

Academic Program Description Template

University Name: Tikrit University

College / Institute: College of Education for Human Sciences

Academic Department: Department of Art Education

Name of the Academic or Professional Program: Bachelor's

Name of the Final Degree: Bachelor in Art Education

Study System: Annual

Date of Description Preparation: 2026/2/7

Date of File Completion:

Signature:



Signature:

Head of Department Name: د. زياد صوفي رزق

Academic Assistant Name:

Date: ٢٠٢٦ / ٢ / ١٦

الاستاذ الدكتور
رشيد الطيف ابراهيم الجشاوي
معاون العميد للشؤون العلمية

File Reviewed by:

Quality Assurance and University Performance Division

Name of the Director of Quality Assurance and University Performance Division:

Date:

Signature:

Endorsement of the Dean

Program vision .1

Art education is an important part of the educational process in the general education stages and is complementary to other academic subjects, as it undertakes the task of developing and growing the artistic and creative abilities new artistic trends that adapt to their working of learners to gain them express them with opportunities to provides and , conditions and environment freedom in their It develops . their uniqueness in vision, thinking and discovery To express their feelings, thoughts, and emotions in a way . artistic expression gives every learner the Art education . that meets their needs and desires In addition, it works to . opportunity to practice the artistic style he desires him meet the needs and requirements of develop his artistic skills, which helps For the purpose of . other academic subjects, such as drawings and plans seeks to continuously achieving the above, the Department of Art Education By . resrequi it what and develop and raise the scientific and artistic level developing a plan aimed at improving the performance of teachers and providing the department's classrooms and equipping them with the latest the equipment and supplies it needs and in a manner commensurate with and developing a new ,the department for Public and private .objectives art and , Science new global data in the field that takes into account program to will contribute teachers who education in order to graduate competent . the nation building

Program message .2

Art education has an effective role in building the personality of the citizen It . who lives amidst contemporary social changes and transformations contributes positively to the development and refinement of the student's Art . ional, sensory and motor aspects personality from the mental, emot education pays attention to these aspects in a balanced and consistent manner without giving priority to one aspect over another, so that the student can adapt the art ,Therefore . ivesto life and add meaning to life according to the way he l education teacher must know what is meant by art and art education, and he must also link the teaching of art education to society's problems, needs, and to its Therefore, the role of the art education teacher is to return art . culture cultural components so that it can play its role in building a creative, sensitive, thinking individual who contributes a share to the progress of his nation and . homeland, armed with culture and scientific thought
develop and raise the to t's mission isBased on the above, the departmen

academically in a way that suits the and capabilities of graduates artistically achieving as well as , requirements of contemporary life and the labor market ination and creative an integrated educational environment that stimulates imag thinking in all its forms and at the level of artistic production and professional development in specialization and openness to the contemporary world in order to achieve , and culturally artistically , Technologically .scientifically with innovations in the field of communication continuous knowledge and .specialization

Program objectives .3

:Department objectives

The general objectives of the Department of Art Education are related to for Humanities, as well as its own the objectives of the College of Education :objectives, as the department aims to the following

1. technically prepared to and Graduating cadres who are educationally the bodies and) meet the needs of society and the labor market and to qualify them to (ucation falls institutions within which artistic ed .evaluate educational and artistic goals
2. Preparing specialized researchers in the field of art education who conduct research and experimentation at various levels of general and developing the components of the university education with the aim of .educational process
3. Preparing specialists capable of preparing training programs for workers .(service subject teachers-in the fields of art education (qualifying in
4. art Preparing specialists capable of implementing and presenting through and their role in community development education programs .various media and communication means
5. Spreading artistic and aesthetic culture by developing artistic awareness ic feeling; By developing the mental and sensory aspects, and aesthet .and thus developing artistic and aesthetic taste
6. among Developing cultural awareness of the importance of the arts department and college students and various segments of society and .irm social and moral valuesworking to aff
7. Discovering artistically talented individuals, developing and refining their .abilities, and working to nurture and guide them

Programmatic accreditation .4

Art education programmes

:academic program able to Make the student enrolled in the

- 1. .Explains the concepts of art education**
- 2. .Masters the concepts of art education**
- 3. .He studies art education topics**
- 4. He masters various arts skills such as drawing, sculpture, .photography, and creative handicrafts**
- 5. works and understands the aesthetic and Understands artistic .technical elements used**
- 6. .Illustrates the history of art in different time periods**
- 7. .Proficient in public presentation skills**
- 8. .Proficient in design skills**
- 9. Explains the concepts of aesthetics and its philosophy**

Other external influences .5

- 1. and in the field of plastic for students Training courses .theatrical arts**
- 2. .and theatrical festivals Organizing exhibitions**
- 3. Application of the teaching field of art education in secondary schools**
- 4. Holding training courses for art education teachers in of the Tikrit the Preparation and Training Directorate .Education Directorates**
- 5. . university research, theses and theses**

6. . Organizing theatrical performances

Program structure .6				
comments	percentage	Study unit	Number of courses	Program structure
Basic	%13.6	10	6	Enterprise requirements
Basic	%31.8	28	14	College requirements
Basic	%54.5	48	24	Department requirements
_____	_____	_____	_____	summer training
_____	_____	_____	_____	Other

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

Credit hours		Program description . 7		
practical	theoretical	Name of the course or course	Course or course code	Year/level 2024/2023
	2	Foundations of education		first The

	2	Arabic	
1	1	Computer	
	2	Educational psychology	
	1	Human rights and democracy	
	2	Theater history	
2	1	the art of acting	
2	1	Arabic calligraphy and Islamic decoration	
	2	Elements of art	
4		and colours Layout	
	2	English	
	2	Developmental psychology	the second
	2	educational administration	
	2	Aesthetics	
	2	Perspective	
	2	History of fine art	
4		Oil colors	
4		Sculpture	
1	1	the art of acting	
2	1	Voice and speech	
	2	Principles of theater directing	
	1	Crimes of the defunct Baath Party	
	2	English	

	2	Educational guidance and mental health		Third
	2	Methods of teaching art education		
	2	Scientific research method		
	2	Connoisseurship and artistic criticism		
4		earthenware		
2	1	Create a visualization		
2	1	School theater		
2	1	The art of writing a play		
2	1	Theater directing		
	2	Personality psychology			Fourth
	2	Measurement and evaluation		
4		Watch and apply		
	2	Means of communication		
4		Handicrafts		
1	1	Theatrical techniques		
4		Theater graduation project		
4		Plastic graduation project		
	2	Graduation Project		

Expected learning outcomes of the program .8

Knowledge

<p>1. A document that combines the learning outcomes of the academic program and its .courses</p> <p>2. A document showing the theoretical and number of t practical hours, provided that the practical percentage is not less than 15% of the total hours specified for the program’s .courses</p>	<p>1- Cognitive goals</p> <p>That the student is able to know the .1</p> <p>That the -2 .trends of art education student is able to know the importance .of art education and its objectives</p> <p>The student should be familiar with -3 .technical schools and critical trends</p> <p>miliar with That the student is fa -4 modern teaching methods for art .education</p> <p>That the student is familiar with -5 modern methods in studying art .education</p>
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Skills

<p>1. A document that combines the learning outcomes of the academic program and its .courses</p> <p>2. A document showing the number ical hours, of theoretical and pract provided that the practical percentage is not less than 15% of the total hours specified for the .program’s courses</p>	<p>That the student is able to become - 1 familiar with the methods of teaching, evaluating the scientific measuring and .subject</p> <p>The student should be able to choose - 2 the appropriate teaching method for each scientific subject so that he .presents it in an interesting way</p> <p>That the student is able to solve - 3 problems related to students’ understanding of the scientific subject by using theories of educational psychology and modern teaching methods, which facilitates the study and .teaching of art education</p> <p>The student should be able to perform -4 .artistic works of various kinds</p> <p>nt should be able to use The stude-5 .various materials</p> <p>That the student be able to critique - 6</p>
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	.artistic works of all kinds		
Statement of learning outcomes 3	Learning outcomes 3		
Value			
Producing theatrical works and visual exhibitions that enhance values and borrow from the cultural and civilizational .society heritage of	<ol style="list-style-type: none"> 1. Strengthening national identity through art 2. learner's Strengthening the connection to his civilizational and cultural heritage 3. Education towards acceptance of others and citizenship rights 		
Teaching and learning strategies .9			
<p>1- strategy according to the learner's ability, so that if the student is able to learn the concept of the meaning of creativity in art, he will acquire various artistic skills in producing dissimilar .art works of</p> <p>2- strategy in learning and in analyzing works of art. This strategy refers to the highest levels of thinking of the learner when deriving solutions to a specific problem or when analyzing works of .art</p> <p>3- le, dissimilar solutions to address a specific strategy allows the learner to identify many suitable .educational problem, or several suitable solutions, for example, to create a specific work of art</p> <p>4- Brainstorming to produce quick solutions and answers to a problem in learning</p>			
Evaluation methods .10			
<p>Formative or formative assessment (daily exams, class discussion, homework - .(up, classroom calendar-assignments and their follow</p> <p>Diagnostic evaluation (semester and final exams to issue judgments of success - .(and failure</p> <p>1- for practical, theoretical and applied subjects Monthly, semester and final exams</p> <p>2- Feeding Back .through feedback</p> <p>Quiz</p>			
The teaching staff .11			
Faculty members			
Preparing the teaching staff	Req uire men	Specialization	Scientific rank

		ts/sk ills if) (any			
lect urer	angel		private	general	
	*		Literature and criticism	Performing arts	Ziad is sweet .a
	*		Fabrics	design	a. Dr.. Pure days
	*		fee	Fine Arts	Nebras Wafaa. M.D.
	*		Art Education	Art Education	Amer Salem ObaidA.M.D.
	*		Education Art	Art Education	Iman Abdel Sattar A.M.D. Atallah
	*		Theatrical techniques	Performing arts	a. Dr. Muzahim Khudair Hussein
	*		fee	Fine Arts	a. M. Dr. Osama Adnan Ali
	*		Broadcast journalism	Flags	Tayef-Yassin Alwan AIM.D.
	*		Modern Arabic literature	Arabic	.M. Dr. Yassin Faraj Yassin
	*		Theatrical techniques	Performing arts	In the name of M.D. Muhammad Ahmed
	*		stage	Art Education	Mother. M. Adnan
	*		Educational Psychology	Educational and psychological sciences	millimeter . Dahham Samer Maher

	*		language	Arabic	M.M. Haneen Saadoun Majeed
	*		The Constitutiona l law	Public law	millimeter . Zamil Maher Baker
	*		English	Teaching methods	millimeter . Manal Jodi Mahmoud
	*		Mycotoxins	Agricultural sciences	millimeter . Moaz Waad Okla
	*		Information systems	business management	millimeter . Anwar Ghazi Noman
	*		Modern literature	Arabic Language	millimeter . Samar Ahmed Khalaf

Professional development
Orienting new faculty members
Developing a continuous desire for research, experimentation and .artistic production .Translating ideas and feelings into artistic works Identify the elements and foundations of plastic and theatrical visual .language Employing plastic and performing arts materials, materials, and .techniques as a means of artistic expression e ability to analyze, interpret and issue judgments on Developing th .artistic works in both their plastic and theatrical branches
Professional development for faculty members
Scientific communication through seminars, conferences, and joint work - . es in similar specializations with competent cadr Accessing international studies in similar departments, to develop the - . ability to research and solve scientific problems Engaging in acquiring modern scientific expertise and skills in the field of -

.communication modern technical

Acceptance criterion .12

Admission to the college follows the central distribution system followed by the Ministry of Higher Education and Scientific Research, according to the balancing the admission form to Iraqi universities and institutes, and by .student's desire and the total he obtained

As for admission to the Department of Art Education, it is direct through more than one channel, in which the applicant is subject to a competitive .examination

ter's studies) through more than one As for admission to (postgraduate/mas channel, the applicant must take a competitive examination for postgraduate .studies

The most important sources of information about the program .13

similar Link to the program on the Internet, and its applications in - .universities

Training courses held by university quality and performance - departments on the program in various institutes and colleges in .Iraq

Program development plan .14

Tikrit - To achieve these goals, the Department of Art Education has developed a future - for Humanities College of Education / University vision that it is trying to achieve during the coming years. All members of the department participate in implementing it to raise the scientific eet quality requirements at the following and artistic level and thus m :levels

the teaching staff by holding training Preparing -:First: Academic level ,courses and granting them study leaves to raise the academic level roach the department is reaping the fruits of this app especially since . master's degree with most applicants completing the Benefiting from the Ministry's annual plan in the field of scholarships

doctoral holders outside the -and training courses for master's and post
hnical trends that country to learn about the modern scientific and tec
.international universities have achieved

Distribution of the vocabulary of each course over a period of 30 weeks,
up implementation during the academic -delivered to students for follow
.year

, library them from the free Directing students to sources and reviewing
college library, or external libraries, and specifying the names of
.important sources and references

Requesting professors to donate a copy of their master's thesis or
.students of benefit doctoral thesis to the college library for the
in the teaching and learning learning -e as much as possible on Relying
.process

Updating the curricula by 15% over the previous year's vocabulary in line
.with the developments and orders of the sector committee
.of lecture time investment

.scientific methods in the assessment and evaluation process ingAdopt

Organizing scientific trips for student elites to view exhibitions and
.festivals held inside and outside the country to benefit from them

archive in the Establishing a specialized library that serves as an
department, equipped with modern documentation tools (photographic
cameras, films, discs, and art books of international works of art) for the
.benefit of the department's students, professors, and researchers

n theatrical and visual techniques lessons Seeking to train the student i
.in practical workshops

in Arab and international departments Coordination with corresponding
.universities to exchange experiences and information

Activating electronic communication means to exchange information
.between teachers, students and researchers

Paying attention to graduate students (Master's) and directing the
research that is intended to be presented in the seminar subject to the
.applied aspect that aims to serve the community

ducation in the arts, which requires the teacher to Due to the privacy of e
directly supervise the student, the number of accepted students is taken
. changing constantly into account according to the capacity, which is

calligraphy, Opening summer courses for artistic specializations (Arabic
. (Islamic decoration, design, glass painting, oil painting, and acting

in Second: The level of coordination with corresponding departments
.Iraqi and Arab universities

:Third: The level of permanent and temporary committees

.all committees within the department Naming and updating

.Periodic activation of committees

Supporting committees with requirements and means that facilitate their

.mission

:Fourth: Level of activities

The department holds scientific seminars and discussions on an ongoing basis

The department offers theatrical artistic activities and plastic performances before the end of both the first and second semester

Preparing for active participation in plastic exhibitions, theatrical performances in Tikrit which is held by the University in the Cultural Week and singing performances in March of each year

Holding an integrated festival with students' graduation projects of each year, focusing on the practical aspect second semester

month of Holding a seminar and workshop for students applying for the February of each year

Holding art exhibitions of the department's students' products in colleges and universities, urging them to participate inside and outside the university, and approaching the Artists Syndicate and Association about this

forming a university theater group that participates in theatrical activities held by Iraqi, Arab and international universities

Submitting a study to transform the Department of Art Education into a college of Fine Arts after creating other artistic departments (Theatre, Fine Arts, and Design)

:Fifth: Media level

.Activating the Culture and Media Committee in the department

Coordinating with the college's media unit in donating some products, satellite channels publishing activities, and sending invitations to local schools

Strengthening and activating the website of the Art Education Department with activities, research, and lectures

Program skills chart

Learning outcomes required from the programme

Value			Skills			Knowledge				Essential or ?optional	Course Name	Course Code	Year/level
C2	C1	B4	B3	B2	B1	A4	A3	A2	A1				
			*							Basic			The first stage The second phase
										Basic	Foundations of education		
										Basic	Educational psychology		
										Basic	Arabic		
			*							Basic	English		
										Basic	Computer		
										Basic	Human rights and democracy		
*							*			Basic	Theater history		
		*					*		*	Basic	the art of acting		
		*					*		*	Basic	Arabic calligraphy and Islamic decoration		
		*					*		*	Basic	Elements of art		
		*						*	*	Basic	Layout and colours		
			*							Basic	Developmental psychology		
			*							Basic	educational administration		
*	*						*		*	Basic	Aesthetics		
		*					*		*	Basic	Perspective		
							*		*	Basic	History of fine art		
*		*					*		*	Basic	Oil colors		
*		*					*		*	Basic	Sculpture		
*		*					*		*	Basic	Acting art		
		*								Basic	Voice and speech		
*		*					*			Basic	Principles of		

											theatrical directing		
										Basic	Crimes of the defunct Baath Party		
	*		*					*		Basic	Educational guidance and mental health		third level
			*	*	*	*				Basic	Methods of teaching art education		
										Basic	Research Methodology		
	*						*	*	*	Basic	Connoisseurship and artistic criticism		
*			*				*		*	Basic	earthenware		
		*					*		*	Basic	Pictorial creation		
*		*					*			Basic	School theater		
*		*					*			Basic	The art of writing a play		
*		*					*			Basic	Theater directing		
			*							Basic	Personality psychology		The fourth stage
					*					Basic	Measurement and evaluation		
			*	*	*	*				Basic	Watch and apply		
										Basic	Means of communication		
		*								Basic	Handicrafts		
		*					*			Basic	Theatrical techniques		
		*					*			Basic	Theater graduation project		
		*					*			Basic	Plastic graduation project		
		*					*			Basic	Graduation Project		

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

First stage

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رشيد الطيف ابراهيم الحشماوي
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File Reviewed by:

Quality Assurance and University Performance Division

Name of the Director of Quality Assurance and University Performance Division:

Date

Signature:

Endorsement of the Dean

Course name .1	
Tikrit University / College of Education for Human Sciences / Department of Art Education	
Course code .2	
Theater history	
Semester /year .3	
2026-2025	
description was prepared The date this .4	
2026/2/13	
Available forms of attendance .5	
My presence	
(Number of study hours (total) / number of units (total .6	
60	
(Name of the course administrator (if more than one name is mentioned .7	
Name: Prof. Dr :Yassin Yassen Faraj . Email: yassen.faraj@tu.edu.iq	
Course objectives .8	
ing the Ministry of Education with staff specialized in teaching ucation in secondary schools	Objectives of the study subject
r Enabling students to know the history of	
cing students' awareness of the goals and functions of theater vey the message	
ng students with theater skills in various fields of education and	
Introducing students to the foundations of artistic education that o know the goals and objectives of theater	
ng students with the theoretical foundations on which theater ds and its impact on recipients	
Teaching and learning strategies .9	
1- . method Illocutionary 2- . method 3- .of solving problems Method	The strategy

Course structure .10					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow .(classroom calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Theater history	How did theater ?arise	2	the first
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow .(classroom calendar	Method -1 . Illocutionary Metacognition -2 . method solve How to -3 .problems	Theater history	Greek drama	2	the second
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow .(classroom calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Theater history	Tragedy	2	the third
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow .(classroom calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Theater history	Aeschylus	2	the fourth
Personal evaluation semester and final) exams to issue differentiation judgments between students and judgments of	electronic	Theater history	Sophocles	2	Fifth

.(success and failure					
or Formative formative assessment (daily exams, class discussion, homework assignments and up, -their follow .(classroom calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Theater history	Euripide s	2	VI
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow .(classroom calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Theater history	Comedy and comedy	2	Seve nth
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow .(classroom calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Theater history	Roman Theater	2	VIII
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow .(classroom calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Theater history	Popular comedy mimos ) (	2	Nint h
Personal evaluation semester and final) exams to issue differentiation between judgments students and judgments of .(success and failure	electronic	Theater history	The in stage the : church	2	The tenth
Formative or formative assessment (daily exams, class discussion,	Method -1 . Illocutionary Metacognition -2 . method How to solve -3	Theater history	Morality plays	2	eleve nth

homework assignments and up, -their follow (classroom calendar	.problems				
Formative or formative assessment (daily exams, class ,discussion homework assignments and up, -their follow (classroom calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Theater history	plays Comma The s comic	2	twel veth
Formative or formative assessment (daily exams, class ,discussion homework assignments and up, -their follow (classroom calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Theater history	Theater in Italy	2	Thirt eent h
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow (classroom calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Theater history	Theater in the Renaiss ance	2	fourt eent h
Personal evaluation semester and final) exams to issue differentiation judgments between students and judgments of (success and failure	electronic	Theater history	Comedy And the tragedy Italy in	2	Fifte enth
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow (classroom calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Theater history	The play A Rural nd the opera	2	First - Chap ter Two
Formative or formative	Method -1 . Illocutionary	Theater history	The in stage	2	the seco

assessment (daily exams, class ,discussion homework assignments and up, -their follow .(classroom calendar	Metacognition -2 . method How to solve -3 .problems		France		nd
Formative or formative assessment (daily exams, class ,discussion homework assignments and up, -their follow classroom calendar	way The- . Illocutionary Metacognition -2 . method How to solve -3 .problems	Theater history	The in stage England	2	the third
Formative or formative assessment (daily exams, class ,discussion homework assignments and up, -their follow classroom calendar	way The- . Illocutionary Metacognition -2 . method How to solve -3 .problems	Theater history	Romanti c direction	2	the fourth
Formative or formative assessment (daily exams, class ,discussion homework assignments and up, -their follow classroom calendar	way The- . Illocutionary Metacognition -2 . method How to solve -3 .problems	Theater history	The play The good one Made	2	Fifth
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow classroom calendar	method Illocutionary . Metacognition -2 . method How to solve -3 .problems	Theater history	the movem The ent in play beginning Century ten VIII	2	VI
Formative or formative assessment (daily exams, class discussion, homework assignments and	method Illocutionary . Metacognition -2 . method How to solve -3 .problems	Theater history	realism	2	Seventh

up, -their follow classroom calendar					
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow (classroom calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Theater history	Natural	2	VIII
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow (classroom calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Theater history	Symboli sm	2	Nint h
Personal evaluation semester and final) exams to issue differentiation judgments between students and judgments of (success and failure	electronic	Theater history	Expressi onism	2	The tenth
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow (classroom calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Theater history	Theater in the Arab world	2	eleve nth
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow (classroom calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Theater history	The beginnin g of theater in Lebanon	2	twel veth
Formative or formative assessment (daily exams, class	Method -1 . Illocutionary Metacognition -2 . method	Theater history	The beginnin g of	2	Thirt eent h

discussion, homework assignments and up, -their follow .(classroom calendar	How to solve -3 .problems		theater in Syria		
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow .(classroom calendar	Method -1 . Illocutionary Metacognition -2 . method solve How to -3 .problems	Theater history	The beginning of theater in Egypt	2	fourteenth
Personal evaluation final semester and) exams to issue differentiation judgments between students and judgments of .(success and failure	electronic	Theater history	The beginning of theater in Iraq	2	Fifteenth

Course evaluation .11

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

Learning and teaching resources .12

Theater history books	(Required textbooks (methodology, if any
Theater history research	(references (sources
Researcher Magazine in Theater History	Recommended supporting books and (...reports ,references (scientific journals
The library is available on the Internet	Electronic references, Internet sites

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الاستاذ الدكتور
رشيد الطيف ابراهيم الحشوازي
معاون العميد للشؤون العلمية

File Reviewed by:

Quality Assurance and University Performance Division

Name of the Director of Quality Assurance and University Performance Division:

Date

Signature:

Endorsement of the Dean

Course description form

:Course name .1	
Information Technology subject	
:code Course .2	
Areej Taher Noman Omar . millimeter	
:Semester/Year .3	
2025_2026	
:this description was prepared Date .4	
12_10_2025	
:Available attendance forms .5	
presence My	
:(of study hours (total) / number of units (total Number .6	
hours 60	
:(the course administrator (if more than one name is mentioned Name of .7	
Name: M.M. Areej Taher Noman Omar, email ::areej.t.noman@tu.edu.iq	
objectives Course .8	
<p style="text-align: center;"> Providing the Ministry of • staff specialized in Education with teaching the computer subject in Providing the . secondary schools Ministry of Education with staff subject specialized in teaching the In secondary schools students with Providing • technology skills that are applicable in various fields of .education and life </p>	<p style="text-align: center;">subject Objectives of the study</p>

<p style="text-align: center;">students the Teaching • theoretical foundations on which the manufacture and discovery of the types of computers in the world depend</p>					
Teaching and learning strategies .9					
<p style="text-align: center;">lectures through Electronic -1 electronic classes, including video presentations lectures and Use thinking strategy-2 Brainstorming method-3</p>		strategy The			
Course structure .10					
method Evaluation	Learning method	Name of unit or the topic	Required learning outcomes	hours	the week
Formative or formative assessment (daily exams, class discussion, homework assignments follow-up, and their .(classroom calendar	The -1 illocutionary .method -2 Metacognition .method Method of -3 solving .problems	the computer	Computer basics	2	the first
Formative or formative assessment (daily exams, class discussion, homework assignments follow-up, and their .(classroom calendar	The -1 illocutionary .method -2 Metacognition .method Method of -3 solving .problems	the computer	The development of computer generations	2	the second

Formative or formative assessment (daily exams, class discussion, homework assignments follow-up, and their .(classroom calendar	The -1 illocutionary .method -2 Metacognition .method Method of -3 solving .problems	the computer	Electronic computer	2	the third
Formative or formative assessment (daily exams, class discussion, homework assignments follow-up, and their .(classroom calendar	The -1 illocutionary .method -2 Metacognition .method Method of -3 solving .problems	the computer	Classification of computers	2	the fourth
Personal evaluation and final exams (semester to issue differentiation judgments between judgments of students and .(success and failure	My presence	the computer	exam Monthly	2	Fifth
Formative or formative assessment (daily exams, class discussion, homework assignments follow-up, and their .(classroom calendar	The -1 illocutionary .method -2 Metacognition .method Method of -3 solving problems	the computer	Computer's components	2	VI
Formative or formative assessment (daily exams, class discussion, homework assignments follow-up, and their .(classroom calendar	The -1 illocutionary .method -2 Metacognition	the computer	Keyboard sections	2	Seventh

	.method Method of -3 solving .problems				
Formative or formative assessment (daily exams, class discussion, homework assignments follow-up, and their .(classroom calendar	The -1 illocutionary .method -2 Metacognition .method Method of -3 solving .problems	the computer	System parts	2	VIII
Formative or formative assessment (daily exams, class discussion, homework assignments follow-up, and their .(classroom calendar	The -1 illocutionary .method -2 Metacognition .method Method of -3 solving .problems	the computer	Types of memory	2	Ninth
Personal evaluation and final exams (semester to issue differentiation judgments between judgments of students and .(success and failure	My presence	the computer	exam Monthly	2	The tenth
Formative or formative assessment (daily exams, class discussion, homework assignments follow-up, and their .(classroom calendar	The -1 illocutionary .method -2 Metacognition .method Method of -3 solving problems	the computer	Software entity	2	eleventh

Formative or formative assessment (daily exams, class discussion, homework assignments follow-up, and their .(classroom calendar	The -1 illocutionary .method -2 Metacognition .method Method of -3 solving .problems	the computer	Computer platform	2	twelveth
Formative or formative assessment (daily exams, class discussion, homework assignments follow-up, and their .(classroom calendar	The -1 illocutionary .method -2 Metacognition .method Method of -3 solving .problems	the computer	Factors to consider when purchasing a computer	2	Thirteenth
Formative or formative assessment (daily exams, class discussion, homework assignments follow-up, and their .(classroom calendar	The -1 illocutionary .method -2 Metacognition .method Method of -3 solving .problems	the computer	Personal computer features	2	fourteenth
Personal evaluation and final exams (semester to issue differentiation judgments between judgments of students and .(success and failure	My presence	the computer	exam Monthly	2	Fifteenth
Formative or formative assessment (daily exams, class discussion, homework assignments follow-up, and their .(classroom calendar	The -1 illocutionary .method -2 Metacognition	the computer	Computer security	2	II Chapter first the

	.method Method of -3 solving .problems				
Formative or formative assessment (daily exams, class discussion, homework assignments follow-up, and their .(classroom calendar	The -1 illocutionary .method -2 Metacognition .method Method of -3 solving .problems	the computer	Computer security	2	the second
Formative or formative assessment (daily exams, class discussion, homework assignments follow-up, and their .(classroom calendar	The -1 illocutionary .method -2 Metacognition .method Method of -3 solving problems	the computer	Computer licenses	2	third the
Formative or formative assessment (daily exams, class discussion, homework assignments follow-up, and their .(classroom calendar	The -1 illocutionary .method -2 Metacognition .method Method of -3 solving problems	the computer	Electronic hacking	2	fourth the
	My presence	the computer	Monthly exam	2	Fifth
Formative or formative assessment (daily exams, class discussion, homework assignments follow-up, and their	The -1 illocutionary .method -2	the computer	Computer viruses	2	VI

.(classroom calendar	Metacognition .method Method of -3 solving problems				
Formative or formative assessment (daily exams, class discussion, homework assignments follow-up, and their .(classroom calendar	The -1 illocutionary .method -2 Metacognition .method Method of -3 solving problems	the computer	Computer harm to health	2	Seventh
Formative or formative assessment (daily exams, class discussion, homework assignments follow-up, and their .(classroom calendar	The -1 illocutionary .method -2 Metacognition .method Method of -3 solving .problems	the computer	Operating Systems	2	VIII
Formative or formative assessment (daily exams, class discussion, homework assignments follow-up, and their .(classroom calendar	My presence	the computer	Monthly exam	2	Ninth
Personal evaluation and final exams (semester to issue differentiation judgments between judgments of students and .(success and failure	The -1 illocutionary .method -2 Metacognition .method Method of -3 solving problems	the computer	Classification of operating systems	2	tenth The

