



## Academic program description form

University name: University Tikrit

College/Institute: College Education for girls

Scientific Department: Department Home Economics

Name of academic or professional program: Bachelor's degree Home economics

Name of final degree: Bachelor's degree in Home economics education

Academic system: annual

Date the description was prepared: 2/16/2024

File filling date: 2/24/2024

the signature : the signature :

Name of department head: M. Shahd Khaled Hamid Name of scientific assistant: Prof. Dr. Intisar Ghanem  
Abdel Wahab

the date: the date :

Check the file by:

Division of Quality Assurance and University Performance

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

the date

the signature

**1. Program vision**

The Department of Home Economics becomes the most distinguished at the local and regional levels, To be a pioneer in the fields of education, learning, scientific research and community service in accordance with academic standards.

**2. Program message**

The Department of Home Economics contributes to...Graduating creative women with high competence and qualifications to compete and interact with the givens of the times and keep pace with scientific and technological development and modern trends in the fields of food, nutrition, clothing, textiles, design, home management, child raising and family relations..Encouraging scientific research by improving the department's programs and various fields and providing an appropriate climate,While responding to the diverse needs of society by providing specialized services and consultations to its various private and governmental institutions alike.

**3. Program objectives**

Firstly:General goals

- 1.Developing capabilities and skills to raise the level of performance of graduates to contribute to the development and advancement of society.
- 2.Forming a set of principles that guide the individual's behavior and develop his sense of responsibility, such as cooperation, order, economy, and good behavior.
- 3.Preparing the individual to assume family responsibilities and carry out his duties.
- 4.Benefit from learning skills in productive production.
- 5.Accustoming students to self-sufficiency in income.

6. Training students in scientific research and useful innovation.

secondly: Own goals

1. Preparing, training and graduating home economics teachers to teach in middle and middle schools throughout the country.
2. Planning and rationalizing consumption and spending at the family and community levels and developing human and material resources.
3. Nutrition education and nutritional examinations to design nutritional programs for healthy and sick people for all age groups.
4. Training the individual to choose food well and plan various meals to meet the body's need for elements necessary for growth and sustaining life.
5. Technical and administrative supervision of maternal and child care centres, nurseries, social institutions and productive family projects.
6. Training the student on the optimal use of modern technology household tools and appliances.

**4. Programmatic accreditation**

Program accreditation has not been obtained

**5. Other external influences**

There is no one other than the Ministry of Higher Education and Scientific Research and the University of Tikrit.

**6. Program structure**

| comments | percentage | Study unit | Number of courses | Program structure       |
|----------|------------|------------|-------------------|-------------------------|
|          |            |            | /                 | Enterprise requirements |
|          |            |            | /                 | College requirements    |



|  |   |     |             |                         |
|--|---|-----|-------------|-------------------------|
|  | 10% of the first stage rate + 20% of the second stage rate + 30% of the third stage rate + 40% of the fourth stage rate | 170 | 46          | Department requirements |
|  |   |     | nothing     | summer training         |
|  |   |     | application | Other                   |

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

#### 7. Program description

| Credit hours |   | Name of the course or course | Course or course code | Year/level              |
|--------------|---|------------------------------|-----------------------|-------------------------|
| nothing      | 2 | Principles of home economics | nothing               | The first/initial stage |
| nothing      | 1 | English                      | nothing               | The first/initial stage |
| nothing      | 1 | the computer                 | nothing               | The first/initial stage |
| nothing      | 1 | Arabic                       | nothing               | The first/initial stage |
| nothing      | 2 | Foundations of education     | nothing               | The first/initial stage |
| nothing      | 2 | Nutrition basics             | nothing               | The first/initial stage |

|         |         |   |         |                              |
|---------|---------|---|---------|------------------------------|
| 2       | 1       | General chemistry                               | nothing | The first/initial stage      |
| 2       | 1       | General biology                                 | nothing | The first/initial stage      |
| 2       | nothing | Sewing basics                                   | nothing | The first/initial stage      |
|         | 1       | statistics Science                              | nothing | The first/initial stage      |
| 2       | 1       | Household appliances and tools                  | nothing | The first/initial stage      |
| nothing | 1       | English   | nothing | The second/preliminary stage |
| nothing | 1       | the computer                                    | nothing | The second/preliminary stage |
| nothing | 2       | Developmental psychology                        | nothing | The second/preliminary stage |
| nothing | 2       | Curriculum and textbook                         | nothing | The second/preliminary stage |
| nothing | 2       | Secondary education and educational supervision | nothing | The second/preliminary stage |
| nothing | 2       | Human rights and democracy                      | nothing | The second/preliminary stage |

|         |         |   |         |                              |
|---------|---------|---|---------|------------------------------|
| nothing | 1       | Baath Party crimes                                | nothing | The second/preliminary stage |
| nothing | 1       | Arabic  | nothing | The second/preliminary stage |
| 2       | 2       | Food chemistry                                    | nothing | The second/preliminary stage |
| 2       | 2       | Microbiology                                      | nothing | The second/preliminary stage |
| 2       | 2       | Food preparation                                  | nothing | The second/preliminary stage |
| 2       | nothing | Sewing basics                                     | nothing | The second/preliminary stage |
| nothing | 2       | Raising a child                                   | nothing | The second/preliminary stage |
| nothing | 1       | English   | nothing | The third/initial stage      |
| nothing | 2       | Psychological counseling and educational guidance | nothing | The third/initial stage      |
| nothing | 2       | Teaching methods                                  | nothing | The third/initial stage      |
| nothing | 2       | Educational                                       | nothing | The third/initial            |

|         |   | techniques and learning technology |         | stage                    |
|---------|---|------------------------------------|---------|--------------------------|
| 2       | 1 | Feeding a baby                     | nothing | The third/initial stage  |
| 2       | 2 | Food preservation                  | nothing | The third/initial stage  |
| 2       | 1 | Textiles                           | nothing | The third/initial stage  |
| 2       | 1 | Home management and handicrafts    | nothing | The third/initial stage  |
| nothing | 2 | Family relations                   | nothing | The third/initial stage  |
| nothing | 2 | Family clothes                     | nothing | The third/initial stage  |
| nothing | 2 | my choice                          | nothing | The third/initial stage  |
|         | 1 | Scientific symposium               | nothing | The third/initial stage  |
| nothing | 1 | English                            | nothing | Fourth/preliminary stage |
| nothing | 2 | Measurement and evaluation         | nothing | Fourth/preliminary stage |
| 2       | 1 | View and apply                     | nothing | Fourth/preliminary stage |
| nothing | 1 | Graduation research                | nothing | Fourth/preliminary stage |
| 2       | 2 | Food experiments                   | nothing | Fourth/preliminary stage |



|   |         |                     |         |                          |
|---|---------|---------------------|---------|--------------------------|
| 2 | 2       | Food industry       | nothing | Fourth/preliminary stage |
| 2 | 2       | Therapeutic feeding | nothing | Fourth/preliminary stage |
| 2 | nothing | Advanced stitching  | nothing | Fourth/preliminary stage |
| 2 | 1       | House design        | nothing | Fourth/preliminary stage |
| 2 | 1       | Nursery management  | nothing | Fourth/preliminary stage |

#### 8. Expected learning outcomes of the program

##### Knowledge

|  |   |
|--|---|
| Through tests and their variety, we -1<br>are able to measure learning outcomes.<br>Involving female students in -2<br>seminars related to home economics and related fields to measure the extent to which they are able to apply the rules and use them correctly. | The student should know the importance of home economics in society |
|--|---|

##### Skills

|  |   |
|--|---|
| By holding practical workshops and courses on sewing and design and studying materials and curricula related to modern designs, such as home design and etiquette. | That the student can choose the appropriate design and the appropriate colors in the design |
| Holding awareness workshops on nutrition and holding educational   | To realize the importance of proper and good nutrition and to realize the importance        |



|  |                    |
|--|--------------------|
| campaigns about healthy foods and healthy alternatives | of lines in sewing |
|--|--------------------|

**Value**

|  |  |
|--|--|
| Practical application of the rules of etiquette, cultivating a love of learning, and linking it with the customs and traditions of the region to produce a modern and modern result that does not...AWith customs and traditions | To realize the importance of proper behavior that is consistent with customs and traditions in society |
|--|--|

|   |  |
|---|--|
| Value outcomes can be represented by raising a morally distinct group and setting an example for others through their dealings with their peers and with society. | To know the department's role in society and the areas covered by the department |
|---|--|

**9. Teaching and learning strategies**

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

**10. Evaluation methods**

Oral exams/written exams/reports

**11. The teaching staff**

**Faculty members**

| Preparing the teaching staff |       | Requirements/skills (if any) | Specialization            |                 | Scientific rank     |
|------------------------------|-------|------------------------------|---------------------------|-----------------|---------------------|
| lecturer                     | angel |                              | private                   | general         | Mr                  |
|                              | angel |                              | Life                      | chemistry       |                     |
|                              | angel |                              | Private international law | Law             | Assistant Professor |
|                              | angel |                              | Teaching methods          | Arabic Language | Assistant Professor |

|  |       |  |                    |                     |                   |
|--|-------|--|--------------------|---------------------|-------------------|
|  | angel |  | Food and nutrition | Home economics      | Teacher           |
|  | angel |  | Food science       | Food science        | Teacher           |
|  | angel |  | Human nutrition    | Food science        | Teacher           |
|  | angel |  | Home economics     | Home economics      | assistant teacher |
|  | angel |  | Microbiology       | Life sciences       | assistant teacher |
|  | angel |  | Teaching methods   | psychology          | assistant teacher |
|  | angel |  | Human resources    | business management | assistant teacher |
|  | angel |  | physics            | physics             | assistant teacher |
|  | angel |  | Plant environment  | Life sciences       | assistant teacher |

### Professional development

#### Orienting new faculty members

- Involving new appointees in committees. -
- Incorporating new hires of the title of assistant teacher with teaching staff with a higher academic title to gain experience and skills. -
- Conducting courses within the department on examination committees, performance evaluation, and academic promotions. -

#### Professional development for faculty members

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

### 12. Acceptance criterion

Live / central / morning and evening

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

Each course has special resources mentioned in the description -  
 scientific Committee -

**14. Program development plan**

Modifying the admission plan. -  
 Creating study materials. -  
 Strive for reliability. -

