



Ministry of Higher Education and Scientific Research
Department of Supervision and Scientific Evaluation
University: Diyala University
College/Institute: College of Basic Education
Scientific Department: Kindergarten

Program Description Guide Academic and Course Description

2025

2026

Ministry of Higher Education and Scientific Research
Department of Supervision and Scientific Evaluation

Quality Assurance and Academic Accreditation Division

University: Diyala University
College/Institute: College of Basic Education
Scientific Department: Kindergarten
Date of File Completion: 20 / 4 / 2026

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Date: 20/4/2026

Date: 20/4/2026

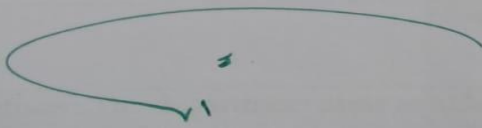
Reviewed by:

Quality Assurance and University Performance Division

Head of Quality Assurance and University Performance Division: Prof Wedyan
Habeb Hameed

Date: 26/4/2026

Signature: 

Approval of the Dean:

Prof. Dr. Ayman Abd. Acun

Academic Program Description

This academic program description provides a concise overview of the program's key features and expected learning outcomes, demonstrating whether students have made the most of the available opportunities. It is accompanied by a description of each course within the program.

University of Diyala	Educational institution .١
College of EducationBasic	Scientific Department / .٢ Center
Kindergarten Department	Name of academic or .٣ professional program
Bachelor of EducationKindergarten	Name of final .٤ certificate
My semester (courses)	Study system: .٥ Annual / Courses / Other
National standards for accrediting programs of colleges within the educational group	Accreditation .٦ Approved Program
Ministry of EducationMinistry of Planning	Other external .٧ influences

٢٠٢٥-١٠-١

Date of preparation of .^
description

Academic Program Objectives: The department aims to achieve the following .^
objectives:

1. Preparing qualified female students to work as kindergarten teachers
- 2 Enhancing students' professional and skill-based development by providing them with theoretical and applied scientific knowledge in the fields of education and child development
- 3 Equipping female students with the ability to use electronic technologies and modern teaching and learning methods
- 4 Developing the educational capabilities of female students and using them in the best way in home education and teaching children
- 5 Enabling female students to learn about the important principles and foundations of child rearing and instill them in our children
- 6 Introducing modern technologies to educate our children in all their forms
- 7 Introducing female students to educational, psychological, and cultural sciences and equipping them with these skills in order to achieve excellence and professional development.
- 8 Enabling female students to become familiar with scientific research tools and to apply them in the field of study and work
- 9 Aligning theoretical trends with professional scientific reality
- 10 Preparing and qualifying female students to pursue postgraduate studies by developing their intellectual, scientific, and research skills
- 11 Enabling students to learn about the latest modern teaching strategies and methods that are suitable for teaching children
- 12 Keeping up with scientific developments in early childhood education and working to implement them

Program outcomes, teaching and learning methods, and assessment .)^

Cognitive objectives

- 1- Enabling female students to acquire and understand childhood legislation and organizations
- 2 Enabling female students to learn about the motor education of kindergarten children
- 3 Enabling female students to learn about child nutrition.
4. Enabling female students to learn the fundamentals of psychology, educational psychology, and sociology.

- 5 Enabling female students to acquire and understand the fundamentals, concepts, theories, and types of counseling and mental health
- 6 Enabling female students to identify learning difficulties in children
- 7 Enabling female students to acquire and understand the fundamentals of Arabic and English languages
- 8 Enabling female students to become familiar with modern specialized and general teaching strategies, methods, and techniques
- 9 Enabling female students to understand the psychology of learning, creativity, and play in childhood.
- 10 Enabling female students to learn the fundamentals and concepts of measurement, evaluation, and educational statistics
- 11 Introducing students to the most important references and sources in early childhood education

B - Program-specific skills objectives

1. Enabling female students to acquire child-rearing skills and the art of dealing with children.
 - 2 Teaching female students scientific methods for teaching children
 - 3 Enabling female students to acquire the skills and qualities of a scientific researcher
 - 4 Enabling female students to acquire dialogue and discussion skills, listen to others, and accept their opinions
 - 5 Enabling female students to learn classroom management skills, classroom interaction, and the art of dealing with classroom problems using educational methods.
 - 6 Enabling female students to acquire decision-making and judgment skills
 - 7 Enabling female students to learn how to use scientific research tools

Teaching and learning methods

lecturing or giving a presentation - ١

interrogation - ٢

discussion - ٣

Students are required to visit the library and the international information network (the Internet) to obtain additional knowledge for the study materials - ٤

Assessment methods

semester exams, attendance and participation are taken into %٤٠ - ١
consideration

.end-of-term exams %٦٠ -٢

.C- Affective and value-based objectives

- 1-Enabling female students to acquire skills that help children develop their moral and religious values, such as instilling faith in God in children's hearts and practicing religious rituals.
- 2- Educating female students to respect the highest principles and ethics of the profession
- ٣ Training female students to respect the rights of those who benefit from their profession, culture, religion, gender, and customs.
- 4- Developing a sense of responsibility among female students during their studies and work
5. Training students to respect the freedom of expression, thought, and creativity of others. 8. Fostering a spirit of cooperation and teamwork among students.
- 6- Developing students' sense of belonging to and loyalty to their homeland

Teaching and learning methods

Giving students homework that requires subjective explanations in causal -١
.ways

The students were questioned using a set of thought-provoking questions such -٢
.as (how, what, when, why, where, which) on specific topics

Forming discussion groups during lectures to discuss topics related to child -٣
.rearing that require thinking and analysis

Teaching female students how to develop their own methods of thinking and -٤
.analysis

Assessment methods

.Daily tests with homework questions related to the subject matter -١

.Submitting peer-reviewed scientific research papers -٢

Students should give quality lectures to determine how much they have -٣
.benefited from the thought-stimulating course material

Conducting monthly or end-of-term tests to measure students' acquisition of -٤
.thinking and analytical skills

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

- 1- Enabling the student to write a research paper about one of the specialists in childhood.
- 2- Enabling the student to summarize a reference or source to one-tenth of its size.
- 3- Developing the student's ability to analyze information and interpret psychological theories.

Teaching and learning methods

Individual teaching methods Group-specific methods. Different learning methods. - ١

Discussion and dialogue about vocabulary related to the topic - ٢

Assessment methods

Small research
Oral questions.
Monthly and end-of-term tests.

Written tests - ١
direct observation - ٢

-Program structure

Credit Hours		Course name	Course code	Academic stage
practical	theoretical			
2	2	Physical education for kindergarten children	KGBB09KEC112	First
	2	Legislation and childhood organizations	KGBB09Loc111	First
	3	Introduction to Kindergarten	KGBB09KH113	First
	3	Developmental psychology	DEVF11	First
	3	Democracy and human rights	DEMF11	First
1	2	computer	COMF11	First
2	2	Principles of art education in kindergarten	KGBB09EAK121	First
	2	Child health and nutrition	KGBB09cN123	First

	3	socialization	KGBB09122	First
	3	Principles of Education	EDUF12	First
	2	Arabic	KGBB09ie11 6	First
	2	Islamic Education Civilization	ISLFI2	First
	2	English language	ENGFI2	First
	2	Arabic linguistics (phonetics)	KGBB09Pcsn 211	Second
	2	Children's literature and stories	KGBB09PP2 20	Second
	3	Physiological psychology		Second
	3	Child education psychology	GBB09PLE21 3	Second
2	1	Curricula and textbooks	KGBB09C41 6	Second
-	2	Arabic	KGBB09AL1 29	Second
	2	English language	ENGSE3	Second
-	2	Crimes of the Ba'ath regime in Iraq	BAASE3	Second
-	2	Child language development	KGBB09ID22 1	Second
-	2	Child education psychology	KGBB09PE2 14	Second
-	2	Cognitive development	KGBB09DK2 12	Second
-	2	Social psychology	KGBB09SP2 16	Second
-	3	Psychology of children with special needs	KGBB09Pcsn 211	Second
٢	2	Psychology classroom learning thinking	CLTSE4	Second
-	2	Educational Psychology	EDPSE4	Second
١	2	computer	COMSE4	Second