Formative or formative assessment (daily exams, class discussion, homework assignments follow-up, and their .(classroom calendar	The -1 illocutionary .method -2 Metacognition .method Method of -3 solving .problems	the computer	New features in Windows	2	eleventh
Formative or formative assessment (daily exams, class discussion, homework assignments follow-up, and their .(classroom calendar	The -1 illocutionary .method -2 Metacognition .method Method of -3 solving .problems	the computer	Desktop components	2	twelveth
Formative or formative assessment (daily exams, class discussion, homework assignments follow-up, and their .(classroom calendar	The -1 illocutionary .method -2 Metacognition . method Method of -3 solving .problems	the computer	Folders and files	2	Thirteenth
Formative or formative assessment (daily exams, class discussion, homework assignments follow-up, and their .(classroom calendar	The -1 illocutionary .method -2 Metacognition .method Method of -3 solving .problems	the computer	Control panel keys	2	fourteenth
Personal evaluation and final exams (semester	My presence	the	Monthly	2	Fifteenth

to issue differentiation judgments between judgments of students and .(success and failure		computer	exam		
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Course evaluation .11	
<p>tasks assigned to the student. The The grade is distributed out of 100 according to the takes a monthly exam from 20 and five marks first semester is from 25. The student writing reports. The second semester is similar to for attendance, participation and student's annual endeavor becomes from 50. The student the first semester. The .from 15 and a final from 35 takes a practical exam</p>	
Learning and teaching resources .12	
<p>Methodical book of the Ministry of Higher Part 1 and Part 2 ,Education For the first stage (computer basics and office (applications, Part One</p>	<p>Required textbooks ((methodology, if any</p>
<p>Methodical book of the Ministry of Higher Part 1 and Part 2 ,Education For the first stage (computer basics and office (applications, Part One</p>	<p>(Main references (sources</p>
<p>Electronic lectures based on specialized websites</p>	<p>Recommended supporting books and references scientific journals,) (...reports</p>
<p>System Employment Windows 10 , company American , website Company Microsoft Microsoft www.microsoft.com the official</p>	<p>Electronic references, Internet sites</p>

Academic Program Description Template

University Name: Tikrit University

College / Institute: College of Education for Human Sciences

Academic Department: Department of Art Education

Name of the Academic or Professional Program: Bachelor's

Name of the Final Degree: Bachelor in Art Education

Study System: Annual

Date of Description Preparation: 2026/2/7

Date of File Completion:

Signature:



Signature:

Head of Department Name: د. زياد صوبير زينة

Academic Assistant Name:

Date: ٢٠٢٦ / ٢ / ١٦

الاستاذ الدكتور
رشيد الطيف ابراهيم الحسناوي
معاون العميد لشؤون العلمية

File Reviewed by:

Quality Assurance and University Performance Division

Name of the Director of Quality Assurance and University Performance Division:

Date

فهد شلاش خلف

Signature:

٢٠٢٦

Endorsement of the Dean

٢٠٢٦

Course description form

Course name .1	
The art of diction	
Course code .2	
Jadallah Mr. Ziad Helou	
Semester/year .3	
2026/2025	
The date this description was prepared .4	
2025/2/10	
Available forms of attendance .5	
My presence	
(Number of study hours (total) / number of units (total) .6	
90	
(one name is mentioned Name of the course administrator (if more than .7	
zeadhelleo@tu.edu.iq : Name: Ziad Helou Jadallah Email	
Course objectives .8	
<ul style="list-style-type: none"> • • • 	<p style="text-align: center;">Objectives of the study subject</p> <p>Providing the Ministry of -1 Education with specialized personnel, especially in extracurricular activities</p> <p>students to transfer Enabling -2 part of the curriculum to teaching proper pronunciation</p> <p>Teaching the student -3 performance skills as an aid to understanding the curriculum</p> <p>Increasing literary boldness -4 and eloquence during delivery and breaking the barrier of fear</p>
Teaching and learning strategies .9	
How to give a lecture -1	The strategy

<p style="text-align: center;">workshops -2</p> <p style="text-align: center;">Reports and studies -3</p> <p style="text-align: center;">Practical applications -4</p> <p style="text-align: center;">Performing exercises in various -5</p> <p style="text-align: center;">styles</p> <p style="text-align: center;">Including all students in the -6</p> <p style="text-align: center;">application</p>					
Course structure .10					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week

Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Daily testing	lecture	The art of diction	The concept of the art of speech	3	1
Daily testing	lecture	The art of diction	Definition of the art of speech	3	2
Oral test	Discussion	The art of diction	The importance of the art of public speaking	3	3
Daily testing	Mental bombardment	The art of diction	Delivering methods	3	4
Daily testing	lecture	The art of diction	Hair styles	3	5
Daily testing	lecture	The art of diction	Novel style	3	-6
Semester test	a test	The art of diction	Semester exam	3	7
Daily testing	a lecture	The art of diction	Representational style	3	8
Oral test	a lecture	The art of diction	Public speaking style	3	9
Daily testing	a lecture	The art of diction	Short story style	3	10
Daily testing	a lecture	The art of diction	Story style	3	11
Daily testing	lecture a	The art of diction	Representative poetry	3	12
Daily testing	a lecture	The art of diction	Speech devices	3	14
Semester test	a test	The art of diction	Semester exam	3	15
Daily testing	a lecture	The art of diction	Relax	3	16
Daily testing	a lecture	The art of diction	moderation	3	17
Practical test	a lecture	The art of diction	Breathing control	3	18
Practical test	a lecture	The art of diction	Layers of sound	3	19
Practical test	a lecture	The art of diction	the sound power	3	20

Semester test	a test	The art of diction	Semester exam	3	21
Daily testing	a lecture	The art of diction	Types of sounds	3	22
Daily testing	a lecture	The art of diction	Closed diction	3	23
Daily testing	Mental bombardment	The art of diction	Open casting	3	24
Daily testing	a lecture	of The art diction	Improvisation and recitation	3	25
Daily testing	a lecture	The art of diction	Recitation in children's theatre	3	26
Daily testing	a lecture	The art of diction	Types of letters	3	27
Practical test	a lecture	The art of diction	Coloring and diversification	3	28
Daily testing	a lecture	The art of diction	Rhythm in delivery	3	29
Semester exam	Exam	The art of diction	Separation test	3	30

Course evaluation .11

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

Learning and teaching resources .12

The Art of Diction by Sami Abdel Hamid and Badri Hassoun Farid, Part 2 -1	(Required textbooks (methodology, if any
The art of public speaking, -1	(Sources) Main References

<p>Dr. Hussein Ali Haref and Waddah Talib The art of speech by Farhan -2 Bulbul</p>	
<p>Book: The Art of Diction by Abdul Wareth Asar research And the Academic R Journal concerned with the art of theater and performance</p>	<p>Recommended supporting books and (...references (scientific journals, reports</p>
<p>All sites concerned with improving sound and performance</p>	<p>Electronic references, Internet sites</p>

Course description form

Academic Program Description Template

University Name: Tikrit University

College / Institute: College of Education for Human Sciences

Academic Department: Department of Art Education

Name of the Academic or Professional Program: Bachelor's

Name of the Final Degree: Bachelor in Art Education

Study System: Annual

Date of Description Preparation: 2026/2/7

Date of File Completion:

Signature:



Signature:

Head of Department Name: د. زياد صوبير

Academic Assistant Name:

Date: ٢٠٢٦ / ٢ / ١٦

الاستاذ الدكتور
رشيد الطيف ابراهيم الحشماوي
معاون العميد للشؤون العلمية

File Reviewed by:

Quality Assurance and University Performance Division

Name of the Director of Quality Assurance and University Performance Division:

Date

Signature:

Endorsement of the Dean

Course name .1	
Human Sciences / Department of Art Tikrit University / College of Education for Education	
Course code .2	
تاريخ مسرح Theater histor	
Semester /year .3	
2025-2024	
The date this description was prepared .4	
2025/3/13	
Available forms of attendance .5	
My presence	
(number of units (total / (Number of study hours (total .6	
60	
(Name of the course administrator (if more than one name is mentioned .7	
Email . Yassen Faraj Yassin: Name: Prof. Dr: yassen.faraj@tu.edu.iq	
Course objectives .8	
Ministry of Education with staff specialized in teaching Providing the art education in secondary schools	Objectives of the study subject
Enabling students to know the history of theater	
Enhancing students' awareness of the goals and functions of theater to convey the message	
with theater skills in various fields of Providing students education and life	
Introducing students to the foundations of artistic education that enable them to know the goals and objectives of theater	
Providing students with the theoretical foundations on which depends and its impact on recipients theater	
Teaching and learning strategies .9	
4- . method Illocutionary 5- . method 6- .Method of solving problems	The strategy

Course structure .10					
Evaluation method	method Learning	Name of the unit or topic	Required learning outcomes	hours	the week
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -follow their .(classroom calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Theater history	How did theater ?arise	2	the first
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -follow their .(classroom calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Theater history	Greek drama	2	the second
Formative or formative assessment (daily exams, class discussion, homework assignments and ,up-their follow .(classroom calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Theater history	Tragedy	2	the third
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow .(calendar classroom	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Theater history	Aeschylus	2	the fourth
Personal evaluation semester and final) exams to issue differentiation judgments between students and judgments of	electronic	Theater history	Sophocles	2	Fifth

.(success and failure					
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow .(classroom calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Theater history	Euripide s	2	VI
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow .(classroom calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Theater history	Comedy and comedy	2	Seve nth
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow .(classroom calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Theater history	Roman Theater	2	VIII
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow .(classroom calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Theater history	Popular comedy mimos ) (	2	Nint h
evaluation Personal semester and final) exams to issue differentiation judgments between students and judgments of .(success and failure	electronic	Theater history	The in stage the : church	2	The tenth
Formative or formative assessment (daily exams, class discussion,	Method -1 . Illocutionary Metacognition -2 . method How to solve -3	Theater history	Morality plays	2	eleve nth

homework assignments and up, -their follow .(classroom calendar	.problems				
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow .(classroom calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Theater history	plays Comma The s comic	2	twel veth
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow .(classroom calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Theater history	Theater in Italy	2	Thirt eent h
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow .(classroom calendar	Method -1 . Illocutionary Metacognition -2 . method to solve How -3 .problems	Theater history	Theater in the Renaiss ance	2	fourt eent h
Personal evaluation final semester and) exams to issue differentiation judgments between students and judgments of .(success and failure	electronic	Theater history	Comedy And the tragedy Italy in	2	Fifte enth
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow .(classroom calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Theater history	The play A Rural nd the opera	2	First - Chap ter Two
Formative or formative	Method -1 . Illocutionary	Theater history	The in stage	2	the seco

assessment (daily exams, class discussion, homework assignments and up, -their follow (classroom calendar	Metacognition -2 . method How to solve -3 .problems		France		nd
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow classroom calendar	way The- . Illocutionary Metacognition -2 . method How to solve -3 .problems	Theater history	The in stage England	2	the third
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow classroom calendar	way The- . Illocutionary Metacognition -2 . method How to solve -3 .problems	Theater history	Romanti c direction	2	the four h
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow classroom calendar	way The- . Illocutionary Metacognition -2 . method How to solve -3 .problems	Theater history	The play The good one Made	2	Fifth
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow classroom calendar	method Illocutionary . Illocutionary Metacognition -2 . method How to solve -3 .problems	Theater history	the movem The ent in play beginni ng Century ten VIII	2	VI
Formative or formative assessment (daily exams, class discussion, homework assignments and	method Illocutionary . Illocutionary Metacognition -2 . method solve How to -3 .problems	Theater history	realism	2	Seve nth

up, -their follow classroom calendar					
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow (classroom calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Theater history	Natural	2	VIII
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow (classroom calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Theater history	Symboli sm	2	Nint h
Personal evaluation semester and final) exams to issue differentiation between judgments students and judgments of (success and failure	electronic	Theater history	Expressi onism	2	The tenth
Formative or formative assessment (daily exams, class ,discussion homework assignments and up, -their follow (classroom calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Theater history	Theater in the Arab world	2	eleve nth
Formative or formative assessment (daily class ,exams discussion, homework assignments and up, -their follow (classroom calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Theater history	The beginnin g of theater in Lebanon	2	twel veth
Formative or formative assessment (daily exams, class	Method -1 . Illocutionary Metacognition -2 . method	Theater history	The beginnin g of	2	Thirt eent h

discussion, homework assignments and up, -their follow .(classroom calendar	How to solve -3 .problems		theater in Syria		
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow .(classroom calendar	Method -1 . Illocutionary Metacognition -2 . method solve How to -3 .problems	Theater history	The beginning of theater in Egypt	2	fourth
Personal evaluation final semester and) exams to issue differentiation judgments between students and judgments of .(success and failure	electronic	Theater history	The beginning of theater in Iraq	2	Fifteenth

Course evaluation .11

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

Learning and teaching resources .12


Theater history books	(Required textbooks (methodology, if any
Theater history research	(references (sources
Researcher Magazine in Theater History	Recommended supporting books and (...journals, reports references (scientific
The library is available on the Internet	Electronic references, Internet sites

Course description form

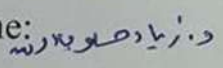
Academic Program Description Template

University Name: Tikrit University
College / Institute: College of Education for Human Sciences
Academic Department: Department of Art Education
Name of the Academic or Professional Program: Bachelor's
Name of the Final Degree: Bachelor in Art Education
Study System: Annual
Date of Description Preparation: 2026/2/7
Date of File Completion:



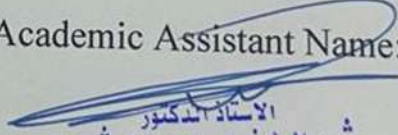
Signature: 

Signature:

Head of Department Name:  د. زياد صوبه رنة

Academic Assistant Name:

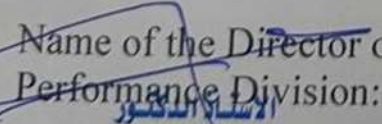
Date: ٢٠٢٦ / ٢ / ١٦


الاستاذ الدكتور
رشيد الطيف ابراهيم الحشماوي
معاون العميد للشؤون العلمية

File Reviewed by:

Quality Assurance and University Performance Division

Name of the Director of Quality Assurance and University Performance Division:

Date:  فهد شلاش خلف

Signature: 



Endorsement of the Dean



Elements of art	
Course code .2	
عناصر فن	
Semester/year .3	
Annual(2025-2026)	
The date this description was prepared .4	
2026/10/3	
Available forms of attendance .5	
My presence	
(Number of study hours (total) / number of units / (total .6	
120/60	
(administrator (if more than one name is mentioned Name of the course .7	
Name: azaldin mohmood khalaf jawad Email :: azaldin.mahmoud103@tu.edu.iq	
Course objectives .8	
<ul style="list-style-type: none"> • Capabilities Outputs development . Universities in area the art on knowledge Enable Learner • Elements the art according to Steps . Academy • Realization Educated Strengthen people With importance Elements . the art • Teaching from more effectiveness during election means And . methods Successful spirit search And Strengthen . exploration I have Students • Thinking Creative development . For learners 	Objectives of the study subject
Teaching and learning strategies .9	
(Lecture . (delivery -1	The strategy

. Learning By work -2 . Storming Mental -3					
Course structure .10					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week

Daily testing	lecture	Art elements	Concept art	2	1
Daily testing	Brainstorming	Art elements	Art in caves	2	2
Daily testing	lecture	Art elements	Line	2	3
Daily testing	lecture	Art elements	the color	2	4
Daily testing	Discussion	Art elements	Color sources	2	5
Daily testing	lecture	Art elements	Color classification	2	6
Semester exam	Exam	Art elements	Exam	2	7
Daily testing	Learning by doing	Art elements	Planning to color the artwork	2	8
Daily testing	Learning by doing	Art elements	Color harmony	2	9
Daily testing	Learning by doing	Art elements	The symbolic and expressive connotations of colors	2	10
Daily testing	Learning by doing	Art elements	Mixing in pigments	2	11
Daily testing	Brainstorming	Art elements	Addition of colours	2	12
Daily testing	Brainstorming	Art elements	Artistic" Figure "composition	2	13

Daily testing	Brainstorming	Art elements	Shape and body	2	14
Semester exam	Exam	Art elements	Exam	2	15
Daily testing	a lecture	Art elements	Form and content	2	16
Daily testing	a lecture	Art elements	Classification of shapes	2	17
Daily testing	a lecture	Art elements	Types of shapes	2	18
Daily testing	Discussion	Art elements	The relationships that arise between shapes	2	19
Daily testing	a lecture	Art elements	outer space	2	20
Daily testing	Brainstorming	Art elements	The meaning of space	2	21
Daily testing	a lecture	Art elements	Texture	2	22
Semester exam	Exam	Art elements	Exam	2	23
Daily testing	a lecture	Art elements	Differences in touching things	2	24
Daily testing	a lecture	Art elements	Technical terms	2	25
Daily testing	a lecture	Art elements	Technical terms	2	26
Daily	a lecture	Art elements	Technical terms	2	27

testing					
Daily testing	a lecture	Art elements	Technical terms	2	28
Daily testing	a lecture	Art elements	Technical terms	2	29
Semester exam	Exam	Art elements	Exam	2	30

Course evaluation .11	
the tasks assigned to the student, Distribution of the grade out of 100 according to .monthly, written exams, reports, etc ,such as daily preparation, daily, oral	
Learning and teaching resources .12	
book Elements the art	(Required textbooks (methodology, if any
book Elements the art	(Main references (sources
all Research that Specializes in Arts	Recommended supporting books and (...references (scientific journals, reports
magazine Academic magazine university Tikrit magazine the professor	Electronic references, Internet sites

Academic Program Description Template

University Name: Tikrit University

College / Institute: College of Education for Human Sciences

Academic Department: Department of Art Education

Name of the Academic or Professional Program: Bachelor's

Name of the Final Degree: Bachelor in Art Education

Study System: Annual

Date of Description Preparation: 2026/2/7

Date of File Completion:

Signature:



Signature:

Head of Department Name:

د. زياد صوبير رزق

Academic Assistant Name:

Date: ٢٠٢٦ / ٢ / ١٦

الاستاذ الدكتور
رشيد الطيف ابراهيم الجسراوي
معاون العميد للشؤون العلمية

File Reviewed by:

Quality Assurance and University Performance Division

Name of the Director of Quality Assurance and University Performance Division:

Date:

فهد شلاش خلف

Signature:

Endorsement of the Dean

٢٠٢٦ / ٢ / ١٦

1. Course Name:	
Democracy and human rights	
2. Course Code:	
Zamil Maher Khabbaz	
3. Semester / Year:	
2026-2025	
4. Description Preparation Date:	
10/ 1/ 2026	
5. Available Attendance Forms:	
Presence	
6. Number of Credit Hours (Total) / Number of Units (Total)	
30	
7. Course administrator's name (mention all, if more than one name)	
Name:Zamil Maher Khabbaz Email: zamil.m.khabbaz@tu.edu.iq	
8. Course Objectives	
Course Objectives	<p>Preparing a generation aware of human rights and public freedoms</p> <ul style="list-style-type: none"> • Developing the cultural level and increasing awareness • Keeping the student abreast of the experiences of other nations in the field of human rights • Informing students of the most important international conventions, treaties and instruments concerned with human rights

- Informing students of the constitutional articles guaranteeing public rights and freedoms.
 - Teaching the student about his rights and freedoms, ways to guarantee and protect them, and the limits of these rights
- Enabling students to understand the importance of education and its role in spreading the culture of human rights and democracy in building a civilized society based on good governance, the most important components of which are belief in human rights, education on them, and active participation in governance through free and fair elections.
- Developing the student's analytical and critical skills regarding the reality and future of human rights and democracy

9. Teaching and Learning Strategies

Strategy	1- Method of giving lectures 2- Student groups 3- Workshops 4- Reports and studies 5- Use available means of clarification in topics that require it 6- Attendance 7- Using the role-playing method (classroom or attendance only) to address and explain some of the subject's vocabulary 8- Writing analytical papers on or outside the subject's vocabulary that are directly related to the topics of human rights and democracy.
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
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the first	1	Concept and importance	Introduction to human rights and their divisions	Lectures	tests and reports
the second	1	Concept and importance	Human rights in ancient civilizations	Lectures	tests and reports
the third	1	Concept and importance	Human rights in heavenly laws (Christianity and Judaism)	Lectures	tests and reports
the fourth	1	Concept and importance	Human rights in Islamic law	Lectures	tests and reports
Fifth	1	Concept and importance	Internal human rights guarantees - constitutional guarantees	Lectures	tests and reports
six	1	Concept and importance	Internal human rights sources - judicial guarantees	Lectures	tests and reports
Seventh	1	Concept and importance	Human rights guarantees in Islamic law	Lectures	tests and reports
Eighth	1	Concept and importance	International human rights guarantees - the role of the United Nations Charter in protecting human rights	Lectures	tests and reports
Ninth	1	Concept and importance	International human rights guarantees - the role of the European Convention in protecting human rights	Lectures	tests and reports
tenth	1	Concept and importance	International human rights guarantees - the role of the American Convention in protecting human	Lectures	tests and reports

			rights		
eleventh	1	Concept and importance	The African Charter on Human Rights and the Arab Charter on Human Rights	Lectures	tests and reports
twelveth	1	Concept and importance	The future of human rights and the impact of technological progress on it	Lectures	tests and reports
Thirteenth	1	Concept and importance	Political parties and human rights	Lectures	tests and reports
fourteenth	1	Concept and importance	The role of media and education in the field of human rights	Lectures	tests and reports
Fifteenth	1	presence	Monthly exam	Lectures	tests and reports
sixteen	1	Concept and importance	Children's rights - children's rights in Islam	Lectures	tests and reports
seventeenth	1	Concept and importance	Children's rights in the 1989 International	Lectures	tests and reports
eighteen	1	Concept and importance	Other international and regional agreements on human rights	Lectures	tests and reports
nineteenth	1	Concept and importance	The roots of the concept of democracy and its development	Lectures	tests and reports
The twentieth	1	Concept and importance	Definition of the concept of democracy	Lectures	tests and reports

twenty one	1	Concept and importance	Democracy between universality and privacy	Lectures	tests and reports
twenty tow	1	Concept and importance	Forms of democracy/direct democracy	Lectures	tests and reports
twenty three	1	Concept and importance	Indirect democracy	Lectures	tests and reports
twenty four	1	Concept and importance	Parliament	Lectures	tests and reports
twenty fife	1	Concept and importance	The concept of election and its legal adaptation	Lectures	tests and reports
twenty six	1	Concept and importance	The electorate	Lectures	tests and reports
twenty seven	1	Concept and importance	Organizing the election process and electoral systems	Lectures	tests and reports
twenty eight	1	Concept and importance	Majority system and proportional representation system	Lectures	tests and reports
twenty nine	1	Concept and importance	Interest representation system- Optional and compulsory voting	Lectures	tests and reports
thirty	1	presence	Monthly exam	Lectures	tests and reports

.11Course evaluation

- The first semester exam is divided into a monthly exam + a daily exam (25 marks)
- 2- The second semester exam is divided into a monthly exam + a daily exam (25 marks)
- 3- Final exam (50 marks)

.12 Learning and teaching resources	
Required textbooks (methodology, if any)	Human Rights, Children and Democracy, Maher Saleh Allawi et al., 2009
Main references (sources)	Guarantees for the effective protection of human rights, Professor Dr. Maher Saleh Allawi, 2018
Recommended supporting books and references	Protecting human rights during the implementation stage of criminal judgments - a comparative study, Dr. Abdul Aziz Muhammad Mohsen
Electronic references, Internet sites	Websites specialized in the field of human rights

Academic Program Description Template

University Name: Tikrit University

College / Institute: College of Education for Human Sciences

Academic Department: Department of Art Education

Name of the Academic or Professional Program: Bachelor's


Name of the Final Degree: Bachelor in Art Education

Study System: Annual


Date of Description Preparation: 2026/2/7

Date of File Completion:




Signature: 

Signature:

Head of Department Name:  د. زياد صوبه رنة

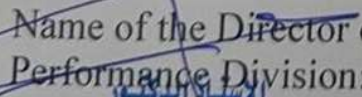
Academic Assistant Name:

Date: ٢٠٢٦ / ٢ / ١٦

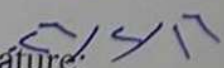

الاستاذ الدكتور
رشيد الطيف ابراهيم الحماوي
معاون العميد لشؤون العلمية


File Reviewed by:

Quality Assurance and University Performance Division

Name of the Director of Quality Assurance and University Performance Division: 

Date:  فهد شلاش خلف

Signature: 


Endorsement of the Dean



Course description form

Course name .1					
Layout and colours					
Course code .2					
Drawing and colours					
Semester/year .3					
Annual(2026-2025)					
was prepared The date this description .4					
2026/2/10					
Available forms of attendance .5					
My presence					
(Number of study hours / (total) / number of units (total .6					
120/120					
(Name of the course administrator (if more than one name is mentioned .7					
Name : Assistant Prof.Dr. Nibras Wafa Badri Email : nibraswafa@tu.edu.iq Name: Assistant Prof. Dr. Osama Adnan Ali Email : osamah.aljebory@tu.edu.iq					
Course objectives .8					
<ul style="list-style-type: none"> • Outputs Capabilities development .the art area in Universities • And Planning from Learner Enable on Watercolor In colours coloring . Academy Steps according to • Educated people Realization Strengthen And coloring Planning With importance . Water colours In 			study subject Objectives of the		
Teaching and learning strategies .9					
			The strategy		
Course structure .10					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Formative or formative assessment (daily exams, class	The .1 illocutionary . method ition Metacogn .2	Introducing the materials and raw materials	That the student can know the .trends of art education That the student can know the importance of art education and its	4	1

discussion, homework assignments and up, -their follow classroom .(calendar	.method Method.3 .Problem Solving	required for planning	.objectives The student should be able to perform various types of artistic .works		
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow classroom .(calendar	The .1 illocutionary . method cognition Meta .2 .method How to solve .3 .problems	Introducing the materials and raw materials required for planning	The student should be able to know - .the trends of art education should be able to The student- understand the importance of art .education and its objectives The student should be able to - perform various types of artistic .works	4	2
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow classroom .(calendar	illocutionary . method Metacognitive .method Method of . solving .problems	Introducing the materials and raw materials required for planning	The student should be able to know - .the trends of art education should be able to The student- understand the importance of art .education and its objectives The student should be able to - perform various types of artistic .works	4	3
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow classroom .(calendar	illocutionary . method Metacognitive .method solve How to .problems	Exercises in drawing types of lines and their directions	The student should be able to know - .the trends of art education be able to The student should- understand the importance of art .education and its objectives The student should be able to - perform various types of artistic .works	4	4
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow classroom .(calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 solving .problems	Exercises in drawing types of lines and their directions Exercises in planning -three dimensional geometric shapes (study of shadow (and light	The student should be able to know - .the trends of art education The student should be able to - the importance of art understand .education and its objectives The student should be able to - perform various types of artistic .works	4	5
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow classroom .(calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 solving .problems	Exercises in planning -three dimensional geometric shapes (study of shadow (and light	e to know The student should be abl- .the trends of art education The student should be able to - understand the importance of art .education and its objectives The student should be able to - perform various types of artistic .works	4	6
Formative or	The -1	Exercises in	The student should be able to know -	4	7

formative assessment (daily exams, class discussion, homework assignments and up, -their follow classroom .(calendar	illocutionary . method Metacognition -2 .method Method of -3 solving .problems	still life planning	.the trends of art education The student should be able to - understand the importance of art .education and its objectives The student should be able to - perform various types of artistic .works		
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow classroom .(calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 solving .problems	Exercises in still life planning	to know The student should be able- .the trends of art education The student should be able to - understand the importance of art .education and its objectives The student should be able to - perform various types of artistic .works	4	8
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow classroom .(calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 solving .problems	Exercises in planning and studying the human face	The student should be able to know - .education the trends of art The student should be able to - understand the importance of art .education and its objectives The student should be able to - perform various types of artistic .works	4	9
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow classroom .(calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 solving .problems	Exercises in planning and studying the human face	The student should be able to know - .the trends of art education The student should be able to - understand the importance of art .education and its objectives The student should be able to - perform various types of artistic .works	4	10
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow classroom .(calendar	The -1 illocutionary . method on Metacogniti -2 .method Method of -3 solving .problems	Exercises in planning and studying the human body	The student should be able to know - .the trends of art education student should be able to The- understand the importance of art .education and its objectives The student should be able to - perform various types of artistic .works	4	11
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow classroom .(calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 solving .problems	Exercises in planning and studying the human body	The student should be able to know - .the trends of art education should be able to The student- understand the importance of art .education and its objectives The student should be able to - perform various types of artistic .works	4	12
Formative or	The -1	Exercises in	The student should be able to know -	4	13

formative assessment (daily exams, class discussion, homework assignments and up, -their follow classroom .(calendar	illocutionary . method Metacognition -2 .method Method of -3 ing solv .problems	landscape planning and study	.the trends of art education able to The student should be-understand the importance of art .education and its objectives The student should be able to - perform various types of artistic .works		
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow classroom .(calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 solving .problems	Exercises in landscape planning and study	The student should be able to know - .the trends of art education The student should be able to - the importance of art understand .education and its objectives The student should be able to - perform various types of artistic .works	4	14
Formative or formative assessment (daily class ,exams discussion, homework assignments and up, -their follow classroom .(calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 solving .problems	Practical exam	The student should be able to know - .the trends of art education The student should be able to - of art understand the importance .education and its objectives The student should be able to - perform various types of artistic .works	4	15
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow classroom .(calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 solving .problems	Introduction to the materials and raw materials required for watercolor painting	The student should be able to know - .the trends of art education The student should be able to - understand the importance of art .education and its objectives student should be able to The-perform various types of artistic .works	4	16
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow classroom .(calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 solving .problems	Introduction to the materials and raw materials required for watercolor painting	The student should be able to know - .the trends of art education The student should be able to - understand the importance of art .ts objectiveseducation and i The student should be able to - perform various types of artistic .works	4	17
Formative or formative assessment (daily a exams, class discussion, homework assignments and up, -their follow classroom .(calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 solving .problems	Drawing a color circle in watercolor	The student should be able to know - .the trends of art education The student should be able to - of art understand the importance .education and its objectives The student should be able to - perform various types of artistic .works	4	18
Formative or	The -1	A study in	The student should be able to know -	4	19

formative assessment (daily exams, class discussion, homework assignments and up, -their follow classroom .(calendar	illocutionary . method Metacognition -2 .method Method of -3 solving .problems	watercolor painting techniques	.the trends of art education The student should be able to - understand the importance of art .its objectives education and The student should be able to - perform various types of artistic .works		
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow classroom .(calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 solving .problems	A study in watercolor painting techniques	The student should be able to know - .the trends of art education The student should be able to - understand the importance of art .education and its objectives e student should be able to Th- perform various types of artistic .works	4	20
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow classroom .(calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 solving .problems	Drawing -three dimensional geometric shapes in watercolor	The student should be able to know - .the trends of art education The student should be able to - understand the importance of art .education and its objectives uld be able to The student sho- perform various types of artistic .works	4	21
Formative or formative assessment (daily exams, class discussion, homework assignments and ass up, -their follow classroom .(calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 solving .problems	Painting still life in watercolor	The student should be able to know - .the trends of art education The student should be able to - understand the importance of art .education and its objectives should be able to The student- perform various types of artistic .works	4	22
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -follow their classroom .(calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 solving .problems	Painting still life in watercolor	The student should be able to know - .the trends of art education The student should be able to - understand the importance of art .education and its objectives The student should be able to - arious types of artistic perform v .works	4	23
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow classroom .(ndarcale	The -1 illocutionary . method Metacognition -2 . method Method of -3 solving .problems	Drawing a human face in watercolor	The student should be able to know - .the trends of art education The student should be able to - understand the importance of art .education and its objectives The student should be able to - istic perform various types of art .works	4	24
Formative or	The -1	Drawing a	The student should be able to know -	4	25

formative assessment (daily exams, class discussion, homework assignments and up, -their follow classroom .(calendar	illocutionary . method Metacognition -2 .method Method of -3 solving .problems	human face in watercolor	.the trends of art education The student should be able to - understand the importance of art .education and its objectives The student should be able to - perform various types of artistic .works		
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow classroom .(calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 solving .problems	Drawing the human body in watercolor	t should be able to know The studen- .the trends of art education The student should be able to - understand the importance of art .education and its objectives The student should be able to - perform various types of artistic .works	4	26
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow classroom .(calendar	The -1 illocutionary . thodme Metacognition -2 .method Method of -3 solving .problems	Drawing the human body in watercolor	The student should be able to know- .the trends of art education The student should be able to - understand the importance of art .education and its objectives The student should be able to - perform various types of artistic .works	4	27
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow classroom .(calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 solving .problems	Landscape painting in watercolor	The student should be able to know - .education the trends of art The student should be able to - understand the importance of art .education and its objectives The student should be able to - perform various types of artistic .works	4	28
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow classroom .(calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 ving sol .problems	Landscape painting in watercolor	The student should be able to know - .the trends of art education should be able to The student- understand the importance of art .education and its objectives The student should be able to - perform various types of artistic .works	4	29
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow classroom .(calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 solving .problems	Practical exam	The student should be able to know - .the trends of art education The student should be able to - the importance of art understand .education and its objectives The student should be able to - perform various types of artistic .works	4	30

