of units

60 hour practical	
7. Name of the course coordinator (if there is more than one, mention it)	
Name: M.M. Bayader Jalal Abdul Hamid Email: bayaderjalal@tu.edu.iq Name: M.D. Aseel Ahmed Mustafa Email:Aseel.ahmed@tu.edu.iq	
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 Additional Like the chapter Academic google classroom, google meet -the explanation And the explanation -road an offer Ways the job -Exams monthly and quarterly -Tests practical -Activities Daily -Reports practical	

10. Course Structure

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

Daily activities, tests, and monthly and term exams	Presenting the lecture in personin laboratory	**Roads Followed writing Reports after procedure Experiments The process And how Documentation Notes**	The students learn about	two hours	
Daily activities, tests, and monthly and term exams	Presenting the lecture in person	**road to prepare The circles agricultural And the method Hug her**	The students learn about	two hours	
Daily activities, tests, and monthly and term exams	Presenting the lecture in person	**Ways separation between bacteria In a way dyeing**	The students learn about	two hours	
Daily activities, tests, and monthly and term exams	Presenting the lecture in person	**identification on Shapes bacteria and colonies and ways Discrimination between them**	The students learn about	two hours	
Daily activities, tests, and monthly and term exams	Presenting the lecture in person	**some Diseases that It causes Living microscopic**	The students learn about	two hours	
Daily activities, tests, and monthly and term exams	Presenting the lecture in person	**Ways a job To find out bacteria animated and other animated**	The students learn about	two hours	
Daily activities, tests, and monthly and term exams	Presenting the lecture in person	**Types bacteria Air no air**	The students learn about	two hours	

Daily activities, tests, and monthly and term exams	Presenting the lecture in person	**an offer some from the pictures Private In the neighborhoods microscopic and dispersing them**	The students learn about	two hours	

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 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

1. Course Name	
Food preservation–theoretical	
2. Course Code	
3. Term/Year	
Annual 2025/2026	
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	
7. Name of the course coordinator (if there is more than one, mention it)	
Name: Dr. Falah Salem Dawood Email: Falah.salim@tu.edu.iq	
8. Course Objectives	
Introducing students to methods of food preservation and preventing food spoilage or damage **- Learn about methods of preserving food at home and how to maintain food safety and quality.** **- Learn about the benefits of food preservation and methods to reduce spoilage.**	Course objectives
9. Teaching and learning strategies	
Different strategies for teaching students about different food preservation methods, the differences between the methods used, and the importance of each method.	

10. Course Structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Daily and monthly test	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 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	road the	Beverage	The student	2	8

monthly test	explanation and throwing Lecture	industry	learns about		
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 Lecture	fruit juice	The student learns about	2	10
Daily and monthly test	road the explanation and throwing Lecture	Jam making	The student learns about	2	11
Daily and monthly test	road the explanation and throwing Lecture	Pastry making	The student learns about	2	12
Daily and monthly tests with report generation	road the explanation and throwing Lecture	Essential oil production	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

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	
nothing	Required textbooks (methodology, if applicable)
Food Manufacturing / Part 1, 1985, Dr. Abdul Ali Mahdi and Dr. Sadiq Hassan Al-Hakim	Main references

	(sources)
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**	**Recommended supporting books and references (scientific journals, reports...)**
https://www.foodsaver.com/?srsltid=AfmBOoodkiz-2CRMYtkh4s89XzlHdVMOSo40y_qRI4GUMaCVUNU6y670 **https://www.sustainweb.org/foodwaste/food_save**	**Electronic references, websites**

Course description template

1. Course Name
Child rearing
2. Course Code

3. Term/Year	
Chapters 1 and 2 / 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	
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	
Course objectives	**١١- Understanding the theoretical and practical foundations of child development at different stages of growth.** **١٢- Acquiring practical skills in planning and providing a suitable environment for the child's growth.** **١٣- To provide female students with scientific knowledge about child nutrition and its impact on physical and mental health.** **١٤- To enable female students to understand the role of family and community in supporting child development.** **١٥- Qualifying female students to work as specialists in the field of maternal and child care or in community development centers.**
9. Teaching and learning strategies	
strategy	▪ **(Explanation and clarification)** ▪ **LecturesElectronic (Publishing lecturesVideos, daily assignments, and grades for theoretical and practical examson semester Google Classroom).** ▪ **For reports.**
10. Course Structure **Course outcomes, teaching and learning methods, and assessment**	
• **<u>The concept of child rearing and its importance.</u>** • **<u>Theories of growth and development in children</u>.**	

- The different stages of childhood (infancy, early childhood, middle childhood, late childhood).
- Nutritional needs and proper nutrition for the child at each stage.