2	2	Children's theater	KGBB09PT3 11	Third
0	2	Psychology of play in childhood	KGBB09PCT G312	Third
0	3	Teaching thinking	KGBB09PCR w314	Third
2	2	Program planning and implementation methods	KGBB09PMI P313	Third
0	2	Learning difficulties in children	KGBB09LDC 316	Third
2	2	General teaching methods and their applications	GEMTH501	Third
0	2	Measurement and evaluation	MEATH503	Third
0	2	Educational leadership and management	LEATH504	Third
0	2	Guidance and education for people with special needs	SPETH502	Third
0	2	sustainable development	SUSTH6	Third
0	3	Preparing the child for reading and writing	KGBB09PCR w314	Third
0	3	Psychology of Creativity	Kgbb09cp322	Third
2	2	Scientific and mathematical concepts	KGBB09SEL 321	Third
2	2	Behavior modification	KGBB09RCR D236	Third
2	2	Educational technology and its applications	TECTH6	Third
2	1	Action research methodology	ACRTH6	Third
2	2	Kindergarten child calendar	KGBB09KC4 12	Fourth
2	2	Specialized teaching methods	KGBB09STM 411	Fourth
2		Graduation research project	KGBB09GR4 22	Fourth
2	2	Music education and singing	KGBB09M41 3	Fourth
4	1	Practical training (observation)	PRTF0702	Fourth

0	2	Iraqi civilization	KGBB09AL1 10	Fourth
0	2	Principles of Islamic Sharia	ISTH6	Fourth
0	2	Professional ethics	PROFO7	Fourth
-	12	Practical educationThe application	KGBB09TP4 21	Fourth
-	2	Graduation research project	KGBB09GR4 22	Fourth

Planning for personal development .١١
Review of previous steps and their outputs Staying informed about the latest developments in books, journals, and the -١ internet within the field of specialization .Periodic (annual) updating of approved teaching plans -٢
Admission criteria (establishing regulations related to enrollment in a college .١٢ or institute)
Preparatory Certificate - Literary Branch and Applied Vocational Branch– The competitive rate is based on desire.
Key sources of information about the program .١٣
Books, periodicals, university theses, the international information network, the- personal experience of the person teaching the course The private sector of the kindergarten department.

Curriculum Skills Outline

Please check the boxes corresponding to the individual learning outcomes from the program that are being assessed.

Learning outcomes required from the program

General and transferable skills (other skills related to employability and personal development)				Affective and value-based objectives				GoalsProgram-specific skills				Goalscognitive				essential My choice	Course Name	Course code	Year / Level
D4	D3	D2	D1	Q4	Part3	Part2	Part1	B4	B3	B2	B1	A4	A3	A2	A1				
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essential	Physical education for kindergarten children	KGBB09KEC112	First First

√	√	√	√	√	√	√	√	√	√	√	√		√	√	√	essential	Legislation and childhood organizations	KGBB09Loc111	
	√	√	√	√	√	√	√	√	√		√	√	√	√	√	essential	Introduction to Kindergarten	KGBB09KH113	First First
	√	√	√	√		√	√		√	√	√	√	√	√		essential	Developmental psychology	DEVFI1	
√	√	√	√	√	√	√	√		√	√	√	√	√	√		essential	Democracy and human rights	DEMFI1	First First
√	√	√	√	√	√	√			√	√	√	√	√	√	√	essential	computer	COMFI1	
√	√		√	√	√	√	√	√	√	√	√	√	√	√	√	essential	Principles of art education in kindergarten children	KGBB09EAK121	First First
√	√		√	√	√	√	√	√	√	√	√	√	√	√	√	essential	Child health and nutrition	KGBB09cN123	
√	√	√	√	√	√		√	√	√	√	√	√	√	√	√	essential	socialization	KGBB09122	First
√	√	√	√	√	√		√	√	√	√	√	√	√	√	√	essential	Principles of Education	EDUF12	First

√	√	√	√	√	√		√	√	√	√	√	√	√	√	√	essential	Arabic	KGBB09ie116	First
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essential	Islamic EducationCivili zation	ISLFI2	First
√	√	√	√	√	√	√	√	√		√	√	√	√	√	√	essential	English language	ENGFI2	First
	√	√	√	√	√	√	√	√		√	√	√	√	√	√	essential	Arabic linguistics (phonetics)	KGBB09Pcsn2 11	Secon d
	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essential	Children's literature and stories	KGBB09PP220	Secon d
√	√	√	√	√	√	√	√	√	√	√	√	√	√		√	essential	Physiological psychology		Secon d
√	√	√	√	√	√	√	√	√	√	√	√	√	√		√	essential	Child education psychology	KGBB09PLE21 3	Secon d
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essential	Curricula and textbooks	KGBB09C416	Secon d

	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essential	Arabic	KGBB09AL129	Second
	√	√	√	√	√			√	√	√	√	√	√	√	essential	English language	ENGSE3	Second
√	√	√	√	√	√	√	√	√	√		√	√	√	√	essential	Crimes of the Ba'ath regime in Iraq	BAASE3	Second
√	√	√	√	√	√	√	√	√	√		√	√	√	√	essential	Child language development	KGBB09ID221	Second
√	√	√	√	√	√	√	√	√	√		√	√	√	√	essential	Child education psychology	KGBB09PE214	Second
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essential	Cognitive development	KGBB09DK212	Second
	√	√	√	√	√	√	√	√	√	√	√	√		√	essential	Social psychology	KGBB09SP216	Second
	√	√	√	√	√	√	√	√	√	√	√	√		√	essential	Psychology of children with special needs	KGBB09Pcsn211	Second
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essential	Psychology classroom	CLTSE4	Second

																	learning thinking		
√	√	√	√		√	√	√	√	√	√	√	√	√	√	√	essential	Educational Psychology	EDPSE4	Second
√	√	√	√		√	√	√	√	√		√	√	√	√	√	essential	computer	COMSE4	Third
√	√	√	√	√	√	√		√	√		√	√	√	√	√	essential	Children's theater	KGBB09PT311	Third
√	√		√	√	√	√		√	√		√	√	√	√	√	essential	Psychology of play in childhood	KGBB09PCTG 312	Third
√	√		√	√	√	√	√	√	√	√	√	√	√	√	√	essential	Teaching thinking	KGBB09PCRw 314	Third
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essential	Program planning and implementation methods	KGBB09PMIP3 13	Third
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essential	Learning difficulties in children	KGBB09LDC3 16	Third

√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essential	General teaching methods and their applications	GEMTH501	Third
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essential	Measurement and evaluation	MEATH503	Third
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essential	Educational leadership and management	LEATH504	Third
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essential	Guidance and education for people with special needs	SPETH502	Third
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essential	sustainable development	SUSTH6	Third
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essential	Preparing the child for reading and writing	KGBB09PCRw 314	Third

√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essential	Psychology of Creativity	Kgbb09cp322	Third
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essential	Scientific and mathematical concepts	KGBB09SEL321	Third
	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essential	Behavior modification	KGBB09RCRD236	Third
	√	√	√	√	√	√	√	√		√	√	√	√	√	essential	Educational technology and its applications	TECTH6	Third
	√	√	√	√	√	√	√	√		√	√	√	√	√	essential	Action research methodology	ACRTH6	Fourth
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essential	Kindergarten child calendar	KGBB09KC412	Fourth
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essential	Specialized teaching methods	KGBB09STM411	Fourth
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essential	Graduation research project	KGBB09GR422	Fourth

√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essential	Music education and singing	KGBB09M413	Fourth
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essential	Practical training (observation)	PRTF0702	Fourth
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essential	Iraqi civilization	KGBB09AL110	Fourth
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essential	Principles of Islamic Sharia	ISTH6	Fourth
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essential	Professional ethics	PROFO7	Fourth
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essential	Practical educationThe application	KGBB09TP421	Fourth
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essential	Graduation research project	KGBB09GR42 2	Fourth

Course description template

Childhood legislation and regulations	1- Course Name
KGBB09Loc111	2-Course Code
2025/2026	3-Semester/Year
3/3/2026	4- Date this description was prepared
My presence	5- Available forms of attendance
30 hours	6- Number of study hours (total) / Number of units (total)
M.M. Nyan Yunus Darakhan	7-Name of the course coordinator
8-Course Objectives	
<ol style="list-style-type: none"> 1. Introducing students to the concept of childhood legislation and its importance in protecting children's rights. 2. Clarifying the national and international legal framework relating to childhood. 3. Developing students' awareness of children's rights and society's duties towards them. 4. Highlighting the role of legislation in caring for and protecting children from neglect, violence, and exploitation. 5. Linking legal aspects to educational and social applications related to the child 	
9- Teaching and learning strategy	
<p>The teaching and learning strategy in this course relies on diversifying teaching methods to achieve a deep understanding of legislation related to childhood, and to link theoretical aspects with practical application, through:</p> <ol style="list-style-type: none"> 1. Interactive lecture to explain the basic concepts of legislation and laws related to childhood, with student participation in the discussion. 2. Discussion and dialogue to develop critical thinking and analyze legal issues related to children's rights. 3. Case studies to present real or hypothetical examples of child rights violations and analyze them according to legal frameworks. 4. Cooperative learning through working in groups to discuss international laws and agreements related to childhood. 5. Brainstorming to stimulate students' ideas about ways to protect the child and the role of legislation in this. 6. Student presentations on specific topics such as the Convention on the Rights of the Child or national laws. 	