Course evaluation .11	
Distribution of the grade out of 100 according to the tasks assigned to the oral, monthly, written exams, reports, ,student, such as daily preparation, daily .etc	
Learning and teaching resources .12	
For And colors Planning book Baghdad University / Haider Kazem . the beautiful Arts College /	(Required textbooks (methodology, if any
And By planning Related Books Watercolor In colours drawing And foreign Arabic	(Main references (sources
And By planning Related Books Watercolor In colours drawing And foreign Arabic	Recommended supporting books and references (...scientific journals, reports)
And Youtube in Artists Channels Planning With education competent Watercolor In colours And drawing	Internet sites ,Electronic references

Decoration (Arabic)Course description form

Academic Program Description Template

University Name: Tikrit University

College / Institute: College of Education for Human Sciences

Academic Department: Department of Art Education

Name of the Academic or Professional Program: Bachelor's

Name of the Final Degree: Bachelor in Art Education

Study System: Annual

Date of Description Preparation: 2026/2/7

Date of File Completion:



Signature:

Signature:

Head of Department Name: د. زياد صوبير رزق

Academic Assistant Name:

Date: ٢٠٢٦ / ٢ / ١٦

الإستاذ الدكتور
رشيد الطيف ابراهيم الحسناوي
معاون العميد للشؤون العلمية

File Reviewed by:

Quality Assurance and University Performance Division

Name of the Director of Quality Assurance and University Performance Division:

Date

فهد شلاش خلف

Signature:

Endorsement of the Dean

٢٠٢٦ / ٢ / ١٦

Course name .1	
Islamic And the decoration Arabi Line	
Course code .2	
Semester/year .3	
2026-2025	
The date this description was prepared .4	
10-3-2025	
Available forms of attendance .5	
My presence	
(Number of study hours (total) / number of units (total) .6	
90	
(mentioned Name of the course administrator (if more than one name is .7	
ali.ahmed90@tu.edu.iq : Email Ali Ahmed Khadir :Name	
Course objectives .8	
<ul style="list-style-type: none"> • Education Ministry Replenish in Specialized With angels Education material teaching high Schools in Artistic . school • from Students Enable And Arabi Line knowledge And a Islamic the decoration Artistic His message receipt . And society Students to • Realization Strengthen And jobs With goals Students And the Arabi Line 	Objectives of the study subject

<p>Islamic decoration And And artistic Educational . And social psychological Line skills Students gain • And the decoration Arabi . Islamic Basis Students identification • And the Arabi Line that Islamic decoration from Empower them . Its types all knowledge h Wit Students education • He that the theory foundations Arabi Line on her depends Islamic And the decoration To Employ it And how . Recipients on influence</p>	
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Teaching and learning strategies .9

<p>. Illocutionary method -1 . Knowledge behind what road -2 . the problems Solution road -3</p>	The strategy
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Course structure .10

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Formative or formative assessment (daily exams, class discussion, homework assignments and their up, -follow classroom .(calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	The origins and development of writing	3	the first
Formative or formative assessment (daily exams, class discussion,	The -1 illocutionary . method -2 Metacognition .method	Arabic calligraphy and Islamic decoration	Materials used in writing before the) (rera of pape	3	the second

homework assignments and their up, -follow classroom .(calendar	Method of -3 solving .problems				
Formative or formative assessment daily exams,) class discussion, homework assignments and their up, -follow classroom .(calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	Figure (clay tablets)	3	the third
Formative or formative assessment y exams, dail) class discussion, homework assignments and their up, -follow classroom .(calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	Parchment and leather	3	the fourth
Personal evaluation semester and) final exams to issue differentiation judgments between students and judgments of success and .(failure	electronic	Arabic calligraphy and Islamic decoration	papyrus	3	Fifth
Formative or formative assessment daily exams,) class discussion, homework assignments	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving	Arabic calligraphy and Islamic decoration	Paper and the impact of its manufacture on intellectual life	3	VI

and their up, -follow classroom .(calendar	.problems				
Formative or formative assessment daily exams,) class discussion, homework assignments and their up, -follow classroom .(calendar	The -1 illocutionary . method -2 Metacognition .methodm Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	History of Arabic writing	3	Seventh
Formative or formative assessment daily exams,) class discussion, homework assignments and their up, -follow classroom .(calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	Arabic calligraphy in early Islam	3	VIII
Formative or formative assessment daily exams,) class discussion, homework assignments and their up, -follow classroom .(calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	Arabic calligraphy in the Umayyad era	3	Ninth
Personal evaluation semester and) final exams to issue differentiation judgments between students and judgments of	electronic	Arabic calligraphy and Islamic decoration	Arabic calligraphy in the Abbasid era	3	The tenth

success and (failure					
Formative or formative assessment daily exams,) class ,discussion homework assignments and their up, -follow classroom (calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	most The famous calligrapher of the Abbasid era (Ibn Muqla)	3	eleventh
Formative or formative assessment daily exams,) class discussion, homework assignments and their up, -follow classroom (calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	Son of the doorman	3	twelveth
Formative or formative assessment daily exams,) class discussion, homework assignments and their up, -follow classroom (calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	-Yaqut Al Mustasami	3	Thirteenth
Formative or formative assessment daily exams,) class discussion, homework assignments and their up, -follow classroom (calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	Contemporary calligraphers	3	fourteenth

Personal evaluation semester and) final exams to issue differentiation judgments between students and judgments of success and .(failure	electronic	Arabic calligraphy and Islamic decoration	Monthly exam	3	Fifteenth
Formative or formative assessment daily exams,) class discussion, homework assignments and their up, -follow classroom .(calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	Aestheticism in Arabic calligraphy	3	Chapter -First Two
Formative or formative assessment daily exams,) class discussion, homework assignments and their up, -follow classroom .(calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	Terms of beautiful calligraphy	3	the second
	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	Types of Arabic calligraphy	3	the third
	The -1 illocutionary . method -2 Metacognition	Arabic calligraphy and Islamic decoration	koufi font	3	the fourth

	.method Method of -3 solving .problems				
	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	Thuluth line	3	Fifth
	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy Islamic and decoration	Naskh line	3	VI
	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	Persian calligraphy	3	Seventh
Formative or formative assessment daily exams,) class discussion, homework assignments and their up, -follow classroom (calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	Line vamp	3	VIII
Formative or formative assessment daily exams,) class discussion, homework	The -1 illocutionary . method -2 Metacognition .method Method of -3	Arabic calligraphy and Islamic decoration	Diwani calligraphy	3	Ninth

assignments and their up, -follow classroom .(calendar	solving .problems				
Personal evaluation semester and) final exams to issue differentiation judgments between students and judgments of success and .(failure	electronic	Arabic calligraphy and Islamic decoration	Training in writing letters in Kufic script	3	The tenth
Formative or formative assessment daily exams,) class discussion, homework assignments and their up, -follow classroom .(calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	Basic principles in the rules of decoration	3	eleventh
Formative or formative assessment daily exams,) class discussion, homework assignments and their up, -follow classroom .(calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	Geometric decorations	3	twelveth
Formative or formative assessment daily exams,) class discussion, homework assignments and their	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	Botanical motifs	3	Thirteenth

up, -follow classroom (calendar					
Formative or formative assessment daily exams,) class discussion, homework assignments and their up, -follow classroom (calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	Animal motifs	3	fourteenth
Personal evaluation semester and) final exams to issue differentiation judgments between students and judgments of success and (failure	electronic	Arabic calligraphy and Islamic decoration	Monthly exam	3	Fifteenth

Course evaluation .11	
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	
Learning and teaching resources .12	
And its His upbringing Arabi Line Alusi-Al fair / development	(methodology, if any) Required textbooks
/ Arabi-Al Line photographer	(Main references (sources

Calligrapher Mohammed Hashem	
Artistic researcher magazine Artistic And research Reports	Recommended supporting books and (...references (scientific journals, reports
application on the date Arts Sites With you Elvis	Electronic references, Internet sites

Course description form

Course description

This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the learning opportunities available. It must be linked to the program .description

Academic Program Description Template

University Name: Tikrit University

College / Institute: College of Education for Human Sciences

Academic Department: Department of Art Education

Name of the Academic or Professional Program: Bachelor's

Name of the Final Degree: Bachelor in Art Education

Study System: Annual

Date of Description Preparation: 2026/2/7

Date of File Completion:

Signature:



Signature:

Head of Department Name: د. زياد صلوبه رزق

Academic Assistant Name:

Date: ٢٠٢٦ / ٢ / ١٦

الاستاذ الدكتور
رئيسه الطيف ابراهيم الحمازوي
معاون العميد للشؤون العلمية

File Reviewed by:

Quality Assurance and University Performance Division

Name of the Director of Quality Assurance and University Performance Division:

Date

Signature:

فهد شلاش خلف

Endorsement of the Dean

٢٠٢٦ / ٢ / ١٦

-College of Education for Human Sciences Tikrit University	institution Educational .1
Department of Art Education	department /center .2
English	Course name/ code .3
My presence	Available attendance forms .4
2025-2026	Semester /year .5
60	Number of study hours (.6 (total
2023/2/10	this description was Date .7 prepared
Course objectives .8	
Preparing a conscious generation with the ability and knowledge of the English -1 language	
Developing the cultural level and increasing awareness -2	
keeps pace with developments in the cultural world -3	
Informing students of the most important basics in the English language subject -4	
Developing the student's educational skills in the English language subject -5	

Course outcomes and teaching, learning and evaluation .9 methods
<p style="text-align: center;">Cognitive objectives -A</p> <p>Knowledge of vocabulary and meanings of the English -A1 language</p> <p style="text-align: center;">Knowing the tenses in the English language -A2</p> <p style="text-align: center;">Solve the exercises -A3</p> <p style="text-align: center;">Knowing how to formulate sentences -A4</p>
<p style="text-align: center;">The skills objectives of the course -B</p> <p style="text-align: center;">Provide a summary of the topic -B1</p> <p>Expanding the discussion and listening to all the students - B2 in the class</p> <p style="text-align: center;">Interconnection of ideas between the material and the -B3 discussion session</p>
and learning methods
<p style="text-align: center;">Method of giving lectures -1</p> <p style="text-align: center;">Student groups -2</p> <p style="text-align: center;">workshops -3</p> <p style="text-align: center;">Reports and studies -4</p> <p>available means of explanation in topics that require it Use -5 the audience -6</p>
Evaluation methods
<p>Daily preparation of the material and effective discussion -1 using a method or style of critical thinking</p> <p>and monthly written exams monthly-Daily, semi -2 and final exams Semester -3</p> <p style="text-align: center;">The method of facial expression -4</p> <p style="text-align: center;">Reports and studies -5</p> <p style="text-align: center;">Daily attendance -6</p>
<p style="text-align: center;">Emotional and value goals -C</p> <p>Developing the thinking skill according to the student's -C1 ability and moving him to a higher level of thinking and enhance the critical thinking strategy in Develop -C2 learning</p> <p>Benefiting from external sources related to the English -C3 language subject, such as local and international reports</p> <p>Collecting examples and information from reality about -C4 bject and addressing the problems the English language su facing students in learning the English language</p>

and learning methods
<p>The first semester exam is divided into a monthly exam + a -1 (daily exam (25 marks</p> <p>The second semester exam is divided into a monthly exam + -2 (exam (25 marks a daily</p>
Evaluation methods
<p>Exams of all kinds -1 Facial expression -2 Reports and studies -3 Feedback from students -4</p>
<p>Transferable general and qualifying skills (other skills -D .(related to employability and personal development communication Verbal -D1 Teamwork -D2 Written communication -D3 Analysis and verification -D4 Time management -D5 Planning and organization -D6</p>

Course structure.10					
Evaluation method	Teaching method	Name of the unit topic/	Required learning outcomes	hours	the week
Tests attendance/rep/ports	My presence	first unit	Introduction to English language	2	1
Tests attendance/re/ports	My presence	first unit	Numbers and pronouns	2	2
Tests attendance/re/ports	My presence	first unit	Numbers and pronouns	2	3
Tests attendance/re/ports	My presence	unit first	Exercises	2	4
Tests attendance/re/ports	My presence	the second	Tenses	2	5
Tests attendance/re/ports	My presence	the second	Tenses	2	6
Tests attendance/re/ports	My presence	the second	Exercises	2	7
Tests attendance/re/ports	My presence	Third	Verbs	2	8
Tests attendance/re/ports	My presence	Third	Exercises and passage	2	9
Tests attendance/re/ports	My presence	Third	Exercises	2	10
Tests attendance/re/ports	My presence	Fourth	Exam	2	11
Tests	My	Fourth	Verbs	2	12

attendance/re/ ports	presence				
Tests attendance/re/ ports	My presence	Fourth	Verbs	2	13
Tests attendance/re/ ports	My presence	Fifth	Exercise	2	14
Tests attendance/re/ ports	My presence	Fifth	Exercises and passage	2	15
Tests attendance/re/ ports	My presence	Fifth	Exercises	2	16
Tests attendance/re/ ports	My presence	Six	Tenses	2	17
Tests attendance/re/ ports	My presence	Six	Exercises	2	18
Tests attendance/re/ ports	My presence	Six	Colors and synonyms	2	19
Tests attendance/re/ ports	My presence	Seven	Sentences	2	20
Tests attendance/re/ ports	My presence	Seven	Exercises	2	21
Tests attendance/re/ ports	My presence	Seven	Exam	2	22
Tests attendance/re/ ports	My presence	Eight	Tenses	2	23
Tests attendance/re/ ports	My presence	Eight	Verbs	2	24

ports					
Tests attendance/re/ports	My presence	Eight	Exercises	2	25
Tests attendance/re/ports	My presence	Nine	sentences	2	26
Tests attendance/re/ports	My presence	Nine	Exercises	2	27
Tests attendance/re/ports	My presence	Nine	Composition	2	28
Tests attendance/re/ports	My presence	tenth	Exercises	2	29
Tests attendance/re/ports	My presence	tenth		2	30

Infrastructure .11	
Head way plus	Required prescribed -1 books
bookHead way plus	(references (sources -2
Scientific reports, magazines, and books related to learning the English language	Recommended books and f (f ,references (scientific journals (.....,reports
Google,you tube	Electronic references , (ب ...,,Internet sites

Course development plan .12
place in the Adding vocabulary to the curriculum as part of the development taking - .course, at a rate not exceeding 5%
Holding seminars and conferences aimed at updating school curricula -
Follow up on scientific developments in the field of specialization -

English Reconsidering the methodological literature circulating in teaching the -
language subject at the University of Tikrit and the rest of the Iraqi universities
.and making them compatible with each specialty
Motivating students to learn the English language -

Decoration (Arabic)Course description form

Academic Program Description Template

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Study System: Annual

Date of Description Preparation: 2026/2/7

Date of File Completion:

Signature:



Signature:

Head of Department Name: د. زياد صوبير رزق

Academic Assistant Name:

Date: ٢٠٢٦ / ٢ / ١٦

الاستاذ الدكتور
رشيد الطيف ابراهيم الحسناوي
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File Reviewed by:

Quality Assurance and University Performance Division

Name of the Director of Quality Assurance and University Performance Division:

Date

فهد شلاش خلف

Signature:

Endorsement of the Dean

٢٠٢٦ / ٢ / ١٦

name Course .1	
Islamic And the decoration Arabi Line	
Course code .2	
Semester/year .3	
2026-2025	
The date this description was prepared .4	
20-1-2026	
Available forms of attendance .5	
My presence	
(Number of study hours (total) / number of units (total) .6	
90	
(Name of the course administrator (if more than one name is mentioned) .7	
ali.ahmed90@tu.edu.iq : Email Ali Ahmed Khadir :Name	
Course objectives .8	
<ul style="list-style-type: none"> ● Education Ministry Replenish in Specialized With angels Education material teaching high Schools in Artistic . school ● from Students Enable And Arabi Line knowledge And a Islamic the decoration Artistic His message receipt . And society Students to ● Realization Strengthen And jobs With goals Students And the Arabi Line Islamic decoration ● And And artistic Educational . And social psychological Line skills Students gain 	Objectives of the study subject

<p>And the decoration Arabi . Islamic Basis Students identification • And the Arabi Line that Islamic decoration from Empower them . Its types all knowledge With Students education • He that the theory foundations Arabi Line on her depends Islamic And the decoration To Employ it And how . Recipients on influence</p>					
Teaching and learning strategies .9					
<p>. Illocutionary method -4 . Knowledge behind what road -5 . the problems Solution road -6</p>		The strategy			
Course structure .10					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Formative or formative assessment daily exams,) class discussion, homework assignments and their up, -follow classroom .(calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	The origins and development writing of	3	the first
Formative or formative assessment daily exams,) class discussion, homework assignments and their up, -follow classroom	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	Materials used in writing before the) (era of paper	3	the second

Formative or formative assessment daily exams,) class discussion, homework assignments and their up, -follow classroom .(calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	Figure (clay tablets	3	the third
Formative or formative assessment daily exams,) class discussion, homework assignments and their up, -follow classroom .(calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	Parchment and leather	3	the fourth
Personal evaluation semester and) final exams to issue differentiation judgments between students and judgments of success and .(failure	electronic	Arabic calligraphy and Islamic decoration	papyrus	3	Fifth
Formative or formative assessment daily exams,) class discussion, homework assignments and their up, -follow classroom .(calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	Paper and the impact of its manufacture on intellectual life	3	VI
Formative or	The -1	Arabic	History of	3	Seventh

formative assessment daily exams,) class discussion, homework assignments and their up, -follow classroom .(endarcal	illocutionary . method -2 Metacognition .method Method of -3 solving .problems	calligraphy and Islamic decoration	Arabic writing		
Formative or formative assessment daily exams,) class discussion, homework assignments and their up, -follow classroom .(calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	Arabic calligraphy in early Islam	3	VIII
Formative or formative assessment daily exams,) class discussion, homework assignments and their up, -follow classroom .(calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	Arabic calligraphy in the Umayyad era	3	Ninth
Personal evaluation semester and) to final exams issue differentiation judgments between students and judgments of success and .(failure	electronic	Arabic calligraphy and Islamic decoration	Arabic calligraphy in the Abbasid era	3	The tenth
Formative or formative assessment	The -1 illocutionary . method	Arabic calligraphy and Islamic	The most famous calligrapher	3	eleventh

daily exams,) class discussion, homework assignments and their up, -follow classroom (calendar	-2 Metacognition .method Method of -3 solving .problems	decoration	of the Abbasid era (Ibn Muqla)		
Formative or formative assessment daily exams,) class discussion, homework assignments and their up, -follow classroom (calendar	The -1 illocutionary .method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	Son of the doorman	3	twelveth
Formative or formative assessment daily exams,) class discussion, homework assignments and their up, -follow classroom (calendar	The -1 illocutionary .method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	-Yaqut Al Mustasami	3	Thirteenth
Formative or formative assessment daily exams,) class discussion, homework assignments and their up, -follow classroom (calendar	The -1 illocutionary .method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	Contemporary calligraphers	3	fourteenth
Personal evaluation semester and) final exams to issue	electronic	Arabic calligraphy and Islamic decoration	Monthly exam	3	Fifteenth

differentiation judgments between students and judgments of success and .(failure					
Formative or formative assessment daily exams,) class discussion, homework assignments and their up, -follow classroom .(calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	Aestheticism in Arabic calligraphy	3	Chapter -First Two
or Formative formative assessment daily exams,) class discussion, homework assignments and their up, -follow classroom .(calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	Terms of beautiful calligraphy	3	the second
	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	Types of Arabic calligraphy	3	the third
	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	koufi font	3	the fourth
	The -1	Arabic	Thuluth line	3	Fifth

	illocutionary .method -2 Metacognition .method Method of -3 solving .problems	calligraphy and Islamic decoration			
	The -1 illocutionary .method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	Naskh line	3	VI
	The -1 illocutionary .method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	Persian calligraphy	3	Seventh
Formative or formative assessment daily exams,) class discussion, homework assignments and their up, -follow classroom (calendar	The -1 illocutionary .method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	Line vamp	3	VIII
Formative or formative assessment daily exams,) class discussion, homework assignments and their up, -follow classroom (calendar	The -1 illocutionary .method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	Diwani calligraphy	3	Ninth

Personal evaluation semester and) final exams to issue differentiation judgments between students and judgments of success and .(failure	electronic	Arabic graphy calli and Islamic decoration	Training in writing letters in Kufic script	3	The tenth
Formative or formative assessment daily exams,) class discussion, homework assignments and their up, -follow classroom .(calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy Islamic and decoration	Basic principles in the rules of decoration	3	eleventh
Formative or formative assessment daily exams,) class discussion, homework assignments and their up, -follow classroom .(calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	Geometric decorations	3	twelveth
Formative or formative assessment daily exams,) class discussion, homework assignments and their up, -follow classroom .(calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	Botanical motifs	3	Thirteenth
Formative or formative	The -1 illocutionary	Arabic calligraphy	Animal motifs	3	fourteenth

assessment daily exams,) class discussion, homework assignments and their up, -follow classroom .(calendar	. method -2 Metacognition .method Method of -3 solving .problems	and Islamic decoration			
Personal evaluation semester and) final exams to issue differentiation judgments between students and judgments of success and . (failure	electronic	Arabic calligraphy and Islamic decoration	Monthly exam	3	Fifteenth

Course evaluation .11	
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	
resources Learning and teaching .12	
And its His upbringing Arabi Line Alusi-Al fair / development	(Required textbooks (methodology, if any
/ Arabi-Al Line photographer Calligrapher Mohammed Hashem	(Main references (sources
Artistic researcher magazine Artistic And research Reports	Recommended supporting books and (...journals, reports references (scientific

application on the date Arts Sites
With you Elvis

Electronic references, Internet sites

Academic Program Description Template

University Name: Tikrit University

College / Institute: College of Education for Human Sciences

Academic Department: Department of Art Education

Name of the Academic or Professional Program: Bachelor's

Name of the Final Degree: Bachelor in Art Education

Study System: Annual

Date of Description Preparation: 2026/2/7

Date of File Completion:



Signature:

Signature:

Head of Department Name: د. زياد صوابية رزق

Academic Assistant Name:

Date: ٢٠٢٦ / ٢ / ١٦

الإستاذة الدكتور
رشيد الطيف ابراهيم الحسناوي
معاون العميد للشؤون العلمية

File Reviewed by:

Quality Assurance and University Performance Division

Name of the Director of Quality Assurance and University Performance Division:

Date

فهد شلاش خلف

Signature:

Endorsement of the Dean

٢٠٢٦ / ٢ / ١٦

Decoration (Arabic) Course description form

Course description

Course Description This course presents students with the basics of general Arabic language, which helps them master eloquent language methods, use vocabulary correctly, and understand grammatical and banknotal rules. It also seeks to develop language and communication skills, and to promote critical thinking and linguistic analysis, through effective interaction in lectures and classroom discussions.

1. Educational Institution	Tikrit University _ Faculty of Education for Humanities
2. Scientific Department/Center	Technical Education
3. Schedule Name/Code	General Arabic
4. Available forms of attendance	Live Attendance
5. Chapter/Year	2025-2026
6. Number of study hours (total)	10 hours a day
7. Date of preparation of this description	12/2/2026
8. Rapporteur's objectives	
9. Enabling students to use eloquent language methods with skill.	
10. Use language vocabulary and compositions correctly according to	

grammar.
11. Enhance the student's ability to analyze and think critically about Arabic.
12. Provide students with effective communication skills and use modern techniques in learning.

10. Rapporteur's outputs and teaching, learning and evaluation methods
<p>Knowledge objectives:</p> <p>A1: Familiarize the student with the general Arabic subject and its basics.</p> <p>A2: Distinguishing between the correct act and the impaired act.</p> <p>A3: Distinction between number and number and their different formulas.</p> <p>A4: Know the basics of Arabic, such as pure balance and verb doors.</p> <p>A5: Accommodate dictating rules such as whispers and punctuation marks.</p> <p>A6: Apply grammar in writing and speaking.</p>
<p>Maritime objectives:</p> <p>B1: Application of linguistic concepts to readable and written texts.</p> <p>B2: Use the pure balance to analyze words.</p> <p>B3: Analysis of literary and linguistic texts from a grammatical and pure perspective.</p> <p>B4: Develop reading, understanding and summarizing skills.</p>

Teaching and Learning Methods

Providing the appropriate educational climate for reasonable thinking and continuous guidance for students by the professor of the subject during the lecture, opening a door for open and direct discussions with students to create a spirit of ability to express opinion and hear and respect other opinions.

Interactive lectures.

Asking questions and opening the door to dialogue and debate.

Assign students to prepare short scientific reports.

- Provide practical exercises and applications to enhance understanding.

Evaluation modalities

Continuous assessment through interaction in the classroom.

Periodic editorial tests.

Submission of short reports and projects.

Quarterly and final examinations

Conscientious and value objectives

A1: Promote respect for the Arabic language and attention to its aesthetics.

C2: Develop the ability to listen well and respect others' views.

A3: Enhancing self-confidence in the use of Arabic in talks and discussions.

G4: Develop the spirit of research and linguistic inquiry.

Teaching and Learning Methods

- Classroom discussions to exchange views and ideas.
- Motivate students to independent research on linguistic issues.
- Implement collective activities that promote cooperation and joint action.
- Lectures
- Asking questions and opening the door to dialogue.
- Assign students some scientific reports.
- Monthly exam
- Daily Preparation

Transferred general and qualifying skills (other skills related to employability and personal development).

D1: Develop critical thinking skills through linguistic analysis.

D2: Enhance the ability to solve language problems.

D3: Development of cast and presentation skills.