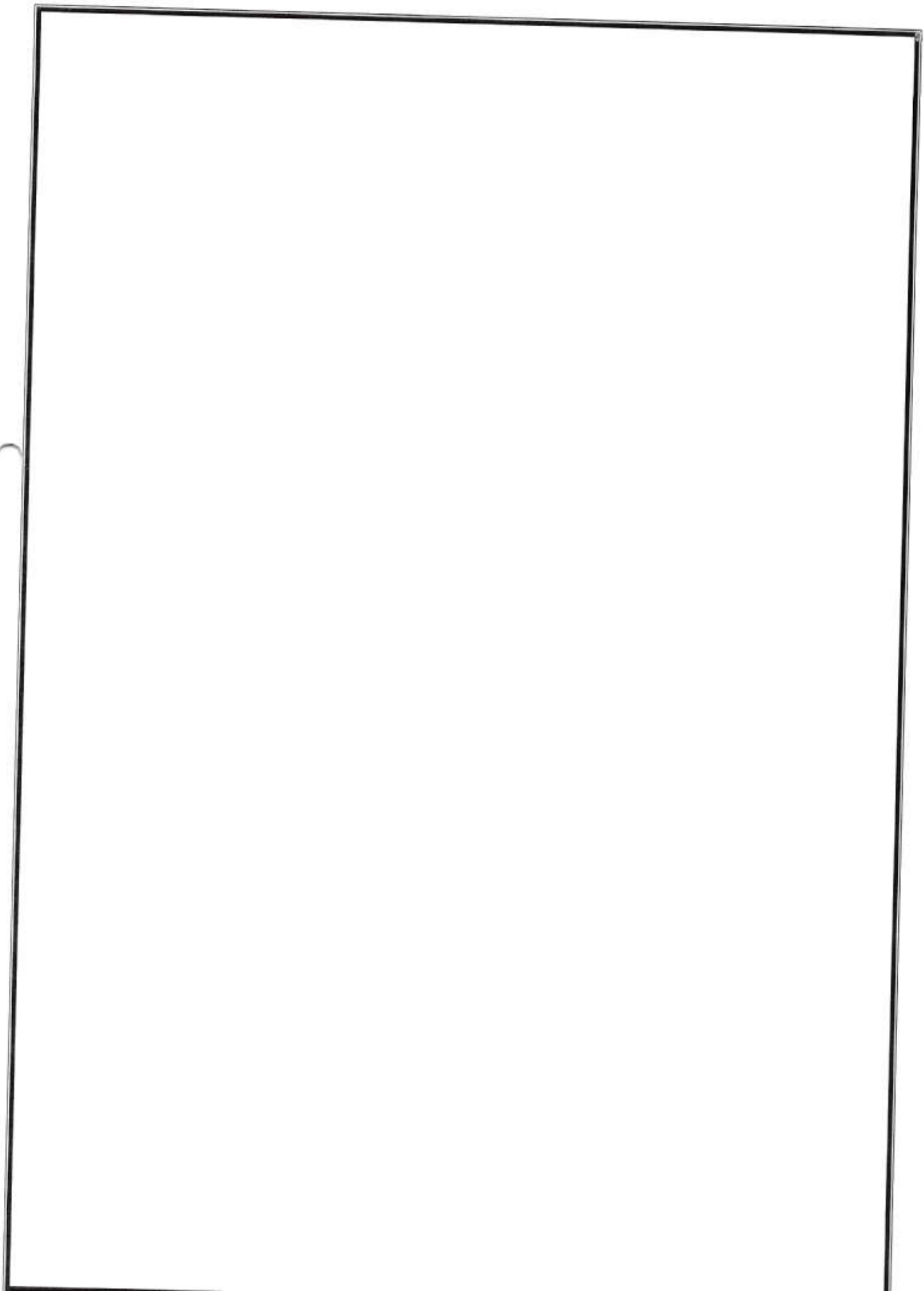
**Program skills chart**

Learning outcomes required from the programme

| Value  |        |        |        | Skills |        |        |        | Knowledge |        |        |        | Essenti<br>al or<br>optiona<br>l? | Cours<br>e<br>Name | Cours<br>e<br>Code | Year/lev<br>el |
|--------|--------|--------|--------|--------|--------|--------|--------|-----------|--------|--------|--------|-----------------------------------|--------------------|--------------------|----------------|
| C<br>4 | C<br>3 | C<br>2 | C<br>1 | B<br>4 | B<br>3 | B<br>2 | B<br>1 | A<br>4    | A<br>3 | A<br>2 | A<br>1 |                                   |                    |                    |                |
|        |        |        |        |        |        |        |        |           |        |        |        |                                   |                    |                    |                |
|        |        |        |        |        |        |        |        |           |        |        |        |                                   |                    |                    |                |
|        |        |        |        |        |        |        |        |           |        |        |        |                                   |                    |                    |                |
|        |        |        |        |        |        |        |        |           |        |        |        |                                   |                    |                    |                |
|        |        |        |        |        |        |        |        |           |        |        |        |                                   |                    |                    |                |
|        |        |        |        |        |        |        |        |           |        |        |        |                                   |                    |                    |                |

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





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## Course description form

|  |  |
|--|--|
| <b>1. Course name</b>  |  |
| Principles of home economics   |  |
| <b>2. Course code</b>  |  |
| <b>3. Semester/year</b>  |  |
| First and second semester 2023/2024  |  |
| <b>4. The date this description was prepared</b>   |  |
| 2/16/2024  |  |
| <b>5. Available forms of attendance</b>  |  |
| weekly   |  |
| <b>6. Number of study hours (total) / number of units (total)</b>  |  |
| 60My watch /4 units  |  |
| <b>7. Name of the course administrator (if more than one name is mentioned)</b>  |  |
| Name: M.M. Shahad Khaled Hamid email: <a href="mailto:Shahad.hameed@tu.edu.iq">Shahad.hameed@tu.edu.iq</a>   |  |
| <b>8. Course objectives</b>  |  |
| <p><b>Preparing a school for family education by learning about home economics and its development</b></p> <ul style="list-style-type: none"> <li>• Identify the general objectives of the department</li> <li>• Learn about the history of the department and its role in education</li> <li>• Learn about the branches of home economics</li> <li>• Learn about the department's role in family life</li> <li>• Learn about the foundations of education and family relationships</li> </ul> | <p>Objectives of the study subject</p> |
| <b>9. Teaching and learning strategies</b>   |  |
| <ul style="list-style-type: none"> <li>-LecturerTheoretical (Explanation and clarification)</li> <li>-Discussion</li> <li>- Google classroom)</li> </ul>   | <p>The strategy</p>                    |

**Oral and written examinations and reports**

**10. Course structure**

| <b>Evaluation method</b> | <b>Learning method</b> | <b>Name of the unit or topic</b>  | <b>Required learning outcomes</b> | <b>hours</b>   | <b>the week</b>               |
|--------------------------|------------------------|---|-----------------------------------|--|-------------------------------|
| Daily tests              | a lecture              | The first stages of women's education<br>Related organizations  | The student gets to know          | 4theoretical<br>4<br>Theoretical                             | 1 - 2<br>3 - 4                |
| =                        | Giving the lecture     | toA historical overview of the emergence<br>Science AnoHome economics<br>And the most important characters it has role in its emergence.<br><br>Building a structureunlessEconomy Home. | The student gets to know          | 4<br>Theoretical<br>4<br>Theoretical                         | 5 - 6<br>7 - 8                |
| =                        | Giving the lecture     | Philosophy and goals of home economics<br><br>The role of home economics in the life of families and individuals and its contribution to solving family problems                        | The student gets to know          | 4theoretical<br><br>4<br>theoretical                         | 9 - 10<br>1112                |
| =                        | Giving the lecture     | The relationship of home economics with other sciences  | The student gets to know          | 4theoretical<br><br>4<br>Theoretical<br><br>4<br>theoretical | 13 - 14<br>15 - 16<br>17 - 18 |
| =                        | Giving the lecture     | University life - the foundations associated with university student success<br><br>Fields of home economics  | The student gets to know          | 4theoretical<br><br>4<br>theoretical                         | 19–20<br>21 - 22              |
|                          |                        | Focus and detail on the field of home management and family resources   | The student gets to know          | 4<br>Theoretical   | 23 - 24                       |
| =                        | Giving the lecture     | Factors affecting the achievement of family goals to preserve its resources   | The student gets to know          | 4theoretical<br><br>4  | 25–26<br>27–28                |



|  |                    |   |                          |               |       |
|--|--------------------|---|--------------------------|---------------|-------|
|  |                    | Resources, the relationship of resources to consumption and the consumer's relationship to need |                          | theoretical   |       |
|  | Giving the lecture | Types of consumption Family budget planning   | The student gets to know | 4 Theoretical | 29–30 |

### 11. Course evaluation

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

Score distribution out of 100:

- Attendance 10 marks •
- Reports 10 marks •
- Practical application: 10 marks •
- Daily assignment 10 marks •
- A monthly exam of 60 degrees •

### 12. Learning and teaching resources

|  |    |   |
|--|----|---|
| Principles of Home Economics book, prepared by Dr. Maha Mazen and Dr. Lamia Yassin | -1 | Required textbooks (methodology, if any)                                      |
|  | -1 | Main references (sources)   |
|  | -  | Recommended supporting books and references (scientific journals, reports...) |
|  |    | Electronic references, Internet sites   |

## Course Description Form

|  |   |
|--|---|
| 1. Course Name:  |   |
| <b>Sewing basics (1)</b>   |   |
| 2. Course Code:  |   |
|  |   |
| 3. Semester / Year:  |   |
| <b>First and second semester / 2023-2024</b>   |   |
| 4. Description Preparation Date:   |   |
| <b>18/2/2024</b>   |   |
| 5. Available Attendance Forms:   |   |
| <b>weekly</b>  |   |
| 6. Number of Credit Hours (Total) / Number of Units (Total)                                  |   |
| <b>60 hours / 60 units</b>   |   |
| 7. Course administrator's name (mention all, if more than one name)                          |   |
| Name: <b>Maha Sahib Abd</b><br>Email: <a href="mailto:maha.s@tu.edu.iq">maha.s@tu.edu.iq</a> |   |
| 8. Course Objectives   |   |
| <b>Course Objectives</b>   | <ul style="list-style-type: none"> <li>• Teaching students the parts of the sewing machine and their use...</li> <li>• Teaching students to use sewing terminology.....</li> <li>• Teaching female students the basics of sewing...</li> <li>• Teaching students the practical applications of each model.</li> <li>• Teaching students to make models manually and using a sewing machine.</li> <li>• Teaching female students a manual skill to prepare for their future life.</li> </ul> |
| 9. Teaching and Learning Strategies  |   |
| <b>Strategy</b>  | <ul style="list-style-type: none"> <li>- Theoretical lectures (explanation and clarification).</li> <li>- Practical lectures (practical application and how to make models).</li> <li>- - Electronic lectures (publishing lectures, explanatory videos, daily assignment, theoretical and practical test scores on Google Classroom).</li> </ul>  |

10. Course Structure

| Week    | Hours | Required Learning        |  | Unit or subject name   | Learning method                                 | Evaluation method              |
|---------|-------|--------------------------|--|--|---|--------------------------------|
|         |       | Outcomes                 |  |  |   |                                |
| 1-2     | 4     | The student gets to know |  | Identifying the types of sewing machines - knowing their parts, methods of forming and using them, how to care for them (cleaning and oiling), and how to install the machine.   | a lecture<br>View the model and apply its steps | Theoretical and practical test |
| 3 - 4   | 4     | The student gets to know |  | General tips and advice on sewing  | a lecture<br>View the model and apply its steps | Theoretical and practical test |
| 5-6     | 4     | The student gets to know |  | Training on making straight and curved lines and angles using a sewing machine   | a lecture<br>View the model and apply its steps | Theoretical and practical test |
| 7       | 2     | The student gets to know |  | Sewing tools (cutting tools - marking tools - measuring tools - stitching tools - ironing tools)   | a lecture<br>View the model and apply its steps | Theoretical and practical test |
| 8-9     | 4     | The student gets to know |  | Recognizing sewing tools<br>Using the zipper foot to place the zipper and rope - Using the binding foot - Narrow hem - Sewing allowance width determination machine - Button hole determination machine - Fastening the buttons using the clamp - Getting to know some other tools | a lecture<br>View the model and apply its steps | Theoretical and practical test |
| 10 - 11 | 4     | The student gets to know |  | sewing pattern (kitchen bras)  | a lecture<br>View the model and apply its steps | Theoretical and practical test |



|                |   |                          |   |   |                                |
|----------------|---|--------------------------|---|---|--------------------------------|
| 12             | 2 |                          | First semester exam   |   |                                |
| 13 -14         | 4 | The student gets to know | Non-fixed manual sewing (regular saddlery - inclined saddlery - enchanted saddlery - tailor's sewing)                                       | a lecture<br>View the model and apply its steps | Theoretical and practical test |
| 15<br>16<br>17 | 6 | The student gets to know | Fixed manual sewing (waterfall stitch - all types of returning stitch - holding stitch - enchanted stitch)                                  | a lecture<br>View the model and apply its steps | Theoretical and practical test |
| 18<br>19<br>20 | 6 | The student gets to know | Fixed manual sewing (flap stitch - button hole stitch - blanket edge stitch).   | a lecture<br>View the model and apply its steps | Theoretical and practical test |
| 21-22          | 4 | The student gets to know | Curved tape (garage) Specification - preparation - visa - cutting - joining - ironing - and sewing on the edge (straight, convex, concave). | a lecture<br>View the model and apply its steps | Theoretical and practical test |
| 23-24          | 4 | The student gets to know | Continuous bias tape Its specifications - preparation - visa - cutting - ironing – sewing   | a lecture<br>View the model and apply its steps | Theoretical and practical test |
| 25-26          | 4 | The student gets to know | Sewing pin holder pattern   | a lecture<br>View the model and apply its steps | Theoretical and practical test |
| 27             | 2 |                          | Second semester exam  |   |                                |
| 28<br>29<br>30 | 6 |                          | Review the article  | a lecture<br>View the model and apply its steps | Theoretical and practical test |