7. Self-directed learning through assigning students short readings and research projects to promote independence in learning.

10-Course Structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Oral and written test	Discussion accompanied by an interrogation style	Introduction to Childhood Legislation	To understand the concept of a child from a legal and social perspective	Two hours	the first
Oral and written test	Discussion accompanied by an interrogation style	Definition of a child in national and international laws	To distinguish between the definition of a child in national and international laws	Two hours	the second
Oral and written test	Discussion accompanied by an interrogation style	Basic principles of children's rights	To list the basic principles of children's rights	Two hours	the third
Oral and written test	Discussion accompanied by an interrogation style	Convention on the Rights of the Child	To clarify the objectives and principles of the agreement	Two hours	Fourth
First month exam					Fifth
Oral and written test	Discussion accompanied by an interrogation style	National legislation for child protection	To become familiar with the most important national laws pertaining to children	Two hours	Sixth
Oral and written test	Discussion accompanied by an	Protecting children from domestic violence	To distinguish between types of violence against children	Two hours	Seventh

	interrogation style				
Oral and written test	Discussion accompanied by an interrogation style	Child labor: causes and treatment of its effects	To explain the reasons for child labor	Two hours	Eighth
Oral and written test	Discussion accompanied by an interrogation style	Juvenile criminal justice	To understand the concept of the gang event	Two hours	Ninth
Oral and written test	Discussion accompanied by an interrogation style	The child's right to education	To clarify the legal basis for the right to education	Two hours	tenth
Oral and written test	Discussion accompanied by an interrogation style	Child protection in armed conflicts	To explain the dangers of conflicts to children	Two hours	eleventh
Oral and written test	Discussion accompanied by an interrogation style	Children's rights in healthcare	To define the child's rights to health care	Two hours	twelfth
Oral and written test	Discussion accompanied by an interrogation style	Children with special needs	To know the rights of children with special needs	Two hours	thirteenth
Oral and written test	Discussion accompanied by an	The role of international and	To explain UNICEF's role	Two hours	fourteenth

interrogati on style	local organizations	in child protection		
Second month exam				fifteenth

11-Evaluation methods Monthly exams + daily quizzes and participation - ١ classroom discussions - ٢	
12- Learning and teaching resources	
	Required textbooks - ١
	2- Main references and sources
	a) Recommended books and references Scientific journals, reports...
	b) Electronic references, websites....

Course description template

Computer basics	1- Course Name
COMF11	2- Course code
First Stage – First Semester	3- Term / Year
October 2025	4- Date this description was prepared
My attendance (1 Theory/2 Practical)	5- Available forms of attendance
3 hours per week / 2 units	6- Number of study hours (total) / Number of units (total)
Dr. Widian Habib Hamidwedyanhabeeb@uodiyala.edu.iq	7- Name of the course coordinator
8- Course Objectives - Introducing students to the basic concepts of computers and their hardware and software components. Developing computer skills and basic office applications. - To equip students with the ability to deal with operating systems and manage files.	

- Promoting awareness of information security and the importance of technology in academic and professional life.

9- Teaching and learning strategy

- Theoretical lectures supported by interactive presentations.
- Practical applications in the computer lab.

10- Course structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Oral questions	Lecture + Discussion	Computer definition, introduction	Introduction to computers and their historical development	3	the first
homework	Lecture + Discussion	Understanding the computer and its hardware and software components	Understanding computer components	3	the second
practical control	Data show presentation in the lab	User interface familiarization	Dealing with the operating system interface Windows	3	the third
Oral questions	a lecture	How to shut down and restart your computer	Learn the correct ways to turn your computer on and off.	3	Fourth
First month exam				3	Fifth
Practical exercise	Lecture + Application	Working with windows, changing their properties, and controlling how their content is displayed.	Learn how to open, close, resize, and view windows, files, and folders.	3	Sixth
Practical exercise	Lecture + Application	Right-click menu on desktop	Understanding the contents of the drop-down menu from right-clicking on the desktop and its uses	3	Seventh

Practical exercise	Lecture + Application	Desktop and its contents, taskbar, and Start menuStart	Desktop components	3	Eighth
Practical exercise	Lecture + Application	Display properties	How to adjust display settings	3	Ninth
Practical exercise	Lecture + Application	Creating, copying, and deleting a folder	How to create, name, copy, move, and delete folders using system commands	3	tenth
Practical exercise	Lecture + Application	Brief compositionShortcut	How to create shortcuts for files or programs to make them easier to access from the desktop	3	eleventh
Practical exercise	Lecture + Application	How to clear the Recycle Bin and restore deleted items to their previous state	Learn how to use the Recycle Bin and how to recover or permanently delete deleted files.	3	twelfth
Practical exercise	Lecture + Application	Writing, saving, opening, copying, printing, and sending documents	Using the appWord is used to create, format, save, print, and send text documents via email.	3	thirteenth
Practical exercise	Lecture + Application	Window identificationMy Computer and Windows Explorer	Review storage units and files. File and folder management	3	fourteenth

Practical exercise	Lecture + Application	Window identification Control Panel, CD and Printer Management, and Viruses	Learn about system settings in the control panel, how to install the printer, and how to use the disks. CD and awareness of the dangers of viruses	3	fifteenth
Second month exam				3	

11- Evaluation methods Monthly exams + daily quizzes + homework - ۳ Class discussions + final exam - ۴	
12- Learning and teaching resources	
Peter Norton, Introduction to Computers, Latest Edition. Fundamentals of Information Technology, Pearson Education.	Required textbooks - ۲
Shelly Cashman, Discovering Computers.	2- Main references and sources
Technical reports and journals about information technology.	a) Recommended books and references Scientific journals, reports...
www.computerhope.com www.techtarget.com	b) Electronic references, websites....

Course description template

Democracy and human rights	1- Course Name
DEMF11	2-Course Code
First semester / First year	3-Semester/Year

1/10/2025	4- Date this description was prepared
mandatory	5- Available forms of attendance
30 hours / 2 units	6- Number of study hours (total) / Number of units (total)
Dr. Wiam Assem Ismail	7-Name of the masc First course
<p style="text-align: center;">8-Course Objectives</p> <p>1- To enable students to know and understand the concept of human rights and democracy.</p> <p>2- To enable students to learn the most prominent concepts and terms in the field of human rights and democracy.</p> <p>3- Enabling students to learn about the most important basic human rights.</p> <p>4. Enabling students to understand the historical development of human rights and democracy</p> <p>5. Enabling students to become familiar with the most important sources for studying human rights and democracy.</p>	
<p style="text-align: center;">9- Teaching and learning strategy</p> <p>The lecture, discussion, and presentation are accompanied by an interrogation style.</p>	