D4: Acquire the ability to use modern techniques in linguistic **research**.

week	hours	Evaluation Method	How to teach	Unit Name/Subject	Required learning outputs
	1	Applied Test	Lecture and discussion	Their Positions	Understand the joints of connectivity and cutting
	1	Written Test	Lecture and practical exercises	Placements	Knowledge of intermediate and extremist whispering
	1	Evaluation of reports	Lecture and Applications	Their Sections and Uses	Digestion of punctuation marks
	1	Editorial Test	Practical Explanation	Definition and placement	Differentiation between strapped and strapped tips
	1	Practical Application	Lecture and discussion	Definition and sections of doors	Classification of abstract triple verb doors
	1	Short test	Practical Training	Discouraging and collecting them	Know the diminished, shortened and elongated name

10. infrastructure	
Grammar	Required textbooks
Explanation of Ibn Akil on Alfiya Ibn	Main references (sources)
Scientific articles and journals specializing in Arabic	Recommended books and references (scientific journals, reports,...)
Reliable educational sites, online sources of grammar and drainage	Electronic References, Websites

.10 Curriculum Development Plan

1. Update content based on the latest research in Arabic language education.
2. Integrate modern learning methods such as e-learning.
3. Strengthening the practical aspect through field applications and research projects.
4. Improve evaluation methods to make them more comprehensive and diverse.

Second stage

Academic Program Description Template

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Date of Description Preparation: 2026/2/7

Date of File Completion:



Signature:

Signature:

Head of Department Name: د. زياد صليحة رزق

Academic Assistant Name:

Date: ٢٠٢٦ / ٢ / ١٦

الاستاذ الدكتور
رشيد الطيف ابراهيم الحماوي
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File Reviewed by:

Quality Assurance and University Performance Division

Name of the Director of Quality Assurance and University Performance Division:

Date

Signature:

Endorsement of the Dean

تمثيل the art of acting	
Resolution code .2	
Semester/year .3	
2026-2025	
The date this description was prepared .4	
2025/3/13	
For available availability .5	
() Number of academic hours () / Number of units .6	
(90)-(90)	
(judge (if more than the name of the prohibited person The name of the .7	
mozahim.k.hussen@tu.edu.iq : Name: Professor Mozahim Khudair Hussen Email	
Objectives of the judiciary .8	
Providing the Ministry of Education with specialized personnel, especially the -1 activist classroom	
Students must transfer part of the curriculum to education and proportionality -2	
Teaching the student performance skills and thus controlling the school -3 curriculum	
Increase literary boldness and weights -4	
<p style="text-align: center;">Creative goals -A</p> <p>the student will be able to That -1 understand the conductivity of .metabolism</p> <p>Punitive learning gives the -2 student the same amount of . creativity</p> <p>Practicing exercise after the -3 student leaves the educational mode . mode to a new educational</p> <p>The student should be able to - 4 know the objectives of the submissions that carry the</p>	<p style="text-align: center;">Objectives of the study subject</p>

directorial vision be aware of should The student -5 the importance of reciprocal principles in the method of persuading and influencing the audience	
--	--

Choosing teaching and learning .9

.The student seeks to set a good example among those around him-1 .The general separation of good values -2 .The emergence of the driving forces of affectivity -3
--

	The strategy
--	--------------

System of government .10

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Daily testing	lecture	the art of acting	since then	3	1
Daily testing	lecture	the art of acting	The phenomenon of similarity	3	2
Oral test	Discussion	the art of acting	Alternative concept	3	3
Daily testing	Psychological bombardment	the art of acting	Specificity of representation	3	4
Daily testing	lecture	the art of acting	Metabolic methods	3	5
Daily testing	lecture	the art of acting	Realistic style	3	-6

		g			
Semester test	Tested	the art of acting	Semester exam	3	7
Daily testing	a lecture	the art of acting	Realism Stanislavsky	3	8
Oral test	a lecture	the art of acting	Realism/naturalism	3	9
Daily testing	a lecture	the art of acting	Andre – Natural Antoine	3	10
Daily testing	a lecture	the art of acting	steps	3	11
Daily testing	a lecture	the art of acting	Steps to understanding personality	3	12
Daily testing	a lecture	the art of acting	Realistic performance	3	14
Semester test	Tested	the art of acting	Semester exam	3	15
Daily testing	a lecture	the art of acting	Irritability	3	16
Daily testing	a lecture	the art of acting	Epic/educational theatre	3	17
Applied tested	a lecture	the art of	Curriculum play	3	18

		actin g			
Applied tested	lecture a	the art of actin g	Curriculum play	3	19
Applied tested	a lecture	the art of actin g	Euro classification concept	3	20
Semester test	Tested	the art of actin g	Semester exam	3	21
Daily testing	a lecture	the art of actin g	This hadith	3	22
Daily testing	a lecture	the art of actin g	The modern era	3	23
Daily testing	Psychological bombardment	the art of actin g	DC tamper	3	24
Daily testing	a lecture	the art of actin g	Improvisation	3	25
Daily testing	a lecture	the art of actin g	Children's plays	3	26
Daily testing	a lecture	the art of actin g	Influences in kindergarten	3	27
Applied tested	a lecture	the art of actin g	Focus on relaxation	3	28
Daily testing	a lecture	the	Rhythm in acting	3	29

		art of acting			
Semester exam	Exam	the art of acting	Separation test	3	30

Judge's evaluation .11	
Distribution of a score out of 100 according to the student's choice of daily preparation, daily, oral, monthly, written exams, reports...etc	
Learning and teaching resources .12	
The book Principles of the Art of writing by Dr. Sami Abdel - Acting Hamid	(Specific books (methodology found
Theories of the art of writing Dr. Aqeel Mahdi Youssef Director in Contemporary Theater, written by Saad Ardash	(Main references (sources
Foundations in theories and writing by Sharqawi-Jalal Al	Supporting books and references that cuts (...scientific journals, reports)
The theater library is available on the Telegram application Takra website	Electronic references, Internet sites

Academic Program Description Template

University Name: Tikrit University

College / Institute: College of Education for Human Sciences

Academic Department: Department of Art Education

Name of the Academic or Professional Program: Bachelor's

Name of the Final Degree: Bachelor in Art Education

Study System: Annual

Date of Description Preparation: 2026/2/7

Date of File Completion:

Signature:



Signature:

Head of Department Name: د. زياد صويحبه رنة

Academic Assistant Name:

Date: ٢٠٢٦ / ٢ / ١٦

الاستاذ الدكتور
رشيد الطيف ابراهيم الحسناوي
معاون العميد للشؤون العلمية

File Reviewed by:

Quality Assurance and University Performance Division

Name of the Director of Quality Assurance and University Performance Division: الاستاذ الدكتور

Date:

فهد شلاش خلف

Signature:

Endorsement of the Dean

٢٠٢٦ / ٢ / ١٦

Course Description Form

1. Course Name:	
Educational Administration	
2. Course Code:	
EDM247	
3. Semester / Year:	
2025-2026	
4. Description Preparation Date:	
1-10-2025	
5. Available Attendance Forms:	
mandatory	
6. Number of Credit Hours (Total) / Number of Units (Total)	
64 hours / 2 unit	
7. Course administrator's name (mention all, if more than one name)	
Name: Amal Hashim Khamis	
Email: amal.hashim@tu.edu.iq	
.....	
.....	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> • Provide students with basic information and principles of administration. • Enable students to understand the meaning of administration. • Introduce students to classroom management and its role in learning
9. Teaching and Learning Strategies	
Strategy	Lecture, discussion, and dialogue.
10. Course Structure	

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Educational and psychological sciences	Historical development of administration	Lecture and discussion	Achievement tests
2	2	=	Concept and definition	=	
3	2	=	Characteristics and elements	=	
4	2	=	Levels and factors	=	
5	2	=	Prevailing trends in administration	=	
6	2	=	Centralization, decentralization, democracy	=	

7	2	=	Administrative styles	=	
8	2	=	Democratic, autocratic, correspondence, diplomatic	=	
9	2	=	School administration – First midterm exam	=	First semester exam 1
10	2	=	Objectives and types	=	
11	2	=	Relations and tasks	=	
12	2	=	Characteristics	=	
13	2	=	School and classroom administration	=	

14	2	=	Role in the educational process	=	
15	2	=	School and society	=	
16	2	=	Means of communication	=	First semester exam 2
17	2	=	School–community relationship	=	
18	2	=	Parents’ councils	=	
19	2	=	Educational supervision	=	
20	2	=	Meaning and development	=	

21	2	=	Importance and philosophy	=	
22	2	=	Objectives, tasks, types	=	
23	2	=	Modern trends in educational supervision	=	
24	2	=	Foundations	=	
25	2	=	Methods	=	
26	2	=	Selection of educational supervisors	=	
27	2	=	Training of supervisors	=	

28	2	=	Reality of educational supervision in Iraq	=	
29	2	=	Evaluation of educational supervision	=	
30	2	=		=	

Academic Program Description Template

University Name: Tikrit University

College / Institute: College of Education for Human Sciences

Academic Department: Department of Art Education

Name of the Academic or Professional Program: Bachelor's

Name of the Final Degree: Bachelor in Art Education

Study System: Annual

Date of Description Preparation: 2026/2/7

Date of File Completion:



Signature:

Signature:

Head of Department Name:

د. زياد صوبحة رنة

Academic Assistant Name:

Date: ٢٠٢٦ / ٢ / ١٦

الاستاذ الدكتور
رشيد الطيف ابراهيم الحسناوي
معاون العميد للشؤون العلمية

File Reviewed by:

Quality Assurance and University Performance Division

Name of the Director of Quality Assurance and University Performance Division:

الاستاذ الدكتور

Date

فهد شلاش خلف

Signature:

Endorsement of the Dean

٢٠٢٦ / ٢ / ١٦

Course Description Form

1. Course Name:

the art of acting

2. Course Code:

Assistant Professor .Adnan Hussain Ali

3. Semester / Year:

2025-2026

4. Description Preparation Date:

8-1-2026

5. Available Attendance Forms:

Presence

6. Number of Credit Hours (Total) / Number of Units (Total)

90

7. Course administrator's name (mention all, if more than one name)

Name: Adnan Hussain Ali

Email: dnan.h.āli@tu.edu.iq

.....

8. Course Objectives

Course Objectives

- Providing the Ministry of Education with staff specialized in teaching art education in secondary schools.
- Enabling students to know the correct arts of directing in which the artistic message is delivered to the audience.
- Enhancing students' awareness of the objectives and functions of production to convey the message.
- Providing students with the theoretical foundations

	<p>on which production depends and its impact on recipients.</p> <ul style="list-style-type: none"> • Introducing students to the foundations of artistic education that enable them to know the goals and objectives of the art of directing. • Providing students with directing skills in various fields of education and life.
--	--

9. Teaching and Learning Strategies

Strategy	<p>1- The introductory method 2- Practical application method 3- How to solve problems 4- How to use visual illustrations</p>
-----------------	--

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
the first	3	the art of acting	the art of acting	<p>1-The introductory method 2- Conduct practical exercises</p>	<p>1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).</p>

the second	3	The phenomenon of similarity	the art of acting	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
the third	3	The concept of representation	the art of acting	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
the fourth	3	Specificity of representation	the art of acting	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework

					<p>assignments and their follow-up, classroom calendar).</p> <p>2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).</p>
Fifth	3	Acting methods	the art of acting	<p>1-The introductory method</p> <p>2- Conduct practical exercises</p>	<p>1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).</p> <p>2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).</p>
six	3	Realistic style	the art of acting	<p>1-The introductory method</p> <p>2- Conduct practical exercises</p>	<p>1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).</p> <p>2- Personal evaluation (semester</p>

					and final exams to issue judgments on differentiation between students and judgments of success and failure).
Seventh	3	Semester exam	the art of acting	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
Eighth	3	Realism Stanislavsky	the art of acting	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments

					of success and failure).
Ninth	3	Realism/naturalism	the art of acting	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
tenth	3	Naturalism -Andre Antoine	the art of acting	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).

eleventh	3	Acting steps	the art of acting	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
Twelveth	3	Steps to understanding personality	the art of acting	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
Thirteenth	3	Realistic performance	the art of acting	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework

					<p>assignments and their follow-up, classroom calendar).</p> <p>2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).</p>
fourteenth	3	Semester exam	the art of acting	<p>1-The introductory method</p> <p>2- Conduct practical exercises</p>	<p>1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).</p> <p>2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).</p>
Fifteenth	3	Epic theatre	the art of acting	<p>1-The introductory method</p> <p>2- Conduct practical exercises</p>	<p>1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).</p> <p>2- Personal evaluation (semester</p>

					and final exams to issue judgments on differentiation between students and judgments of success and failure).
sixteen	3	Epic/educational theatre	the art of acting	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
Seventeenth	3	Dramatization of curricula	the art of acting	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments

					of success and failure).
Eighteen	3	Dramatization of curricula	the art of acting	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
nineteenth	3	The concept of role playing	the art of acting	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).

The twentieth	3	Semester exam	the art of acting	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
twenty one	3	Modern theater	the art of acting	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
twenty two	3	Contemporary currents	the art of acting	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework

					<p>assignments and their follow-up, classroom calendar).</p> <p>2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).</p>
twenty three	3	Stream of absurdity	the art of acting	<p>1-The introductory method</p> <p>2- Conduct practical exercises</p>	<p>1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).</p> <p>2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).</p>
twenty four	3	Improvisation	the art of acting	<p>1-The introductory method</p> <p>2- Conduct practical exercises</p>	<p>1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).</p> <p>2- Personal evaluation (semester</p>

					and final exams to issue judgments on differentiation between students and judgments of success and failure).
twenty five	3	Children's theater	the art of acting	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
twenty six	3	Acting in kindergarten	the art of acting	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments

					of success and failure).
twenty seven	3	Focus relaxation	the art of acting	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
twenty eight	3	Rhythm in acting	the art of acting	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).

twenty nine	3	Separation test	the art of acting	<p>1-The introductory method</p> <p>2- Conduct practical exercises</p>	<p>1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).</p> <p>2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).</p>
thirty	3	Monthly exam	the art of acting	<p>1-The introductory method</p> <p>2- Conduct practical exercises</p>	<p>1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).</p> <p>2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).</p>

11 .Course evaluation

1- First semester grade 25%: 5 marks for attendance and daily participation + 10 marks for theoretical exam + 10 marks for practical exam

2--Second semester grade 25%: 5 marks for attendance and daily participation + 10 marks for theoretical exam + 10 marks for practical exam

3- Final exam 50%

12. Learning and teaching resources

Required textbooks (methodology, if any)	The book Principles of the Art of Acting - written by Dr. Sami Abdel Hamid
Main references (sources)	Theories of the art of acting, written by Dr. Aqeel Mahdi Youssef Director in Contemporary Theater, written by Saad Ardash
Recommended supporting books and references	Foundations in Acting and Directing Theories, written by Jalal Al-Sharqawi
Electronic references, Internet sites	The library is available on the Internet

Academic Program Description Template

University Name: Tikrit University

College / Institute: College of Education for Human Sciences

Academic Department: Department of Art Education

Name of the Academic or Professional Program: Bachelor's

Name of the Final Degree: Bachelor in Art Education

Study System: Annual

Date of Description Preparation: 2026/2/7

Date of File Completion:



Signature:

Signature:

Head of Department Name: د. زياد صويحبه رنة

Academic Assistant Name:

Date: ٢٠٢٦ / ٢ / ١٦

الاستاذ الدكتور
رشيد الطيف ابراهيم الحسناوي
معاون العميد للشؤون العلمية

File Reviewed by:

Quality Assurance and University Performance Division

Name of the Director of Quality Assurance and University Performance Division: الاستاذ الدكتور

Date: فهد شلاش خلف

Signature:

Endorsement of the Dean

٢٠٢٦ / ٢ / ١٦

model a description The decision

1. Name The decision	
crimes party Resurrection Defunct	جرائم
2. Symbol The decision	
M. M Arabism slave God Hussein	
3. Semester/ year	
2026-2025	
4. Date Preparation this the description	
2-2-2026	
5. Forms the audience Available	
My presence	
6. Number hours Academic(total)/ number Units(total)	
60	
7. Noun responsible decision The Academic(if more from name Mentioned)	
Name: .M M. Arabism slave God Hussein Email: oraba-abdallah@tu.edu.iq	
8. Goals The decision	
<ul style="list-style-type: none"> • Gain Students be informed Vocabulary crimes party Resurrection Defunct more And expression And talk Braim party Resurrection Defunct And violations Really Iraqis. • to learn Students Skill Learning And the casting And a receipt The information The correct one • to learn rules Laws 	Goals Subject Scholarship

International For defense on rights Iraqis. • to learn Skill Listening.	
--	--

9. Strategies education And learning

1- Strategy education Planning Concept Cooperative. 2- Strategy education Storming Mental. 3- Strategy education series Notes	The strategy
--	--------------

10. Structure The decision

road Evaluation	road Learning	name Unit or the topic	Outputs Learning required	hours	the week
Exams weekly And monthly And daily And editorial And an exam end the year.	to explain		Gain Students be	2	1
	Subject		informed Vocabulary	2	2
	Scientific		crimes party	2	3
	According to		Resurrection	2	4
	Curriculum		Defunct more And	2	5
	The follower		expression And talk	2	6
	.		With all what	2	7
	urge		happened For Iraq	2	8
	Students on		from Woes And my	2	9
	Share		tragedy For Iraq.	2	10
	Interactive.		to learn Students	2	11
	to explain		Diction And art	2	12
	Threads for every Theme by Students And engage Larger		Public speaking To	2	13
	Saucepan maybe from Students.		deliver all what he	2	14
			from Like him that It is clear all what Chest Really Iraqis from crimes And wars And woes And my tragedy And he was tempted because of Governments Defunct.	2	15

11. Evaluation The decision

Exam the chapter the first And it is divided to Exam Monthly And two days(25) and an exam the chapter the second Divides to Exam Monthly And my day(25) and it will be the exam Final From(50).

12. Sources Learning And teaching

book crimes party Resurrection
Defunct

Books decided Required(methodology that
Found)

books Courses from Ministry Such
as book party Resurrection Defunct

the reviewer Home(Sources)

Books And references chock that recommend
In it(magazines Scientific, reports...)

the reviewer Electronic, websites The
Internet

Academic Program Description Template

University Name: Tikrit University

College / Institute: College of Education for Human Sciences

Academic Department: Department of Art Education

Name of the Academic or Professional Program: Bachelor's

Name of the Final Degree: Bachelor in Art Education

Study System: Annual

Date of Description Preparation: 2026/2/7

Date of File Completion:



Signature:

Signature:

Head of Department Name:

د. زياد صويحبه رنة

Academic Assistant Name:

Date: ٢٠٢٦ / ٢ / ١٦

الاستاذ الدكتور
رشيد الطيف ابراهيم الحسناوي
معاون العميد للشؤون العلمية

File Reviewed by:

Quality Assurance and University Performance Division

Name of the Director of Quality Assurance and University Performance Division:

الاستاذ الدكتور

Date

فهد شلاش خلف

Signature:

Endorsement of the Dean

٢٠٢٦ / ٢ / ١٦

Course description form

Course name .1	
فن الالقاء	The art of diction
Course code .2	
Mr. Ziad Helou Jadallah	
Semester/year .3	
2026/2025	
The date this description was prepared .4	
2025/2/10	
Available forms of attendance .5	
My presence	
(Number of study hours (total) / number of units (total) .6	
90	
(administrator (if more than one name is mentioned Name of the course .7	
zeadhelleo@tu.edu.iq : Name: Ziad Helou Jadallah Email	
Course objectives .8	
<ul style="list-style-type: none"> • • • 	<p>Objectives of the study subject</p> <p>Providing the Ministry of -1 Education with specialized personnel, especially in extracurricular activities</p> <p>Enabling students to transfer -2 to part of the curriculum teaching proper pronunciation</p> <p>Teaching the student -3 performance skills as an aid to understanding the curriculum</p> <p>Increasing literary boldness and -4 delivery and eloquence during breaking the barrier of fear</p>
Teaching and learning strategies .9	
How to give a lecture -1	The strategy

workshops -2 Reports and studies -3 Practical applications -4 Performing exercises in various -5 styles Including all students in the -6 application	
---	--

Course structure .10					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week

Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Daily testing	lecture	The art of diction	The concept of the art of speech	3	1
Daily testing	lecture	The art of diction	Definition of the art of speech	3	2
Oral test	Discussion	The art of diction	The importance of the art of public speaking	3	3
Daily testing	Mental bombardment	The art of diction	Delivering methods	3	4
Daily testing	lecture	The art of diction	Hair styles	3	5
Daily testing	lecture	The art of diction	Novel style	3	-6
Semester test	a test	The art of diction	Semester exam	3	7
Daily testing	a lecture	The art of diction	Representational style	3	8
Oral test	a lecture	The art of diction	Public speaking style	3	9
Daily testing	a lecture	The art of diction	Short story style	3	10
Daily testing	a lecture	The art of diction	Story style	3	11
Daily testing	a lecture	The art of diction	Representative poetry	3	12
Daily testing	a lecture	The art of diction	Speech devices	3	14
Semester test	a test	The art of diction	Semester exam	3	15
Daily testing	a lecture	The art of diction	Relax	3	16
Daily testing	a lecture	The art of diction	moderation	3	17
Practical test	a lecture	The art of diction	Breathing control	3	18
Practical test	a lecture	The art of diction	Layers of sound	3	19

Practical test	a lecture	The art of diction	the sound power	3	20
Semester test	a test	The art of diction	Semester exam	3	21
Daily testing	a lecture	The art of diction	Types of sounds	3	22
Daily testing	a lecture	The art of diction	Closed diction	3	23
Daily testing	Mental bombardment	The art of diction	Open casting	3	24
Daily testing	a lecture	The art of diction	Improvisation and recitation	3	25
Daily testing	a lecture	The art of diction	Recitation in children's theatre	3	26
Daily testing	a lecture	The art of diction	Types of letters	3	27
Practical test	a lecture	The art of diction	Coloring and diversification	3	28
Daily testing	a lecture	The art of diction	Rhythm in delivery	3	29
Semester exam	Exam	The art of diction	Separation test	3	30

Course evaluation .11

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

Learning and teaching resources .12

The Art of Diction by Sami -1

(Required textbooks (methodology, if any

Abdel Hamid and Badri Hassoun Farid, Part 2	
The art of public speaking, -1 Dr. Hussein Ali Haref and Waddah Talib The art of speech by Farhan -2 Bulbul	(Main References (Sources
Book: The Art of Diction by Abdul Asar Wareth And the Academic Research concerned with the art of Journal theater and performance	Recommended supporting books and (...references (scientific journals, reports
All sites concerned with improving and performance sound	Electronic references, Internet sites

Academic Program Description Template

University Name: Tikrit University

College / Institute: College of Education for Human Sciences

Academic Department: Department of Art Education

Name of the Academic or Professional Program: Bachelor's

Name of the Final Degree: Bachelor in Art Education

Study System: Annual

Date of Description Preparation: 2026/2/7

Date of File Completion:



Signature:

Signature:

Head of Department Name: د. زياد صلوبه رزق

Academic Assistant Name:

Date: ٢٠٢٦ / ٢ / ١٦

الإستاذة الدكتور
رشيد الطيف ابراهيم الحسناوي
معاون العميد للشؤون العلمية

File Reviewed by:

Quality Assurance and University Performance Division

Name of the Director of Quality Assurance and University Performance Division:

Date

Signature:

Endorsement of the Dean

٢٠٢٦ / ٢ / ١٦

1. Course Name:	
art history تاريخ الفن	
W Course Code:	
Eman abdul sattar attalaa	eman.a.atallah@tu.edu.iq
Week Semester / Year:	
2025-2026	
Description Preparation Date:	
11/ 3/ 2026	
5. Available Attendance Forms:	
Presence	
6. Number of Credit Hours (Total) / Number of Units (Total)	
60	
7. Course administrator's name (mention all, if more than one name)	
Name: Eman abdul sattar attalaa Email: eman.a.atallah@tu.edu.iq	
8. Course Objectives	
Course Objectives	<p>Providing the Ministry of Education with staff specialized in teaching art education in secondary schools.</p> <ul style="list-style-type: none"> • Enabling students to know the means of communication through which the artistic message is delivered to students and society. • Enhancing students' awareness of the goals and functions of personal, personal, collective, folkloric and popular means of communication. • Providing students with the skills of communication trends that

occur in various fields of education and life.

- Introducing students to the foundations of media education that enable them to know the goals and objectives of all types of means of communication.
- Teaching students the theoretical foundations on which means of communication depend in their influence on recipients.

9. Teaching and Learning Strategies

Strategy	1- Method of giving lectures 2- Student groups 3- Workshops 4- Reports and studies 5- Use available means of clarification in topics that require it 6- Attendance 7- Using the role-playing method (classroom or attendance only) to address and explain some of the subject's vocabulary 8- Writing analytical papers on or outside the subject's vocabulary that are directly related to the topics of art history.
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
the first	2	Art and man	art history	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems.	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar)
the second	2	Plastic values	art history	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar)
the third	2	Primitive art	art history	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar)
the fourth	2	Ancient Egyptian art	art history	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar)

Fifth	2	The Middle Kingdom and the Age of Empire	art history	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar)
six	2	Late era	art history	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar)
Seventh	2	Arts of Mesopotamia	art history	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar)
Eighth	2	Assyrian art	art history	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar)
Ninth	2	Chaldean or Neo-Babylonian art	art history	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar)
tenth	2	Achaemenid Persian art	art history	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar)
eleventh	2	Early Greek art	art history	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar)
twelveth	2	Greek art of the Fourth Age	art history	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar)
Thirteenth	2	Etruscan art	art history	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar)
fourteenth	2	Roman art	art history	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar)

Fifteenth	2	Monthly exam	art history	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar)
sixteen	2	Indian art	art history	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar)
seventeenth	2	Chinese art	art history	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar)
eighteen	2	Japanese art	art history	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar)
nineteenth	2	Sasanian art	art history	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar)
The twentieth	2	Christian art	art history	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar)
twenty one	2	Byzantine art	art history	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar)
twenty tow	2	Coptic art	art history	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar)
twenty three	2	Islamic Art	art history	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar)
twenty four	2	Romanesque art	art history	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar)

twenty five	2	Gothic art	art history	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar)
twenty six	2	Renaissance	art history	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar)
twenty seven	2	Modern artistic movements	art history	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar)
twenty eight	2	Contemporary art movements	art history	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar)
twenty nine	2	Display paintings	art history	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar)
thirty	2	Monthly exam	art history	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar)

11 .Course evaluation

- 1- The first semester exam is divided into a monthly exam + a daily exam (25 marks)
- 2- The second semester exam is divided into a monthly exam + a daily exam (25 marks)
- 3- Final exam (50 marks)

12. Learning and teaching resources

Required textbooks (methodology, if any)	The summary in the history of public art / Abu Saleh Al-Alfi
Main references (sources)	Art history books/Zuhair Abdel-Sahib
Recommended supporting books and references	Al-Baheth Technical Journal, technical reports and research
Electronic references, Internet sites	Media and communication library available on the Telegram application Arts History sites on the Facebook application

Course description form

Academic Program Description Template

University Name: Tikrit University

College / Institute: College of Education for Human Sciences

Academic Department: Department of Art Education

Name of the Academic or Professional Program: Bachelor's

Name of the Final Degree: Bachelor in Art Education

Study System: Annual

Date of Description Preparation: 2026/2/7

Date of File Completion:



Signature:

Signature:

Head of Department Name: د. زياد صوبحة رنة

Academic Assistant Name:

Date: ٢٠٢٦ / ٢ / ١٦

الاستاذ الدكتور
رشيد الطيف ابراهيم الحسناوي
معاون العميد للشؤون العلمية

File Reviewed by:

Quality Assurance and University Performance Division

Name of the Director of Quality Assurance and University Performance Division: الأستاذ الدكتور

Date: فهد شلاش خلف

Signature:

Endorsement of the Dean

٢٠٢٦ / ٢ / ١٦

Course description

course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the learning opportunities available. It must be linked to the program of the learning opportunities available. It must .description

-College of Education for Human Sciences Tikrit University	Educational institution .13
Department of Art Education	department /center .14
English	Course name/ code .15
My presence	Available attendance forms .16
2025-2026	Semester /year .17
60	Number of study hours (.18 (total
2026/2/10	Date this description was .19 prepared
Course objectives .20	
Preparing a conscious generation with the ability and knowledge of the English language -5	
Developing the cultural level and increasing awareness -6	
keeps pace with developments in the cultural world -7	
Informing students of the most important basics in the English language subject -8	
Developing the student's educational skills in the English language subject -5	

and evaluation Course outcomes and teaching, learning .21 methods
<p style="text-align: center;">Cognitive objectives -A</p> <p>Knowledge of vocabulary and meanings of the English -A1 language</p> <p style="text-align: center;">Knowing the tenses in the English language -A2</p> <p style="text-align: center;">Solve the exercises -A3</p> <p style="text-align: center;">Knowing how to formulate sentences -A4</p>
<p style="text-align: center;">the course The skills objectives of -B</p> <p style="text-align: center;">Provide a summary of the topic -B1</p> <p>Expanding the discussion and listening to all the students -B2 in the class</p> <p style="text-align: center;">Interconnection of ideas between the material and the -B3 discussion session</p>
and learning methods
<p style="text-align: center;">Method of giving lectures -7</p> <p style="text-align: center;">Student groups -8 workshops -9</p> <p style="text-align: center;">Reports and studies -10</p> <p>Use available means of explanation in topics that -11 require it</p> <p style="text-align: center;">the audience -12</p>
Evaluation methods
<p>Daily preparation of the material and effective discussion -1 using a method or style of critical thinking</p> <p>and monthly written exams monthly-Daily, semi -2 and final exams Semester -3</p> <p style="text-align: center;">The method of facial expression -4</p> <p style="text-align: center;">Reports and studies -7</p> <p style="text-align: center;">Daily attendance -8</p>
<p style="text-align: center;">Emotional and value goals -C</p> <p>Developing the thinking skill according to the student's -C1 moving him to a higher level of thinking ability and</p> <p style="text-align: center;">Develop and enhance the critical thinking strategy in -C2 learning</p> <p style="text-align: center;">Benefiting from external sources related to the English -C3 language subject, such as local and international reports</p> <p>information from reality about Collecting examples and -C4 the English language subject and addressing the problems</p> <p style="text-align: center;">facing students in learning the English language</p>

and learning methods
<p>The first semester exam is divided into a monthly exam + a -3 (daily exam (25 marks</p> <p>semester exam is divided into a monthly exam + The second -4 (a daily exam (25 marks</p>
Evaluation methods
<p style="text-align: right;">Exams of all kinds -5 Facial expression -6 Reports and studies -7 Feedback from students -8</p>
<p>Transferable general and qualifying skills (other skills -D .(employability and personal development related to</p> <p style="text-align: right;">Verbal communication -D1 Teamwork -D2 Written communication -D3 Analysis and verification -D4 Time management -D5 Planning and organization -D6</p>