أ- Health aspects, personal hygiene, and care for the sick child.

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

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

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

ج- Sound family upbringing methods and effective parenting relationships.

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

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Teaching and learning methods

ث- Method of explanation and clarification

ج- ةDiscussion method

ح- Report preparation

Evaluation methods

Written exams ةDailyةAl-Shahriةoralة

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 understandCommon 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	=	2hour	٣٥

		of the family in child development, family relationships, and family psychology.			
=	=	Education and learning: Modern educational methods, learning through play, and developing children's skills.	=	2hour	٣٦
=	=	Maternal and child care: caring for the mother during pregnancy and after childbirth, and caring for the infant.	=	2hour	٣٧
=	=	Special needs: Understanding and meeting the needs of children with special needs.	=	2hour	٣٨
=	=	The surrounding environment: The role of the environment in the child's development, such as home, school and community.	=	2hour	٣٩
=	=	Activity planning: Designing educational and recreational activities that suit the child's developmental stages.	=	2hour	٤٠
=	=	First semester exam	=	2hour	٤١
=	=	For children to play The importance of play,Children's imagination.The functions of imaginative activity in a child's life	=	2hour	٤٢
=	=	The relationship between a child's emotional life table Types of play in the stagelate childhood	=	2hour	٤٣
=	=	Helping the child to grow eating habits	=	2hour	٤٤
=	=	Developing a child's use of sanitary facilities	=	2hour	٤٥
=	=	Discipline or correction regarding right and wrong, children's anger and punishment	=	2hour	٤٦
=	=	Guiding the child towards self-reliance, slow learning, going to bed, teething	=	2hour	٤٧

=	=	The influence of heredity and environment on the child during late childhood	=	2hour	٤٨
=	=	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)**

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

3. Journal of Educational Sciences 4. Journal of Early Childhood Research (English) 5. Early Childhood Education Journal (English). International Journal of Early	

Course description template

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

private sector	

٣٣. Teaching and learning strategies

Cognitive objectives	- The student will acquire the ability to identify the main and essential nutrients. - 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.

٣٤. Course structure

Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
1	2	ater: its definition and importance	Water and pH, states of water, properties of water, hard water	Theoretical explanation in the hall	**Daily discussion and Q&A**
2	2	ysical states of water			
3	2	solutions	Solutions and their types,	Theoretical explanation in the hall	**Daily discussion and Q&A**
4	2	colloids	Colloids and their types		
5	2	Emulsifiers	Emulsifiers and their types		
6	2	Jelly	Gels, their types and properties	Theoretical explanation in the hall	**Daily discussion and Q&A**

Daily discussion and Q&A	Theoretical explanation in the hall	egg ingredients The impact of eggs in the food industry	eggs Qualitative characteristics of eggs	2 2	8 9
Daily discussion and Q&A	Theoretical explanation in the hall	Cooking eggs and incorporating them into manufacturing	Egg production	2	10
Daily discussion and Q&A	Theoretical explanation in the hall	Milk components and its nutritional and industrial importance	milk	2	11
Daily discussion and Q&A	Theoretical explanation in the hall	Pasteurization, cooking and manufacturing	Types of milk	2	12
Daily discussion and Q&A	Theoretical explanation in the hall	Effect of heat treatment on milk	heating milk	2	13
Daily discussion and Q&A	Theoretical explanation in the hall	Their types and nutritional importance	Fruits	2	15
Daily discussion	Theoretical explanation in the	Chemical composition of fruits	Fruits 2	2	16

and Q&A	hall				
Daily discussion and Q&A	Theoretical explanation in the hall	Its types and chemical composition	vegetables	2	17
Daily discussion and Q&A	Theoretical explanation in the hall	Treatments applied to both fruits and vegetables in food manufacturing	Fruits and vegetables	2	18
Daily discussion and Q&A	Theoretical explanation in the hall	The importance of meat and its components	meat	2	19
Daily discussion and Q&A	Theoretical explanation in the hall	Meat tenderness and chemical content	Chemical content of meat	2	20
Daily discussion and Q&A	Theoretical explanation in the hall	Its importance and chemical content	Poultry	2	21
Daily discussion and Q&A	Theoretical explanation in the hall	The importance of fish and its chemical composition	fish	2	30
٣٥. 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, etc. Then the final overall grade is calculated out of 18.	
٣٦. Learning and teaching resources	
Required textbooks (methodology, if applicable)	nciples of Food Industries / 1979 Prof. Dr. Abdul Ali Mahdi ead and Pastries / 1990 / Prof. Dr. Amjad Boya Sulak od Chemistry / 1988 / Prof. Dr. Basil Dalali
Main references (sources)	Principles of food chemistry, DeMan, 2019
Recommended supporting books and references (scientific journals, reports…)	Handbook of Food Chemistry DOI 10.1007/978-3-642-41609-5_34-1 # Springer-Verlag Berlin Heidelberg 2014
Electronic references, websites	tps://en.wikipedia.org/wiki/Food_chemistry