10-Course Structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Achievement tests Daily, monthly, and final	Discussion and presentation in the style of questioning	Defining the concept of human rights: linguistically and technically	Enabling students to understand the concept of human rights	2	the first
Achievement tests Daily, monthly, and final	Discussion and presentation in the style of questioning	Characteristics of human rights	Enabling students to understand the characteristics of human rights	2	the second
Achievement tests Daily, monthly, and final	Discussion and presentation in the style of questioning	Civil and political rights, economic and social rights, new human rights	Enabling students to learn about the types of human rights	2	the third
Achievement tests Daily, monthly, and final	Discussion and presentation in the style of questioning	Personal rights, the right to life, the right to form a family, the rights of the child	Enabling students to learn about the most important basic human rights	2	Fourth
First month exam					Fifth
Achievement tests Daily, monthly, and final	Discussion and presentation in the style of questioning	Definition phase, announcement phase, implementation phase, implementation	Enabling students to understand the stages of international recognition of human rights	2	Sixth

		mechanisms formation phase			
Achievement tests Daily, monthly, and final	Discussion and presentation in the style of questioning	UNHCR, UNHCR, UNESCO, WHO	Enabling students to learn about the most important international organizations in the field of human rights.	2	Seventh
Achievement tests Daily, monthly, and final	Discussion and presentation in the style of questioning	Universal Declaration of Human Rights, Islamic Declaration of Human Rights	Enabling students to learn about international declarations in the field of human rights	2	Eighth
Achievement tests Daily, monthly, and final	Discussion and presentation in the style of questioning	Human rights in ancient Iraqi civilization, human rights in Egyptian civilization, human rights in Indian, Chinese, and Greek civilizations	Enabling students to understand the historical development of human rights	2	Ninth
Achievement tests Daily, monthly, and final	Discussion and presentation in the style of questioning	Defining the concept of democracy linguistically and technically, and its historical development	Enabling students to understand the concept of democracy	2	tenth
Achievement tests Daily, monthly, and final	Discussion and presentation in the style of questioning	Dilemmas of democracy: underdevelopment, illiteracy, poverty, and regional divisions	To enable students to understand democracy and its challenges in the Third World	2	eleventh

Achievement tests Daily, monthly, and final	Discussion and presentation in the style of questioning	Modern Democracy and Social Contract Theory	Enabling students to understand democracy in the modern era	2	twelfth
Achievement tests Daily, monthly, and final	Discussion and presentation in the style of questioning	Direct democracy, semi-direct democracy, representative democracy	Enabling students to understand the forms of democracy	2	thirteenth
Achievement tests Daily, monthly, and final	Discussion and presentation in the style of questioning	Defining the concept of elections, the most important conditions for elections	Enabling students to understand the concept of elections	2	fourteenth
Second month exam					fifteenth

11-Evaluation methods

Achievement tests: oral, written daily, monthly and final. -٥

Students are tasked with preparing scientific reports and research papers in the field of democracy and human rights. -٦

12- Learning and teaching resources

1- The book "Human Rights and Democracy" is a curriculum for first-year students in Iraqi universities.

Required textbooks -٣

1- Human Rights: Thought and Practice - A Study in Positivist and Islamic Thought, by Professor Dr. Ayas Fadel Al-Dulaimi.
2- Human Rights, Children and Democracy, by Professor Dr. Maher Saleh Alawi and others.

2- Main references and sources

3- Human Rights, Democracy and Public Freedoms, by Assistant Professor Dr. Maher Sabri Kazem.	
University research papers and theses affiliated with Iraqi universities.	a) Recommended books and references Scientific journals, reports...
The website of the academic journals affiliated with the Iraqi Ministry of Higher Education.	b) Electronic references, websites....

Course description template

Developmental psychology	1- Course Name
DEVFI1	2-Course Code
Chapter 1 / 2025-2026	3-Semester/Year
26/11/2025	4- Date this description was prepared
My presence	5- Available forms of attendance
3	6- Number of study hours (total) / Number of units (total)
Dr. Wafaa Sabr Nazal	7-Name of the course coordinator
<p>8-Course Objectives</p> <p>Developing the level of academic achievement and practical skills of female students in the subject of developmental psychology and its related fields. To enable the student to learn about the development of growth in humans.</p> <ul style="list-style-type: none"> - To enable the student to recognize the stages of growth. - Enabling the student to identify the requirements for growth. - Enabling the student to identify growth problems. 	
<p>9- Teaching and learning strategy</p> <p>The course material is explained in the classroom using lecture and discussion methods. -</p> <p style="text-align: right;">Lecture method -</p> <p style="text-align: right;">The skill of creating small research projects. -</p>	

- Providing modern examples and applications to enhance understanding. -

-

10-Course Structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Written and oral tests	My methods of lecturing and discussion	Research methods in developmental psychology	Vocabulary basics		the first
=	My methods of lecturing and discussion	experimental method	Vocabulary basics		the second
=	My methods of lecturing and discussion	descriptive method	Vocabulary basics		the third
=	My methods of lecturing and discussion	Longitudinal and transverse methods	Vocabulary basics		Fourth
First month exam					Fifth
Written and oral tests	My methods of lecturing and discussion	Sources of information in psychology	Vocabulary basics		Sixth
=	My methods of lecturing and discussion	General factors and principles of growth	Vocabulary basics		Seventh
=	My methods of lecturing and discussion	Factors affecting growth	Vocabulary basics		Eighth
=	My methods of lecturing and discussion	The difference between education and learning	Vocabulary basics		Ninth
=	My methods of lecturing and discussion	Life stages: The impact of heredity and environment on growth	Vocabulary basics		tenth
=	My methods of lecturing and discussion	Maturation and Learning / Infancy / Early Childhood Stages	Vocabulary basics		eleventh
Second month exam					twelfth
Written and oral tests	My methods of lecturing and discussion	physical growth emotional growth Middle childhood	Vocabulary basics		thirteenth

		physical growth mental growth			
=	My methods of lecturing and discussion	Growth problems in adolescence adulthood Old age	Vocabulary basics		fourteenth
		exam			fifteenth

<p>11-Evaluation methods</p> <p>Monthly exams + daily quizzes and participation -√</p> <p style="text-align: right;">classroom discussions -^</p> <p>Monthly exam 5% + Daily reports = 20% for the first semester and the same -^</p> <p style="text-align: center;">for the second semester + 60% for the final exam</p>	
<p>12- Learning and teaching resources</p>	
<p>Developmental Psychology / Kamel Mohamed Mohamed Awida Developmental psychology Professor Dr. Hamed Abdel Salam Zahrat</p>	<p>Required textbooks -ξ</p>
<p>Psychological Encyclopedia</p>	<p>2- Main references and sources</p>
<p>Developmental psychology Professor Dr. Hamed Abdel Salam Zahran</p>	<p>a) Recommended books and references Scientific journals, reports...</p>
<p>YouTube channels and some educational lessons that enhance students' knowledge and skills in psychology Developmental Psychology websites</p>	<p>b) Electronic references, websites....</p>

1. Course Name: Introduction to Kindergarten

Course code KGBB09KH113 .٢	
Term/Year: Grade 2/First Semester 2025/2026 .٣	
This description was prepared on 1/12/2025 .٤	
Available attendance formats / In-person .٥	
Total number of study hours and units: 3 (15) weeks .٦	
Name of course coordinator .٧	
	the name
	Dr. Hatham Khalil Hamid. L.M. Heba Mazhar Abd
Course objectives .٨	
<p>- Students learn about: The development of educational thought in kindergartens</p> <p>2- Students learn about: the characteristics of childhood in the kindergarten stage</p> <p>3- Students learn about: the philosophy and objectives of kindergarten</p> <p>4- Students learn about: The child in Arab-Islamic education</p>	
Teaching and learning strategies .٩	

- Cooperative learning.

Brainstorming.

- Free and guided discussions.

- Task analysis.

- Problem solving.