Course structure.22

Evaluation method	Teaching method	the unit Name of topic/	Required learning outcomes	hours	the week
Tests attendance/reports	My presence	first unit	Introduction to English language	2	1
Tests attendance/reports	My presence	first unit	Numbers and pronouns	2	2
Tests attendance/reports	My presence	first unit	Numbers and pronouns	2	3
Tests attendance/reports	My presence	first unit	Exercises	2	4
Tests attendance/reports	My presence	the second	Tenses	2	5
Tests attendance/reports	My presence	the second	Tenses	2	6
Tests attendance/reports	My presence	the second	Exercises	2	7
Tests attendance/reports	My presence	Third	Verbs	2	8
Tests attendance/reports	My presence	Third	Exercises and passage	2	9
Tests attendance/reports	My presence	Third	Exercises	2	10
Tests attendance/reports	My presence	Fourth	Exam	2	11
Tests	My	Fourth	Verbs	2	12

attendance/re/ ports	presence				
Tests attendance/re/ ports	My presence	Fourth	Verbs	2	13
Tests attendance/re/ ports	My presence	Fifth	Exercise	2	14
Tests attendance/re/ ports	My presence	Fifth	Exercises and passage	2	15
Tests attendance/re/ ports	My presence	Fifth	Exercises	2	16
Tests attendance/re/ ports	My presence	Six	Tenses	2	17
Tests attendance/re/ ports	My presence	Six	Exercises	2	18
Tests attendance/re/ ports	My presence	Six	Colors and synonyms	2	19
Tests attendance/re/ ports	My presence	Seven	Sentences	2	20
Tests attendance/re/ ports	My presence	Seven	Exercises	2	21
Tests attendance/re/ ports	My presence	Seven	Exam	2	22
Tests attendance/re/ ports	My presence	Eight	Tenses	2	23
Tests attendance/re/ ports	My presence	Eight	Verbs	2	24

ports					
Tests attendance/re/ports	My presence	Eight	Exercises	2	25
Tests attendance/re/ports	My presence	Nine	sentences	2	26
Tests attendance/re/ports	My presence	Nine	Exercises	2	27
Tests attendance/re/ports	My presence	Nine	Composition	2	28
Tests attendance/re/ports	My presence	tenth	Exercises	2	29
Tests attendance/re/ports	My presence	tenth		2	30

Infrastructure .23	
Head way plus	Required prescribed -3 books
bookHead way plus	(references (sources -4
Scientific reports, magazines, and books related to learning the English language	Recommended books and f (ت references (scientific journals, (.....,reports
Google,you tube	Electronic references , (ث ...,Internet sites

Course development plan .24
to the curriculum as part of the development taking place in the Adding vocabulary - course, at a rate not exceeding 5% Holding seminars and conferences aimed at updating school curricula - Follow up on scientific developments in the field of specialization -

ethodological literature circulating in teaching the English Reconsidering the m -
language subject at the University of Tikrit and the rest of the Iraqi universities
.and making them compatible with each specialty
Motivating students to learn the English language -

Academic Program Description Template

University Name: Tikrit University

College / Institute: College of Education for Human Sciences

Academic Department: Department of Art Education

Name of the Academic or Professional Program: Bachelor's

Name of the Final Degree: Bachelor in Art Education

Study System: Annual

Date of Description Preparation: 2026/2/7

Date of File Completion:



Signature:

Signature:

Head of Department Name: د. زياد صوبحة رنة

Academic Assistant Name:

Date: ٢٠٢٦ / ٢ / ١٦

الاستاذ الدكتور
رشيد الطيف ابراهيم الحسناوي
معاون العميد للشؤون العلمية

File Reviewed by:

Quality Assurance and University Performance Division

Name of the Director of Quality Assurance and University Performance Division:

Date

Signature:

Endorsement of the Dean

Course Description Form

Course name .1	
Department of Art - College of Education for Humanities - Tikrit University	
Education	
Course code .2	
مبادئ الاخراج Principles of theatrical directing	
Semester/Year .3	
2026/2025	
prepared Date this description was .4	
2026/2/13	
Available forms of attendance .5	
presence	
(Number of study hours (total) / Number of units (total .6	
60	
(Name of the course supervisor (if more than one name is mentioned .7	
Name :Prof .Dr .Hussein Muzahim Khadir .Email : mozahim.k.hussen@tu.edu.iq	
Course objectives .8	
Providing the Ministry of Education with specialized staff to teach art education in secondary schools -1 Presenting theories that convey the artistic message to students and society -2 Enhancing students' awareness of the goals and functions of theatrical directing and identifying the most important schools -3 Trends that occur in Providing students with skills in the directing trade -4 Introducing students to the basics of theatrical directing, which enables them to understand the goals and objectives of all types of theatrical performances -5 Foundations upon which the study of Teaching students the theoretical foundations of theatrical directing depends in its impact on audiences -6	Course objectives
Teaching and learning strategies .9	

(Lecture (instructional Practical lecture Discussion Model analysis)					Strategy
Course structure .10					
Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
Formative assessment daily exams, class) discussion, homework up, -and follow .(classroom assessment	inductive The -1 . method Metacognitive -2 .method Problem solving -3 .method	Directing principles	The concept of output	2	the first
Formative assessment daily exams, class) discussion, homework up, -follow and .(classroom assessment	inductive The -1 . method Metacognitive -2 .method Problem solving -3 .method	Directing principles	Director s tools'	2	the second
Formative assessment daily exams, class) homework ,discussion up, -and follow .(classroom assessment	inductive The -1 . method Metacognitive -2 .method Problem solving -3 .method	Directing principles	The relationship between the director and the technicians	2	the third
Formative assessment daily exams, class) homework ,discussion up, -and follow .(classroom assessment	inductive The -1 . method Metacognitive -2 .method Problem solving -3 .method	Directing principles	The director's relationship with the theater	2	Fourth
Personal assessment semester and final) exams to issue decisions on comparison between students and decisions	electronic	Directing principles	monthly exam	2	Fifth

.(on success and failure					
Formative assessment daily exams, class) discussion, homework up, -and follow . (classroom assessment	inductive The -1 . method Metacognitive -2 .method Problem solving -3 .method	Directing principles	Director duties s' and work	2	Sixth
Formative assessment daily exams, class) discussion, homework up, -and follow . (classroom assessment	inductive The -1 . method Metacognitive -2 .method Problem solving -3 .method	Directing lesprincip	audio theater	2	Sevent h
Formative assessment daily exams, class) discussion, homework up, -and follow . (classroom assessment	inductive The -1 . method Metacognitive -2 .method Problem solving -3 .method	Directing principles	Visual theatre	2	The eighth
Formative assessment daily exams, class) discussion, homework up, -and follow . (classroom assessment	inductive The -1 . method Metacognitive -2 .method Problem solving -3 .method	Directing principles	Kinetic theatre	2	Ninth
Personal assessment semester and final) exams to issue decisions on between comparison students and decisions . (on success and failure	electronic	Directing principles	monthly exam	2	tenth
Formative assessment daily exams, class) discussion, homework up, -follow and . (classroom assessment	inductive The -1 . method Metacognitive -2 .method Problem solving -3 .method	Directing principles	Theatric al text	2	eleven th
Formative assessment daily exams, class) discussion, homework up, -and follow . (assessment classroom	inductive The -1 . method Metacognitive -2 .method Problem solving -3 .method	Directing principles	Procedu res and exercise s	2	twelft h
Formative assessment daily exams, class) discussion, homework up, -and follow . (classroom assessment	inductive The -1 . method Metacognitive -2 .method Problem solving -3 .method	Directing principles	Text processi ng	2	thirtee nth

Formative assessment daily exams, class) discussion, homework up, -and follow (classroom assessment	inductive The -1 . method Metacognitive -2 .method Problem solving -3 .method	Directing principles	tradition al theater	2	fourte enth
Personal assessment semester and final) exams to issue decisions on comparison between students and decisions (on success and failure	electronic	Directing principles	monthly exam	2	fifteen th

Course Evaluation .11	
student, such as The grade is distributed out of 100 based on the tasks assigned to the .daily preparation, daily, oral, monthly and written exams, reports, etc	
Learning and teaching resources .12	
Marianne Galloway / The Director's Role in Theatre	(Required textbooks (methodology if any
of Theatrical Principles Directing/Sami Abdel Hamid/Badri Hassoun Dramatology/Idris Nicole Stanislavsky / Theatre Art	(Main References (Sources
Academic Art Magazine	Recommended supporting books and (...references (scientific journals, reports
Library available on Theater Telegram	Electronic references, websites

Course description form

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University Name: Tikrit University

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Academic Department: Department of Art Education

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Date of Description Preparation: 2026/2/7

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Signature:

Signature:

Head of Department Name: د. زياد صوبح رنة

Academic Assistant Name:

Date: ٢٠٢٦ / ٢ / ١٦

الاستاذ الدكتور
رشيد الطيف ابراهيم الحماوي
معاون العميد لشؤون العلمية

File Reviewed by:

Quality Assurance and University Performance Division

Name of the Director of Quality Assurance and University Performance Division:

Date

Signature:

Endorsement of the Dean

٢٠٢٦ / ٢ / ١٦

.1 Course name	
Tikrit University / College of Education for Human Sciences	علم الجمال
.2 Course code	
Aesthetics	
.3 Semester /year	
2025-2026	
.4 The date this description was prepared	
2026/1/8	
.5 Available forms of attendance	
My presence	
.6 Number of study hours (total) / number of units (total)	
60	
.7 Name of the course administrator (if more than one name is mentioned)	
: Email . Yassen Faraj Yassin: Name: Prof. Dr yassen.faraj@tu.edu.iq	
.8 Course objectives	
1- Providing the Ministry of Education with staff specialized in teaching art education in secondary schools.	Objectives of the study subject
2- Enabling students to know the science of aesthetics and conveying its artistic and cultural message to students and society.	
3- Enhancing students' awareness of the educational, artistic, and cultural goals and functions of aesthetics.	
4- Providing students with knowledge related to the methods of studying aesthetics.	
5- Introducing students to philosophical theories and propositions that enable them to understand the foundations of philosophy and raise their level of aesthetic awareness.	
6- Teaching students ways of thinking ,interpretation, deduction, and induction by examining many philosophies from inception to the present.	
.9 Teaching and learning strategies	
1- method Illocutionary. 2- Metacognitive method. 3- Method of solving problems.	The strategy

.10 Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week

Evaluation method	Teaching method	Name of the unit /topic	Required learning outcomes	hours	the week
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar.(	-1Method Illocutionary. -2Metacognition method. -3How to solve problems.	Aesthetics	Philosophical concepts	2	the first
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar.(	-1Method Illocutionary. -2Metacognition method. -3How to solve problems.	Aesthetics	Philosophical thought	2	the second
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar.(	-1Method Illocutionary. -2Metacognition method. -3How to solve problems.	Aesthetics	The origin of philosophy	2	the third
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar.(	-1Method Illocutionary. -2Metacognition method. -3How to solve problems.	Aesthetics	Stages of development of Greek philosophical thought	2	the fourth
Personal evaluation (semester and final exams to issue differentiation	electronic	Aesthetics	Beauty and art according	2	Fifth

judgments between students and judgments of success and failure.(			g to the Pythagoreans		
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar.(	-1Method Illocutionary. -2Metacognition method. -3How to solve problems.	Aesthetics	The relativity of beauty and art according to the Sophists	2	VI
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar.(	-1Method Illocutionary. -2Metacognition method. -3How to solve problems.	Aesthetics	Philosophers of mind	2	Seventh
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar.(	-1Method Illocutionary. -2Metacognition method. -3How to solve problems.	Aesthetics	The ultimate beauty and art according to Socrates	2	VIII
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar.(	-1Method Illocutionary. -2Metacognition method. -3How to solve problems.	Aesthetics	The aesthetic philosophy of Socrates	2	Ninth
Personal evaluation (semester and final exams to issue differentiation judgments between	electronic	Aesthetics	Platonic inspiration	2	The tenth

students and judgments of success and failure.(
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar.(	-1Method Illocutionary. -2Metacognition method. -3How to solve problems.	Aesthetics	The legend of the cave	2	eleventh
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar.(	-1Method Illocutionary. -2Metacognition method. -3How to solve problems.	Aesthetics	Ion dialogue	2	twelfth
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar.(	-1Method Illocutionary. -2Metacognition method. -3How to solve problems.	Aesthetics	Aristotle	2	Thirteenth
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar.(	-1Method Illocutionary. -2Metacognition method. -3How to solve problems.	Aesthetics	Points of disagreement between Plato and Aristotle, philosophical and aesthetic	2	fourteenth
Personal evaluation (semester and final exams to issue differentiation judgments between students and	electronic	Aesthetics	Monthly exam	2	Fifteenth

judgments of success and failure.(
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar.(	-1Method Illocutionary. -2Metacognition method. -3How to solve problems.	Aesthetics	Beauty and art according to Arab Muslim philosophers	2	Chapter II the first
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar.(	-1Method Illocutionary. -2Metacognition method. -3How to solve problems.	Aesthetics	The Illuminationist theory in art according to Abu Nasr Al-Farabi	2	the second
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar.(	-1Method Illocutionary. -2Metacognition method. -3How to solve problems.	Aesthetics	philosophy of Ibn Sina	2	the third
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar.(	-1Method Illocutionary. -2Metacognition method. -3How to solve problems.	Aesthetics	Brothers of purity and sense of beauty	2	the fourth
Formative or formative assessment (daily exams, class discussion, homework assignments and	-1Method Illocutionary. -2Metacognition method. -3How to solve problems.	Aesthetics	Modernity and contemporary	2	Fifth

their follow-up, classroom calendar.(
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar.(	-1Method Illocutionary. -2Metacognition method. -3How to solve problems.	Aesthetics	Immanue l Kant and aesthetic judgment	2	VI
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar.(	-1Method Illocutionary. -2Metacognition method. -3How to solve problems.	Aesthetics	Hegel – The ideal, absolute beauty	2	Seven th
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar.(	-1Method Illocutionary. -2Metacognition method. -3How to solve problems.	Aesthetics	Arthur 's philosop hy of beauty and art Schopen hauer	2	VIII
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar.(	-1Method Illocutionary. -2Metacognition method. -3How to solve problems.	Aesthetics	Art between philosop hy and aesthetic s in contemp orary thought	2	Ninth
Personal evaluation (semester and final exams to issue differentiation judgments between students and	electronic	Aesthetics	Contemp orary intuitive theory	2	The tenth

judgments of success and failure.(
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar.(	-1Method Illocutionary. -2Metacognition method. -3Method of solving problems.	Aesthetics	Henry Berkson 's philosophy of beauty and art	2	eleventh
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar.(	-1Method Illocutionary. -2Metacognition method. -3How to solve problems.	Aesthetics	Beauty and art according to Benedetto Croce	2	twelfth
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar.(	-1Method Illocutionary. -2Metacognition method. -3How to solve problems.	Aesthetics	Aesthetic philosophy in the Americas	2	Thirteenth
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar.(	-1Method Illocutionary. -2Metacognition method. -3How to solve problems.	Aesthetics	The theory of absurdity and nothingness in art and beauty - contemporary existential aesthetic thought	2	fourteenth
Personal evaluation	electronic	Aesthetics	Monthly	2	Fifteen

(semester and final exams to issue judgments between failure and failure.(exam		nth
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.11Course 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.	
.12Learning and teaching resources	
Aesthetics, its horizons and development / Najm Abdel Haider	Required textbooks (methodology, if any(
Studies in contemporary philosophy / Ibrahim ,Zakaria Horizons of Art/ Elliot , Alexander Horizons of Philosophy/Zakaria, Fouad	references (sources(
Philosophy of art history / Hauser , Arnold	Recommended supporting books and references (scientific journals ,reports(...
History arts sites on the Facebook application	Electronic references, Internet sites

Academic Program Description Template

University Name: Tikrit University

College / Institute: College of Education for Human Sciences

Academic Department: Department of Art Education

Name of the Academic or Professional Program: Bachelor's

Name of the Final Degree: Bachelor in Art Education

Study System: Annual

Date of Description Preparation: 2026/2/7

Date of File Completion:

Signature:



Signature:

Head of Department Name: د. زياد صوبير رزق

Academic Assistant Name:

Date: ٢٠٢٦ / ٢ / ١٦

الإستاذة الدكتور
رشيد الطيف ابراهيم الحسناوي
معاون العميد للشؤون العلمية

File Reviewed by:

Quality Assurance and University Performance Division

Name of the Director of Quality Assurance and University Performance Division:

Date

Signature:

Endorsement of the Dean

٢٠٢٦ / ٢ / ١٦

Course Description

Form

1. Course Name:	earthenware	
2. Course Code:	earthenware	نحت
3. Semester / Year:	2025-2026	
4. Description Preparation Date:	2026-2-11	
5. Available Attendance Forms:	Attendance in the classroom	
6. Number of Credit Hours (Total) / Number of Units (Total):	/ 120- 2	
7. Course administrator's name (mention all, if more than one name)		

Name:

Email:

ali.ahmed90@tu.edu.iq - Ali Ahmed Khudair

8. Course Objectives

Course Objectives

- Providing the Ministry of Education with staff specialized in teaching art education in secondary schools.
- Enabling students to know the means of communication through which the artistic message is delivered to students and society.

9. Teaching and Learning Strategies

Strategy

- The student sets a good example for those around him.
- Forming a general category of good values.
- Providing psychological motivation to achieve emotional goals.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

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Chapter one 1	4	A historical overview of the art of ceramics	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
2	4	Its beginnings and the period in which it appeared	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
3	4	Places of ceramic art	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
4	4	Clay formation methods	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
5	4	Methods of forming ceramic works	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
6	4	A continuation of the methods of forming ceramic works	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
7	4	Using the hand in shaping	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
8	4	Use hand-wheel for shaping	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
9	4	How to use an electric wand	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
10	4	How to make	1-The illocutionary	earthenware	Formative or formative assessment

		gypsum molds	method. 2- Metacognition method. 3-Method of solving problems		(daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
11	4	How to use gypsum molds	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
12	4	Free sculptural pottery work	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
13	4	Layout work for sculptural pottery	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
14	4	Simplified denial of planning	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
15		Monthly exam		earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
- Chapter II 1	4	Clay artwork after layout approval	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
2	4	Implementing more difficult works, for example murals	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
3	4	Implementation of mini murals	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
4	4	Carrying out work from the	1-The illocutionary method.	earthenware	Formative or formative assessment (daily exams, class discussion,

		cultural heritage	2- Metacognition method. 3-Method of solving problems		homework assignments and their follow-up, classroom calendar).
5	4	A sequel to a legacy	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
6	4	Make free medals	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
7	4	Design and implementation of natural sculptures	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
8	4	Creating abstract sculptures	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
9	4	Getting to know the ovens	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
10	4	Ways to use ovens	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
11	4	A tour of the corridors of the Fine Arts Department, Ceramics Branch	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
12	4	Implementing various artistic works	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
13	4	Denies works of art teapots	1-The illocutionary method.	earthenware	Formative or formative assessment (daily exams, class

			2- Metacognition method. 3-Method of solving problems		discussion, homework assignments and their follow-up, classroom calendar).
14	4	Completion and completion of work	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
15	4	Monthly exam		earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).

11. Course Evaluation					
Distributing the score out of 100 according to the tasks assigned to the student such as daily					
12. Learning and Teaching Resources					
Required textbooks (curricular books, if any)					
Main references (sources)					
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites					

12. Learning and teaching Resources

- The summary in the history of public art / Abu Saleh Al-Alfi.
- Art history books/Zuhair Abdel-Sahib.
- Al-Baheth Technical Journal, technical reports and research.
- Media and communication library available on the Telegram application
- History arts sites on the Facebook application.

Course Description This course presents students with the basics of general Arabic language, which helps them master eloquent language methods, use vocabulary correctly, and understand grammatical and banknotal rules. It also seeks to develop language and communication skills, and to promote critical thinking and linguistic analysis, through effective interaction in lectures and classroom discussions.

Academic Program Description Template

University Name: Tikrit University

College / Institute: College of Education for Human Sciences

Academic Department: Department of Art Education

Name of the Academic or Professional Program: Bachelor's

Name of the Final Degree: Bachelor in Art Education

Study System: Annual

Date of Description Preparation: 2026/2/7

Date of File Completion:



Signature:

Signature:

Head of Department Name:

د. زياد صوبحة رنة

Academic Assistant Name:

Date: ٢٠٢٦ / ٢ / ١٦

الاستاذ الدكتور
رشيد الطيف ابراهيم الحسناوي
معاون العميد للشؤون العلمية

File Reviewed by:

Quality Assurance and University Performance Division

Name of the Director of Quality Assurance and University Performance Division:

الاستاذ الدكتور

Date:

فهد شلاش خلف

Signature:

Endorsement of the Dean

٢٠٢٦ / ٢ / ١٦

1. Educational Institution	Tikrit University _ Faculty of Education for Humanities
2. Scientific Department/Center	Technical Education
3. Schedule Name/Code	General Arabic
4. Available forms of attendance	Live Attendance
5. Chapter/Year	2025-2026
6. Number of study hours (total)	10 hours a day
7. Date of preparation of this description	12/2/2026
8. Rapporteur's objectives	
9. Enabling students to use eloquent language methods with skill.	
10. Use language vocabulary and compositions correctly according to grammar.	
11. Enhance the student's ability to analyze and think critically about Arabic.	
12. Provide students with effective communication skills and use modern techniques in learning.	

10. Rapporteur's outputs and teaching, learning and evaluation methods
Knowledge objectives:
A1: Familiarize the student with the general Arabic subject and its basics.
A2: Distinguishing between the correct act and the impaired act.
A3: Distinction between number and number and their different formulas.

A4: Know the basics of Arabic, such as pure balance and verb doors.

A5: Accommodate dictating rules such as whispers and punctuation marks.

A6: Apply grammar in writing and speaking.

Maritime objectives:

B1: Application of linguistic concepts to readable and written texts.

B2: Use the pure balance to analyze words.

B3: Analysis of literary and linguistic texts from a grammatical and pure perspective.

B4: Develop reading, understanding and summarizing skills.

Teaching and Learning Methods

Providing the appropriate educational climate for reasonable thinking and continuous guidance for students by the professor of the subject during the lecture, opening a door for open and direct discussions with students to create a spirit of ability to express opinion and hear and respect other opinions.

Interactive lectures.

Asking questions and opening the door to dialogue and debate.

Assign students to prepare short scientific reports.

- Provide practical exercises and applications to enhance understanding.

Evaluation modalities

Continuous assessment through interaction in the classroom.

Periodic editorial tests.

Submission of short reports and projects.

Quarterly and final examinations

Conscientious and value objectives

A1: Promote respect for the Arabic language and attention to its aesthetics.

C2: Develop the ability to listen well and respect others' views.

A3: Enhancing self-confidence in the use of Arabic in talks and discussions.

G4: Develop the spirit of research and linguistic inquiry.

Teaching and Learning Methods

- Classroom discussions to exchange views and ideas.
- Motivate students to independent research on linguistic issues.
- Implement collective activities that promote cooperation and joint action.
- Lectures
- Asking questions and opening the door to dialogue.
- Assign students some scientific reports.
- Monthly exam
- Daily Preparation

Transferred general and qualifying skills (other skills related to employability and personal development).

D1: Develop critical thinking skills through linguistic analysis.

D2: Enhance the ability to solve language problems.

D3: Development of cast and presentation skills.

D4: Acquire the ability to use modern techniques in linguistic **research**.

week	hours	Evaluation Method	How to teach	Unit Name/Subject	Required learning outputs
	1	Applied Test	Lecture and discussion	Their Positions	Understand the joints of connectivity and cutting
	1	Written Test	Lecture and practical exercises	Placements	Knowledge of intermediate and extremist whispering
	1	Evaluation of reports	Lecture and Applications	Their Sections and Uses	Digestion of punctuation marks
	1	Editorial Test	Practical Explanation	Definition and placement	Differentiation between strapped and strapped tips
	1	Practical Application	Lecture and discussion	Definition and sections of doors	Classification of abstract triple verb doors
	1	Short test	Practical Training	Discouraging and collecting them	Know the diminished, shortened and elongated name

11. infrastructure	
Grammar	Required textbooks
Explanation of Ibn Akil on Alfiya Ibn	Main references (sources)
Scientific articles and journals specializing in Arabic	Recommended books and references (scientific journals, reports,...)

Reliable educational sites, online sources of grammar and drainage	Electronic References, Websites
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.10 Curriculum Development Plan
<ol style="list-style-type: none">1. Update content based on the latest research in Arabic language education.2. Integrate modern learning methods such as e-learning.3. Strengthening the practical aspect through field applications and research projects.4. Improve evaluation methods to make them more comprehensive and diverse.