model a description The course

a description Course : Principles of Education

Mr Subject : Prof. Dr. Nabil Abdel Aziz Karim

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 . And it is necessary. from Link Among ; them And between a description The program	
university Tikrit / College Education Humanities	**١. The Foundation Educational**
Home Economics	**٢. Section Scientific**
Principles Education	**٣. Name / Symbol The course**
mandatory	**٤. Shapes the audience**

Available	
٥. Semester / Year	annual
٦. number Hours Academic (College)	٠٦
٧. date numbers this Description	٢٠٢٦/٢/١
٨. Goals The course	To increase the student's understanding of the educational and social reality throughout the ages, to realize the educational process in its utmost necessities, and to understand educational theories on different peoples, both ancient and modern .
٩. Goals General	This course interprets the educational process from a historical and philosophical perspective, shedding light on upbringing and education, highlighting the importance of social and educational institutions, and helping students develop an appreciation for the educational process. like that science He describes And he explains effect Systems educational on reality Historical old And recently And the effect educational on a Operations Relations And . personality individual And his upbringing to set reality from Most important His goals Educational that revealed About him schools Philosophical in Education and determining Goals breeding the society and application Concepts Educational and study Relations between order Educational Standing on Interaction social and systems educational The man individual when Enter with other, and study man last in Institutions educational And in Relations and transactions Humanity and his Systems that He approves it the interaction with society .

١٠- Outputs The course And methods education and learning and evaluation

أ- Goals cognitive

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- Comprehension 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- An Provides student With information and knowledge Sufficient To enable him from Analysis of it And its evaluation

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

ب- Goals Skill Private As per the schedule .

B1- Development skill student towards more skill Search And the collection Scientific

B2- Development skill student towards more effectiveness Acquisition Scientific

B3-- Development skill student towards more Dealing with others

B4-- Development skill student towards more to understand Foundations and principles Education public in the past The present

C - Objectives emotional Values

A1- The student should listen carefully to the topic Lesson

C2- The student should be able to answer questions related to the fields and foundations of education .

C3- That the student accepts the subject of education 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

- and book student , Delusional means Available blackboard , pens Colorful
- Dialogue and discussion and some Activities The classroom
- Use discussion Educational (Dialogue) educational) which He depends on exchange Ideas To reach to The facts .
- Use Technologies Scientific Modern (device an offer Slides (overhead).
- The plain Activity in All Students traps For collective memo .

Methods Evaluation

- The exam oral and the test With papers and activities that It is presented student which It aims to to gather (port folio) Accreditation on the duty Educational
- Applying it in the school Concepts Theory For the topic and the possibility .
- Exams Periodic - Exercises Field Educational .

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 " Bodies " show 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 The students

Skills public and rehabilitation Transferable (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- Description skills Relations Personality with Others, And the ability on to bear Responsibility Required Developing it (growth) skill Contact from during Dealing .(As groups during the job Live To produce requirements The prescribed course
D4-Strategies education Used in development This is amazing Skills And the abilities (lectures) , And the offers Accompanying For lectures on road device an offer Data , and applications The process (statement) Practical design Production
. Lessons thinking The different ones

Structure The course .١١

road Evaluation	road education	name Unity or the topic	outputs Learning Required	Hours	Week
a test verbal And my release	Dialogue and discussion	meaning Education Its goals Its necessity	meaning Education Its goals Its necessity	٢	١
a test verbal And my release	Dialogue and discussion	Her theories , and its fields	Her theories , and its fields	٢	٢
a test verbal And my release	Dialogue and discussion	basis Historical For education	basis Historical For education	٢	٣