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
- Short tests.	Active learning.	The evolution of educational thought in kindergartens and the introduction to kindergartens	The students learned about the development of educational thought in kindergartens and the introduction to kindergartens.	2	1
- Objective and essay written tests.	- Cooperative learning.	The importance of kindergartens; the intellectual basis for children's enrollment in kindergarten.	The students learned about the importance of kindergartens, the intellectual basis for children's enrollment in kindergarten.	2	2
- Writing short reports.	Brainstorming.	Characteristics of childhood in the kindergarten stage	The students learned about the characteristics of childhood in the kindergarten stage.	2	3

- Portfolio files.	- Free and guided discussions.	Philosophy and goals of kindergarten	The students learned about the philosophy and goals of kindergarten.	2	4
- Short tests.	- Task analysis.	Sources of goal derivation – Goal specifications – Goal levels	The students learned about the sources for deriving goals – the specifications of goals – the levels of goals	2	5
- Objective and essay written tests.	- Problem solving.	The child in Arab-Islamic education from the perspective of (the Holy Quran - Prophetic Hadiths)	The students learned about the child in Arab Islamic education from the perspective of (the Holy Quran - Prophetic Hadiths).	2	6
First month exam					7
		The most important educational principles and opinions brought by Al-Ghazali and Ibn Sina	The students learned about the most important educational principles and opinions presented by Al-Ghazali and Ibn Sina.	2	8

<p>- Objective and essay written tests.</p>	<p>Brainstorming.</p>	<p>Medieval Child Rearing in the Preschool Stage from the Perspective of Western Scholars</p> <p>1- Jean-Jacques Rousseau</p> <p>2- John Henry Pestalozzi</p>	<p>The students learned about child rearing in the medieval preschool stage from the perspective of Western scholars.</p> <p>1- Jean-Jacques Rousseau</p> <p>2- John Henry Pestalozzi</p>	<p>2</p>	<p>9</p>
<p>- Writing short reports.</p>	<p>- Free and guided discussions.</p>	<p>Child rearing in the modern era: The idea of the emergence of kindergartens from the perspective of: 1- Maria Montessori 2- Froebel</p>	<p>The students learned about child rearing in the modern era, and the emergence of kindergartens from the perspectives of: 1- Maria Montessori 2- Froebel</p>	<p>2</p>	<p>10</p>
<p>- Portfolio files.</p>	<p>- Task analysis.</p>	<p>Kindergarten curricula and their development; features of modern kindergarten curricula</p>	<p>The students learned about the kindergarten curriculum and its development, and the advantages of modern kindergarten curricula.</p>	<p>2</p>	<p>11</p>

- Short tests.	- Problem solving.	Second month exam	Second month exam	2	12
.		Foundations for building modern curricula Principles to consider when formulating a kindergarten curriculum; general specifications for kindergarten curricula	The students learned about the foundations of building modern curricula. The starting points that students should consider when formulating a kindergarten curriculum include general specifications for kindergarten curricula.	2	13
					14
- Objective and essay written tests	Brainstorming.	The kindergarten system in (Lebanon, the United States of America, and Japan) - The emergence and development of kindergartens in Iraq	The students learned about the kindergarten system in (Lebanon, the United States of America, and Japan) – the origins and development of kindergartens in Iraq	2	15

Evaluation				Grade standard
My formation		My summary		
Degree	Evaluation methods	Degree	Evaluation methods	Excellence (90-100) - Very good (80-less than 90) - Good (70-less than 80) - Average (60-less than 70) - Acceptable (50-less than 60) - Weak (less than 50) -
1%	Daily tests	20	First month theoretical exam	
1%	Seminars	15	Second month theory exam	
1%	Reports		Quarterly practical assessment	
1%	sharing		Final practical exam	
1%	Volunteer work	60	Final theory exam	
5%		95%		
			Total marks (100%)	

1- History of Kindertartens / Najm al-Din Ali Mardan

2- Kindertartens: Their Philosophy, Objectives, Curricula, Programs, Systems, and Historical Development / Saadi Jassim Attia / Hassan Muhammad Qasim

Layla Al-Arabi / Training of Kindergarten Teachers in the Arab World
Mona Abdelkader / Active Learning in Kindergarten

Course description template

Principles of Education	1- Course Name
(.....EDUF12.....)	2- Course code
Second semester - 2026	3- Term / Year
2/3/2026	4- Date this description was prepared
My attendance is mandatory.	5- Available forms of attendance
3 hours per week 15 educational units	6- Number of study hours (total) Number of units (total)
M.M. Roaa Adel Najm	7- Name of the course coordinator
ruaadilnajim@uodiyala.edu.iq	
8- Course Objectives	
<p>Introducing students to the theoretical and philosophical foundations of the educational process. ١</p> <p>Trace the historical development of educational thought throughout the ages. ٢</p> <p>Understanding the relationship between education and society and the challenges of modern education. ٣</p>	
9- Teaching and learning strategy	

1- Interactive lecture: It relies on delivering the scientific material while involving students by asking direct questions to break the ice and stimulate thinking.

Discussion groups: Allocating time for group dialogue on educational issues, which helps the student to formulate her own opinions based on scientific principles. .1

Brainstorming strategy: It is used especially when discussing contemporary educational problems to stimulate the largest number of creative ideas and solutions from the students. .2

Self-learning (research reports): Assigning students to prepare reports or mini-research papers on prominent figures in educational thought or philosophical schools to deepen their research and inquiry skills. .3

5. Presentations: Using visual aids to illustrate historical and philosophical concepts, thus facilitating the comprehension of the material.

10- Course structure					
Evaluation Method	Teaching method	the topic	Required learning outcomes	Hours	Week
classroom discussion	Interactive lecture	The concept of education (linguistically and technically))	Understanding linguistic and terminological concepts	3	the first
Daily test	brainstorming	The necessity of education and its general objectives	Understanding the goals of the educational process	3	the second
sharing	Presentation and dialogue	Characteristics of education and its relationship to other sciences	Understanding the characteristics of education	3	the third
Simplified report	demonstration	Historical origins (primitive and ancient education))	Following ancient educational thought	3	Fourth
First month exam					Fifth
Question and Answer	a lecture	Education in the Islamic era and its prominent figures	Understanding Islamic Educational Thought	3	Sixth
Performance Note	group discussion	Philosophical foundations (idealism and realism))	Knowledge of philosophical schools	3	Seventh
quick quiz	Educational dialogue	Pragmatist and Naturalist	Assimilation of modern philosophies	3	Eighth

		Philosophical Foundations			
sharing	brainstorming	The social origins of education	Analysis of the societal role	3	Ninth
Evaluating interaction	a lecture	Education and socialization	Understanding the impact of the environment and society	3	tenth
Daily test	Show examples	Psychological foundations (growth and learning))	Linking psychology to education	3	eleventh
discussion	throw	Economic assets and education financing	Understanding the physical aspects of education	3	twelfth
note	Role-playing	The teacher, the learner, and the curriculum	Analysis of the elements of the educational system	3	thirteenth
Research report	panel discussion	Contemporary educational problems (globalization and values))	Critique of contemporary issues	3	fourteenth

11- Evaluation methods

The student's performance in the subject (Principles of Education) is assessed based on the annual coursework system and the final exam, with a total of 100 marks, distributed as follows:

First: The semester coursework grade (40 points): It is distributed as follows:

Monthly (written) exams: (25) marks, including two theoretical tests to measure cognitive comprehension of the material. .1
Daily exams (Quizzes): (5) marks, which are short, surprise tests to ensure continuous monitoring .2
Scientific reports: (5) marks, awarded for mini-research papers and reports assigned to students .3
Classroom and extracurricular participation: (5) marks, including interaction within the classroom, discussions, and completion of assignments .4
Second: Final semester exam grade (60 marks):
A comprehensive written exam covering all the curriculum topics studied during the semester. .1

12- Learning and teaching resources

<p>The systematic book (Principles of Education and Teaching), authored by a select group of education professors from Iraqi universities.. .1</p> <p>The book (Introduction to Education) for the year 2024 (or the latest version approved by the Ministry) .2</p>	<p>Required textbooks -1</p>
<p>The book (Principles of General Education), by Dr.Mohamed Mounir Morsi. -1</p> <p>The book (Fundamentals of Education), by Dr.Saeed Ismail Ali. -2</p> <p>The book (Philosophy of Education: Theories and Applications), by Dr.Abdul Latif Fouad -3</p>	<p>Main references and sources -2</p>
<p>Scientific journalsAl-Fath Journal for Educational and Psychological Research (University of Diyala), and the Journal of the College of Basic Education. -1</p>	<p>Recommended books and referencesScientific journals, reports... -3</p>

<p>Reports UNESCO reports on the future of education and sustainable development. -٢</p> <p>Research Research published in the annual educational conferences of Iraqi universities. -٣</p>	
<p>Iraqi Academic Scientific Journals Platform (IASJ): To view the latest local educational research. -١</p> <p>Digital Library of the University of Baghdad / College of Education: To access electronic resources and books. -٢</p> <p>Tools website (Adawat): For Arabic educational and pedagogical resources. -٣</p> <p>Scientific researcher (Google Scholar): To search for studies on the origins and philosophy of education. -٤</p>	<p>Electronic references, websites.... ..) -٤</p>

(Course description template)