Academic Program Description Template

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Academic Department: Department of Art Education

Name of the Academic or Professional Program: Bachelor's

Name of the Final Degree: Bachelor in Art Education

Study System: Annual

Date of Description Preparation: 2026/2/7

Date of File Completion:



Signature:

Signature:

Head of Department Name:

د. زياد صوبحة رنة

Academic Assistant Name:

Date: ٢٠٢٦ / ٢ / ١٦

الاستاذ الدكتور
رشيد الطيف ابراهيم الحسناوي
معاون العميد للشؤون العلمية

File Reviewed by:

Quality Assurance and University Performance Division

Name of the Director of Quality Assurance and University Performance Division:

الاستاذ الدكتور

Date

فهد شلاش خلف

Signature:

Endorsement of the Dean

٢٠٢٦ / ٢ / ١٦

Course name .1					
Oil colors					
Course code .2					
Semester/year .3					
Annual(2025-2026)					
The date this description was prepared .4					
2025/10/5					
Available forms of attendance .5					
My presence					
(total) / number of units (total) / Number of study hours .6					
120/120					
(mentioned Name of the course administrator (if more than one name is .7					
Name : Assistant Prof.Dr. Nibras Wafa Badri Email : nibraswafa@tu.edu.iq Name: Assistant Prof. Dr. Osama Adnan Ali Email : osamah.aljebory@tu.edu.iq					
Course objectives .8					
<ul style="list-style-type: none"> • Outputs Capabilities development the art area in Universities • knowledge on Learner Enable Steps according to the art Elements academy <ul style="list-style-type: none"> • Educated Realization Strengthen In The drawing With importance people Oily colors 			Objectives of the study subject		
Teaching and learning strategies .9					
			The strategy		
Course structure .10					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week

test a daily	lecture	Oil colors	Colors	4	1
a test daily	lecture	Oily colors	Colors	4	2
a test daily	lecture	Oily colors	Watercolor Colors	4	3
a test daily	lecture	Oily colors	Watercolor Colors	4	4
a test daily	lecture	Oily colors	Acrylic colors	4	5
a test daily	lecture	Oily colors	Acrylic colors	4	6
Semester exam	lecture	Oily colors	Oily Colors	4	7
a test daily	lecture	Oily colors	Oily Colors	4	8
a test daily	lecture	Oily colors	The drawing Tool Oily In colors	4	9
a test daily	an offer Video Clips	Oily colors	Silent nature fee	4	10
a test daily	By Learning work	Oily colors	Silent nature fee	4	11
a test daily	By Learning work	Oily colors	Silent nature fee	4	12
a test daily	By Learning work	Oily colors	Silent nature fee	4	13
a test daily	By Learning work	Oily colors	Silent nature fee	4	14
Semester exam	Exam	Oily colors	Exam	4	15
a test daily	an offer Video Clips	Oily colors	Silent nature fee	4	16
a test daily	By Learning work	Oily colors	Silent nature fee	4	17
a test daily	By Learning work	Oily colors	Silent nature fee	4	18
a test daily	By Learning work	Oily colors	Silent nature fee	4	19
a test daily	By Learning work	Oily colors	Silent nature fee	4	20
a test daily	By Learning work	Oily colors	Silent nature fee	4	21

a test daily	By Learning work	Oily colors	Silent nature fee	4	22
Semester exam	Exam	Oily colors	Exam	4	23
a test daily	an offer Video Clips	Oily colors	Silent nature fee	4	24
a test daily	By Learning work	Oily colors	Silent nature fee	4	25
a test daily	By Learning work	Oily colors	Silent nature fee	4	26
a test daily	By Learning work	Oily colors	Silent nature fee	4	27
a test daily	By Learning work	Oily colors	Silent nature fee	4	28
a test daily	By Learning work	Oily colors	Silent nature fee	4	29
Semester exam	Exam	Oily colors	Exam	4	30

Course evaluation .11

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

Learning and teaching resources .12

	(any Required textbooks (methodology, if
	(Main references (sources
Arts in Specializes that Research all	Recommended supporting books and (...references (scientific journals, reports
magazine -The Academy magazine magazine - Tikrit university Naboo magazine -Professor	Electronic references, Internet sites

Academic Program Description Template

University Name: Tikrit University

College / Institute: College of Education for Human Sciences

Academic Department: Department of Art Education

Name of the Academic or Professional Program: Bachelor's

Name of the Final Degree: Bachelor in Art Education

Study System: Annual

Date of Description Preparation: 2026/2/7

Date of File Completion:



Signature:

Signature:

Head of Department Name: د. زياد صويحبه رنة

Academic Assistant Name:

Date: ٢٠٢٦ / ٢ / ١٦

الاستاذ الدكتور
رشيد الطيف ابراهيم الحسناوي
معاون العميد للشؤون العلمية

File Reviewed by:

Quality Assurance and University Performance Division

Name of the Director of Quality Assurance and University Performance Division: الاستاذ الدكتور

Date: فهد شلاش خلف

Signature:

Endorsement of the Dean

٢٠٢٦ / ٢ / ١٦

.1 Course name	
Tikrit University - College of Education for Humanities – Department of Art Education	
.2 Course code	
Perspective	
.3 Semester /year	
2026/2025	
.4 The date this description was prepared	
2026/1/8	
.5 Available forms of attendance	
Presence	
.120/60 Number of study hours (total) / number of units (total(
60)120	
.7 Name of the course administrator (if more than one name is mentioned(
Name: Prof. Basim Muhammad Ahmed Email : basim.m.ahmeed@tu.edu.iq	
.8 Course objectives	
1- Providing the Ministry of Education with staff specialized in teaching art education in secondary schools.	Objectives of the study subject
2- Enabling students to know the science of perspective and conveying its artistic and cultural message to students and society.	
3- Enhancing students' awareness of the educational, artistic, and cultural goals and functions of perspective science.	
4- Providing students with knowledge related to the methods of studying perspective science.	
5- Introducing students to the laws and rules that enable them to understand the foundations of the art of drawing and planning.	
6- Teaching students the rules of engineering drawing and applying the correct laws and rules of perspective.	
.9 Teaching and learning strategies	
Lecture (instructional(Practical lecture Discussion	The strategy

Model analysis					
.10Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week

Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar.(	-1Modeling method. -2Metacognition method. -3How to solve problems.	Perspective	The origins and development of perspective science	2	the first
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar.(	-1Modeling method. -2Metacognition method. -3How to solve problems.	Perspective	Engineering rules and definitions	2	the second
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar.(	- 1Modeling method. -2Metacognition method. -3How to solve problems.	Perspective	Basic rules and theories	2	the third
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up , classroom	- 1Modeling method. -2Metacognition method. -3How to solve problems.	Perspective	The artistic vision of perspective in the Renaissance	2	the fourth

calendar.(
Personal evaluation (semester and final exams to issue differentiation judgments between students and judgments of success and failure.(	<ul style="list-style-type: none"> - 1Modeling method. -2Metacognition method. -3How to solve problems. 	Perspective	Types of perspective	2	Fifth
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up , classroom calendar.(	<ul style="list-style-type: none"> - 1Modeling method. -2Metacognition method. -3How to solve problems. 	Perspective	Elements of perspective	2	VI
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar.(	<ul style="list-style-type: none"> - 1Modeling method. -2Metacognition method. -3How to solve problems. 	Perspective	General characteristics of perspective	2	Seventh
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom	<ul style="list-style-type: none"> - 1Modeling method. -2Metacognition method. -3How to solve problems. 	Perspective	Basic concepts of perspective	2	VIII

calendar.(
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar.(	<ul style="list-style-type: none"> - 1Modeling method. -2Metacognition method. -3How to solve problems. 	Perspective		2	Ninth
Personal evaluation (semester and final exams to issue differentiation judgments between students and judgments of success and failure.(	<ul style="list-style-type: none"> - 1Modeling method. -2Metacognition method. -3How to solve problems. 	Perspective	Applying basic theories to flat geometric shapes	2	The tenth
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar.(	<ul style="list-style-type: none"> - 1Modeling method. -2Metacognition method. -3How to solve problems. 	Perspective	Drawing the square and its derivatives in perspective	2	elev nth
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar.(	<ul style="list-style-type: none"> - 1Modeling method. -2Metacognition method. -3How to solve problems. 	Perspective	How to place geometric shapes in perspective using geometric projectio	2	twelv eth

			ns		
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar.(	- 1Modeling method. -2Metacognition method. -3How to solve problems.	Perspective	Draw a rectangle in perspective	2	Thirteenth
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar.(	- 1Modeling method. -2Metacognition method. -3How to solve problems.	Perspective	Reducing or reducing shapes	2	fourteenth
Personal evaluation (semester and final exams to issue differentiation judgments between students and judgments of success and failure.(	electronic	Perspective	Monthly exam	2	Fifteenth

.11Course 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

Perspective / Al-Sheikhly , Ismail Ibrahim	Required textbooks (methodology, if any(
Elements of perspective / Armand Cassin Perspective/Albert, Falcon Methods of practicing perspective / A. Grosskalo	references (sources(
Engineering perspective/ Hamouda, Yahya	Recommended supporting books and references (scientific journals ,reports(...
History arts sites on the Facebook application	Electronic references, Internet sites

Academic Program Description Template

University Name: Tikrit University

College / Institute: College of Education for Human Sciences

Academic Department: Department of Art Education

Name of the Academic or Professional Program: Bachelor's

Name of the Final Degree: Bachelor in Art Education

Study System: Annual

Date of Description Preparation: 2026/2/7

Date of File Completion:



Signature:

Signature:

Head of Department Name: د. زياد صويحبه رنة

Academic Assistant Name:

Date: ٢٠٢٦ / ٢ / ١٦

الاستاذ الدكتور
رشيد الطيف ابراهيم الحسناوي
معاون العميد للشؤون العلمية

File Reviewed by:

Quality Assurance and University Performance Division

Name of the Director of Quality Assurance and University Performance Division: الاستاذ الدكتور

Date: فهد شلاش خلف

Signature:

Endorsement of the Dean

٢٠٢٦ / ٢ / ١٦

1. Course Name:

Information Technology subject

2. Course Code:

Jamal mohmed

3. Semester / Year:

2026-2025

4. Description Preparation Date:

2025/10/2

5. Available Attendance Forms:

Presence

6. Number of Credit Hours (Total) / Number of Units (Total)

60

7. Course administrator's name (mention all, if more than one name)

Name: jmal Mohamed tuama emai jamal.mohamed103@tu.edu.iq

8. Course Objectives

Course Objectives

- Providing the Ministry of Education with staff specialized in teaching computer subject in secondary schools.... Providing the Ministry of Education with staff specialized in teaching computer subject in secondary schools....
- Providing students with technology skills that are applicable in various fields of education and life.
- Teaching students the theoretical foundations on which the manufacture and discovery of the types of computers in the world depend

9. Teaching and Learning Strategies

Strategy	1-Electronic lectures via electronic classes, including video lectures and presentations 2-Use thinking strategy 3-Brainstorming method
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10. Course Structure

Week	Hours	Outcomes	Required Learning	Learning method		Evaluation method
first	2	Computer basics	Computer	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems.		Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
Second	2	The development of computer generations	Computer	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems.		Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
Third	2	Electronic computer	Computer	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems.		Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
Fourth	2	Classification of computers	Computer	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems.		Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
Fifth	2	Monthly exam	Computer	Presence		Personal evaluation (semester and final exams to issue differentiation judgments between students and judgments of success and failure).
Sixth	2	Computer's components	Computer	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems.		Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
Seventh	2	Keyboard sections	Computer	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems.		Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
Eighth	2	System parts	Computer	1-The illocutionary method. 2- Metacognition method.		Formative or formative assessment (daily exams, class discussion, homework

				3-Method of solving problems.	assignments and their follow-up, classroom calendar).
Ninth	2	Types of memory	Computer	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems.	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
tenth	2	Monthly exam	Computer	Presence	Personal evaluation (semester and final exams to issue differentiation judgments between students and judgments of success and failure).
eleventh	2	Software entity	Computer	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems.	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
twelveth	2	Computer platform	Computer	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems.	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
Thirteenth	2	Factors to consider when purchasing a computer	Computer	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems.	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
fourteenth	2	Personal computer features	Computer	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems.	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
Fifteenth	2	Monthly exam	Computer	Presence	Personal evaluation (semester and final exams to issue differentiation judgments between students and judgments of success and failure).
first	2	Computer security	Computer	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems.	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
Second	2	Computer security	Computer	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems.	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
Third	2	Computer licenses	Computer	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems.	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
Fourth	2	Electronic hacking	Computer	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems.	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
Fifth	2	Monthly exam	Computer	Presence	Personal evaluation (semester and final exams to issue differentiation judgments between students and judgments of success and failure).
Sixth	2	Computer viruses	Computer	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems.	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).

Seventh	2	Computer harm to health	Computer	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems.	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
Eighth	2	Operating Systems	Computer	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems.	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
Ninth	2	Monthly exam	Computer	Presence	Personal evaluation (semester and final exams to issue differentiation judgments between students and judgments of success and failure).
tenth	2	Classification of operating systems	Computer	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems.	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
eleventh	2	New features in Windows	Computer	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems.	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
twelveth	2	Desktop components	Computer	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems.	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
Thirteenth	2	Folders and files	Computer	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems.	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
fourteenth	2	Control panel keys	Computer	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems.	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
Fifteenth	2	Monthly exam	Computer	Presence	Personal evaluation (semester and final exams to issue differentiation judgments between students and judgments of success and failure).

.11 Course evaluation

The grade is distributed out of 100 according to the tasks assigned to the student. The first semester is from 25. The student takes a monthly exam from 20 and five marks for attendance, participation and writing reports. The second semester is similar to the first semester. The student's annual endeavor becomes from 50. The student takes a practical exam from 15 and a final from 35.

.12 Learning and teaching resources

Required textbooks (methodology, if any)	Methodical book of the Ministry of Higher Education, Part 1 and Part 2 For the first stage (computer basics and office applications, Part One)
Main references (sources)	Methodical book of the Ministry of Higher Education, Part 1 and Part 2 For the first stage (computer basics and office applications, Part One)
Recommended supporting books and references	Electronic lectures based on specialized websites
Electronic references, Internet sites	Windows 10 operating system, the American company Microsoft, the company's official website www.microsoft.com

Third stage

Academic Program Description Template

University Name: Tikrit University

College / Institute: College of Education for Human Sciences

Academic Department: Department of Art Education

Name of the Academic or Professional Program: Bachelor's

Name of the Final Degree: Bachelor in Art Education

Study System: Annual

Date of Description Preparation: 2026/2/7

Date of File Completion:



Signature:

Signature:

Head of Department Name: د. زياد صوبحة رنة

Academic Assistant Name:

Date: ٢٠٢٦ / ٢ / ١٦

الاستاذ الدكتور
رشيد الطيف ابراهيم الحسناوي
معاون العميد للشؤون العلمية

File Reviewed by:

Quality Assurance and University Performance Division

Name of the Director of Quality Assurance and University Performance Division:

Date

Signature:

Endorsement of the Dean

Course Description Form

1. Course Name:	
The Art of Playwriting	
2. Course Code:	
3. Semester / Year:	
2026_2025	
4. Description Preparation Date:	
2026/1/9 /	
5. Available Attendance Forms:	
Live / Online	
6. Number of Credit Hours (Total) / Number of Units (Total)	
42 / 56	
7. Course administrator's name (mention all, if more than one name)	
Name: Dr. Iman Abdul Sattar Attaallah Al-Kubaisi Email: eman.a.atallah@tu.edu.iq.	
8. Course Objectives	
Course Objectives	<p style="text-align: center;">*****</p> <ul style="list-style-type: none"> ● First / Cognitive Objectives 1- Supplying the Ministry of Education with specialized staff for teaching art education in high schools. 2- Enabling students to understand the role of theater as a communication tool directed to students and society. 3- Enhancing students' awareness of the objectives and functions of theater, whether personal, individual, collective, folkloric, or popular. 4- Providing students with knowledge of the components of a theatrical text that occur in various fields of education and life. 5- Introducing students to the principles of aesthetic education that enable them to understand the goals and purposes of all types of theater. 6- Teaching students the theoretical foundations on which theatrical writing relies in its impact on the audience. <p style="color: blue; text-decoration: underline;">Second: Skill Objectives</p>

1- The student should be able to distinguish between Aristotelian and Brechtian drama.
 2- The student should be able to use appropriate verbal expression and techniques to convey their artistic message to the audience.
 3- The student should be able to understand verbal and non-verbal language in conveying the message to the audience.

Third: Emotional and Value Objectives
 1- The student should recognize the importance and value of theater in the required psychological development.
 2- To understand the importance of theatrical education in shaping the individual.
 3- To develop knowledge of the meanings of verbal and physical language on stage.
 4- To raise the student's awareness of the importance and role of theater in all areas of life.

9. Teaching and Learning Strategies

Strategy	Learning by doing
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10. Course Structure

Week		Required Learning	Unit or subject name	Learning method	Evaluation
		Outcomes			method
First	3	The concept of drama	the art of playwriting	brainstorming performance Writing an Engaging Play Discussion Lecture/ Brainstorming Learning by Doing Lecture/ Brainstorming Learning by Doing Lecture/ Brainstorming Discussion Learning by Doing Lecture/	oral questions / classroom assignment Brainstorming Oral Questions Oral questions Class homework Oral questions Class homework Oral questions Class homework Oral questions Class homework Oral questions Class homework Oral questions Class homework
Second	3	: The Art of /	The concept of drama		
Third		The Concept of Drama	Historical Overview		
Fourth		The Concept of Drama	The art of playwriting		
Fifth		A Historical Overview	The art of playwriting		
Sixth		A Historical Overview	The art of playwriting		
Seventh		The Importance of Theater in	The art of playwriting		
Eighth		the Modern School	The art of playwriting		
Ninth		The Importance of Theater in	The art of playwriting		
Tenth		the Modern School	The art of playwriting		

Eleventh	Exploring Talents in Playwriting	The art of playwriting	Brainstorming	Oral questions
Twelfth	Exploring Talents in Playwriting	The art of playwriting	- Problem-Solving	Achievement test
Thirteenth	Dramatization of Curricula	The art of playwriting	Method.	Class homework
Fourteenth	Dramatization of Curricula	The art of playwriting Historical Overview	Discussion Exam	Oral questions and class homework
Fifteenth	Dramatization of Curricula	The Importance of Theatre in the Modern School	Learning by Doing Lecture	Class homework
Sixteenth	Mechanisms of a Play Script for	The Importance of Theatre in the Modern School	- Problem-Solving	Class homework
Seventeenth	Puppet and Marionette Theater	Exploring Talents in Playwriting	Method.	Oral questions
Eighteenth	Mechanisms of a Play Script for	Exploring Talents in Playwriting	Discussion Learning by Doing	
Nineteenth	Puppet and Marionette Theater	Theatricalization of Curricula	Lecture Method	
Twentieth	The Difference Between Aristotelian and Epic Drama	Theatricalization of Curricula		
Twenty-first	Exam	Mechanisms of a Puppet and Marionette Play Script		
Twenty-second	The Difference Between Aristotelian and Epic Drama	Mechanisms of a Puppet and Marionette Play Script		
	How to Turn a Story into a Play	The Difference Between Aristotelian and Epic Drama		
	How to Turn a Story into a Play	Exam		
	Elements of Dramatic Structure	The Difference Between Aristotelian and Epic Drama		
	Elements of Dramatic Structure	How to Turn a Story into a Play		
	Dramatic Elements in the Play Script	How to Turn a Story into a Play		

Academic Program Description Template

University Name: Tikrit University

College / Institute: College of Education for Human Sciences

Academic Department: Department of Art Education

Name of the Academic or Professional Program: Bachelor's

Name of the Final Degree: Bachelor in Art Education

Study System: Annual

Date of Description Preparation: 2026/2/7

Date of File Completion:

Signature:



Signature:

Head of Department Name: د. زياد صويحبه رنة

Academic Assistant Name:

Date: ٢٠٢٦ / ٢ / ١٦

الاستاذ الدكتور
رشيد الطيف ابراهيم الحسناوي
معاون العميد للشؤون العلمية

File Reviewed by:

Quality Assurance and University Performance Division

Name of the Director of Quality Assurance and University Performance Division: الاستاذ الدكتور

Date:

فهد شلاش خلف

Signature:

Endorsement of the Dean

٢٠٢٦ / ٢ / ١٦

Course name .1	
انشاء تصويري Pictorial Composition	
Course code .2	
Semester/year .3	
Annual(2026-2025)	
The date this description was prepared .4	
2025/3/10	
Available forms of attendance .5	
My presence	
(total) / number of units (total) / Number of study hours .6	
150/90	
(than one name is mentioned Name of the course administrator (if more .7	
Name : Assistant Prof.Dr. Nibras Wafa Badri Email : nibraswafa@tu.edu.iq	
Name: Assistant Prof. Dr. Osama Adnan Ali Email : osamah.aljebory@tu.edu.iq	
Course objectives .8	
<ul style="list-style-type: none"> • Providing the Ministry of Education with staff specialized in teaching art education in secondary schools. • Enabling students to learn about its pictorial creation and conveying artistic and cultural message to students and society. • Enhancing students' awareness of the educational, artistic, and cultural goals and functions of pictorial creation. • Providing students with knowledge related to the methods of studying pictorial composition. • Introducing students to the laws and rules that enable them to 	Objectives of the study subject

<p>understand the foundations of structure and composition in the art .of plastic arts</p> <p>Teaching students the rules of pictorial composition and applying the correct laws and rules of .mpositionco</p>	
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Teaching and learning strategies .9

<p>Active thinking -</p> <p>Brainstorming method -</p> <p>Cognitive growth ladder strategy -</p>	<p>The strategy</p>
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Course structure .10

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Formative or formative assessment (daily exams, class discussion, homework assignments and their up, -follow classroom .(calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	An introduction to the general concepts of pictorial composition	The student should be aware of the importance of pictorial composition in developing and improving his artistic abilities in the field of plastic arts	3	1
Formative or formative assessment (daily exams, class discussion, homework assignments their and up, -follow classroom .(calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Development of construction concepts	For the student to be able to know the historical sequence of the development of pictorial composition	3	2
Formative or formative assessment (daily exams, class discussion, homework	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving	Definition of construction - Purpose of construction - The structural value of the artwork -	That the student realizes the importance of pictorial creation and its role in building personality,	3	3

assignments and their up, -follow classroom .(calendar	.problems		developing his artistic abilities, and developing his abilities in the field of plastic arts		
Formative or formative assessment daily exams,) class discussion, homework assignments and their up, -follow classroom .(calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Structural composition elements (with application (line	Working to develop the student's artistic and creative abilities through practicing composition in drawing and planning	3	4
Formative or formative assessment daily exams,) class discussion, homework assignments and their up, -follow classroom .(calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Structural configuration elements with application (the shape)	Working to develop the student's artistic and creative abilities through practicing composition in drawing and planning	3	5
Formative or formative assessment daily exams,) class discussion, homework assignments and their up, -follow classroom .(calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Structural composition elements with application (color)	Working to develop the student's artistic and creative abilities through practicing composition in drawing and planning	3	6
Formative or formative assessment daily exams,) class discussion, homework assignments and their up, -follow classroom .(calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Structural composition elements with application (space)	Working to develop the student's artistic and creative abilities through practicing composition in drawing and planning	3	7

Formative or formative assessment daily exams,) class discussion, homework assignments and their up, -follow classroom .(calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Structural position elements comp with application (texture)	Working to develop the student's artistic and creative abilities through practicing composition in drawing and planning	3	8
Formative or formative assessment daily exams,) class discussion, homework assignments and their up, -follow classroom .(calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Types of technical training	The student will be able to distinguish between different types of pictorial composition	3	9
Formative or formative assessment daily exams,) class discussion, homework assignments and their up, -follow classroom .(calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Types of technical training	The student will be able to distinguish between different types of pictorial composition	3	10
Formative or formative assessment daily exams,) class discussion, homework assignments and their up, -follow classroom .(calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Universal plate transfer	The student should be able to adopt an artistic vision based on his ability to understand the relationships between artistic products	3	11
Formative or formative assessment daily exams,) class discussion, homework	The -1 illocutionary . method -2 Metacognition .method Method of -3	Universal plate transfer	Developing knowledge of the structures of artistic works and being able to understand	3	12

assignments and their up, -follow classroom .(calendar	solving .problems		how pictorial construction is achieved in artistic productions		
Formative or formative assessment daily exams,) class discussion, homework assignments and their up, -follow classroom .(calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Universal plate transfer	Developing knowledge of the structures of artistic and works being able to understand how pictorial construction is achieved in artistic productions	3	13
Formative or formative assessment daily exams,) class discussion, homework assignments and their up, -follow classroom .(calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Universal plate transfer	Developing knowledge of the structures of artistic works and being able to understand how pictorial construction is achieved in artistic productions	3	14
Diagnostic evaluation semester and) final exams to issue judgments of success and .(failure		Exam - Evaluation of - works of art		3	15
Formative or formative assessment daily exams,) class discussion, homework assignments and their up, -follow classroom .(calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	The foundations of pictorial construction with the application (sovereignty)	The student should be familiar with the methods of construction and technical composition	3	16
Formative or formative assessment daily exams,) class discussion,	The -1 illocutionary . method -2 Metacognition .method	Foundations of pictorial construction) with application (continuity	The student should be familiar with the methods of construction and technical	3	17

homework assignments and their up, -follow classroom .(calendar	Method of -3 solving .problems		composition		
Formative or formative assessment daily exams,) class discussion, homework assignments and their up, -follow classroom .(calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	The foundations of construction pictorial with the application (curving)	The student should be familiar with the methods of construction and technical composition	3	18
Formative or formative assessment daily exams,) class discussion, homework assignments and their up, -follow classroom .(calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Foundations of pictorial construction with application (consistency)	The student should be familiar with the methods of construction and technical composition	3	19
Formative or formative assessment daily exams,) class discussion, homework assignments and their ,up-follow classroom .(calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Foundations of pictorial construction with application (Unity)	The student should be familiar with the methods of construction and technical composition	3	20
Formative or formative assessment daily exams,) class discussion, homework assignments and their up, -follow classroom .(calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Foundations of pictorial construction with application (contrast)	The student should be familiar with the methods of construction and technical composition	3	21
Formative or	The -1	Foundations of	The student	3	22

<p>formative assessment daily exams,) class discussion, homework assignments and their up, -follow classroom .(calendar</p>	<p>illocutionary . method -2 Metacognition .method Method of -3 solving .problems</p>	<p>pictorial construction with application (repetition)</p>	<p>should be familiar with the methods of construction and technical composition</p>		
<p>Formative or formative assessment daily exams,) class discussion, homework assignments and their up, -follow classroom .(calendar</p>	<p>The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems</p>	<p>Foundations of pictorial construction with application (contrast)</p>	<p>The student should be familiar with the methods of construction and technical composition</p>	3	23
<p>Formative or formative assessment daily exams,) class discussion, homework assignments and their ,up-follow classroom .(calendar</p>	<p>The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems</p>	<p>Foundations of pictorial construction with application (rhythm)</p>	<p>The student should be familiar with the methods of construction and technical composition</p>	3	24
<p>Formative or formative assessment daily exams,) class discussion, homework assignments and their up, -follow classroom .(calendar</p>	<p>The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems</p>	<p>Foundations of pictorial construction with application (Balance)</p>	<p>The student should be familiar with the methods of construction and technical composition</p>	3	25
<p>Formative or formative assessment daily exams,) class discussion, homework assignments</p>	<p>The -1 illocutionary . method -2 Metacognition .method Method of -3 solving</p>	<p>Drawing a painting with a structural composition by the student</p>	<p>That the student is able to apply the correct laws and rules in producing artistic works to deliver his</p>	3	26

and their up, -follow classroom .(calendar	.problems		intellectual, educational and artistic message to the recipient		
Formative or formative assessment daily exams,) class discussion, dis homework assignments and their up, -follow classroom .(calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Drawing a painting with a structural composition by the student	That the student is able to apply the correct laws and rules in producing artistic works to deliver his ,intellectual educational and artistic message to the recipient	3	27
Formative or formative assessment daily exams,) class discussion, homework assignments and their up, -follow classroom .(calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	painting Drawing a with a structural composition by the student	That the student is able to apply the correct laws and rules in producing artistic works to deliver his intellectual, educational and artistic message to the recipient	3	28
Formative or formative assessment daily exams,) class discussion, homework assignments and their up, -follow classroom .(calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Drawing a painting with a structural composition by the student	That the student is able to apply the correct laws and rules in producing artistic works to deliver his intellectual, educational and artistic message to the recipient	3	29
Diagnostic evaluation semester and) final exams to issue judgments of success and .(failure		Exam - Evaluation of - works of art		3	30

Course evaluation .11

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

Learning and teaching resources .12

Concepts in pictorial - -construction/ Dr. Aziz Al Rikabi	(Required textbooks (methodology, if any
Training in plastic arts/ - Abdel Fattah Riad Drawing How do we taste - it ? (Elements of Composition)/Frederick Mallens	(Main references (sources
Vision Dialogue/Nathan - Nobler The creative process in the - art of photography/Dr. Shaker Abdel Hamid	Recommended supporting books and (...references (scientific journals, reports
Artists' channels on YouTube specialized in teaching artistic composition	Electronic references, Internet sites

Academic Program Description Template

University Name: Tikrit University

College / Institute: College of Education for Human Sciences

Academic Department: Department of Art Education

Name of the Academic or Professional Program: Bachelor's

Name of the Final Degree: Bachelor in Art Education

Study System: Annual

Date of Description Preparation: 2026/2/7

Date of File Completion:



Signature:

Signature:

Head of Department Name: د. زياد صوبحة رنة

Academic Assistant Name:

Date: ٢٠٢٦ / ٢ / ١٦

الاستاذ الدكتور
رشيد الطيف ابراهيم الحسناوي
معاون العميد للشؤون العلمية

File Reviewed by:

Quality Assurance and University Performance Division

Name of the Director of Quality Assurance and University Performance Division: الاستاذ الدكتور

Date: فهد شلاش خلف

Signature:

Endorsement of the Dean

٢٠٢٦ / ٢ / ١٦

.1 Course name	
aesthetic taste and criticism	التذوق والنقد
.2 Course code	
M.M. Hanin Saadoun Majeed	
.3 Semester/Year	
2025-2026	
.4 Date this description was prepared	
2026/1/10	
.5 Available forms of attendance	
My presence	
.6 Number of study hours (total) / Number of units (total)	
60	
.7 Name of the course supervisor (if more than one name is mentioned)	
Name: Haneen Saadoun Majeed Email : haneen.s.mageed23@st.tu.edu.iq	
.8 Course objectives	
<ul style="list-style-type: none"> • • • 	<p>Course objectives:</p> <ol style="list-style-type: none"> 1- Providing the Ministry of Education with specialized staff to teach art education in secondary schools. 2- Enabling students to understand artistic appreciation and criticism and to convey their artistic and cultural message to students and society. 3- Enhancing students' awareness of the educational, artistic, and cultural goals and functions of artistic appreciation and criticism. 4- Providing students with knowledge related to the methods of studying aesthetic artistic appreciation.