a test verbal And my release	Dialogue and discussion	basis Historical For education	Old Education	٢	٤
a test verbal And my release	Dialogue and discussion	basis Historical For education	Chinese Education	٢	٥
a test verbal And my release	Dialogue and discussion	basis Historical For education	Greek education	٢	٦
a test verbal And my release	Dialogue and discussion	basis Historical For education	Medieval education	٢	٧
a test verbal And my release	Dialogue and discussion	basis Historical For education	Education Arabic before Islam And after Islam	٢	٨
a test verbal And my release	Dialogue and discussion	basis Historical For education	Education Modern	٢	٩
a test verbal And my release	Dialogue and discussion	basis social For education	relationship between Education and society	٢	١٠
a test verbal And my release	Dialogue and discussion	basis social For education	relationship between individual and the environment	٢	١١
a test verbal And my release	Dialogue and discussion	basis social For education	Education morality	٢	١٢
a test verbal And my release	Dialogue and discussion	basis social For education	Education Family	٢	١٣
a test verbal And my release	Dialogue and discussion	basis social For education	Education Nationalism	٢	١٤
a test	Dialogue	basis social For	Education Health	٢	١٥

verbal And my release	and discussion	education			
a test verbal And my release	Dialogue and discussion	The economic basis of education	Education and its effect in Development Economic	٢	١٦
a test verbal And my release	Dialogue and discussion	basis Economic For education	to exploit Resources natural	٢	١٧
a test verbal And my release	Dialogue and discussion	basis Scientific Education	Education and the approach in Search	٢	١٨
a test verbal And my release	Dialogue and discussion	Foundations Nationalism social	Foundations Nationalism social	٢	١٩
a test verbal And my release	Dialogue and discussion	Education in Perspective Islamic	Education in Perspective Islamic	٢	٢٠
a test verbal And my release	Dialogue and discussion	Renewal Educational in Iraq	the school Comprehensive	٢	٢١
a test verbal And my release	Dialogue and discussion	Renewal Educational in Iraq	Education methodology	٢	٢٢
a test verbal And my release	Dialogue and discussion	Renewal Educational in Iraq	schools The distinguished Acceleration	٢	٢٣
a test verbal And my release	Dialogue and discussion	Education primitive	Accept individual the environment primitive And how woven Education itself	٢	٢٤
a test verbal And my release	Dialogue and discussion	Education social	that He is I have individual need . social Specific	٢	٢٥
a test	Dialogue	Education via	Find relationship	٢	٢٦

verbal And my release	and discussion	the date	harmony between Civilizations		
a test verbal And my release	Dialogue and discussion	Education Islamic	symmetry Consistency in thinking Work In what Dictated by On us Our religion	٢	٢٧
a test verbal And my release	Dialogue and discussion	Adjustment social	control social Control Positivity	٢	٢٨
a test verbal And my release	Dialogue and discussion	Culture and education	practices that We do In it during Our lives Short or It lasted	٢	٢٩
a test verbal And my release	Dialogue and discussion	Education social	that He is I have individual need . social Specific	٢	٣٠

Structure Infrastructure -١٢	
Principles of Education	Books The -١ scheduled Required
Emile role Kaheim , Education And society, Renaissance , Cairo 1999 ➢ Dr. Ibrahim supporter , Foundations Education , house The vanguard Amman, ٢٠٠٤	the reviewer Main (-٢ (Sources

أ- Books References that Recommend In it (magazines) (... , Scientific reports	➢ Al-Jaafari , Foundations Maher .Dr Education, house Ammar , Oman 1998 ➢ Dr. Ibrahim Othman, Education , house Kazma, Kuwait, 1983 ➢ Dr. Mahmoud Mr, studies in Education And society, The companion, Cairo, 1988
ب- the reviewer Electronic websites ... The internet	➢ Dr. Mahmoud Mr, studies in Education And society, The companion, Cairo, 1988

١٣- Plan development The course Academic
• 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

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university Tikrit / College Education Humanities	**١٠. The Foundation**

	Educational
Home Economics	**Section Scientific** .١١
Professional ethics	**Name / Symbol** .١٢ **The course**
mandatory	**Shapes the** .١٣ **audience Available**
annual	**Semester / Year** .١٤
٦٠	**number Hours** .١٥ **Academic (College)**
٢٠٢٦/٢/١	**date numbers this** .١٦ **Description**
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.	**Goals The course** .١٧
We begin by defining ethics, and then by defining the profession, both linguistically and technically, so that 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.	**Goals General** .١٨

١٠- Outputs The course And methods education and learning and evaluation

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- The memo collective For traps all Students in Activity The plain .

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- Exercises Field Educational - Exams Periodic .