Course Name
General Arabic language
Course code
There is no course code.
Semester/Year
First semester
Date this description was prepared
1/3/2026
Available forms of attendance
Mandatory attendance
Number of study hours (total) / Number of units (total)
(30) hours for the second semester
Name of the course coordinator (if there is more than one, please mention it).
Name: M.M. Marwa Majed Hamid te@uodiyala.edu.iq 66basica
Course objectives

<p style="text-align: center;">Grammar - Parts of Speech Types of knowledge pronouns Singular and dual forms and their declension The masculine plural, its conditions, and its declension Feminine plural Broken plural The five names Secondly, literature - 1-Poem by Zuhair Ibn Abi Sulma 2- The poet Ibn Zaydun and his poem (Al-Nuniyya) Thirdly, the Holy Quran Verses from Surah Al-Qamar Fourthly, the sermon of the Prophet (Muhammad, peace and blessings be upon him)</p>					Course objectives
Teaching and learning strategies					
Teaching and learning methods					strategy
<p style="text-align: center;">The lecture, accompanied by questioning. Students are required to visit the library and the international information network (the Internet) to gain additional knowledge of the study materials, and they are assigned to write research papers to encourage them to frequent libraries. Giving homework that requires subjective explanations using causal methods.</p>					
Assessment methods					
<p>1- Daily tests with multiple and varied questions for the study materials. Submitting research papers. 2- The written test measures the students' ability to 3- understand the material and memorize examples, evidence, and prominent figures in the field of Arabic grammar. Assign specific grades to daily assignments. 4- Practical training (observation) for the first stage. 5-</p>					
Course structure					
First semester					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week

Participating in the preparation	Interrogation	Grammar - Parts of Speech	Enabling the student to learn how to control parts of speech	2	the first
Daily written exam	Interrogation	Types of knowledge	Enabling the student to Understanding types of knowledge	2	the second
Participating in the preparation	Interrogation	Singular and dual forms and their declension	Understanding the singular and dual forms and their grammatical analysis	2	the third
Daily written exam	Interrogation	The masculine plural, its conditions, and its declension	How to know words The masculine plural, its conditions, and its declension	2	Fourth
Participating in the preparation	Interrogation	Feminine plural	Getting to know Feminine plural	2	Fifth
Participating in	Interrogation	Broken plural	Broken plural	2	Sixth

the preparat ion					
		Monthly (written) exam			Seventh
Participa ting in the preparat ion	Interrogati on	Literature Poem by Zuhair ibn Abi Sulma His poem (Al-Nuniyah)	Introductio n to the poem of Zuhair ibn Abi Sulma	2	Eighth
Daily written exam	Interrogati on	The poet Ibn Zaydun	Definition The poet Ibn Zaydun	2	Ninth
Participa ting in the preparat ion	Interrogati on	Poem by Zuhair ibn Abi Sulma His poem (Al-Nuniyah)	Introductio n to Poem by Zuhair ibn Abi Sulma His poem (Al-Nuniyah)	2	tenth
Daily written exam	Interrogati on	to explain Verses from Surah Al-Qamar	Explanatio n of verses from Surah Al-Qamar	2	eleventh
Participa ting in the preparat ion	Interrogati on	Memorizing verses from Surah Al-Qamar	Memorizin g verses from Surah Al-Qamar	2	twelfth
Daily written exam	Interrogati on	The sermon of the Prophet (Muhammad, peace and blessings be upon him)	Getting to know The sermon of the Prophet (Muhamm	2	thirteent h

			ad, peace and blessings be upon him)		
Participating in the preparation	Interrogation	Review of previous information	Review lesson	2	fourteenth
		Monthly (written) exam			fifteenth
Course evaluation					
<p>First: The semester coursework grade (40): distributed as follows: (25) marks for monthly (written) exams. (5) marks for daily exams. (5) points for reports. (5) Classroom and extracurricular activities. Second: Grade for the final semester exam: (60)</p>					
Learning and teaching resources					
<p>1. The Holy Quran 1- The Prophetic Biography: by Ibn Hisham Al-Ansari (d. 761 AH), Dar Al-Jeel, Beirut, Vol. 4, 1990 AD. 2- Alfiyya Ibn Malik, by Jamal al-Din Muhammad ibn Abdullah ibn Malik al-Andalusi (d. 672 AH), Beirut, 2000 AD. 3- Clear Grammar in Arabic Language Rules, Ali Al-Jarim (d. 1949) and Mustafa Amin (d. 1997), Dar Al-Maaref, Cairo, 1955. 4- Al-Nahw Al-Wafi: Abbas Hassan (d. 1978), Dar Al-Maaref, Cairo, 1963. 5- The Diwan of Ibn Zaydun, Ahmad ibn Abdullah (d. 463 AH), Beirut, 2nd edition, 2008, Dar Al-Ma'rifah. 6- The Diwan of Zuhair bin Abi Salma, edited by: Ali Hassan Faour, Beirut, Dar Al-Kutub Al-Ilmiya, 1988 AD.</p>			<p>Required textbooks (methodology, if applicable)</p>		

<p>7- Jami' al-Durus al-Arabiyya: Mustafa al-Ghalayini (d. 1997), Dar Ihya' al-Turath al-Arabi, Beirut, 2004.</p> <p>8- Zad al-Ma'ad fi Hadyi Khayr al-'Ibad, by Ibn Qayyim al-Jawziyya (d. 751 AH), Al-Risalah Foundation, Beirut, Vol. 3, 1994 AD.</p> <p>9- Ibn Aqil's commentary on Ibn Malik's Alfiyya: by Baha' al-Din Abdullah Ibn Aqil al-Hamdani al-Misri (d. 672 AH), Dar al-Fikr, Beirut, 1985 AD.</p> <p>10- Shudhur al-Dhahab fi Ma'rifat Kalam al-'Arab: by Ibn Hisham al-Ansari (d. 761 AH), Dar al-Kutub al-'Ilmiyya, Beirut, 1998 AD.</p> <p>11- Sahih al-Bukhari, by Muhammad ibn Ismail al-Bukhari (d. 256 AH), Dar Tawq al-Najat, Beirut, 2001 AD.</p> <p>12- Qatr al-Nada wa Ball al-Sada, by Ibn Hisham al-Ansari (d. 761 AH), Dar al-Fikr, Beirut, 1996 AD.</p>	<p>Main references (sources).</p>
<p>Utilize any sources related to the topic.</p>	<p>Recommended supporting books and references (scientific journals, reports...).</p>
<p>Websites, Internet sites:</p> <p>1- The Comprehensive Library website.</p> <p>2- The website of Dr. Mohammed Rabie Saeed Al-Ghamdi.</p> <p>3- Al-Aluka website.</p> <p>4- The website of the illustrated books collection.</p>	<p>Electronic references, websites.</p>

Course description template

<p>English language</p>	<p>1- Course Name</p>
<p>ENGF12</p>	<p>2-Course Code</p>
<p>Second 2025-2026</p>	<p>3-Semester/Year</p>

1/10/2025	4- Date this description was prepared
mandatory	5- Available forms of attendance
2	6- Number of study hours (total) / Number of units (total)
millimeter. Fatima Gamal Saadallah	7-Name of the course coordinator
<p style="text-align: center;">8-Course Objectives</p> <p>Developing basic communication skills (listening, speaking, reading, .١ writing).</p> <p>Acquiring common vocabulary and structures for everyday use. .٢</p> <p>Understanding simple texts relevant to academic and public life. .٣</p> <p>Enhancing the ability to express ideas clearly and simply. .٤</p> <p>Building confidence in using English in different situations. .٥</p>	
<p style="text-align: center;">9- Teaching and learning strategy</p> <p>Simple explanation with clear examples from everyday life. •</p> <p>Repetition and continuous practice of words and sentences. •</p> <p style="text-align: center;">Use Arabic when clarification is needed. •</p> <p>Easy and gradual exercises according to the students' level. •</p> <p>Encouraging students to participate without fear of making mistakes. •</p>	

10-Course Structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Posts and exams	Training and Activities	Parts of speech	Knowledge of the parts of speech	2	the first
Posts and exams	Training and Activities	Parts of speech	Solve exercises about parts of speech	2	the second
Posts and exams	Training and Activities	Infancy and childhood	Understanding sections about infancy and childhood	2	the third
Posts and exams	Training and Activities	present simple tense	Understanding the present simple tense	2	Fourth
First month exam				2	Fifth
Posts and exams	Training and Activities	present simple tense	Solving exercises in the simple present tense	2	Sixth
Posts and exams	Training and Activities	Cognitive development	Reading information about cognitive development	2	Seventh
Posts and exams	Training and Activities	Genetics and Environment	Genetics and Environment	2	Eighth
Posts and exams	Training and Activities	simple past tense	Explanation of the simple past tense	2	Ninth
Posts and exams	Training and Activities	Play behavior	Information about playing behavior	2	tenth
Posts and exams	Training and Activities	Simple Future Time	Knowing the simple future tense	2	eleventh
Posts and exams	Training and Activities	Simple Future Time	Solving exercises on the future tense	2	twelfth

Posts and exams	Training and Activities	Comprehensive review	Comprehensive review	2	thirteenth
Posts and exams	Training and Activities	Comprehensive review	Comprehensive review	2	fourteenth
Second month exam				2	fifteenth

11-Evaluation methods

The total course grade (100) is divided into two main parts:

First: (40) marks for continuous assessment, including simplified oral and written exams, as well as marks for attendance and active class participation..