.9Teaching and learning strategies					
1- active thinking 2- Brainstorming method 3- Cognitive Growth Ladder Strategy			Strategy		
.10Course structure					
Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week

0 10 Course Structure

Evaluation method	Teaching method	Unit name/topic	Required learning outcomes	watch es	week
Formative assessment (daily exams ,class discussion, homework and follow-up, classroom assessment.(	-1The inductive method. -2Metacognitive method. -3Problem solving method.	Art appreciation and criticism	Critical concepts	2	the first
Formative assessment (daily exams, class discussion, homework and follow-up, classroom assessment.(	-1The inductive method. -2Metacognitive method. -3Problem solving method.	Art appreciation and criticism	The concept of analysis	2	the second
Formative assessment (daily exams, class discussion, homework and follow-up, classroom assessment.(	-1The inductive method. -2Metacognitive method. -3Problem solving method.	Art appreciation and criticism	Artistic style	2	the third
Formative assessment (daily exams, class discussion, homework and follow-up, classroom assessment.(	-1The inductive method. -2Metacognitive method. -3Problem solving method.	Art appreciation and criticism	Artistic taste The stages the recipient goes through	2	Fourth
Personal assessment (semester and final exams to issue decisions on comparison between students	-The inductive method. -2Metacognitive method. -3Problem solving method	Art appreciation and criticism	Cultivating artistic taste	2	Fifth

and decisions on success and failure.(
Formative assessment (daily exams, class discussion, homework and follow-up, classroom assessment.(	-1The inductive method. -2Metacognitive method. -3Problem solving method.	Art appreciation and criticism	The role of art education in enriching artistic taste	2	Sixth
Formative assessment (daily exams, class discussion, homework and follow-up, classroom assessment.(	-1The inductive method. -2Metacognitive method. -3Problem solving method.	Art appreciation and criticism	The role of aesthetics in developing artistic taste	2	Seventh
Formative assessment (daily exams, class discussion, homework and follow-up, classroom assessment.(	-1The inductive method. -2Metacognitive method. -3Problem solving method.	Art appreciation and criticism	Mental processes associated with artistic appreciation	2	The eighth
Formative assessment (daily exams, class discussion, homework and follow-up, classroom assessment.(	-1The inductive method. -2Metacognitive method. -3Problem solving method.	Art appreciation and criticism	aesthetic sensitivity	2	Ninth
Personal assessment (semester and final exams to issue decisions on comparison between students and decisions on success and failure.(	-1The inductive method. -2Metacognitive method. -3Problem solving method	Art appreciation and criticism	aesthetic preference	2	tenth
Formative assessment (daily exams, class	-1The inductive method. -2Metacognitive	Art appreciation and criticism	aesthetic judgment	2	elev nth

discussion, homework and follow-up, classroom assessment.(	method. -3Problem solving method.				
Formative assessment (daily exams, class discussion, homework and follow-up, classroom assessment.(	-1The inductive method. -2Metacognitive method. -3Problem solving method.	Art appreciation and criticism	Methods of studying aesthetic artistic taste	2	twelfth
Formative assessment (daily exams, class discussion, homework and follow-up, classroom assessment.(	-1The inductive method. -2Metacognitive method. -3Problem solving method.	Art appreciation and criticism	Unsystematic attitude	2	thirteenth
Formative assessment (daily exams, class discussion, homework and follow-up, classroom assessment.(	-1The inductive method. -2Metacognitive method. -3Problem solving method.	Art appreciation and criticism	methodological position	2	fourteenth
Personal assessment (semester and final exams to issue decisions on comparison between students and decisions on success and failure.(	-1The inductive method. -2Metacognitive method. -3Problem solving method	Art appreciation and criticism	monthly exam	2	fifteenth
Formative assessment (daily exams, class discussion, homework and follow-up, classroom assessment.(	-1The inductive method. -2Metacognitive method. -3Problem solving method.	Art appreciation and criticism	Descriptive analytical approach	2	First - Second Chapter
Formative assessment (daily exams, class	-1The inductive method. -2Metacognitive	Art appreciation and criticism	Standard curriculum	2	the second

discussion, homework and follow-up, classroom assessment.(	method. -3Problem solving method.				
		Art appreciation and criticism	integrative approach	2	the third
		Art appreciation and criticism	The artistic vision of the critic and the artist	2	Fourth
		Art appreciation and criticism	Image culture	2	Fifth
		Art appreciation and criticism	How does artistic taste turn into aesthetic judgment (criticism)?(	2	Sixth
		Art appreciation and criticism	Art criticism	2	Seventh
Formative assessment (daily exams, class discussion, homework and follow-up, classroom assessment.(	-1The inductive method. -2Metacognitive method. -3Problem solving method.	Art appreciation and criticism	The relationship between art criticism and aesthetics	2	The eighth
Formative assessment (daily exams, class discussion, homework and follow-up,	-1The inductive method. -2Metacognitive method. -3Problem solving method.	Art appreciation and criticism	Art criticism methods	2	Ninth

classroom assessment.(
Personal assessment (semester and final exams to issue decisions on comparison between students and decisions on success and failure.(	My presence	Art appreciation and criticism	Impressi onist criticism	2	tenth
Formative assessment (daily exams, class discussion, homework and follow-up, classroom assessment.(	-1The inductive method. -2Metacognitive method. -3Problem solving method.	Art appreciation and criticism	Psycholo gical criticism	2	eleve nth
Formative assessment (daily exams, class discussion, homework and follow-up, classroom assessment.(	-1The inductive method. -2Metacognitive method. -3Problem solving method.	Art appreciation and criticism	social criticism	2	twelft h
Formative assessment (daily exams, class discussion, homework and follow-up, classroom assessment.(	-1The inductive method. -2Metacognitive method. -3Problem solving method.	Art appreciation and criticism	Philosop hical criticism	2	thirte enth
Formative assessment (daily exams, class discussion, homework and follow-up, classroom assessment.(	-1The inductive method. -2Metacognitive method. -3Problem solving method.	Art appreciation and criticism	historical criticism	2	fourte enth
Personal assessment (semester and final exams to issue decisions on comparison	-1The inductive method. -2Metacognitive method. -3Problem solving method	Art appreciation and criticism	monthly exam	2	fifteen th

between students and decisions on success and failure.(
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.11Course Evaluation	
The grade is distributed out of 100 based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams ,reports, etc.	
.12Learning and teaching resources	
	Required textbooks (methodology if any(
Art Criticism / Jerome Stolnitz Artistic Taste / Dr. Khamis Hamdi	Main References (Sources(
Al-Baheth Technical Magazine: Technical Reports and Research Academic Magazine is a magazine published by the College of Fine Arts.	Recommended supporting books and references) scientific journals, reports(...
Sites specialized in publishing arts and criticism	Electronic references, websites

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الاستاذ الدكتور
رشيد الطيف ابراهيم الجساروي
معاون العميد للشؤون العلمية

File Reviewed by:

Quality Assurance and University Performance Division

Name of the Director of Quality Assurance and University
Performance Division: الاستاذ الدكتور

Date: فهد شلاش خلف

Signature: ٢٠٢٦ / ٢ / ١٦

Endorsement of the Dean

٢٠٢٦ / ٢ / ١٦

education that enable them to know the goals and objectives of the art of directing.

- Providing students with directing skills in various fields of education and life.

9. Teaching and Learning Strategies

Strategy

- 1- The introductory method
- 2- Practical application method
- 3- How to solve problems
- 4- How to use visual illustrations

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
the first	3	A historical overview of theater directing	Theater directing	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).

the second	3	His beginnings and the period in which theatrical directing appeared	Theater directing	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
the third	3	Places where theater directing first appeared	Theater directing	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).

the fourth	3	Who are the most prominent pioneers of theater directing?	Theater directing	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
Fifth	3	Aesthetic characteristics of directing directions	Theater directing	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on

					differentiation between students and judgments of success and failure).
six	3	Foundations and standards of a successful director	Theater directing	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
Seventh	3	Components of theatrical work	Theater directing	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams

					to issue judgments on differentiation between students and judgments of success and failure).
Eighth	3	Determine the audience and how to choose the text	Theater directing	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
Ninth	3	Director's tasks	Theater directing	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation

					(semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
tenth	3	Director's tasks Directing methods	Theater directing	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
eleventh	3	The steps taken by the theater director in constructing the play	Theater directing	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).

					2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
twelveth	3	Interpretation of the text	Theater directing	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
Thirteenth	3	Assigning actors to memorize their roles	Theater directing	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up,

					<p>classroom calendar).</p> <p>2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).</p>
fourteenth	3	Action drawing and table exercise	Theater directing	<p>1-The introductory method</p> <p>2- Conduct practical exercises</p>	<p>1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).</p> <p>2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).</p>
Fifteenth	3	How the script works	Theater directing	<p>1-The introductory method</p> <p>2- Conduct practical exercises</p>	<p>1- Formative or formative assessment (daily exams, class discussion, homework assignments</p>

					<p>and their follow-up, classroom calendar).</p> <p>2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).</p>
sixteen	3	Training on entry and exit, how to move, and theatrical composition	Theater directing	<p>1-The introductory method</p> <p>2- Conduct practical exercises</p>	<p>1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).</p> <p>2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).</p>
seventeenth	3	Motor and auditory rhythm	Theater directing	<p>1-The introductory method</p> <p>2- Conduct practical exercises</p>	<p>1- Formative or formative assessment (daily exams, class discussion,</p>

					<p>homework assignments and their follow-up, classroom calendar).</p> <p>2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).</p>
eighteen	3	Theatrical movement and its types	Theater directing	<p>1-The introductory method</p> <p>2- Conduct practical exercises</p>	<p>1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).</p> <p>2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).</p>

nineteenth	3	Directing music and sound effects	Theater directing	<p>1-The introductory method</p> <p>2- Conduct practical exercises</p>	<p>1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).</p> <p>2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).</p>
The twentieth	3	Producing the lighting and its divisions on the stage	Theater directing	<p>1-The introductory method</p> <p>2- Conduct practical exercises</p>	<p>1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).</p> <p>2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).</p>

twenty one	3	Decoration and how to design it	Theater directing	<p>1-The introductory method</p> <p>2- Conduct practical exercises</p>	<p>1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).</p> <p>2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).</p>
twenty tow	3	Decoration and how to design it	Theater directing	<p>1-The introductory method</p> <p>2- Conduct practical exercises</p>	<p>1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).</p> <p>2- Personal evaluation (semester and final exams to issue judgments on</p>

					differentiation between students and judgments of success and failure).
twenty three	3	Theater buildings and their locations in Iraq	Theater directing	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
twenty four	3	Voice training and how to reach the last seat of the audience	Theater directing	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams

					to issue judgments on differentiation between students and judgments of success and failure).
twenty five	3	The fourth wall and the possibility of eliminating it	Theater directing	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
twenty six	3	The role of the audience in theatrical work	Theater directing	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation

					(semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
twenty seven	3	Theatrical doctrines and their relationship to décor	Theater directing	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
twenty eight	3	Types of exercises and how to sequence them	Theater directing	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).

					2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
twenty nine	3	General Prova	Theater directing	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
thirty	3	A review of the most important aspects of the directing process	Theater directing	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up,

					<p>classroom calendar).</p> <p>2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).</p>
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11 .Course evaluation

1- First semester grade 25%: 5 marks for attendance and daily participation + 10 marks for theoretical exam + 10 marks for practical exam

2--Second semester grade 25%: 5 marks for attendance and daily participation + 10 marks for theoretical exam + 10 marks for practical exam

3- Final exam 50%

12. Learning and teaching resources

Required textbooks (methodology, if any)	<p>2-Ahmed Zaki: Contemporary Theater Trends, General Book Authority, Cairo, 2002.</p> <p>3- Ahmed Suleiman Attia: Modern Directing Trends, Dar Al-Sadiq Cultural Foundation, Iraq, 2012.</p> <p>4-Edward Gordon Craig: On theatrical art, translated by: Darini Khashaba, ed., Library of Arts and its printing press in Al-Jamamiz, Cairo 1960.</p>
Main references (sources)	Journal of the Researcher in Theater Directing
Recommended supporting books and references	The library is available on the Internet
Electronic references, Internet sites	Media and communication library available on the Telegram application Arts History sites on the Facebook application

Academic Program Description Template

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Academic Department: Department of Art Education

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Head of Department Name: د. زياد صوبير رزق

Academic Assistant Name:

Date: ٢٠٢٦ / ٢ / ١٦

الإستاذة الدكتور
رشيد الطيف ابراهيم الحسناوي
معاون العميد للشؤون العلمية

File Reviewed by:

Quality Assurance and University Performance Division

Name of the Director of Quality Assurance and University Performance Division:

Date

Signature:

Endorsement of the Dean

٢٠٢٦ / ٢ / ١٦

Course description form

Course name .1	
School Of theatar مسرح مدرسي	
Course code .2	
Semester/year .3	
20264-2025	
The date this description was prepared .4	
2026/ 1/10	
Available forms of attendance .5	
My presence	
(Number of study hours (total) / number of units (total) .6	
90	
(Name of the course administrator (if more than one name is mentioned) .7	
dr.amiral.salami@tu.edu.iq : Email	Slaves Salem Amer Dr . A. M : Name
Course objectives .8	
<ul style="list-style-type: none"> • Ministry Replenish With angels Education teaching in Specialized in Artistic Education material . high school Schools from Students Enable • School The stage knowledge His message And a receipt And Students to Artistic . society • Realization Strengthen And jobs With goals Students Educational School The stage And And artistic . And social psychological • The stage skills Students gain And Like acting School Text And writing casting . And directing Theatrical 	Objectives of the study subject

Basis Students identification • that School The stage a job from Empower them And goals Goals knowledge And with School The stage . Its types all With Students education • that the theory foundations The stage on her He depends Employ it And how School . Recipients on To influence •					
Teaching and learning strategies .9					
. Illocutionary method -1 . Knowledge behind what road -2 . the problems Solution road -3		The strategy			
Course structure .10					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week

Formative or formative assessment daily exams, class) discussion, homework assignments and their up, classroom -follow .(calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 .solving problems	School theater	The importance of representation in education	3	the first
Formative or formative assessment daily exams, class) discussion, homework assignments and their up, classroom -follow .(calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 .solving problems	School theater	The concept of school theater	3	the second
Formative or formative assessment daily exams, class) discussion, homework assignments and their up, classroom-follow .(calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 .solving problems	School theater	School theater: a historical perspective	3	the third
Formative or formative assessment daily exams, class) discussion, homework assignments and their classroom ,up-follow .(calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 .solving problems	School theater	Theater in Greece	3	the fourth
Personal evaluation semester and final) exams to issue differentiation judgments between students and judgments of success	electronic	School theater	Theater among the Romans	3	Fifth

.(and failure					
Formative or formative assessment daily exams, class) discussion, homework assignments and their up, classroom -follow .(calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 .solving problems	School theater	Theater in the Middle Ages	3	VI
Formative or formative assessment daily exams, class) discussion, homework assignments and their up, classroom -follow .(calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 .solving problems	School theater	Theater in the Renaissance	3	Seventh
Formative or formative assessment daily exams, class) discussion, homework assignments and their up, classroom -follow .(calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 .solving problems	School theater	in Theater Europe	3	VIII
Formative or formative assessment daily exams, class) discussion, homework assignments and their up, classroom -follow .(calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 .solving problems	School theater	in Theater America	3	Ninth
Personal evaluation semester and final) exams to issue differentiation judgments between students and	electronic	School theater	Theater in the Arab world	3	The tenth

judgments of success (and failure					
Formative or formative assessment daily exams, class) discussion, homework assignments and their up, classroom -follow .(calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 .solving problems	School theater	School theater in Iraq	3	eleven th
Formative or formative assessment daily exams, class) discussion, homework assignments and their up, classroom -follow .(calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 .solving problems	School theater	The importanc e of school in theater modern schools	3	twelve th
Formative or formative assessment daily exams, class) discussion, homework assignments and their up, classroom-follow .(calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 .solving problems	School theater	Exploring theatrical talents	3	Thirte nth
Formative or formative assessment daily exams, class) discussion, homework assignments and their up, classroom -follow .(calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 .solving problems	School theater	Curriculu m Dramatiz ation	3	fourte nth
Personal evaluation semester and final) exams to issue differentiation judgments between	electronic	School theater	Monthly exam	3	Fiftee nth

students and judgments of success .(and failure					
Formative or formative assessment daily exams, class) discussion, homework assignments and their up, classroom-follow .(calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 .solving problems	School theater	Aesthetic standards for school theater	3	-First Chapter Two
Formative or formative assessment daily exams, class) discussion, homework assignments and their assignments up, classroom -follow .(calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 .solving problems	School theater	Intellectual standards for school theater	3	the second
		School theater	Puppet and puppet theatre	3	the third
		School theater	Types of dolls and puppets	3	the fourth
		School theater	the silent acting	3	Fifth
		School theater	How to turn a story into a play	3	VI
		School theater	The idea	3	Seventh

Formative or formative assessment daily exams, class) discussion, homework assignments and their up, classroom -follow .(calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 .solving problems	School theater	Subject (story)	3	VIII
Formative or formative assessment daily exams, class) discussion, homework assignments and their up, classroom -follow .(calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 .solving problems	School theater	the plot	3	Ninth
Personal evaluation semester and final) exams to issue differentiation judgments between students and judgments of success .(and failure	electronic	School theater	Character s	3	The tenth
Formative or formative assessment daily exams, class) discussion, homework assignments and their up, classroom -follow .(calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 .solving problems	School theater	Dialogue	3	eleven th
Formative or formative assessment daily exams, class) discussion, homework assignments and their up, classroom -follow .(calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3	School theater	The general psychological atmosphere	3	twelve th

	.solving problems				
Formative or formative assessment (daily exams, class discussion, homework assignments and their up, classroom-follow (calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 .solving problems	School theater	Techniques in school theater	3	Thirteenth
Formative or formative assessment (daily exams, class discussion, homework assignments and their up, classroom -follow (calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 .solving problems	School theater	Directing in school theater	3	fourteenth
Personal evaluation (semester and final) exams to issue differentiation judgments between students and judgments of success (and failure	electronic	School theater	Monthly exam	3	Fifteenth

Course evaluation .11

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

Learning and teaching resources .12

/ Educational The stage Harv on Hussein Muhammad / School The stage Ta'i-Al Ismael	(Required textbooks (methodology, if any
/ Lando / Arabi-Al The stage date	(Main references (sources

Light Youssef : Translated by Awad	
Artistic researcher magazine Artistic And research Reports	Recommended supporting books and (...references (scientific journals, reports
application on the date Arts Sites With you Elvis	Electronic references, Internet sites

Course description form

Academic Program Description Template

University Name: Tikrit University

College / Institute: College of Education for Human Sciences

Academic Department: Department of Art Education

Name of the Academic or Professional Program: Bachelor's

Name of the Final Degree: Bachelor in Art Education

Study System: Annual

Date of Description Preparation: 2026/2/7

Date of File Completion:



Signature:

Signature:

Head of Department Name: د. زياد صوبير رزق

Academic Assistant Name:

Date: ٢٠٢٦ / ٢ / ١٦

الاستاذ الدكتور
رشيد الطيف ابراهيم الحسناوي
معاون العميد للشؤون العلمية

File Reviewed by:

Quality Assurance and University Performance Division

Name of the Director of Quality Assurance and University Performance Division:

Date

Signature:

Endorsement of the Dean

٢٠٢٦ / ٢ / ١٦

1. Course Name: Research Methodology
2. Course Code:
3. Semester / Year: 2025-2026
4. Description Preparation Date: 2026-1-7
5. Available Attendance Forms: Attendance in the classroom
6. Number of Credit Hours (Total) (60) hours (/ Number of Units (Total): / 120-
7. Course administrator's name (mention all, if more than one name)

Name:

Email:

Dr.amiral.salami@tu.edu.iq الايميل Amir Salim Obaid

8. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> - Providing the Ministry of Education with staff specialized in teaching art education in secondary schools. - Enabling students to know the means of communication through which the artistic message is delivered to students and society.

9. Teaching and Learning Strategies	
Strategy	<ul style="list-style-type: none"> - The student sets a good example for those around him. - Forming a general category of good values. - Providing psychological motivation to achieve emotional goals.

10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

Chapter one 1	4	The concept of scientific	1-The illocutionary method. 2- Metacognition method.	Research Methodology	Formative or formative assessment (daily exams, class discussion,
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		research	3-Method of solving problems		homework assignments and their follow-up, classroom calendar).
2	4	Research Methodology	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Research Methodology	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
3	4	Definition of science and knowledge	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Research Methodology	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
4	4	Descriptive method	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Research Methodology	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
5	4	Experimental method	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Research Methodology	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
6	4	Experimental method	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Research Methodology	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
7	4	Exam	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Research Methodology	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
8	4	Historical method	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Research Methodology	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
9	4	research importance	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Research Methodology	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
10	4	research aims	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Research Methodology	Formative or formative assessment (daily exams, class discussion, homework assignments and

					their follow-up, classroom calendar).
11	4	search limits	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Research Methodology	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
12	4	Theoretical framework	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Research Methodology	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
13	4	Previous studies	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Research Methodology	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
14	4	Theoretical framework indicators	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Research Methodology	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
15		Monthly exam		Research Methodology	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
- Chapter II 1	4	Structure of scientific research	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Research Methodology	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
2	4	Search procedures	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Research Methodology	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
3	4	Research academies	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Research Methodology	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
4	4	Sample selection	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Research Methodology	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).

5	4	The difference between the descriptive and experimental method	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Research Methodology	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
6	4	Design of the research tool	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Research Methodology	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
7	4	Sample analysis	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Research Methodology	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
8	4	Exam	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Research Methodology	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
9	4	Extract results and conclusions	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Research Methodology	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
10	4	Writing recommendations and proposals	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Research Methodology	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
11	4	Writing sources	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Research Methodology	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
12	4	Formulate the research problem	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Research Methodology	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
13	4	Writing the summary	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Research Methodology	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
14	4	Method of	1-The illocutionary	Research	Formative or formative assessment

		numbering scientific research	method. 2- Metacognition method. 3-Method of solving problems	Methodology	(daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
15	4	Monthly exam		Research Methodology	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).

11. Course Evaluation					
Distributing the score out of 100 according to the tasks assigned to the student such as daily					
12. Learning and Teaching Resources					
Required textbooks (curricular books, if any)					
Main references (sources)					
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites					

12. Learning and teaching Resources

- The summary in the history of public art / Abu Saleh Al-Alfi.
- Art history books/Zuhair Abdel-Sahib.
- Al-Baheth Technical Journal, technical reports and research.
- Media and communication library available on the Telegram application

Academic Program Description Template

University Name: Tikrit University

College / Institute: College of Education for Human Sciences

Academic Department: Department of Art Education

Name of the Academic or Professional Program: Bachelor's

Name of the Final Degree: Bachelor in Art Education

Study System: Annual

Date of Description Preparation: 2026/2/7

Date of File Completion:



Signature:

Signature:

Head of Department Name:

د. زياد صوبحة رنة

Academic Assistant Name:

Date: ٢٠٢٦ / ٢ / ١٦

الاستاذ الدكتور
رشيد الطيف ابراهيم الحسناوي
معاون العميد للشؤون العلمية

File Reviewed by:

Quality Assurance and University Performance Division

Name of the Director of Quality Assurance and University Performance Division:

الاستاذ الدكتور

Date:

فهد شلاش خلف

Signature:

Endorsement of the Dean

٢٠٢٦ / ٢ / ١٦

Tikrit University	1. Educational Institution
Department of Educational and Psychological Sciences / College of Education for Humanities	2. Academic Department/Center
1. Name of the academic or professional program: Educational ارشاد تربوي Guidance	1. Name of the academic or professional program: Educational Guidance
. Name of the final degree: Bachelor's Degree / Third Year / Educational Guidance	2. Name of the final degree: Bachelor's Degree / Third Year / Educational Guidance
Academic system: Annual / Courses / Other Annual	3. Academic system: Annual / Courses / Other Annual
Course instructor: Asst. Dr. Hussein Ali Saleh	4. Course instructor: Asst. Dr. Hussein Ali Saleh
Other external influences: Field visits / Training and educational courses / Application of various standards	5. Other external influences: Field visits / Training and educational courses / Application of various standards
Date of preparation of the description: 2024-2025	6. Date of preparation of the description: 2024-2025
. Academic program objectives	
<ul style="list-style-type: none"> .Educational psychology, its concept and objectives -1 .The concept of learning, its applications, and theories -2 .Learning theories and their educational applications -3 .Thinking, its concept, and creative thinking -4 .Feedback, its types, and the extent of its benefit in the learning process -5 .Motivation: definition, functions, types, theories, motivation, and teaching -6 ..Preparing a generation of college graduates to teach at the intermediate and secondary levels-7 	

Course Description

This course description provides a concise summary of the course's key features and the learning outcomes expected of the student, demonstrating whether the student has made the most of the available learning opportunities. It must be linked to the program description

Educational Institution: Tikrit University	.1
Academic Department/Center: Department of Educational and Psychological Sciences/College of Education for the Humanities	.2
Course Title/Code: Educational Psychology	.3
Available Attendance Forms: In-person	.4
Semester/Year: Annual	.5
Number of Class Hours (Total): Two hours per week	.6
Date of Preparation: 2023-2024	.7
Course Objectives	.8
.Educational psychology, its concept, and objectives	.1
.The concept of learning, its applications, and theories	.2
.Learning theories and their educational applications	.3
.Thinking, its concept, and creative thinking	.4
Feedback, its types, and the extent to which it can be used in the learning process	.5
Motivation: Definition, Functions, Types, Theories, Motivation, and Teaching	-6
Preparing a generation of female college graduates to teach at the intermediate and secondary levels	-7
Providing students with the knowledge and skills to meet the demands and developments of life, and to benefit from learning experiences and transfer them to the environment, i.e., transferring the	-8

**impact of learning within the educational institution and generalizing it
.to environmental situations**

**Required Program Outcomes and Teaching, Learning, and .10
Assessment Methods**

**Course Outcomes and Teaching, Learning, and Assessment .10
Methods**

A- Cognitive Objectives

**A1. The student will understand the meaning, objectives, and topics of
.educational psychology**

**A2. The student will become familiar with the theories of educational
.psychology**

**A3. The student will be provided with educational and scientific
.expertise to solve student problems at various academic levels**

**A4. The student will be provided with the results of psychological
.research and studies in this field**

B- Course Skill Objectives

**The student will be introduced to how to develop thinking and .1
intelligence for the age groups that will be addressed. B2 - Empowering
.students to confront and solve problems and make sound decisions**

.B3 - Developing self-confidence, self-reliance, and role-taking

Teaching and Learning Methods

Exploratory -1

Lecture -2

Discussion Method -3

Evaluation Methods

Theoretical Tests -1

Reports and Student Feedback -2

C- Affective and Value-Based Objectives

C1- Building a positive value system in student behavior, identifying student personalities, developing programs to adapt to the school environment, and organizing and evaluating classroom and .extracurricular activities to maximize their benefits

C2- The ability to discuss, ask questions, and engage in dialogue in .positive ways

C3- The ability to interact with students both inside and outside of .school

.C4- Developing altruistic behavior within the student

Teaching and Learning Methods

Exploratory -1

Lecture -2

Discussion Method -3

Evaluation Methods

Theoretical Tests -1

Reports and Student Feedback -2

**D- General and Transferable Skills (other skills related to
.(employability and personal development**

.D1. The ability to express ideas clearly and precisely

**D2. Gather information systematically and scientifically, arriving at
.principles and facts that help solve problems**

.D3. The ability to take initiative in extracurricular activities

.D4. Adapt successfully to changing situations and circumstances

Course Structure .11

**Week Hours Required Learning Outcomes Name of Unit/Or Topic
Teaching Method Assessment Method**

**Bachelor's Degree, Third Stage: Two hours per week Educational
Guidance, Theoretical Examinations**

Infrastructure .12

Required Textbooks Educational Guidance .1

**Main References (Resources) 1. Books and Resources of the .2
Concerned Department**

**a. Recommended Books and References (Scientific Journals, Reports,
(.etc**

.b. Electronic References, Websites, etc

Curriculum Development Plan .13

Curriculum Skills Map

**Please check the boxes corresponding to the individual learning
.outcomes of the program being assessed**

Required Learning Outcomes of the Program

Year/Level Course Code Course Name: Core

**Or Optional Cognitive Objectives Program-Specific Skill Objectives
Affective and value-based general and transferable skills (other skills
(related to employability and personal development**

Academic Program Description Template

University Name: Tikrit University

College / Institute: College of Education for Human Sciences

Academic Department: Department of Art Education

Name of the Academic or Professional Program: Bachelor's

Name of the Final Degree: Bachelor in Art Education

Study System: Annual

Date of Description Preparation: 2026/2/7

Date of File Completion:



Signature:

Signature:

Head of Department Name: د. زياد صوبحة رنة

Academic Assistant Name:

Date: ٢٠٢٦ / ٢ / ١٦

الاستاذ الدكتور
رشيد الطيف ابراهيم الجساروي
معاون العميد للشؤون العلمية

File Reviewed by:

Quality Assurance and University Performance Division

Name of the Director of Quality Assurance and University Performance Division: الاستاذ الدكتور

Date: فهد شلاش خلف

Signature:

Endorsement of the Dean

٢٠٢٦ / ٢ / ١٦

Ministry of Higher Education and Scientific Research
University Course Description Form

Course Name	Methods of Teaching Art Education
Course Code	—
Semester / Academic Year	2025–2026
Date of Description Preparation	10/3/2025
Attendance	In-person
Total Hours / Units	60 / 120
Course Instructor	Assist. Lect. Izzaldeen Mahmoud Khalaf azaldin.mahmoud103@tu.edu.iq

Course Objectives

- Developing graduates' competencies in teaching methods.
- Understanding teaching methods according to academic steps.
- Enhancing awareness of the importance of teaching methods.
- Increasing teaching effectiveness through appropriate selection of methods and aids.
- Promoting research and exploration skills among students.
- Developing creative thinking.