## 11- Course evaluation

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

Score distribution out of 100:

- Attendance 10 marks
- Practical application: 10 marks
- Oral exam, 10 marks
- Daily assignment 10 marks
- Report 10 marks
- A monthly exam of 50 points

## 12- Learning and teaching resources

|  |  |
|--|--|
| <b>Required textbooks (methodology, if any)</b>                                      | The model book for sewing basics   |
| <b>Main references (sources)</b>   | - Singer - Sewing Encyclopedia: New Sewing Principles, Academia International, Lebanon, 2000.<br>- Singer - Sewing Encyclopedia: Sewing Secrets, Academia International, Lebanon, 2000.                                |
| <b>Recommended supporting books and references (scientific journals, reports...)</b> | - Burda Magazine.<br>- Sewing Encyclopedia: Sewing secrets (sewing machine and its types, manual sewing and its types, cutting tools, their types and care for them.<br><br>Reports: Iraqi fashion throughout the ages |
| <b>Electronic references, Internet sites</b>   | - <a href="http://www.burdafashion.com">www.burdafashion.com</a><br><br>- Sewing world magazine Latelier de couture the sewing guru.com  |



## Course Description Form

|  |              |  |  |                        |                   |
|--|--------------|--|--|------------------------|-------------------|
| 1. Course Name:  |              |  |  |                        |                   |
| Sewing basics (2)  |              |  |  |                        |                   |
| 2. Course Code:  |              |  |  |                        |                   |
|  |              |  |  |                        |                   |
| 3. Semester / Year:  |              |  |  |                        |                   |
| First and second semester / 2023-2024  |              |  |  |                        |                   |
| 4. Description Preparation Date:   |              |  |  |                        |                   |
| 18/2/2024  |              |  |  |                        |                   |
| 5. Available Attendance Forms:   |              |  |  |                        |                   |
| weekly   |              |  |  |                        |                   |
| 6. Number of Credit Hours (Total) / Number of Units (Total)                                  |              |  |  |                        |                   |
| 60 hours / 60 units  |              |  |  |                        |                   |
| 7. Course administrator's name (mention all, if more than one name)                          |              |  |  |                        |                   |
| Name: <b>Maha Sahib Abd</b><br>Email: <a href="mailto:maha.s@tu.edu.iq">maha.s@tu.edu.iq</a> |              |  |  |                        |                   |
| 8. Course Objectives   |              |  |  |                        |                   |
| <b>Course Objectives</b>   |              |  | <ul style="list-style-type: none"> <li>• Teaching the basics of sewing....</li> <li>• Teaching the use of sewing terminology....</li> <li>• Teaching practical applications for each model....</li> <li>• Teaching tests by applying them manually and using a sewing machine....</li> </ul> |                        |                   |
| 9. Teaching and Learning Strategies  |              |  |  |                        |                   |
| <b>Strategy</b>  |              | <ul style="list-style-type: none"> <li>- Theoretical lectures (explanation and clarification).</li> <li>- Practical lectures (practical application and how to make models).</li> <li>- - Electronic lectures (publishing lectures, explanatory videos, daily assignment, theoretical and practical test scores on Google Classroom).</li> </ul> |  |                        |                   |
| 10. Course Structure   |              |  |  |                        |                   |
| <b>Week</b>  | <b>Hours</b> | <b>Required Learning</b>   | <b>Unit or subject name</b>  | <b>Learning method</b> | <b>Evaluation</b> |
|  |              | Outcomes   |  |                        | method            |

|                |   |   |   |   |                                |
|----------------|---|---|---|---|--------------------------------|
| 1              | 2 | Learn how to sew scarves  | Pennies and their types                 | a lecture<br>View the model and apply its steps | Theoretical and practical test |
| 2              | 2 | Learn how to iron seam allowances and reduce the thickness of seams   | Seamstress lines                        | a lecture<br>View the model and apply its steps | Theoretical and practical test |
| 3              | 2 | Learn to clean loose rims (seven types)   | Cleaning loose rims                     | a lecture<br>View the model and apply its steps | Theoretical and practical test |
| 4              | 2 | Learn to sew (flat tailor and French tailor)  | Types of seamstresses (French and flat) | a lecture<br>View the model and apply its steps | Theoretical and practical test |
| 5-6            | 4 | Learn the palm, pleats in clothes, pleats in longitudinal seams, pleats using holding stitches, pleats using a sewing machine, pleats in the rolled edge, pleats in the cloche skirt, pleats using the sorrel pleats, pleats using the grabbing stitch. | Clothes folds                           | a lecture<br>View the model and apply its steps | Theoretical and practical test |
| 7-8-9          | 6 | Learn to make a slit hole, a simple slit, and a slit with one or two slits  | Openings and their types                | a lecture<br>View the model and apply its steps | Theoretical and practical test |
| 10<br>11<br>12 | 6 | Learn to make circular, square and triangle shapes  | Indentations and their types            | a lecture<br>View the model and apply its steps | Theoretical and practical test |



|                            |    |  |                              |   |                                |
|----------------------------|----|--|------------------------------|---|--------------------------------|
| 13                         | 2  |  | First semester exam          |   |                                |
| 14-15                      | 4  | Learn the types of loops and how they work in clothes  | Loops and how they work      | a lecture<br>View the model and apply its steps | Theoretical and practical test |
| 16<br>17                   | 4  | Learn to make button holes by hand and using a piece of cloth  | Button holes and their types | a lecture<br>View the model and apply its steps | Theoretical and practical test |
| 18<br>19<br>20<br>21<br>22 | 10 | Learn the types of external pockets without lining, external pockets with lining, pockets with longitudinal openings for the robe, the pocket that resembles a button hole, the men's pocket, and the pocket with a heart. | Pockets and their types      | a lecture<br>View the model and apply its steps | Theoretical and practical test |
| 23<br>24<br>25             | 6  | Learn how to make a hidden zipper, zippers is partially and completely apparent  | zipper and their types       | a lecture<br>View the model and apply its steps | Theoretical and practical test |
| 26                         | 2  |  | Second semester exam         |   |                                |
| 27-28<br>29-30             | 8  |  | Review the article           | a lecture<br>View the model and apply its steps | Theoretical and practical test |

## 11- Course evaluation

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

Score distribution out of 100:

- Attendance 10 marks
- Practical application: 10 marks
- Oral exam, 10 marks
- Daily assignment 20 marks
- A monthly exam of 50 points

## 12- Learning and teaching resources

|  |  |
|--|--|
| <b>Required textbooks (methodology, if any)</b>                                      | The model book for sewing basics   |
| <b>Main references (sources)</b>   | 1- The Comprehensive Sewing Education Book / Your Illustrated Guide 2010, translated by Khalil Farhan<br>2- Singer Sewing Encyclopedia, Principles of Sewing, Academia International, 2000           |
| <b>Recommended supporting books and references (scientific journals, reports...)</b> | 1- Borda Magazine.<br>2- Sewing and detailing rules magazine.<br>3- Sewing Education Magazine.<br>4-The Easy Encyclopedia of Tailoring and Detailing, Kholoud Manea Al-Zubaidi, 2007, Amman, Jordan. |
| <b>Electronic references, Internet sites</b>   | <a href="https://fourm sedty.com">https://fourm sedty.com</a><br><a href="https://vb.3dlat.com">https://vb.3dlat.com</a>   |



## Course Description Form

|   |              |  |  |                        |                          |
|---|--------------|--|--|------------------------|--------------------------|
| 1. Course Name:   |              |  |  |                        |                          |
| <b>Principles of Statistics</b>                                     |              |  |  |                        |                          |
| 2. Course Code:   |              |  |  |                        |                          |
| <b>112 HE SC</b>  |              |  |  |                        |                          |
| 3. Semester / Year:   |              |  |  |                        |                          |
| <b>First and second semester / 2023-2024</b>                        |              |  |  |                        |                          |
| 4. Description Preparation Date:                                    |              |  |  |                        |                          |
| <b>8/11/2023</b>  |              |  |  |                        |                          |
| 5. Available Attendance Forms:                                      |              |  |  |                        |                          |
| <b>Theoretical</b>  |              |  |  |                        |                          |
| 6. Number of Credit Hours (Total) / Number of Units (Total)         |              |  |  |                        |                          |
| <b>30 hours / 15 units</b>  |              |  |  |                        |                          |
| 7. Course administrator's name (mention all, if more than one name) |              |  |  |                        |                          |
| Name: <b>Omar Subhi Abdullah</b>                                    |              |  |  |                        |                          |
| Email: <a href="mailto:osobhy@tu.edu.iq">osobhy@tu.edu.iq</a>       |              |  |  |                        |                          |
| 8. Course Objectives  |              |  |  |                        |                          |
| <b>Course Objectives</b>  |              |  | <b>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 methods of collecting and organizing data and displaying them in tables, graphs, and geometric shapes, and performing the necessary calculations to arrive at the various measures that highlight the basic characteristics of the phenomenon, such as measures of central tendency. As well as measures of dispersion.</b> |                        |                          |
| 9. Teaching and Learning Strategies                                 |              |  |  |                        |                          |
| <b>Strategy</b>   |              | <ul style="list-style-type: none"> <li>- Method of explanation, discussion and clarification</li> <li>- Video presentation</li> <li>- Lecture and application</li> <li>- Self-learning method</li> </ul> |  |                        |                          |
| 10. Course Structure  |              |  |  |                        |                          |
| <b>Week</b>   | <b>Hours</b> | <b>Required Learning Outcomes</b>  | <b>Unit or subject name</b>  | <b>Learning method</b> | <b>Evaluation method</b> |

|       |   |  |   |                         |      |
|-------|---|--|---|-------------------------|------|
| 1-3   | 3 |  | A general introduction and basic concepts in statistics | Lecture and explanation | Exam |
| 4     | 1 |  | The first test for the first semester                   |                         | Exam |
| 5-7   | 3 |  | Methods of tabulation and display of data               | Lecture and explanation | Exam |
| 8     | 1 |  | The second test for the second semester                 |                         | Exam |
| 9-11  | 3 |  | Measures of central tendency                            | Lecture and explanation | Exam |
| 12-14 | 3 |  | Measures of dispersion                                  | Lecture and explanation | Exam |
| 15    | 1 |  | The first test of the second semester                   |                         | Exam |



|       |   |  |  |                         |      |
|-------|---|--|--|-------------------------|------|
| 16-17 | 2 |  | Skewness and kurtosis  | Lecture and explanation | Exam |
| 18-19 | 2 |  | Correlation analysis (linear correlation and diffusion form) | Lecture and explanation | Exam |
| 20    | 1 |  | The second test for the second semester                      |                         | Exam |

## 11- Course evaluation

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

## 12- Learning and teaching resources

|  |  |
|--|--|
| <b>Required textbooks (methodology, if any)</b>                                      | Statistics book / Dr. Mahmoud Hassan Al-Mashhadani, Amir Hanna Hormuz. Ministry of Higher Education and Scientific Research / Baghdad  |
| <b>Main references (sources)</b>   | -Book of Statistics in Administrative Sciences / Dr. Omar Muhammad Al-Hallaq and Dr. Ahmed Saleh Al-Salem<br><br>- Introduction to statistical analysis / Dr. Ali bin Muhammad |
| <b>Recommended supporting books and references (scientific journals, reports...)</b> |  |
| <b>Electronic references, Internet sites</b>   | Lectures on the principles of statistics on YouTube by Dr. Saeed Saif Al-Din   |