Second: (60) marks for the final written exam

Thus, the assessment system relies on balancing continuous assessment with the student's performance in the final exam according to specific skill standards..

12- Learning and teaching resources

Rapid review of English Grammar by Praninks,j

Developing skills by Alexander, LG

Phonetics and philosophy by Roach P.

Required textbooks -o

English for Psychologists by Evinyan SS et. al.

2- Main references and sources

English for Psychologists by Evinyan SS et. al.

a) Recommended books and references
Scientific journals, reports...

American Journal of Psychology
British Journal of Psychology

b) Electronic references, websites....

descriptionThe course

Principles of Art EducationIn kindergarten	1- Course Name
KGBB09EAK121	2-Course Code
the second	3-Semester/Year
	4- Date this description was prepared

My presence	5- Available forms of attendance
60 hours, including two hours of practical work and two hours of theory per week. three units	6- Number of study hours (total) / Number of units (total)
Dr. Hatham Khalil Hamid	7-Name of the course coordinator
<p>The student should become familiar with the concept of art education. ➤</p> <p>The student should be able to distinguish between the stages of artistic expression in children. ➤</p> <p>The student should use colors of all kinds. ➤</p> <p>The student should become familiar with handicrafts. ➤</p> <p>The student should learn about collage and its use in artistic expression. ➤</p> <p>The student should use the materials to produce the collage. ➤</p> <p>The student should use clay to produce three-dimensional shapes. ➤</p>	8- Course Objectives:

9-a- Teaching Strategies:

The method of lecturing and delivering the lecture. .1

The inductive and interrogative method. .2

Cooperative learning strategy. .3

b) Learning strategy:

Respond, question, and discuss. .1

classroom cooperation .2

10- Course structure:

Subject name	Number of hours	Week
The concept and objectives of art education	4	the first

The concept and objectives of art education The importance of art education in kindergarten	4	the second
Stages of artistic expression in children.	4	the third
Stages of development in art education. Analysis of children's drawings	4	Fourth
Methods of stimulating imagination and their effect on artistic expression among children, the realistic environment.	4	Fifth
Methods of stimulating imagination and their effect on artistic expression in children: materials, methods, and trips.	4	Sixth
Primary and secondary colors A practical application of color use	4	Seventh
Handicrafts: their definition, importance, and areas of use.	4	Eighth
First exam	4	Ninth
The use of colored pencils of all types, and their effect on children's artistic expression, with practical applications.	4	tenth
The concept of collage and its use in children's artistic expression	4	eleventh
Developing skills in using materials to meet collage requirements, with practical application.	4	twelfth
Using clay and similar materials to create shapes and play, with practical application	4	thirteenth
Making masquerade masks using different types of paper With practical applications	4	fourteenth
Second exam	4	fifteenth

11- Required learning outcomes:

The student should be able to use colors of all kinds. .1

The student should be able to produce practical artistic collage materials. .2

The student should be able to make masquerade masks using different types of paper. .3

12- Course Evaluation:

The distribution of marks out of (100) is based on the tasks assigned to the student:

End-of-term exam	Student practical participation	Second exam	Student duties	First exam
60	5	15	5	15

13- Learning and teaching resources:

Principles of Art Education / Dr. Mahmoud El-Basyouni Developing the artistic and motor skills of a kindergarten child / A group of authors	Required books and course materials
Art Education for Kindergarten Children / Dr. Manal Abdel Fattah Art Education in Early Childhood / Dr. Jinan Hassan Ammar	Main References (Sources)

Program description template

73. Course Name
socialization
Course Code 74
-KGBB09122

the chapter/ year		75
the secondFirst stage		
Date this description was prepared		72
1/3/2026		
Available forms of attendance		77
My presence		
Total number of study hoursTotal number of units		78
3 3		
Name of course coordinatorIf more than one name is mentioned		71
A.M.D. Wafa Sabr Nazal		
Course objectives		89
•	<ul style="list-style-type: none"> -10 Preparing a professionally prepared and successful teacher capable of training future leaders using educational skills that are appropriate to the scientific developments taking place. -11 The ability to deal with children's problems and find solutions for them. -16 Understanding the educational methods and approaches to the problems that female students face during the educational process. 	
Teaching and learning strategies		81
<p>The lecture method involves lecturing, in addition to using modern educational tools such as PowerPoint presentations and interactive whiteboards, as well as discussion and problem-solving related to the topics..</p> <p>Also, motivating the student to be able to deal with modern technologies for teaching preschool children.</p>		strategy
<p>21. Giving students the freedom to discuss and ask questions about the topic. 22. The skill of choosing the right method.</p> <p>-23 Choosing the appropriate teaching method that helps students understand the subject according to individual differences.</p> <p>-24 Developing the skill of expressing an opinion among kindergarten students.</p>		
Course structure		86

Evaluation Method	Teaching method	Unit name/ course or the topic	Required learning outcomes	Hours	Week
Asking questions	discussion and dialogue	Understanding the nature of upbringing social	The concept of socialization	4	First /the second
discussion	delivery	HeredityEnvironment. Learning. Maturation.	Sources of socialization	4	the third/ Fourth

discussion	delivery	Clarifying the process of socialization according to Islamic law Islamic	Socialization in Islam	4	Fifth / Sixth
Homework	delivery	CultureFamily. Upbringing. Peer groups. Places of worship. Resources Media	Factors affecting socialization	4	Seventh/ Eighth
Mini-search	Discussion and dialogue	Social role theory, social learning theory Erikson's theory of social contract	Theories explaining socialization	4	Ninth / tenth
Asking questions	Daily tests	Family functions	Mechanisms of socialization	4	eleventh/ the second ten
Mini-search	delivery	Understanding its educational methods	The role of the kindergarten teacher in socialization	4	thirteenth/ Fourth ten
				Course evaluation	83
very good					
				and teaching Learning resources	84
Abdul Aziz Khawaja, Dar Al Arab Publishing		-6 Principles of Socialization			
Omar Ahmed Hamshari, Dar Safaa Publishing2013		-7 Child socialization			

5. Expected Learning Outcomes of the Program	
Knowledge	
	<p>A-1 Understanding the nature of socialization.</p> <p>A-2 Identifying the goals of socialization.</p> <p>A3. Clarifying the Islamic interpretation of socialization. 4. Understanding the factors that influence socialization.</p> <p>A-5 Paying attention to social theories that have explained socialization.</p> <p>A-6 Identifying the mechanisms upon which the socialization process is based.</p>
Skills	
	<p>for1 - Motivating students to engage in an educational process based on scientific principles.</p> <p>for2 - Creating student awareness of the importance of raising children according to Islamic law.</p> <p>for3 - Encouraging students to actively participate in discussion groups about the obstacles to social development.</p>
Evaluation	
	<p>Observing students during the discussion process, which involves asking questions about the topic, emphasizing the correct answer, and explaining how to avoid incorrect answers by ensuring a proper understanding of the subject. A lesson assessment is then conducted using feedback to determine the students' comprehension of the chosen topic..</p>