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Dialogue and discussion And he proposed Ideas The question
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Use devices " Bodies " show transparent and the dark To display Lecture and –
models from performance Students

Methods Evaluation

Test Editorial
the duty and activities The classroom
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D3- Description skills Relations Personality with Others, And the ability on to bear Responsibility Required Developing it (growth) skill Contact from during Dealing
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D4-Strategies education Used in development This is amazing Skills And the abilities (lectures) , And the offers Accompanying For lectures on road device an offer Data , and applications The process (statement) Practical design Production
. Lessons thinking The different ones

Structure The course .١١

road Evaluation	road education	name Unity or the topic	outputs Learning Required	Hours	Week
oral exam	delivery	The concept of professional ethics	Professional ethics	٢	١
oral exam	**delivery**	Definitions of ethics, linguistically and technically	The concept of professional ethics	٢	٢
oral exam	**discussion**	Types and importance of professional ethics	The importance of professional ethics for the individual and society	٢	٣
oral	**discussion**	Description of	Distinguishing	٢	٤

exam		professional rules for employees and instructors	between professional ethics and rules of professional conduct		
oral exam	**discussion**	Religious source of systems and laws	Sources of professional ethics	٢	٥
oral exam	**discussion**	Family and socialization	Social customs , traditions, and moral values	٢	٦
oral exam	**discussion**	Dedication to work, honesty, and integrity	Ethical principles of the profession	٢	٧
oral exam	**discussion**	Honesty, humility, and good treatment	General principles of professional ethics	٢	٨
oral exam	**discussion**	Developing self-control and setting a good example	Methods of establishing professional ethics	٢	٩
oral exam	discussion	Accuracy in setting systems and education	Developing self-control	٢	١٠
oral exam	**discussion**	Providing support and respecting others' opinions	Good example	٢	١١
Written exam	**discussion**	Internal challenges and external challenges	Challenges and their impact on professional ethics	٢	١٢
oral exam	**discussion**	Types of competition: legitimate and illegitimate	competition	٢	١٣
oral exam	**discussion**	Infringement of reputation, misappropriation of name and brand, posting false information	Forms and types of unfair competition	٢	١٤
oral exam	**discussion**	Failure to	Behavioral	٢	١٥

		uphold the dignity of the position, abuse of power, nepotism	deviations		
oral exam	**discussion**	Violating financial rules and regulations, and wasting public funds	Financial irregularities	٢	١٦
oral exam	**discussion**	Most common images: bribery, embezzlement , forgery	criminal deviations	٢	١٧
oral exam	**discussion**	Consolidating and reinforcing values, establishing systems	Treating administrative corruption	٢	١٨
oral exam	discussion	Financial disclosure, gifts and hospitality . Misuse of .information	Conflict of interest	٢	١٩
oral exam	**discussion**	Its concept, types, elements, and components	social responsibility	٢	٢٠
oral exam	**discussion**	From a legal, criminal, religious, and social perspective	Types of responsibility	٢	٢١
Written exam	**discussion**	Legal, social, religious	The concept of social responsibility	٢	٢٢
oral exam	**discussion**	Attention, understanding, participation	Elements of social responsibility	٢	٢٣
oral exam	**discussion**	An individual's responsibility towards family, neighbors, colleagues, and country	Areas of social responsibility	٢	٢٤
oral exam	**discussion**	Personal,	The importance of	٢	٢٥

		social, national	social responsibility		
oral exam	**discussion**	Manifestations of an individual's impaired social responsibility	The moral failing of social responsibility	٢	٢٦
oral exam	**discussion**	Formation, disintegration, passive absence, escaping responsibility	Manifestations of social irresponsibility within the group	٢	٢٧
oral exam	**discussion**	Commitment towards the public, towards the work, towards the profession	The fundamental principles of professional ethics	٢	٢٨
Written exam	**discussion**	Understanding the ethical values of commitment	Ethical commitment	٢	٢٩
oral exam	**discussion**	Social responsibility , norm disruption, entanglement of the issue, economic confusion	The most important factors that lead to a decline in professional ethics	٢	٣٠

Structure Infrastructure -١٢	
Professional Ethics, Yamama Muhammad Hassan Kashkoul, Cairo, no date	Books The -٣ scheduled Required
Lectures on Professional Ethics by Iman Al- ➢	the reviewer Main (-٤ (Sources

Safi , Cairo 1999 ➢ Dr. Ibrahim supporter , Professional ethics, house The vanguard Amman, 2004	
➢ Al-Jaafari , Foundations Maher .Dr Education, house Ammar , Oman 1998 ➢ Dr. Ibrahim Othman, Education , house Kazma, Kuwait, 1983 ➢ Dr. Mahmoud Mr, studies in Education And society, The companion, Cairo, 1988	ت- Books References that Recommend In it (magazines) (... , Scientific reports
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