## Course Description Form

| 1. Course Name:   |       |   |   |                  |                   |
|---|-------|---|---|------------------|-------------------|
| <b>Computer</b>   |       |   |   |                  |                   |
| 2. Course Code:   |       |   |   |                  |                   |
| <b>104 HE CS</b>  |       |   |   |                  |                   |
| 3. Semester / Year:   |       |   |   |                  |                   |
| <b>First and second semester / 2023-2024</b>  |       |   |   |                  |                   |
| 4. Description Preparation Date:  |       |   |   |                  |                   |
| <b>8/11/2023</b>  |       |   |   |                  |                   |
| 5. Available Attendance Forms:  |       |   |   |                  |                   |
| <b>Theoretical + Practical</b>  |       |   |   |                  |                   |
| 6. Number of Credit Hours (Total) / Number of Units (Total)                                       |       |   |   |                  |                   |
| <b>30 hours / 15 units</b>  |       |   |   |                  |                   |
| 7. Course administrator's name (mention all, if more than one name)                               |       |   |   |                  |                   |
| Name: <b>Omar Subhi Abdullah</b><br>Email: <a href="mailto:osobhy@tu.edu.iq">osobhy@tu.edu.iq</a> |       |   |   |                  |                   |
| 8. Course Objectives  |       |   |   |                  |                   |
| Course Objectives   |       |   | This course aims to familiarize students with the following concepts: introduction to computers/computer generations, computer components, physical components/memory, types of memory, input and output devices. |                  |                   |
| 9. Teaching and Learning Strategies   |       |   |   |                  |                   |
| Strategy  |       | - Lecture and use of computer for practical application |   |                  |                   |
| 10. Course Structure  |       |   |   |                  |                   |
| Week  | Hours | Required Learning Outcomes                              | Unit or subject name  | Learning method  | Evaluation method |
| 1-3   | 3     |   | Computer science concept  | Lecture-Computer | Exam              |

|       |   |  |  |                  |      |
|-------|---|--|--|------------------|------|
| 4-5   | 2 |  | Computer parts and components                | Lecture-Computer | Exam |
| 6-8   | 3 |  | Input and output units                       | Lecture-Computer | Exam |
| 9-11  | 3 |  | Software components                          | Lecture-Computer | Exam |
| 12-14 | 3 |  | Computer operating system                    | Lecture-Computer | Exam |
| 15-20 | 6 |  | Bits and bytes<br>Bios programming languages | Lecture-Computer | Exam |

## 11- Course evaluation

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

## 12- Learning and teaching resources

|  |  |
|--|--|
| <b>Required textbooks (methodology, if any)</b>                                      | Computer basics and office applications book / Dr. Ziad Muhammad Abboud, Dr. Ghassan Hamid Abdel Majeed. Ministry of Higher Education and Scientific Research / Department of Research and Development |
| <b>Main references (sources)</b>   | Explaining the components of a computer / Imad al-Din Fadl al-Qadi   |
| <b>Recommended supporting books and references (scientific journals, reports...)</b> | A report on the use of modern electronic means and their importance in education   |
| <b>Electronic references, Internet sites</b>   | Internet sites   |



## Course Description Form

|  |  |
|--|--|
| 1. Course Name:  |  |
| <b>Home design</b>   |  |
| 2. Course Code:  |  |
|  |  |
| 3. Semester / Year:  |  |
| <b>First and second semester / 2023-2024</b>   |  |
| 4. Description Preparation Date:   |  |
| <b>18/2/2024</b>   |  |
| 5. Available Attendance Forms:   |  |
| <b>weekly</b>  |  |
| 6. Number of Credit Hours (Total) / Number of Units (Total)                                  |  |
| <b>30 theoretical hours / 60 practical hours / 360 units</b>                                 |  |
| 7. Course administrator's name (mention all, if more than one name)                          |  |
| Name: <b>Maha Sahib Abd</b><br>Email: <a href="mailto:maha.s@tu.edu.iq">maha.s@tu.edu.iq</a> |  |
| 8. Course Objectives   |  |
| <b>Course Objectives</b>   | <ul style="list-style-type: none"> <li>• Study interior design and the foundations of interior design in all its spaces....</li> <li>• Study modern terminology in design:....</li> <li>• Study the psychological impact of colors in design....</li> <li>• Study the elements of interior design...</li> <li>• Studying the types of natural and artificial home lighting and their importance in design...</li> <li>• Study the conditions that must be met when choosing land or housing for the family...</li> </ul> |
| 9. Teaching and Learning Strategies  |  |
| <b>Strategy</b>  | <ul style="list-style-type: none"> <li>- Theoretical lectures (explanation and clarification)</li> <li>- Practical application (drawing illustrative maps for house design and how to arrange furniture in the house, lighting and colors according to the principles of interior design)</li> <li>- Electronic lectures (publishing lectures, explanatory videos, daily assignment, theoretical and practical test scores on Google Classroom)</li> </ul>   |

10. Course Structure

| Week | Hours                        | Required Learning Outcomes  | Unit or subject name   | Learning method  | Evaluation method   |
|------|------------------------------|---|--|--|---|
| 1-2  | 2 Theoretical<br>4 practical | <p>The student learns the definition and objectives of design.</p> <p>The student learns the required materials, instructions for drawing maps on paper, and learns about typical measurements and symbols used</p>   | <p>Home Design - Introduction to home design</p> <p>Household mapping<br/>Drawing doors, windows and walls</p> | <p>Giving the lecture</p> <p>practical application</p> | <p>Daily assignment, theoretical and practical exams, and reports</p> |
| 3    | 1 Theoretical<br>2 practical | <p>The student gets to know the reception room and the living room</p> <p>The student learns how to draw a room, its measurements, traffic lines, and furniture distribution</p>  | <p>Group living area</p> <p>Reception room drawing</p>   | <p>Giving the lecture</p> <p>practical application</p> | <p>Daily assignment, theoretical and practical exams, and reports</p> |
| 4    | 1 Theoretical<br>2 practical | <p>The student learns about the bedroom and the dressing room.</p> <p>The student learns how to draw a room, its measurements, traffic lines, and furniture distribution</p> <p>The student learns how to draw a room, its measurements, and arrange bathroom tools</p> | <p>Solitary living area</p> <p>Bedroom drawing</p> <p>Draw a map of the bathroom</p>                           | <p>Giving the lecture</p> <p>practical application</p> | <p>Daily assignment, theoretical and practical exams, and reports</p> |

|   |               |  |  |                       |  |
|---|---------------|--|--|-----------------------|--|
| 5 | 1 Theoretical | The student learns about Imita, its location, and the conditions that must be met                    | Housekeeping area ( the kitchen)                             | Giving the lecture    | Daily assignment, theoretical and practical exams, and reports |
|   | 2 practical   | The student learns how to draw a work triangle   | Draw a kitchen map   | practical application |  |
| 6 | 1 Theoretical | The student learns about the location and organization of his tools.                                 | Work corner at home  | Giving the lecture    | Daily assignment, theoretical and practical exams, and reports |
|   | 2 practical   | The student learns how to draw a room, its measurements, and the location of doors and windows       | Draw a map of the work room and warehouse                    | practical application |  |
| 7 | 3             | First exam   | first semester exam  |                       |  |
| 8 | 1Theoretical  | The student learns about its forms, advantages and disadvantages                                     | Home maps  | Giving the lecture    | Daily assignment, theoretical and practical exams, and reports |
|   | 2 practical   | The student learns about the types of maps and how to draw them                                      | Practice on home maps  | practical application |  |
| 9 | 1 Theoretical | The student learns about the conditions for choosing the land location for construction and its area | Choosing the location of the house and the area of the house | Giving the lecture    | Daily assignment, theoretical and practical exams, and reports |
|   | 2 practical   | The student learns how to draw a map of the house  | Draw a complete map of the house                             | practical application |  |

|       |                              |  |   |   |  |
|-------|------------------------------|--|---|---|--|
| 10    | 1 Theoretical<br>2 practical | The student gets to know me<br>Its measurements, calculations, and drawing methods   | the stairs<br>Drawing stairs                                  | Giving the lecture<br>practical application | Daily assignment, theoretical and practical exams, and reports |
| 11    | 1 Theoretical<br>2 practical | The student learns about the financial cost of construction<br>The student learns how to calculate costs                           | The cost of building a house<br>Construction cost calculation | Giving the lecture<br>practical application | Daily assignment, theoretical and practical exams, and reports |
| 12    | 1 Theoretical<br>2 practical | The student learns about its importance and designs<br>The student learns about her drawing and designs                            | Outdoor space and garden<br>designing gardens                 | Giving the lecture<br>practical application | Daily assignment, theoretical and practical exams, and reports |
| 13-14 | 2 Theoretical<br>4 practical | The student learns about its importance and types<br>The student learns about its types and designs                                | Lighting in the house<br>Types of lighting                    | Giving the lecture<br>practical application | Daily assignment, theoretical and practical exams, and reports |
| 15    | 3                            | Second exam,   | first semester exam   |   |  |
| 16-17 | 2 Theoretical<br>4 practical | The student learns about its theories, their dimensions, and their effects<br>The student learns about the work of the color wheel | Colors<br>Color wheel   | Giving the lecture<br>practical application | Daily assignment, theoretical and practical exams, and reports |

|                |                              |   |   |   |  |
|----------------|------------------------------|---|---|---|--|
| 18-19          | 2 Theoretical<br>4 practical | The student learns about the applications of these rules<br><br>The student learns how to grade one color     | Basic rules in design<br><br>Color intensity scale                            | Giving the lecture<br><br>practical application | Daily assignment, theoretical and practical exams, and reports |
| 20             | 3                            | The first exam  | the second semester exam  |   |  |
| 21-22          | 2 Theoretical<br>4 practical | The student learns about the basics of design in interior space<br><br>The student learns how to grade colors | Foundations of art and design<br><br>Scale of the photometric value of colors | Giving the lecture<br><br>practical application | Daily assignment, theoretical and practical exams, and reports |
| 23-24          | 2 Theoretical<br>4 practical | The student learns about spaces and volumes.<br><br>The student learns about coordinating furniture colors    | Points, lines and shapes<br><br>Furniture coordination                        | Giving the lecture<br><br>practical application | Daily assignment, theoretical and practical exams, and reports |
| 25             | 3                            | The second exam   | the second semester exam  |   |  |
| 26-27          | 6                            | Discussion of reports   | reports   |   |  |
| 28<br>29<br>30 | 9                            |   | Review the article  |   |  |

## 11- Course evaluation

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

Score distribution out of 100:

- Attendance 10 marks
- Practical application: 10 marks
- Reports 10 marks
- Daily assignment 10 marks
- A monthly exam of 60 points

## 12- Learning and teaching resources

|  |   |
|--|---|
| <b>Required textbooks (methodology, if any)</b>                                      | 1- Home Design Binding / Amal Al-Najjar, University of Baghdad, Iraq, Baghdad University Press<br><br>2- House planning and design / Amal Sadiq Al-Hasani, Baghdad University Press, 1985                             |
| <b>Main references (sources)</b>   | 1- Introduction to Interior Design, 2005, Moatasem Azmi Al-Karabaliya.<br>2- Home decoration and furnishings works, 2006, Engineer Ammar Al-Darwish.<br>3- Interior Furniture Design, 1994, Jarzis Khoury and others. |
| <b>Recommended supporting books and references (scientific journals, reports...)</b> | - Journal of Home Economics<br>- Reports:<br>1- Psychology of interior design.<br>2 - The psychology of lighting in interior design.  |
| <b>Electronic references, Internet sites</b>   | <a href="http://WWW.build-youhome.com">WWW.build-youhome.com</a><br><a href="http://WWW.homify.sa/ideabooks/2927246/23">WWW.homify.sa/ideabooks/2927246/23</a>  |