<i>Course Name 07</i>
<i>Child health and nutrition</i>
<i>Course Code 08</i>
<i>-KGBB09Cn123</i>
<i>.00 Chapter / Year</i>
<i>the firstFirst stage</i>
<i>199 Date this description was prepared</i>
<i>15/3/2026</i>
<i>101 Available forms of attendance</i>
<i>My presence</i>

<i>102 Total number of study hours: Total number of units</i>	
	2 2
<i>113. Name of the course coordinator (if there is more than one, mention it).</i>	
Prof. Dr. Balqis Abdul Hussein	

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194. Course Objectives

- -15 Preparing a successful professional teacher capable of training future leaders with educational skills that are appropriate to the scientific development taking place.
- 12 The ability to deal with children's problems and find solutions for them.
- 17 Understanding the educational methods and approaches to problems faced by female students during the learning process

195 Teaching and Learning Strategies

<p>The lecture method involves lecturing, in addition to using modern educational tools such as PowerPoint presentations and interactive whiteboards, as well as discussion and problem-solving related to the topics..</p> <p>Also, motivating the student to be able to deal with modern technologies for teaching preschool children.</p>	<i>strategy</i>
<p>21. Giving students the freedom to discuss and ask questions about the topic. 31. The skill of choosing the right method.</p> <p>-31 Choosing the appropriate teaching method that helps students understand the subject according to individual differences.</p> <p>-32 Developing the skill of expressing an opinion among kindergarten students.</p>	

192 Course Structure

<i>Evaluation Method</i>	<i>Teaching method</i>	<i>Unit name/ course or the topic</i>	<i>Required learning outcomes</i>	<i>Hours</i>	<i>Week</i>
<i>Asking questions</i>	<i>Discussion and</i>	<i>Essential nutrients</i>	<i>Identifying the elements</i>	<i>4</i>	<i>First /the secon</i>

	<i>dialogue</i>		<i>food</i>		<i>d</i>
<i>discussion</i>	<i>delivery</i>	<i>The importance of water for the body</i>	<i>Awareness of the importance of water for the body</i>	<i>4</i>	<i>the third/ Fourth</i>
<i>discussion</i>	<i>delivery</i>	<i>Key general characteristics related to nutrition in kindergarten children</i>	<i>Self-reliance, curiosity</i>	<i>4</i>	<i>Fifth / Sixth</i>
<i>Homework</i>	<i>delivery</i>	<i>Acquiring nutritional information</i>	<i>Preference for healthy foods, nutrition during childhood</i>	<i>4</i>	<i>Seventh/ Eighth</i>
<i>Mini-search</i>	<i>Discussion and dialogue</i>	<i>Self-feeding</i>	<i>Identifying desired foods</i>	<i>4</i>	<i>Ninth/ tenth</i>
<i>Asking questions</i>	<i>Daily tests</i>	<i>Types of eating habits among preschool children</i>	<i>Urges and rituals, and changes in appetite</i>	<i>4</i>	<i>eleventh Twelfth</i>

<i>Mini-search</i>	<i>delivery</i>	<i>Feeding a preschool child</i>	<i>Types of food essential for this stage</i>	<i>4</i>	<i>thirteenth/ Fourth ten</i>
<i>197 Course Evaluation</i>					
<i>very good</i>					
<i>198 Learning and Teaching Resources</i>					
<i>-8 Mohamed Nagaty (2112)</i>		<i>-2 Nutrition for children, adolescents and the elderly</i>			
<i>-3 Mahja Zayed (2111)</i>		<i>-9 Child nutrition from birth to after school</i>			<i>-10</i>

Course description template

<i>Course Name</i> .١	
<i>Islamic Education</i>	
<i>Course code</i> .٢	
<i>ISLFI2</i>	
<i>Semester/Year</i> .٣	
<i>First stage / Second semester</i>	
<i>Date this description was prepared</i> .٤	
<i>1/4/2026</i>	
<i>Available forms of attendance</i> .٥	
<i>Mandatory attendance</i>	
<i>Number of study hours (total) / Number of units (total)</i> .٦	
<i>30 hours / 2</i>	
<i>Name of the course coordinator (if there is more than one, please mention it).</i> .٧	
<i>Name: M. Dr. Suhaila Jaafar Abbas Email basica58te@uodiyala.edu.iq</i>	
<i>Course objectives</i> .٨	
<i>Students learn about the divine laws in general and Islamic education in particular.</i> -١	<i>Course Objective</i>
<i>To enable students to understand the characteristics of Islamic education.</i> -٢	
<i>To enable the student to understand the Holy Quran, the prophet's Sunnah, the principles of jurisprudence, and the sources of Islamic legislation..</i> -٣	
<i>Introducing students to the most important sources and references that can be consulted in the course material.</i> -٤	

<p>linking Islamic concepts and values to the learner's needs and the requirements of the times and society, and guiding his behavior and interactions..</p> <p>Developing critical and analytical thinking skills, the ability to plan and communicate, and the use of modern educational methods..</p>	
Teaching and learning strategies . ⁹	
<p style="text-align: center;">Teaching and learning methods</p> <p>1- The method of delivery and asking questions about the answer.</p> <p>2- Requiring students to submit reports related to the course material in order to become familiar with the material closely and to encourage them to use libraries.</p> <p>3- Giving the student homework that consists of summarizing a book of Hadith sciences in a way that ensures he learns and becomes familiar with the various lessons of Hadith science.</p> <p style="text-align: center;">Assessment methods</p> <p>1- Daily tests in the subject matter.</p> <p>2- Submitting practical reports on the subject.</p> <p>3- Monthly written tests that measure the student's understanding of the material and his recall of examples.</p> <p>4- Distributing grades in a way that guarantees the student's rights in terms of attendance, participation and extracurricular activities.</p>	strategy

Course structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Oral questions and student participation in the lecture	discussion	Introduction to the science of the foundations of religion	Knowledge of the science of the fundamentals of religion The student understands the importance of studying the fundamentals of religion.	2	1

Asking questions and receiving answers from the student	brainstorming	The names of this science and their origins	Understanding the characteristics of the fundamentals of religion	2	2
Oral questions and student participation in the lecture	Cooperative learning	The pillars of faith according to the majority of Muslims.	Understanding the pillars of faith	2	3
Oral questions and student participation in the lecture + daily written exam	Discussion and questioning	Theology	1-Knowledge of theology	2	4
Oral questions and student participation in the lecture	self-education	God's existence and attributes	To recognize the existence and attributes of God.	2	5
Oral questions and student participation in the lecture	Cooperative learning	Evidence of God's existence and attributes	Knowing the evidence of God's existence and attributes	2	6
First midterm test - Solve the test and discuss the mistakes with the students				2	7
Asking questions The student will answer it.	brainstorming	Hadith Guide – A Guide to Care and Invention	Knowledge of the evidence of hadith, evidence of care, and invention	2	8
Oral questions and student participation	Lecture	Deception of the senses – Atheism	He understands the importance of deceiving the senses	2	9

in the lecture			Getting to know atheism		
Oral questions and student participation in the lecture	Cooperative learning	Divine Attributes – The Psychological Attribute (Existence)	Understanding psychological traits	2	10
Oral questions and student participation in the lecture	brainstorming	Negative qualities (antiquity, permanence, defiance of accidents, self-reliance, singularity)	Knowing the negative traits	2	11
Oral questions and student participation in the lecture + daily written exam	Cooperative learning	Attributes and Meanings (Power, Will, Knowledge, Life, Hearing, Sight, Speech)	Understanding the attributes and meanings	2	12
Oral questions and student participation in the lecture	interrogation	The impact of the doctrine of monotheism on life What is impossible for God Almighty What is permissible in relation to God Almighty		2	13
Discussion of reports				2	14
Second periodic test - Solve the test and discuss the mistakes with the students					15

Course evaluation

- 1- The grade for the first semester is distributed as follows:
- A. (10) marks for daily exams (oral and written)
 - B. (10) points for participation and classroom and extracurricular activities.
 - C. (20) marks for written exams.
2. (60) marks for the end-of-first-semester exam.

Learning and teaching resources

	Required textbooks (methodology, if applicable)
Introduction to Islamic Law: Mustafa Al-Zalmi	Main references (sources)
Summary of Islamic Education: Foundations of Islamic legislation Introduction to Islamic Studies	Recommended supporting books and references (scientific journals, reports...)
E-learning platforms, the websites of Iraqi universities.	Electronic references, websites