## Course Description Form

|  |   |
|--|---|
| 1. Course Name:  |   |
| <b>Advanced sewing</b>   |   |
| 2. Course Code:  |   |
|  |   |
| 3. Semester / Year:  |   |
| <b>First and second semester / 2023-2024</b>   |   |
| 4. Description Preparation Date:   |   |
| <b>18/2/2024</b>   |   |
| 5. Available Attendance Forms:   |   |
| <b>weekly</b>  |   |
| 6. Number of Credit Hours (Total) / Number of Units (Total)                                  |   |
| <b>60 hours / 60 units</b>   |   |
| 7. Course administrator's name (mention all, if more than one name)                          |   |
| Name: <b>Maha Sahib Abd</b><br>Email: <a href="mailto:maha.s@tu.edu.iq">maha.s@tu.edu.iq</a> |   |
| 8. Course Objectives   |   |
| <b>Course Objectives</b>   | <ul style="list-style-type: none"> <li>• Expanding and developing the students' theoretical and practical concepts in sewing topics for the previous academic stages and activating them in the steps of sewing jackets, as well as dresses for occasions and evening parties.....</li> <li>• Identify the specificity of the subject of advanced sewing as it is the highest and finest type of tailoring.....</li> <li>• Introducing female students to how to develop their scientific and professional abilities in the field of sewing...</li> </ul> |
| 9. Teaching and Learning Strategies  |   |
| <b>Strategy</b>  | <ul style="list-style-type: none"> <li>- Theoretical lectures (explanation and clarification).</li> <li>- Practical lectures (practical application and how to make models).</li> <li>- - Electronic lectures (publishing lectures, explanatory videos, daily assignment, theoretical and practical test scores on Google Classroom).</li> </ul>  |

10. Course Structure

| Week  | Hours | Required Learning        |   | Unit or subject name                            | Learning method                | Evaluation method |
|-------|-------|--------------------------|---|---|--------------------------------|-------------------|
|       |       | Outcomes                 |   |   |                                |                   |
| 1-4   | 8     | The student gets to know | 1- Learn about advanced sewing and its required supplies<br>2- The importance of the ironing board and pad in the steps of sewing a jacket or coat<br>3- Drawing the template for the ironing pillow and sewing it, how to place the pillow template, and the amount of sewing allowances required for it.<br>4- Detailing the ironing pillow and marking the borders of the template<br>5- Identify the material used in pillow filling and its most important features<br>6- How to stuff the pillow and how to close the filling hole<br>Choosing the design of the jacket or coat that has a classic design, in addition to choosing the fabric (wool specifically) because of its properties that can be dealt with, choosing the lining fabric, and all the supplies that the jacket needs. | a lecture<br>View the model and apply its steps | Theoretical and practical test |                   |
| 5 - 8 | 8     | The student gets to know | 1- Shrinking and modifying the woolen fabric, and extracting the template for the jacket or coat<br>2- Identify the basic rules for tailoring a jacket or coat<br>3- How to spread the fabric and install the template for detailing, while transferring the signals from the template to the fabric<br>4- Test the appropriate adhesive filling and determine the basic rules for its detailing and transmission of signals<br>5- Determine the lapel line of the collar and install the adhesive pad without gluing.<br>Implementation of sewing the lapel line of the collar and pennies.  | a lecture<br>View the model and apply its steps | Theoretical and practical test |                   |
| 9-12  | 8     | The student gets to know | 1- How to make button holes in fabric<br>2- Connecting the pieces of the jacket or coat and preparing them for braiding<br>3- How to determine the collar line and sew the collar<br>4- Collar stitching<br>5- How to install and install the sleeve pieces<br>6- Implementing the sewing of the sleeve pieces, how to attach them to the body of the jacket or coat, and attaching the shoulder straps   | a lecture<br>View the model and apply its steps | Theoretical and practical test |                   |

|         |    |                          |  |   |                                |
|---------|----|--------------------------|--|---|--------------------------------|
| 13 - 15 | 6  | The student gets to know | <p>1- How to make and install pleat thickenings</p> <p>2- How to connect the lining fabric pieces</p> <p>3- Execute stitching to connect the lining fabric to each other</p> <p>4- Attach the lining to the jacket or coat and sew with the sewing station</p> <p>5- Fasten the buttons and secure the folds with clamps</p>   | a lecture<br>View the model and apply its steps | Theoretical and practical test |
| 16      | 2  |                          | First semester exam  |   |                                |
| 17 - 20 | 8  | The student gets to know | <p>Second semester/evening dresses</p> <p>1- (Choose an evening dress design (afternoon wear), which is characterized by a design with embellishments</p> <p>2- Extracting the template (dress designs vary annually depending on the style)</p> <p>3- Choose the appropriate fabric and appropriate decorations</p> <p>4- Modify the fabric, install the template on the fabric</p> <p>5- Identifying the basic rules of detailing and methods of dealing with special fabrics (embroidered, worked, etc.), then detailing the fabric and transferring the signals from the template to the fabric.</p> | a lecture<br>View the model and apply its steps | Theoretical and practical test |
| 21 - 25 | 10 | The student gets to know | <p>1- Steps for sewing pennies and handling them because of their privacy</p> <p>2- Dealing with the steps of sewing the dress for each student individually (due to the variety of designs), sewing and connecting the pieces of the dress according to the designs.</p> <p>3- How to install the sleeves (each according to the design): attaching, sewing and installing the sleeves</p> <p>How to make a dress structure using fillers or special supports and install them</p>  | a lecture<br>View the model and apply its steps | Theoretical and practical test |
| 26 - 29 | 8  | The student gets to know | <p>1- How to attach and secure the appropriate embellishment (the steps for making the embellishment on the dress differ according to the type of embellishment. Some embellishments are preferable to be performed in the initial stages before attaching the pieces of the gown, while others are in the final stages.</p> <p>2- How to make neck cuffs (various shapes and designs), how to install sleeves, implement neck cuffs, and how to finish them</p> <p>3- Design display (fashion show by female students)</p>  | a lecture<br>View the model and apply its steps | Theoretical and practical test |
| 30      | 2  |                          | Second semester exam   |   |                                |

## 11- Course evaluation

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

**Score distribution out of 100:**

- Attendance 10 marks
- Practical application 20 degrees
- Implementation of designs 20 degrees
- The monthly exam is 50 points

## 12- Learning and teaching resources

|  |  |
|--|--|
| <b>Required textbooks (methodology, if any)</b>                                      | Advanced sewing binding  |
| <b>Main references (sources)</b>   | 1- The Book of Fine Tailoring - Singer Group<br>2- Comparative clothing construction Techniques.                     |
| <b>Recommended supporting books and references (scientific journals, reports...)</b> | - Burda Magazine.<br>- The Book of Fine Tailoring - Singer Group.<br>- Internationally accredited fashion magazines. |
| <b>Electronic references, Internet sites</b>   | - Specialized websites<br>- Patternmaker, pinterest  |



## Course description form

|  |                                 |
|--|---------------------------------|
| <b>1. Course name</b>  |                                 |
| Therapeutic nutrition practical + theoretical  |                                 |
| <b>2. Course code</b>  |                                 |
| <b>3. Semester/year</b>  |                                 |
| First and second semester / 2023-2024  |                                 |
| <b>4. The date this description was prepared</b>   |                                 |
| 2/16/2024  |                                 |
| <b>5. Available forms of attendance</b>  |                                 |
| weekly   |                                 |
| <b>6. Number of study hours (total) / number of units (total)</b>  |                                 |
| 60 theoretical hours and 60 practical hours/ <b>720 units</b>  |                                 |
| <b>7. Name of the course administrator (if more than one name is mentioned)</b>  |                                 |
| Name: M. Dr.. Ali Walid Noufan Email: <a href="mailto:ali.w.nofan@tu.edu.iq">ali.w.nofan@tu.edu.iq</a>   |                                 |
| Name: M. Maha Sahib Abdul Email: <a href="mailto:maha.s@tu.edu.iq">maha.s@tu.edu.iq</a>  |                                 |
| <b>8. Course objectives</b>  |                                 |
| <ul style="list-style-type: none"> <li>study Role And tasks Specialist nutrition in Hospitals And in area the health. •</li> <li>Studying the principles and foundations of therapeutic nutrition and the role of food in treating patients..... •</li> <li>study Organized nutrition Therapeutic in Hospitals And follow up Plans care nutrition For patients. •</li> <li>Study the planning of therapeutic diets modified from regular meals to suit the patient's condition..... •</li> <li>Study of various diseases of the body that are related to nutrition and require nutritional treatment..... •</li> <li>Study the nutritional status of the individual •</li> </ul> | Objectives of the study subject |

and estimate the nutritional needs of patients.

### 9. Teaching and learning strategies

|   |              |
|---|--------------|
| Theoretical lectures (explanation and clarification - discussion and asking questions) -1   | The strategy |
| Practical lectures (preparing nutritional programs and calculating nutritional needs) -2  |              |
| Electronic lectures (to publish Lectures And videos Illustrations And the duty Daily And test scores Theoretical And practical on the chapter Academic Google classroom Accommodation ExhibitionAnd scientific visits) -3 |              |
| -4  |              |

### 10. Course structure

| Evaluation method   | Learning method          | Name of the unit or topic   | Required learning outcomes | hours                 | the week   |
|---|--------------------------|---|----------------------------|-----------------------|------------|
| Theoretical and practical exam<br>And practical application           | giving a lecture         | Introduction to therapeutic nutrition, some issues related to therapeutic nutrition, and the role of nutritionists.                                 | The students get to know   | 2<br>Theoretical<br>+ | the first  |
|   | Explanation and training | Practical/measurements used to estimate nutritional status<br>Knowing the standard weights in relation to adult height (Body Mass Index)            |                            | 2<br>practical        |            |
| Theoretical and practical exam<br>And practical application           | giving a lecture         | Foundations of therapeutic nutrition (the importance of therapeutic nutrition, nutritional care for patients, and assessment of nutritional status) | The students get to know   | 2<br>Theoretical<br>+ | the second |
|   | Explanation and training | Practical / Calories, methods of calculating calories, and knowing the relationship between physical activity and metabolism                        |                            | 2<br>practical        |            |
| Theoretical exam<br>And practical<br><br>The application is practical | giving a lecture         | Estimating the patient's nutritional needs and developed therapeutic diets for hospitals  | The students get to know   | 2<br>Theoretical<br>+ | the third  |
|   | Explanation and training | Practical/methods for calculating energy needs and planning meals.  |                            | 2<br>practical        |            |
| Theoretical exam<br>And practical                                     | giving a lecture         | Obesity: its definition, types, causes, diagnosis, symptoms, harms and complications.   | The students get to know   | 2<br>Theoretical<br>+ | the fourth |



|  |  |   |                          |                                |           |
|--|--|---|--------------------------|--------------------------------|-----------|
| And practical application                                      | Explanation and training                         | Organizing a nutritional program for people with obesity  |                          | 2 practical                    |           |
| Theoretical and practical exam<br>And practical application    | giving a lecture<br><br>Explanation and training | Thinness disease: its definition, types, causes, diagnosis, symptoms, harms and complications<br><br>Organizing a nutritional program for people who are thin                                   | The students get to know | 2 Theoretical +<br>2 practical | Fifth     |
|  |  | Chapter one   | the first exam           | 4                              | VI        |
| Theoretical exam<br><br>Practical application                  | giving a lecture<br><br>Explanation and training | Diabetes: its definition, types, causes, diagnosis, symptoms, harms and complications<br><br>My work/organization of a nutritional program for people with diabetes                             | The students get to know | 2 Theoretical +<br>2 practical | Seventh   |
| Theoretical exam<br>And practical<br>And practical application | giving a lecture<br><br>Explanation and training | Heart disease: its definition, types, causes, diagnosis, symptoms, harm and complications<br><br>My work/organizing a nutritional program for people with heart disease                         | The students get to know | 2 Theoretical +<br>2 practical | VIII      |
| Theoretical exam<br>And practical<br>And practical application | giving a lecture<br><br>Explanation and training | High blood pressure diseases: definition, types, causes, diagnosis, symptoms, harms and complications<br><br>Practical/organizing a nutritional program for people with blood pressure diseases | The students get to know | 2 Theoretical +<br>2 practical | Ninth     |
| Theoretical exam<br>And practical<br>And practical application | giving a lecture<br><br>Explanation and training | Atherosclerosis, its definition, types, causes, diagnosis, symptoms, harms and complications<br><br>Practical/organizing a nutritional program for people with atherosclerosis                  | The students get to know | 2 Theoretical +<br>2 practical | The tenth |
|  |  | Chapter one   | Second exam              | 4                              | eleventh  |
| Theoretical exam<br>And practical<br>And practical application | giving a lecture<br><br>Explanation and training | Diseases of the digestive system (esophagus and stomach): definition, types, causes, diagnosis, symptoms, harm, and complications<br><br>Practical/organizing a                                 | The students get to know | 2 Theoretical +<br>2           | twelfth   |

|   |  |   |                          |                                    |             |
|---|--|---|--------------------------|------------------------------------|-------------|
| application   | training   | nutritional program for people with digestive system diseases   |                          | practical                          |             |
| Theoretical exam<br>And<br>practical<br><br>And<br>practical<br>application | giving a lecture<br><br>Explanation and training | Digestive system diseases (dysdigestion): its definition, types, causes, diagnosis, symptoms, harms, and complications<br><br>Practical/organizing a nutritional program for people with digestive system diseases                              | The students get to know | 2Theoretical +<br><br>2 practical  | Thirteenth  |
| Theoretical exam<br>And<br>practical<br><br>And<br>practical<br>application | giving a lecture<br><br>Explanation and training | Intestinal diseases (diarrhea and constipation) ) Its definition, types, causes, diagnosis, symptoms, harms and complications<br><br>Practical/organizing a nutritional program for people with intestinal diseases (constipation and diarrhea) | The students get to know | 2 Theoretical +<br><br>2 practical | fourteenth  |
| Theoretical exam<br>And<br>practical<br><br>And<br>practical<br>application | giving a lecture<br><br>Explanation and training | Intestinal diseases (colitis): its definition, types, causes, diagnosis, symptoms, harms and complications<br><br>Practical/organizing a nutritional program for people with intestinal diseases (colitis)                                      | The students get to know | 2Theoretical +<br><br>2 practical  | Fifteenth   |
| Theoretical exam<br>And<br>practical<br><br>Practical<br>application        | giving a lecture<br><br>Explanation and training | Intestinal diseases (malabsorption): its definition, types, causes, diagnosis, symptoms, harms, and complications<br><br>Practical/organizing a nutritional program for people with intestinal diseases (malabsorption)                         | The students get to know | 2 Theoretical +<br><br>2 practical | sixteen     |
| Theoretical exam<br>And<br>practical<br>And<br>practical<br>application     | giving a lecture<br><br>Explanation and training | Jaundice diseases: their definition, types, causes, diagnosis, symptoms, harms and complications<br><br>My work/organizing a nutritional program for people with jaundice diseases  | The students get to know | 2 Theoretical +<br><br>2 practical | seventeenth |
|   |  | Chapter II  | the first exam           | 4                                  | eighteen    |
| Theoretical exam<br>And<br>practical  | giving a lecture                                 | Liver disease: its definition, types, causes, diagnosis, symptoms, harm and complications   | The students get to know | 2 Theoretical +                    | nineteenth  |

|  |  |   |                          |                                |  |
|--|--|---|--------------------------|--------------------------------|--|
| And practical application                                      | Explanation and training                         | Organizing a nutritional program for people with liver disease  |                          | 2 practical                    |  |
| Theoretical exam<br>And practical<br>And practical application | giving a lecture<br><br>Explanation and training | Kidney disease: its definition, types, causes, diagnosis, symptoms, harm and complications<br><br>Organizing a nutritional program for people with kidney disease | The students get to know | 2 Theoretical +<br>2 practical | XX - XXI                                 |
| Theoretical exam<br>And practical<br>And practical application | giving a lecture<br><br>Explanation and training | Gout: its definition, types, causes, diagnosis, symptoms, harms and complications<br><br>Organizing a nutritional program for people with gout                    | The students get to know | 2 Theoretical +<br>2 practical | twenty two                               |
| Theoretical exam<br>And practical<br>And practical application | giving a lecture<br><br>Explanation and training | Cancer diseases: definition, types, causes, diagnosis, symptoms, harm and complications<br><br>Organizing a nutritional program for people with cancer            | The students get to know | 2 Theoretical +<br>2 practical | twenty third                             |
| Theoretical exam<br>And practical<br>And practical application | giving a lecture<br><br>Explanation and training | Osteoporosis: its definition, types, causes, diagnosis, symptoms, harms and complications<br><br>Organizing a nutritional program for people with osteoporosis    | The students get to know | 2 Theoretical +<br>2 practical | twenty fourth                            |
|  |  | <b>Chapter II</b>   | <b>Second exam</b>       | <b>4</b>                       | <b>25th</b>                              |
|  |  | Discuss reports   |                          | 8                              | Twenty-sixth - twenty-seventh            |
|  |  | Review the article  |                          | 12                             | Twenty-eighth - twenty-ninth - thirtieth |

### 11. Course evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student,

such as daily preparation, daily, oral, monthly, written exams, reports, etc.

Score distribution out of 100:

- Attendance 10 marks •
- Reports 10 marks •
- Practical application: 10 marks •
- Daily assignment 10 marks •
- A monthly exam of 60 degrees •

**12. Learning and teaching resources**

|  |   |
|--|---|
| nothing  | Required textbooks<br>(methodology, if any)                                   |
| <b>Therapeutic nutrition, Dr. Mona Khalil Abdel Qader, (2011), second edition, Cairo.</b><br><b>Therapeutic nutrition, Dr. Issam Hassan Awaida, (2015), first edition, Riyadh.</b><br><b>Food and Nutrition, Dr. Abdul Rahman Musaiqer, (2019), Bahrain.</b><br><b>Guide to feeding patients in hospitals Dr. Jalal Al-Makhalati</b> | Main references (sources)   |
| <b>American Journal of Clinical Nutrition</b><br><b>Journal of the American Dietetic Association</b><br><br>Reports:<br>Types of diets -1<br>Benefits and harms of herbs -2  | Recommended supporting books and references (scientific journals, reports...) |
| <a href="http://WWW.eatright.com">WWW.eatright.com</a><br><a href="http://WWW.nutrition.com">WWW.nutrition.com</a>   | Electronic references, Internet sites   |

1. Course name

Human rights and democracy

2 Course code

3 semester/year

2024-2023

4 Date this description was prepared

2/24/2024

5 attendance forms available

weekly

6 Number of study hours (total) / Number of units (total)

30 hours

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

Email: irmayyidh\_al\_azzawi\_1981@tu.edu.iq

Name: A.M.D. Armid Obaid Khalaf

8 Course objectives

5- Knowing what these rights include, whether civil rights  
Political or social, economic and cultural rights. -6-  
Preparing the educational aspect for students to consolidate  
these rights.

Objectives of the study subject

-1- Focusing on the student's interest in knowing the various human  
rights and their concepts throughout ancient times and civilizations. 2-  
Developing students' cultural awareness in the fields of human rights.  
Human.  
3- Knowing the types of human rights.  
4- Informing students about what has been decided by international conventions  
And national constitutions in the areas of human rights.

9 teaching and learning strategies

1- The lecture

2- Blackboard

3- E-learning

Evaluation methods

-1- Daily and monthly exams

2- Oral questions during the lecture

3- Reports

The strategy

10. Course structure

| Evaluation method | Learning method | Name of the unit or topic                                     | Required learning outcomes | hours | the week    |
|-------------------|-----------------|---|----------------------------|-------|-------------|
| oral test         | Lectures        | Human rights in ancient civilizations                         | Concept and importance     | 1     | the first   |
| oral test         | Lectures        | Human rights in Islam   | Concept and importance     | 1     | the second  |
| oral test         | Lectures        | Human rights resources  | Concept and importance     | 1     | the third   |
| oral test         | Lectures        | International sources   | Concept and importance     | 1     | the fourth  |
| oral test         | Lectures        | National sources  | Concept and importance     | 1     | Fifth       |
| oral test         | Lectures        | Human rights guarantees in Islam                              | Concept and importance     | 1     | VI          |
| oral test         | Lectures        | Human rights guarantees at the international level            | Concept and importance     | 1     | Seventh     |
| oral test         | Lectures        | Human rights guarantees at the national level                 | Concept and importance     | 1     | VIII        |
| oral test         | Lectures        | The role of regional organizations in protecting human rights | Concept and importance     | 1     | Ninth       |
| oral test         | Lectures        | Children's rights in ancient civilizations                    | Concept and importance     | 1     | The tenth   |
| Exam              | Lectures        | Children's rights in different religions                      | Concept and importance     | 1     | eleventh    |
| Oral exam         | Lectures        | child's rights in Islam                                       | Concept and importance     | 1     | twelveth    |
| Oral Exam         | Lectures        | Children's rights in international agreements                 | Concept and importance     | 1     | Thirteenth  |
| Oral test         | Lectures        | Children's rights in regional agreements                      | Concept and importance     | 1     | fourteenth  |
|                   |                 | -   | First semester exam        | 1     | Fifteenth   |
| oral test         | Lectures        | Democracy   | Concept and importance     | 1     | sixteen     |
| Exam              | Lectures        | Direct democracy  | Concept and importance     | 1     | seventeenth |
| Oral test         | Lectures        | Semi-direct democracy   | Concept and importance     | 1     | eighteen    |

|           |          |   |                        |   |               |
|-----------|----------|---|------------------------|---|---------------|
| oral test | Lectures | Representative democracy                            | Concept and importance | 1 | nineteenth    |
| oral test | Lectures | Forms of the representative system (council system) | Concept and importance | 1 | The twentieth |
| oral test | Lectures | Presidential system                                 | Concept and importance | 1 | 21st          |
| oral test | Lectures | Parliamentary system                                | Concept and importance | 1 | twenty tow    |
| oral test | Lectures | Election and its legal adaptation                   | Concept and importance | 1 | twenty third  |
| Exam Oral | Lectures | Formation of the electorale                         | Concept and importance | 1 | twenty fourth |
| oral test | Lectures | Organizing the electoral process                    | Concept and importance | 1 | 25th          |
| oral test | Lectures | Election systems                                    | Concept and importance | 1 | twenty-sixth  |
| oral test | Lectures | Direct election and indirect election               | Concept and importance | 1 | 27th          |
| Exam Oral | Lectures | Individual election and list election               | Concept and importance | 1 | Twenty-eighth |
| oral test | Lectures | Public voting and secret voting                     | Concept and importance | 1 | XXIX          |
|           |          | -   | Second semester exam   | 1 | thirty        |

#### 11. Course evaluation

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

Monthly, editorial, reports...etc

1- Daily preparation 5 degrees

2 daily exam 4 marks

3 Attendance 3 marks

4- Reports 3 marks

The monthly exam is 10 marks -5

6- The total for the semester is 25 marks + 25 marks. The total for the second semester is 50 marks. Annual pursuit

Final Exam Score 50 + 50 Quest - 100 Final Score 7



12 Learning and teaching resources

Human rights and democracy

Required textbooks for methodology

If any)

Dr.. Maher Sabri Kazem, Human Rights, Democracy, and Public Liberties, 2nd edition,

Main references (sources)

2010 Baghdad

Mainstream recommended books and

references for scientific journals.

Reports...)

[https://uomustansiriyah.edu.iq/media/lectures/6/6\\_2018\\_12\\_17103\\_44\\_26\\_PM.pdf](https://uomustansiriyah.edu.iq/media/lectures/6/6_2018_12_17103_44_26_PM.pdf)

Electronic references,

Internet sites

## Course description form

|   |                                 |
|---|---------------------------------|
| <b>1. Course name</b>   |                                 |
| <b>Nutrition foundations</b>  |                                 |
| <b>2. Course code</b>   |                                 |
| <b>3. Semester/year</b>   |                                 |
| annual  |                                 |
| <b>4. The date this description was prepared</b>  |                                 |
| <b>16/2/2024</b>  |                                 |
| <b>5. Available forms of attendance</b>   |                                 |
| <b>daily</b>  |                                 |
| <b>6. Number of study hours (total) / number of units (total)</b>   |                                 |
| <b>60hour Theoretical / 4 units</b>   |                                 |
| <b>7. Name of the course administrator (if more than one name is mentioned)</b>   |                                 |
| Name: M.D. Ali Walid Noufan Email: <a href="mailto:ali.w.nofan@tu.edu.iq">ali.w.nofan@tu.edu.iq</a>   |                                 |
| <b>8. Course objectives</b>   |                                 |
| <ul style="list-style-type: none"> <li>• Introducing students to the basics of nutrition, learning about nutrients and how the digestive system works, and producing students who can know how what happens to food inside the body and how energy is produced.</li> <li>• Creating a strong foundation for female students by providing them with preliminary and basic information on nutrition to be used in the next stages, whether in food chemistry or therapeutic nutrition.</li> </ul> | Objectives of the study subject |
| <b>9. Teaching and learning strategies</b>  |                                 |
| <p style="text-align: center;"><b>Giving Lectures And throw it on Female students In presence addition to Use The Internet As</b></p>   | The strategy                    |

lectures extra using google  
classroom, google meet  
-the explanation And clarification  
And discussion  
-road an offer means Educational  
-Exams monthly And quarterly  
-Reports  
-Activities Daily

### 10. Course structure

| Evaluation method                                       | Learning method                  | Name of the unit or topic   | Required learning outcomes | hours     | the week   |
|---|----------------------------------|---|----------------------------|-----------|------------|
| Daily activities, monthly and quarterly tests and exams | Presenting the lecture in person | Introduction to the science of nutrition, its importance and its relationship to other sciences<br>A historical overview of nutritional science   | The students get to know   | Two hours | the first  |
| Daily activities, monthly and quarterly tests and exams | Presenting the lecture in person | The problem of food and nutrition in Iraq, the Arab world and the world. Its causes and addressing the development of appropriate solutions to it. Body components. Its definition, general functions, and classification according to its importance to the body | The students get to know   | Two hours | the second |
| Daily activities, monthly and quarterly tests and 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 get to know   | Two hours | the third  |
| Daily activities, monthly and                           | Presenting the lecture in person | Carbohydrates, their presence in food and their forms,  | The students get to know   | Two hours | the fourth |

|   |                                  |  |                          |           |           |
|---|----------------------------------|--|--------------------------|-----------|-----------|
| quarterly tests and exams                               |                                  | controlling the level of glucose in the blood, and means of maintaining it in the body   |                          |           |           |
| Daily activities, monthly and quarterly tests and exams | Presenting the lecture in person | Digestion, absorption, transport, assimilation and storage of carbohydrates in the body  | The students get to know | Two hours | Fifth     |
| Daily activities, monthly and quarterly tests and exams | Presenting the lecture in person | Functions of carbohydrates, their food sources, the relationship between food and diabetes   | The students get to know | Two hours | VI        |
| Daily activities, monthly and quarterly tests and exams | Presenting the lecture in person | Lipids and their presence in food, their types, characteristics, and sources   | The students get to know | Two hours | Seventh   |
| Daily activities, monthly and quarterly tests and exams | Presenting the lecture in person | Digestion of lipids, focusing on fats, their absorption, transportation, assimilation, and storage in the body                     | The students get to know | Two hours | VIII      |
| Daily activities, monthly and quarterly tests and exams | Practical applications           | The body's requirements for fats and their relationship to some pathological conditions, with emphasis on the role of cholesterol. | The students get to know | Two hours | Ninth     |
| Daily activities, monthly and quarterly tests and exams | Practical applications           | Proteins, their presence in food, their types, properties, essential and non-essential amino acids                                 | The students get to know | Two hours | The tenth |
| Daily activities, monthly and quarterly tests and exams | Presenting the lecture in person | Protein digestion, absorption, transport and assimilation in the body and nitrogen balance   | The students get to know | Two hours | eleventh  |
| Activities Daily And tests And                          | presentation lecture My presence | Functions of proteins, their nutritional sources,  | The students get to know | Two hours | twelveth  |

|   |   |   |                                 |                  |                    |
|---|---|---|---------------------------------|------------------|--------------------|
| <b>Exams monthly And quarterly</b>                                |   | <b>and the body's requirements for them</b>   |                                 |                  |                    |
| <b>Activities Daily And tests And Exams monthly And quarterly</b> | <b>Practical applications</b>           | <b>Nutritional value of proteins, qualitative estimation, biological value, protein efficiency ratio</b>  | <b>The students get to know</b> | <b>Two hours</b> | <b>Thirteenth</b>  |
| <b>Daily activities, monthly and quarterly tests and exams</b>    | <b>Presenting the lecture in person</b> | <b>Water-soluble vitamins Its types, characteristics and functions</b>  | <b>The students get to know</b> | <b>Two hours</b> | <b>fourteenth</b>  |
| <b>Daily activities, monthly and quarterly tests and exams</b>    | <b>Presenting the lecture in person</b> | <b>Absorption of vitamins and their assimilation in the body, the body's requirements for them and symptoms of deficiency</b>                                     | <b>The students get to know</b> | <b>Two hours</b> | <b>Fifteenth</b>   |
| <b>Daily activities, monthly and quarterly tests and exams</b>    | <b>Presenting the lecture in person</b> | <b>Fat-soluble vitamins, their types and properties</b>   | <b>The students get to know</b> | <b>Two hours</b> | <b>sixteen</b>     |
| <b>Daily activities, monthly and quarterly tests and exams</b>    | <b>Presenting the lecture in person</b> | <b>Absorption of fat-soluble vitamins, their assimilation in the body, and the body's requirements for them</b>   | <b>The students get to know</b> | <b>Two hours</b> | <b>seventeenth</b> |
| <b>Daily activities, monthly and quarterly tests and exams</b>    | <b>Presenting the lecture in person</b> | <b>The necessary mineral elements (calcium, phosphorus, magnesium, chlorine, potassium, sodium), with emphasis on calcium and phosphorus and their functions.</b> | <b>The students get to know</b> | <b>Two hours</b> | <b>eighteen</b>    |
| <b>Daily activities, monthly and quarterly tests and exams</b>    | <b>Presenting the lecture in person</b> | <b>Sources of dietary minerals, symptoms of deficiency, and the body's requirements for them</b>  | <b>The students get to know</b> | <b>Two hours</b> | <b>nineteenth</b>  |
| <b>Daily</b>  | <b>Presenting the</b>                   | <b>The role of essential</b>  | <b>The students</b>             | <b>Two</b>       | <b>The</b>         |

|   |                                  |  |                          |           |               |
|---|----------------------------------|--|--------------------------|-----------|---------------|
| activities, monthly and quarterly tests and exams       | lecture in person                | mineral elements in trace amounts  | get to know              | hours     | twentieth     |
| Daily activities, monthly and quarterly tests and exams | Presenting the lecture in person | Sources of dietary minerals, symptoms of deficiency, and the body's need for them                                    | The students get to know | Two hours | 21st          |
| Daily activities, monthly and quarterly tests and exams | Presenting the lecture in person | Energy, sources of energy in food, symptoms of deficiency and the body's need for it                                 | The students get to know | Two hours | twenty tow    |
| Daily activities, monthly and quarterly tests and exams | Practical applications           | Fundamentals of choosing the appropriate food, the main food groups, their nutritional value, and food fortification | The students get to know | Two hours | twenty third  |
| Daily activities, monthly and quarterly tests and exams | Presenting the lecture in person | Dairy products, fruits and vegetables, meat, grain products  | The students get to know | Two hours | twenty fourth |
| Daily activities, monthly and quarterly tests and exams | Presenting the lecture in person | Nutritional deficiency caused by lack of protein and energy  | The students get to know | Two hours | 25th          |
| Daily activities, monthly and quarterly tests and exams | Presenting the lecture in person | Nutrition during pregnancy   | The students get to know | Two hours | twenty-sixth  |
| Daily activities, monthly and quarterly tests and exams | Presenting the lecture in person | Infant nutrition and the effect of undernutrition and overnutrition on development                                   | The students get to know | Two hours | 27th          |
| Daily activities, monthly and quarterly tests and       | Presenting the lecture in person | Nutritional needs during adolescence   | The students get to know | Two hours | Twenty-eighth |

|  |                               |   |                                 |                  |               |
|--|-------------------------------|---|---------------------------------|------------------|---------------|
| <b>exams</b>   |                               |   |                                 |                  |               |
| <b>Daily activities, monthly and quarterly tests and exams</b> | <b>Practical applications</b> | <b>Anthropometric measurements and scale tables</b>   | <b>The students get to know</b> | <b>Two hours</b> | <b>XXIX</b>   |
| <b>Daily activities, monthly and quarterly tests and exams</b> | <b>Practical applications</b> | <b>Principles of evaluating society and individuals and the methods used, using tables of food components</b> | <b>The students get to know</b> | <b>Two hours</b> | <b>thirty</b> |

### 11. Course evaluation

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

### 12. Learning and teaching resources

|  |  |
|--|--|
| book Systematic The decision   | Required textbooks (methodology, if any)   |
| Human Nutrition Book, -<br>written by Dr. Abdullah<br>Muhammad Thanoun Al-<br>Zuhairi, Ministry of Higher<br>Education and Scientific<br>Research, second revised and<br>expanded edition, 2000. | Main references (sources)  |
| -International Journal of Food Sciences and<br>Nutrition.<br>Healthy food magazine<br>Arab Journal of Food and Nutrition - Arab<br>Center for Nutrition  | Recommended supporting books and<br>references (scientific journals, reports...) |
| Google classroom, google meet  | Electronic references, Internet sites  |



## Course description form

|  |                                 |
|--|---------------------------------|
| <b>1. Course name</b>  |                                 |
| Appliances   |                                 |
| <b>2. Course code</b>  |                                 |
| <b>3. Semester/year</b>  |                                 |
| First and second semester 2023/2024  |                                 |
| <b>4. The date this description was prepared</b>   |                                 |
| 2/16/2024  |                                 |
| <b>5. Available forms of attendance</b>  |                                 |
| weekly   |                                 |
| <b>6. Number of study hours (total) / number of units (total)</b>  |                                 |
| 30My theoretical hour / 60 hour practical/4 units  |                                 |
| <b>7. Name of the course administrator (if more than one name is mentioned)</b>  |                                 |
| Name: M. M. Ayman Alwan Nouri Email: <a href="mailto:ayman.a.noori@tu.edu.iq">ayman.a.noori@tu.edu.iq</a>  |                                 |
| <b>8. Course objectives</b>  |                                 |
| <ul style="list-style-type: none"> <li>• <b>Study of interior design and the foundations of interior design in all its spaces....</b></li> <li>• <b>Study modern terminology in design....</b></li> <li>• <b>Studying the psychological impact of colors in design....</b></li> <li>• <b>Study the elements of interior design...</b></li> <li>• <b>Studying the types of natural and artificial home lighting and their importance in design...</b></li> <li>• <b>Studying the conditions that must be met when choosing land or housing for a family...</b></li> </ul> | Objectives of the study subject |
| <b>9. Teaching and learning strategies</b>   |                                 |

The strategy

- LecturerTheoretical (Explanation and clarification)
- Practical application(Drawing illustrative maps for house design and how to arrange furniture in the house, lighting, and colors according to the principles of interior design)
- Electronic lectures (Publishing lecturesExplanatory videos, daily assignments, and theoretical and practical test scoreson SemesterGoogle classroom)

**10. Course structure**

| <b>Evaluation method</b>   | <b>Learning method</b> | <b>Name of the unit or topic</b>                                     | <b>Required learning outcomes</b>  | <b>hours</b>                | <b>the week</b> |
|--|------------------------|--|--|-----------------------------|-----------------|
| Daily assignment and theoretical and practical exams And reports | Giving the lecture     | Materials used in home appliances, their sources and characteristics | The student learns about home appliances and the materials used in making home appliances, how to make them, extend their life and improve their properties. | 2theoretical<br>4 practical | 1 - 2           |
| =  | Giving the lecture     | Kitchen tools and kitchen utensils                                   | The student learns about kitchen tools and appliances, the connection of stovetop cooking tools, and oven cooking  | 2theoretical<br>4 practical | 3- 4            |
| =  | Giving the lecture     | Portable electric food appliances                                    | The student learns about electric food appliances, mobile devices, and advanced equipment for making coffee, grilling, and mixing                            | 2theoretical<br>4 practical | 5-6             |
|  |                        |  | First semester exam  | 2                           | 7               |
| =  | Giving the lecture     | Home cook  | The student learns about the types of cookers, the materials the cooker is made of, and how to use and clean it  | 2theoretical<br>4 practical | 8-9             |

|   |   |  |   |                                  |            |
|---|---|--|---|----------------------------------|------------|
| = | Giving the lecture                              | Domestic refrigerators and freezers<br><br>Dishwasher and garbage disposal | The student learns about household appliances such as the refrigerator, freezer, and dishwasher, how to care for them, and the physical foundations of their operation. | 2 Theoretical<br><br>4 practical | 10-11      |
| = | Giving the lecture<br><br>practical application | Bring appliances together in the kitchen                                   | The student learns how to organize the appliances in the kitchen and put them together and how to design the kitchen in terms of lighting and ventilation.              | 2 theoretical<br>4 practical     | 12-13      |
|   |   |  | Second month exam   | 2                                | 14         |
| = | Giving the lecture                              | Personal care tools  | The student learns about home appliances for personal care and the tools used, such as a hair dryer and a nail care kit.  | 2 theoretical<br><br>4 practical | 15-16      |
| = | Giving the lecture                              | Clothes washing and ironing machines                                       | The student learns about washing machines, their types, characteristics, detergents used in them, and clothes irons   | 2 theoretical<br>4 practical     | 17-18      |
| = | Giving the lecture                              | Sewing machine   | The student learns about sewing machines, the basics of their operation, and how to adjust and care for them  | 1 theoretical<br>2 practical     | 19-20 - 21 |
|   |   |  | Second semester exam  | 2                                | 22         |

|   |                    |                                     |   |                                  |             |
|---|--------------------|-------------------------------------|---|----------------------------------|-------------|
| = | Giving the lecture | Cleaning devices                    | The student learns about cleaning and its equipment, analyzing the cleaning process, electric and manual cleaners, and how to care for them | 4<br>Theoretical<br>8 practical  | 23–24–25–26 |
| = | Giving the lecture | Water in the house                  | The student learns about water in the home, sources of its supply, electric, oil and gas heaters and their characteristics                  | 2–<br>theoretical<br>4 practical | 27–28       |
| = | Giving the lecture | Providing household chores supplies | The student learns about the supplies that can be available at home and some household equipment  | 1theoretical<br>2 practical      | 29          |
|   |                    |                                     | Exam  | 2                                | 30          |

### 11. Course evaluation

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

Score distribution out of 100:

- Attendance 10 marks •
- Reports 10 marks •
- Practical application: 10 marks •
- Daily assignment 10 marks •
- A monthly exam of 60 degrees •

### 12. Learning and teaching resources

|                        |  |
|------------------------|--|
| household appliance -1 | Required textbooks (methodology, if any) |
|------------------------|--|

|  |   |
|--|---|
|  | Main references (sources)   |
|  | Recommended supporting books and references (scientific journals, reports...) |
|  | Electronic references, Internet sites   |



1. Program Vision

Program vision is written here as stated in the university's catalogue and website.

2. Program Mission

Program mission is written here as stated in the university's catalogue and website.

3. Program Objectives

General statements describing what the program or institution intends to achieve.

4. Program Accreditation

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

5. Other external influences

Is there a sponsor for the program?

6. Program Structure

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

|                 |  |  |  |  |
|-----------------|--|--|--|--|
| Department      |  |  |  |  |
| Requirements    |  |  |  |  |
| Summer Training |  |  |  |  |
| Other           |  |  |  |  |

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

| v. Program Description |             |             |              |           |
|------------------------|-------------|-------------|--------------|-----------|
| Year/Level             | Course Code | Course Name | Credit Hours |           |
|                        |             |             | theoretical  | practical |
|                        |             |             |              |           |
|                        |             |             |              |           |

#### ^ . Expected learning outcomes of the program

Knowledge

Learning Outcomes 1

Learning Outcomes Statement 1

Skills

Learning Outcomes 2

Learning Outcomes Statement 2

Learning Outcomes 3

Learning Outcomes Statement 3

Ethics

Learning Outcomes 4

Learning Outcomes Statement 4

Learning Outcomes 5

Learning Outcomes Statement 5

#### 9. Teaching and Learning Strategies

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

#### 10. Evaluation methods

Implemented at all stages of the program in general.



| ١١. Faculty     |                |         |   |  |                              |          |
|-----------------|----------------|---------|---|--|------------------------------|----------|
| Faculty Members |                |         |   |  |                              |          |
| Academic Rank   | Specialization |         | Special Requirements/Skills (if applicable) |  | Number of the teaching staff |          |
|                 | General        | Special |   |  | Staff                        | Lecturer |
|                 |                |         |   |  |                              |          |

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

|  |
|--|
| <b>١٢. Acceptance Criterion</b>  |
| (Setting regulations related to enrollment in the college or institute, whether central admission or others) |

|  |
|--|
| <b>١٣. The most important sources of information about the program</b> |
| State briefly the sources of information about the program.            |

|                                     |
|-------------------------------------|
| <b>١٤. Program Development Plan</b> |
|-------------------------------------|

| Program Skills Outline |             |             |                   |                                    |                |                |                |                |                |                |                |                |                |                |                |
|------------------------|-------------|-------------|-------------------|------------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
|                        |             |             |                   | Required program Learning outcomes |                |                |                |                |                |                |                |                |                |                |                |
| Year/Level             | Course Code | Course Name | Basic or optional | Knowledge                          |                |                |                | Skills         |                |                |                | Ethics         |                |                |                |
|                        |             |             |                   | A <sup>1</sup>                     | A <sup>2</sup> | A <sup>3</sup> | A <sup>4</sup> | B <sup>1</sup> | B <sup>2</sup> | B <sup>3</sup> | B <sup>4</sup> | C <sup>1</sup> | C <sup>2</sup> | C <sup>3</sup> | C <sup>4</sup> |
|                        |             |             |                   |                                    |                |                |                |                |                |                |                |                |                |                |                |
|                        |             |             |                   |                                    |                |                |                |                |                |                |                |                |                |                |                |
|                        |             |             |                   |                                    |                |                |                |                |                |                |                |                |                |                |                |
|                        |             |             |                   |                                    |                |                |                |                |                |                |                |                |                |                |                |

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

## Course Description Form

|   |  |
|---|--|
| 1. Course Name:   |  |
| Microscopic organisms   |  |
| 2. Course Code:   |  |
| Microscopic organisms   |  |
| 3. Semester / Year:   |  |
| annual  |  |
| 4. Description Preparation Date:  |  |
| 1/12/2023   |  |
| 5. Available Attendance Forms:  |  |
| An act of presence  |  |
| 6. Number of Credit Hours (Total) / Number of Units (Total)               |  |
| 6. working hours  |  |
| 7. Course administrator's name (mention all, if more than one name)       |  |
| Name: Assistant Manager. Bayader Jalal Abdel- Hamid                       |  |
| Email: <a href="mailto:bayaderjalal@tu.rdu.iq">bayaderjalal@tu.rdu.iq</a> |  |
| 8. Course Objectives  |  |
| <p><b>Course Objectives</b></p>   | <ul style="list-style-type: none"> <li>• Introducing the students to the concept of microbiology, its types, composition, how it grows, the factors affecting growth, how to control and eliminate it, its harmful effects that cause food spoilage, the diseases it causes, and its benefits in the food industry and other industries, in</li> </ul> |

addition to identifying some of the general characteristics of microorganisms and the conditions that may need them in terms of Providing humidity, temperatures, and other physical factors, in addition to identifying agricultural media and how to prepare them in the laboratory.

- In addition, training them to communicate through electronic educational programs by communicating with them via the Internet as additional lectures.

9. Teaching and Learning Strategies

|                 |   |
|-----------------|---|
| <b>Strategy</b> | <p>Giving lectures to female students in the laboratory, in addition to some practical applications that the student can understand</p> <ul style="list-style-type: none"> <li>- Introducing students to the equipment available in the laboratory and how to use it</li> <li>- In addition to using the Internet and educational programs, additional lectures such as Google Classroom and Google Meet</li> <li>- Explanation and clarification</li> <li>- How to display work methods</li> </ul> |
|-----------------|---|

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>- Monthly and quarterly exams</li> <li>- Practical tests</li> <li>- Daily activities</li> <li style="padding-left: 20px;">- Operational reports</li> </ul> |
|--|---|

### 10. Course Structure

| Week | Hours     | Required Learning Outcomes | Unit or subject name  | Learning method                                    | Evaluation method                                       |
|------|-----------|----------------------------|---|--|---|
|      | Two hours | The students get to know   | Microbiology  | Presenting the lecture in person                   | Daily activities, monthly and quarterly tests and exams |
|      | Two hours | The students get to know   | Laboratory basics and methods of dealing with equipment and materials in the laboratory       | Presenting the lecture in person                   | Daily activities, monthly and quarterly tests and exams |
|      | Two hours | The students get to know   | The optical microscope and the equipment available in the laboratory and how to maintain them | Presenting the lecture in person in the laboratory | Daily activities, monthly and quarterly tests and exams |
|      | Two hours | The students get to know   | Methods used to write reports after conducting practical experiments and how to take notes    | Presenting the lecture in person                   | Daily activities, monthly and quarterly tests and exams |
|      | Two hours | The students get to know   | How to prepare agricultural media and how to incubate them                                    | Presenting the lecture in person                   | Daily activities, monthly and quarterly tests and exams |
|      | Two hours | The students get to know   | Methods of distinguishing between bacteria using staining                                     | Presenting the lecture in person                   | Daily activities, monthly and quarterly tests and exams |

|  |           |                          |  |                                  |   |
|--|-----------|--------------------------|--|----------------------------------|---|
|  | Two hours | The students get to know | Methods of distinguishing between bacteria by staining. Identifying the shapes of bacteria and colonies and methods of distinguishing between them | Presenting the lecture in person | Daily activities, monthly and quarterly tests and exams |
|  | Two hours | The students get to know | Some diseases caused by microorganisms   | Presenting the lecture in person | Daily activities, monthly and quarterly tests and exams |
|  | Two hours | The students get to know | Working methods to identify motile and non-motile bacteria   | Presenting the lecture in person | Daily activities, monthly and quarterly tests and exams |
|  | Two hours | The students get to know | Types of aerobic and anaerobic bacteria  | Presenting the lecture in person | Daily activities, monthly and quarterly tests and exams |
|  | Two hours | The students get to know | Show some pictures of microorganisms and separate them   | Presenting the lecture in person | Daily activities, monthly and quarterly tests and exams |
|  |           |                          |  |                                  |   |

|   |  |  |  |  |  |
|---|--|--|--|--|--|
|   |  |  |  |  |  |
| Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports .....etc |  |  |  |  |  |

## 11. Course Evaluation

## 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)

Microbiology book ((course))

Main references (sources)

Microbiology, translated by Wafa Hassan Jassim  
Basics of microbiology

Recommended books and references  
(scientific journals, reports...)

Practical microbiology / University of Mosul  
M.M. Anmar Ahmed Al-Taie

Electronic References, Websites

Google classroom , google meet