Teaching and Learning Strategies

- Lecture (Expository Method)
- Learning by Doing
- Brainstorming
- Discussion

Course Structure

Week	Hours	Learning Outcomes / Topic	Unit Name	Teaching Method	Assessment Method
1	2	General concepts in teaching	Methods of Teaching Art Education	Lecture / Practical / Discussion	Formative Assessment (quizzes, discussion,

			methods			homework, participation)
2	2	Art education and its contents	Methods of Teaching Art Education	Lecture / Practical / Discussion		Formative Assessment (quizzes, discussion, homework, participation)
3	2	Stages of artistic expression	Methods of Teaching Art Education	Lecture / Practical / Discussion		Formative Assessment (quizzes, discussion, homework, participation)
4	2	Teaching approaches	Methods of Teaching Art Education	Lecture / Practical / Discussion		Formative Assessment (quizzes, discussion, homework, participation)
5	2	Analyzing objectives	Methods of Teaching Art Education	Lecture / Practical / Discussion		Formative Assessment (quizzes, discussion, homework, participation)
6	2	Planning for teaching art education	Methods of Teaching Art Education	Lecture / Practical / Discussion		Formative Assessment (quizzes, discussion, homework, participation)
7	2	Midterm Examination	Methods of Teaching Art Education	Exam		Formal Examination
8	2	Methods of Teaching Art Education	Methods of Teaching Art Education	Lecture / Practical / Discussion		Formative Assessment (quizzes, discussion, homework, participation)

9	2	Teaching aids in instruction	Methods of Teaching Art Education	Lecture / Practical / Discussion	Formative Assessment (quizzes, discussion, homework, participation)
10	2	Evaluation in art education	Methods of Teaching Art Education	Lecture / Practical / Discussion	Formative Assessment (quizzes, discussion, homework, participation)
11	2	Importance of methods	Methods of Teaching Art Education	Lecture / Practical / Discussion	Formative Assessment (quizzes, discussion, homework, participation)
12	2	Importance of teaching aids	Methods of Teaching Art Education	Lecture / Practical / Discussion	Formative Assessment (quizzes, discussion, homework, participation)
13	2	Difficulties in brainstorming	Methods of Teaching Art Education	Lecture / Practical / Discussion	Formative Assessment (quizzes, discussion, homework, participation)
14	2	Concept of artistic expression	Methods of Teaching Art Education	Lecture / Practical / Discussion	Formative Assessment (quizzes, discussion, homework, participation)
15	2	Midterm Examination	Methods of Teaching Art Education	Exam	Formal Examination
16	2	Internationally adopted methods	Methods of Teaching Art Education	Lecture / Practical / Discussion	Formative Assessment (quizzes,

					discussion, homework, participation)
17	2	Objectives of teaching methods	Methods of Teaching Art Education	Lecture / Practical / Discussion	Formative Assessment (quizzes, discussion, homework, participation)
18	2	Teaching theories	Methods of Teaching Art Education	Lecture / Practical / Discussion	Formative Assessment (quizzes, discussion, homework, participation)
19	2	Art education teacher	Methods of Teaching Art Education	Lecture / Practical / Discussion	Formative Assessment (quizzes, discussion, homework, participation)
20	2	Steps followed by the teacher	Methods of Teaching Art Education	Lecture / Practical / Discussion	Formative Assessment (quizzes, discussion, homework, participation)
21	2	Differences between methods	Methods of Teaching Art Education	Lecture / Practical / Discussion	Formative Assessment (quizzes, discussion, homework, participation)
22	2	Discussion methods	Methods of Teaching Art Education	Lecture / Practical / Discussion	Formative Assessment (quizzes, discussion, homework, participation)
23	2	Midterm Examination	Methods of Teaching Art Education	Exam	Formal Examination

24	2	Characteristics of educational evaluation	Methods of Teaching Art Education	Lecture / Practical / Discussion	Formative Assessment (quizzes, discussion, homework, participation)
25	2	Essential teaching skills	Methods of Teaching Art Education	Lecture / Practical / Discussion	Formative Assessment (quizzes, discussion, homework, participation)
26	2	Features of good teaching	Methods of Teaching Art Education	Lecture / Practical / Discussion	Formative Assessment (quizzes, discussion, homework, participation)
27	2	Difference between learning and teaching	Methods of Teaching Art Education	Lecture / Practical / Discussion	Formative Assessment (quizzes, discussion, homework, participation)
28	2	Difference between assessment and evaluation	Methods of Teaching Art Education	Lecture / Practical / Discussion	Formative Assessment (quizzes, discussion, homework, participation)
29	2	Classification of teaching aids	Methods of Teaching Art Education	Lecture / Practical / Discussion	Formative Assessment (quizzes, discussion, homework, participation)
30	2	Final Examination	Methods of Teaching Art Education	Exam	Formal Examination

Course Assessment

The final grade (100 marks) shall be distributed according to daily preparation, quizzes, oral and written examinations, reports, classroom participation, and final examination.

Learning Resources

Required Textbook: Methods of Teaching Art Education

Main References: Methods of Teaching Art Education

Recommended References: Arts-related research, academic journals, and reports

Electronic Resources: Al-Academy Journal, Tikrit University Journal, Al-Ustath J

Academic Program Description Template

University Name: Tikrit University

College / Institute: College of Education for Human Sciences

Academic Department: Department of Art Education

Name of the Academic or Professional Program: Bachelor's

Name of the Final Degree: Bachelor in Art Education

Study System: Annual

Date of Description Preparation: 2026/2/7

Date of File Completion:



Signature:

Signature:

Head of Department Name: د. زياد صوبحة رنة

Academic Assistant Name:

Date: ٢٠٢٦ / ٢ / ١٦

الاستاذ الدكتور
رشيد الطيف ابراهيم الجساروي
معاون العميد للشؤون العلمية

File Reviewed by:

Quality Assurance and University Performance Division

Name of the Director of Quality Assurance and University Performance Division:

Date:

فهد شلاش خلف

Signature:

Endorsement of the Dean

٢٠٢٦ / ٢ / ١٦

Course Description Form

1. Course Name: earthenware						
2. Course Code: earthenware						
3. Semester / Year: 2025-2026						
4. Description Preparation Date: 2026-1-7						
5. Available Attendance Forms: Attendance in the classroom						
6. Number of Credit Hours (Total) / Number of Units (Total): / 120- 2						
7. Course administrator's name (mention all, if more than one name)						
Name:						
Email:						
: ayam.t.hameed@tu.edu.iq - Ayam Taher Hameed						
8. Course Objectives						
Course Objectives			<ul style="list-style-type: none"> - Providing the Ministry of Education with staff specialized in teaching art education in secondary schools. - Enabling students to know the means of communication through which the artistic message is delivered to students and society. 			
9. Teaching and Learning Strategies						
Strategy		<ul style="list-style-type: none"> - The student sets a good example for those around him. - Forming a general category of good values. - Providing psychological motivation to achieve emotional goals. 				
10. Course Structure						
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method	

Chapter one 1	4	A historical overview of the art of ceramics	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
2	4	Its beginnings and the period in which it appeared	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
3	4	Places of ceramic art	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
4	4	Clay formation methods	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
5	4	Methods of forming ceramic works	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
6	4	A continuation of the methods of forming ceramic works	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
7	4	Using the hand in shaping	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
8	4	Use hand-wheel for shaping	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
9	4	How to use an electric wand	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
10	4	How to make	1-The illocutionary	earthenware	Formative or formative assessment

		gypsum molds	method. 2- Metacognition method. 3-Method of solving problems		(daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
11	4	How to use gypsum molds	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
12	4	Free sculptural pottery work	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
13	4	Layout work for sculptural pottery	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
14	4	Simplified denial of planning	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
15		Monthly exam		earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
- Chapter II 1	4	Clay artwork after layout approval	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
2	4	Implementing more difficult works, for example murals	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
3	4	Implementation of mini murals	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
4	4	Carrying out work from the	1-The illocutionary method.	earthenware	Formative or formative assessment (daily exams, class discussion,

		cultural heritage	2- Metacognition method. 3-Method of solving problems		homework assignments and their follow-up, classroom calendar).
5	4	A sequel to a legacy	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
6	4	Make free medals	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
7	4	Design and implementation of natural sculptures	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
8	4	Creating abstract sculptures	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
9	4	Getting to know the ovens	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
10	4	Ways to use ovens	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
11	4	A tour of the corridors of the Fine Arts Department, Ceramics Branch	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
12	4	Implementing various artistic works	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
13	4	Denies works of art teapots	1-The illocutionary method.	earthenware	Formative or formative assessment (daily exams, class

			2- Metacognition method. 3-Method of solving problems		discussion, homework assignments and their follow-up, classroom calendar).
14	4	Completion and completion of work	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
15	4	Monthly exam		earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).

Fourth stage

Academic Program Description Template

University Name: Tikrit University

College / Institute: College of Education for Human Sciences

Academic Department: Department of Art Education

Name of the Academic or Professional Program: Bachelor's

Name of the Final Degree: Bachelor in Art Education

Study System: Annual

Date of Description Preparation: 2026/2/7

Date of File Completion:



Signature:

Signature:

Head of Department Name: د. زياد صويحبه رنة

Academic Assistant Name:

Date: ٢٠٢٦ / ٢ / ١٦

الاستاذ الدكتور
رشيد الطيف ابراهيم الحسناوي
معاون العميد للشؤون العلمية

File Reviewed by:

Quality Assurance and University Performance Division

Name of the Director of Quality Assurance and University Performance Division: الاستاذ الدكتور

Date: فهد شلاش خلف

Signature:

Endorsement of the Dean

٢٠٢٦ / ٢ / ١٦

Course description form

Course name .1	
تقنيات Theatrical techniques	
Course code .2	
Semester/year .3	
2026-2025	
The date this description was prepared .4	
2026/1/8	
attendance Available forms of .5	
My presence	
(Number of study hours (60) / Number of units (90 .6	
(90)-(60)	
(Name of the course administrator (if more than one name is mentioned .7	
basim.m.ahmeed @tu.edu.iq : him Khudair Hussen Email basim mohaed ahmeed :Name	
Course objectives .8	
<p>-1 Providing the Ministry of Education with staff specialized in teaching art .education in secondary schools</p> <p>-2 Enabling students to know the theories of directing in which the artistic nmessage is conveyed through scenographic compositio</p> <p>-3 Introducing students to the foundations of theatrical directing that enable .them to know the goals and objectives of all types of theatrical performances</p>	
<p style="text-align: center;">Cognitive objectives -A</p> <p>the That the student is able to know - 1 .types of schools and graduate directions</p> <p>the student is familiar with the That -2 .theories that organize theatrical work</p> <p>That the student realizes the - 3 importance of theatrical techniques in</p>	<p style="text-align: center;">Objectives of the study subject</p>

<p>.constructing and developing ideas is able to know the That the student - 4 objectives of theatrical performances that carry the design vision</p> <p>The student should be aware of the - 5 importance of the principles of theatrical techniques in the process of persuading and influencing the recipient</p> <p>.course of the jectivesob skills The - B The student should be able to practice - 1 .successful design</p> <p>That the student be able to distinguish - 2 theatrical performances</p> <p>The student should be able to use an - 3 appropriate scenographic design to age to the deliver his artistic mess recipient</p> <p>The student should be able to know the - visual language in delivering -visual and non .the communication message to the recipient</p>	
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Teaching and learning strategies .9

<p>.The student sets a good example among those around him-1 .Forming a general category of good values -2 .Providing psychological motivation to achieve emotional goals -3</p>
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The strategy

Course structure .10

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Formative or formative assessment (daily exams, class discussion, homework assignments and ,up-their follow classroom .(calendar	The illocutionary -1 . method Metacognition -2 .method Method of solving -3 .problems	Principles of theatrical techniques	Technology concept	2	first the
Formative or formative assessment (daily exams, class	The illocutionary -1 . method Metacognition -2 .method	Principles of techniques	The concept of theatrical techniques	2	the second

,discussion homework assignments and up, -their follow classroom .(calendar	Method of solving -3 .problems	a			
Formative or formative assessment (daily class ,exams discussion, homework assignments and up, -their follow classroom .(calendar	The illocutionary -1 . method Metacognition -2 .method Method of solving -3 .problems	Principles of techniques	Theatrical costumes	2	the third
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow classroom .(calendar	The illocutionary -1 . method Metacognition -2 .method Method of solving -3 .problems	Principles of techniques	Fashion on the world stage	2	the fourth
Personal evaluation semester and) final exams to issue differentiation judgments dents between stu and judgments of success and .(failure	electronic	Principles of techniques	Monthly exam	2	Fifth
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow classroom .(calendar	The illocutionary -1 . method Metacognition -2 .method Method of solving -3 .problems	Principles of techniques	The design concept	2	VI
Formative or formative assessment (daily	The illocutionary -1 . method Metacognition -2	Principles of techniques	Theatrical design	2	Seventh

exams, class discussion, homework assignments and up, -their follow classroom .(calendar	.method Method of solving -3 .problems				
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow classroom .(calendar	The illocutionary -1 . method Metacognition -2 .method Method of solving -3 .problems	Principles of techniques	Theatrical lighting	2	VIII
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow classroom .(calendar	The illocutionary -1 . method Metacognition -2 .method Method of solving -3 .problems	Principles of techniques	Lighting functions	2	Ninth
Personal evaluation semester and) final exams to issue differentiation judgments students between and judgments of success and .(failure	electronic	Principles of techniques	Monthly exam	2	The tenth
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow classroom .(calendar	The illocutionary -1 . method Metacognition -2 .method Method of solving -3 .problems	Principles of techniques	decor	2	eleventh
Formative or formative	The illocutionary -1 . method	Principles of	Theatrical view	2	twelveth

assessment (daily exams, class discussion, homework assignments and up, -their follow classroom .(calendar	Metacognition -2 .method Method of solving -3 .problems	techniques			
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow classroom .(calendar	The illocutionary -1 . method Metacognition -2 .method Method of solving -3 .problems	Principles of techniques	Theatrical scenic designer	2	Thirteenth
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow classroom .(calendar	The illocutionary -1 . method Metacognition -2 .method Method of solving -3 .problems	Principles of techniques	Theatrical decoration jobs	2	fourteenth
Personal evaluation semester and) final exams to issue differentiation judgments between students and judgments of success and .(failure	electronic	Principles of techniques	Monthly exam	2	Fifteenth
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow classroom .(calendar	The illocutionary -1 . method Metacognition -2 .method Method of solving -3 .problems	Principles of directing	Theater parts	2	-First Chapter Two
Formative or	The illocutionary -1	Principles	Music	2	the

formative assessment (daily exams, class discussion, homework assignments and up, -their follow classroom .(calendar	. method Metacognition -2 .method Method of solving -3 .problems	of directing			second
			Application and preparation of graduation research		the third
			Application and preparation of graduation research		the fourth
			Application and preparation of graduation research		Fifth
			Application and preparation of graduation research		VI
			Application and preparation of graduation research		Seventh
Formative or formative assessment (daily exams, class discussion, homework	illocutionary The -1 . method Metacognition -2 .method Method of solving -3 .problems	Principles of techniques	The use of music in the world stage	2	VIII

assignments and up, -their follow classroom .(calendar					
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow classroom .(calendar	The illocutionary -1 . method Metacognition -2 .method Method of solving -3 .problems	Principles of techniques	sound effects	2	Ninth
Personal evaluation semester and) final exams to issue differentiation judgments between students and judgments of success and .(failure	electronic	Principles of techniques	Monthly exam	2	The tenth
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow classroom .(calendar	The illocutionary -1 . method Metacognition -2 .method Method of solving -3 .problems	Principles of techniques	up-Make	2	eleventh
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow classroom .(calendar	The illocutionary -1 . method acognition Met -2 .method Method of solving -3 .problems	Principles of techniques	Types of makeup	2	twelveth
Formative or formative assessment (daily exams, class discussion,	The illocutionary -1 . method Metacognition -2 .method Method of solving -3	Principles of techniques	Makeup and the history of its development	2	Thirteenth

homework assignments and up, -their follow classroom .(calendar	.problems				
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow classroom .(calendar	The illocutionary -1 . method Metacognition -2 .method Method of solving -3 .problems	Principles of techniques	Closed and theater open theater	2	fourteenth
Personal evaluation semester and) final exams to issue differentiation judgments between students and judgments of success and .(failure	electronic	Principles of techniques	Monthly exam	2	Fifteenth

Course evaluation .11

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

Learning and teaching resources .12

-Haider Al -Theatrical techniques Ameedi	(Required textbooks (methodology, if any
What is scenography? Pamela Theory of theatrical -Howard Julian Hilton -presentation	(in references (sourcesMa
-Academy Art Magazine -Al Baghdad -College of Fine Arts	Recommended supporting books and (...references (scientific journals, reports
The theater library is available	Electronic references, Internet sites

on the Telegram application

Theatrical stage location

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Academic Program Description Template

University Name: Tikrit University

College / Institute: College of Education for Human Sciences

Academic Department: Department of Art Education

Name of the Academic or Professional Program: Bachelor's

Name of the Final Degree: Bachelor in Art Education

Study System: Annual

Date of Description Preparation: 2026/2/7

Date of File Completion:

Signature:



Signature:

Head of Department Name: د. زياد صويحبه رنة

Academic Assistant Name:

Date: ٢٠٢٦ / ٢ / ١٦

الاستاذ الدكتور
رشيد الطيف ابراهيم الحشماوي
معاون العميد للشؤون العلمية

File Reviewed by:

Quality Assurance and University Performance Division

Name of the Director of Quality Assurance and University Performance Division:

Date:

فهد شلاش خلف

Signature:

٢٠٢٦ / ٢ / ١٦

Endorsement of the Dean

٢٠٢٦ / ٢ / ١٦

College of Education for - Tikrit University Humanities	25. Educational institution
of Art Education Department	26. Department / Scientific Center
مشروع تخرج مسرح Theatre graduation project	27. Course Name/Code
baasem Mohammed Al-Jubouri basim.m.ahmeed@tu.edu.iq	28. Course Leader
My presence	29. Available attendance forms
2026-2025	30. semester/year
hours 120	31. Number of study hours (total)
2026/2/1	32. Date this description was prepared
33. Course objectives	
1- Providing the Ministry of Education with specialized staff, especially in .extracurricular activities	
2- Enabling students to convert part of the curriculum to correct pronunciation education	
3- Teaching students performance skills as a means of helping them understand the .curriculum	
4- Increase literary and popular boldness during recitation and break the fear barrier	
5 The student learns to prepare topics from the curricula in a representative .nerman	
6 The student learns to think, innovate and prepare by presenting his activities to .the students	

12.outcomes , teaching, learning and assessment methods Course
<p>Cognitive objectives -A through the The student should be able to communicate the material -A1 .verbal, audio and representative aspects Learning during lecture gives the student a space for creativity and -A2 .innovation Learning during delivery after the student moves from the educational -A3 style to a new educational style .student learns to convert written text into a visual presentation The -A4 .The student learns to write by preparing texts -A5 -A6</p>
<p>. objectives skill specific Course -B .The student analyzes the scientific material - B1 performance methods in front of To increase the distinction between - B2 students .It is well trained - B3 confidence-Increase the student's self -B4</p>
<p>Teaching and learning methods 1- (Lecture (instructional 2- Practical lecture 3- Discussion 4- Model analysis</p>
Evaluation methods
<p>1- (Tests (written 2- Surprise tests 3- Practical tests 4- The work is presented to the students and they know its success and .effectiveness</p>

based goals-Emotional and value -C
Developing the spirit of teamwork -A1
Increasing the student's boldness through acting -A2
discipline in meeting deadlines Care and -A3
Eliminating some pronunciation defects -A4

Teaching and learning methods

- 1- Participation
- 2- Practical aspect -2
- 3- Skills test -3

Evaluation methods

- 1- Daily preparation and student participation
- 2- Written exams
- 3- exams Practical

other skills related to employability and) General and transferable skills -D
(personal development
Teamwork -D1
Analytical skills -D2
Dialogue and discussion -D3
Preparing his own texts -D4

13.Course structure

Evaluation method	Teaching method	Unit name/topic	Required learning outcomes	watches	week
Daily test	Lecture	Theatre graduation project	About the project	4	1
Daily test	Lecture	Theatre graduation project	Importance of the project	4	2
Oral test	Discussion	Theatre graduation project	Project nature	4	3
Daily test	mental bombardment	Theatre graduation project	How to prepare forms	4	4
Daily test	Lecture	Theatre graduation project	Classic text	4	5
Daily test	workshop	Theatre graduation project	Theatrical text analysis	4	-6
Daily test	workshop	Theatre graduation project	era text Roman	4	7
Daily test	workshop	Theatre graduation project	Theatrical text analysis	4	8
Oral test	workshop	Theatre graduation project	Renaissance model	4	9
Daily test	workshop	Theatre graduation project	Theatrical text analysis	4	10
Daily test	workshop	Theatre graduation project	Shakespeare's text	4	11
Daily test	workshop	Theatre graduation project	Shakespeare's text analysis	4	12
Daily test	a lecture	Theatre graduation	Examples of English theatre	4	14

		project			
Achievement evaluation	a test	Theatre graduation project	Examples of French theatre	4	15
Daily test	a lecture	Theatre graduation project	Models of modern theatre worldwide	4	16
Daily test	workshop	Theatre graduation project	Examples of Arab theatre	4	17
Practical test	workshop	Theatre graduation project	Models of Iraqi theatre	4	18
Practical test	workshop	Theatre graduation project	Analysis of models of representation	4	19
Practical test	workshop	Theatre graduation project	Determine the work cadres	4	20
Achievement evaluation	a test	Theatre graduation project	Conducting tests	4	21
Daily test	workshop	Theatre graduation project	Exit naming	4	22
Daily test	workshop	Theatre graduation project	Nominating actors and technicians	4	23
Daily test	workshop	Theatre graduation project	exercises (rehearsals)	4	24
Daily test	workshop	Theatre graduation project	exercises (rehearsals)	4	25
Daily test	workshop	Accelerated graduation project	exercises (rehearsals)	4	26
Daily test	workshop	Theatre graduation project	exercises (rehearsals)	4	27
Practical test	workshop	Theatre graduation project	exercises (rehearsals)	4	28

Daily test	workshop	Theatre graduation project	Presentation before a committee	4	29
Midterm exam and final achievement assessment	exam	Theatre graduation project	Presentation to an audience		30

14.infrastructure	
Texts by international and Arab playwrights (Sophocles , Euripides , Shakespeare, Seneca , , Plautus , Terence , Marlowe , Racine, Corneille Molière, writers on the Theatre of the Absurd, .(epic theatre, and Arab and Iraqi playwrights	Required textbooks -1
Innovations of Playwrights in the Twentieth Century, Sami Abdel Hamid Books on directing, acting and techniques	(Main references (sources -2
Watching serious theatrical performances	Recommended books and -A scientific journals,) references (.reports, etc
	Electronic references, -B ...websites

15. Curriculum Development Plan

Course description form

Academic Program Description Template

University Name: Tikrit University

College / Institute: College of Education for Human Sciences

Academic Department: Department of Art Education

Name of the Academic or Professional Program: Bachelor's

Name of the Final Degree: Bachelor in Art Education

Study System: Annual

Date of Description Preparation: 2026/2/7

Date of File Completion:



Signature:

Signature:

Head of Department Name: د. زياد صلاحية رزق

Academic Assistant Name:

Date: ٢٠٢٦ / ٢ / ١٦

الإستاذة الدكتور
رشيد الطيف ابراهيم الحسناوي
معاون العميد للشؤون العلمية

File Reviewed by:

Quality Assurance and University Performance Division

Name of the Director of Quality Assurance and University Performance Division:

Date

فهد شلاش خلف

Signature:

Endorsement of the Dean

٢٠٢٦ / ٢ / ١٦

Course description form

Course name .1	
Plastic graduation project	
Course code .2	
Semester/year .3	
Annual(2025-2026)	
The date this description was prepared .4	
2025/10/5	
Available forms of attendance .5	
My presence	
(Number of study hours / (total) / number of units (total) .6	
120/120	
(administrator (if more than one name is mentioned Name of the course .7	
Name: Assistant Prof. Dr. Osama Adnan Ali Email : osamah.aljebory@tu.edu.iq	
Course objectives .8	
<ul style="list-style-type: none"> • Developing the capabilities of university outputs in the field .of art • Enabling the learner to complete the plastic graduation project according to the .academic steps • Enhancing learners' awareness of the importance of the subject of the plastic .graduation project • Increasing the effectiveness of teaching by selecting .successful means and methods • Enhancing the spirit of research and exploration .among students • Developing learners' creative .thinking 	<p style="text-align: center;">Objectives of the study subject</p>

Teaching and learning strategies .9

Active thinking - Brainstorming method - ladder strategy Cognitive growth -	The strategy
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Course structure .10

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Formative or formative assessment exams, (daily class discussion, homework assignments and their follow-up, classroom .(calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 solving .problems	An overview of the project subject and an introduction to its nature	The student - should be familiar with technical schools and critical .trends student The- should be able to perform various types of artistic .works	4	1
Formative or formative assessment exams, (daily class discussion, homework assignments and their follow-up, classroom .(calendar	The -1 illocutionary . method Metacognition -2 .method of Method-3 solving .problems	topic: Project (historical, heritage, popular, (social	student The - should be familiar with technical schools and critical .trends student The- should be able to perform various types of artistic .works	4	2
Formative or formative assessment exams, (daily class discussion, homework assignments and their follow-up, classroom .(calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 solving .problems	topic: Project (historical, heritage, popular, (social	student The - should be familiar with technical schools and critical .trends student The- should be able to perform various types of artistic .works	4	3
Formative or formative assessment exams, (daily class discussion, homework assignments and	The -1 illocutionary . method Metacognition -2 .method Method of -3 solving	Preparing project prototypes	student The - should be familiar with technical schools and critical .trends student The-	4	4

their follow-up, classroom .(calendar	.problems		should be able to perform various types of artistic .works		
Formative or formative assessment exams, (daily class discussion, homework assignments and their follow-up, classroom .(calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 solving .problems	Preparing project prototypes	student The - should be familiar with technical schools and critical .trends student The- should be able to perform various types of artistic .works	4	5
Formative or formative assessment exams, (daily class discussion, homework assignments and their follow-up, classroom .(calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 solving .problems	Select a successful initial attempt	student The - should be familiar with technical schools and critical .trends student The- should be able to perform various types of artistic .works	4	6
Formative or formative assessment exams, (daily class discussion, homework assignments and their follow-up, classroom .(calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 solving .problems	Select a successful initial attempt	student The - should be familiar with technical schools and critical .trends student The- should be able to perform various types of artistic .works	4	7
Formative or formative assessment exams, (daily class discussion, homework assignments and their follow-up, classroom .(calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 solving .problems	Study the initial attempt by shading	student The - should be familiar with technical schools and critical .trends student The- should be able to perform various types of artistic .works	4	8
Formative or formative assessment exams, (daily class discussion, homework assignments and their follow-up, classroom .(calendar	The -1 illocutionary . method Metacognition -2	Study the initial attempt by shading	student The - should be familiar with technical schools	4	9

class discussion, homework assignments and their follow-up, classroom .(calendar	.method Method of -3 solving .problems		and critical .trends student The- should be able to perform various types of artistic .works		
Formative or formative assessment exams, (daily class discussion, homework assignments and their follow-up, classroom .(calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 solving .problems	Study the initial attempt by shading	student The - should be familiar with technical schools and critical .trends student The- should be able to perform various types of artistic .works	4	10
Formative or formative assessment exams, (daily class discussion, homework assignments and their follow-up, classroom .(calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 solving .problems	Conduct separate studies for each visual word	student The - should be familiar with technical schools and critical .trends student The- should be able to perform various types of artistic .works	4	11
Formative or formative assessment exams, (daily class discussion, homework assignments and their follow-up, classroom .(calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 solving .problems	Conduct separate studies for each visual word	student The - should be familiar with technical schools and critical .trends student The- should be able to perform various types of artistic .works	4	12
Formative or formative assessment exams, (daily class discussion, homework assignments and their follow-up, classroom .(calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 solving .problems	Executing the model in watercolor	student The - should be familiar with technical schools and critical .trends student The- should be able to perform various types of artistic .works	4	13

Formative or formative assessment exams, (daily class discussion, homework assignments and their follow-up, classroom .(calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 solving .problems	Executing the model in watercolor	student The - should be familiar with technical schools and critical .trends student The- should be able to perform various types of artistic .works	4	14
Formative or formative assessment exams, (daily class discussion, homework assignments and their follow-up, classroom .(calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 solving .problems	the Executing model in watercolor	student The - should be familiar with technical schools and critical .trends student The- should be able to perform various types of artistic .works	4	15
Diagnostic evaluation (semester and final exams to issue judgments of success and .(failure		Evaluation of works of art		4	16
Formative or formative assessment exams, (daily class discussion, homework assignments and their follow-up, classroom .(calendar	The -1 illocutionary . method Metacognition -2 .method of Method-3 solving .problems	Implement the project in oil colors on a large canvas	The student should be familiar with technical schools and critical .trends	4	17
Formative or formative assessment exams, (daily class discussion, homework assignments and their follow-up, classroom .(calendar	The -1 illocutionary . method Metacognition -2 . method of Method-3 solving .problems	Implement the project in oil colors on a large canvas	student The- should be able to perform various types of artistic .works	4	18
Formative or formative assessment	The -1 illocutionary . method	Implement the project in oil colors on a	The student should be familiar with	4	19

exams, (daily class discussion, homework assignments and their follow-up, classroom .(calendar	Metacognition -2 .method of Method-3 solving .problems	large canvas	technical schools and critical .trends		
Formative or formative assessment exams, (daily class discussion, homework assignments and their follow-up, classroom .(calendar	The -1 illocutionary . method Metacognition -2 .method of Method-3 solving .problems	Implement the project in oil colors on a large canvas	student The-should be able to perform various types of artistic .works	4	20
Formative or formative assessment exams, (daily class discussion, homework assignments and their follow-up, classroom .(calendar	The -1 illocutionary . method Metacognition -2 .method of Method-3 solving .problems	Implement the project in oil colors on a large canvas	The student should be familiar with technical schools and critical .trends	4	21
Formative or formative assessment exams, (daily class discussion, homework assignments and their follow-up, classroom .(calendar	The -1 illocutionary . method Metacognition -2 .method of Method-3 solving .problems	Implement the project in oil colors on a large canvas	student The-should be able to perform various types of artistic .works	4	22
Formative or formative assessment exams, (daily class discussion, homework assignments and their follow-up, classroom .(calendar	The -1 illocutionary . method Metacognition -2 .method of Method-3 solving .problems	Implement the project in oil colors on a large canvas	The student should be familiar with technical schools and critical .trends	4	23
Formative or formative assessment exams, (daily class discussion,	The -1 illocutionary . method Metacognition -2 .method	Implement the project in oil colors on a large canvas	student The-should be able to perform various types of artistic .works	4	24

homework assignments and their follow-up, classroom .(calendar	of Method-3 solving .problems				
Formative or formative assessment exams, (daily discussion, class homework assignments and their follow-up, classroom .(calendar	The -1 illocutionary . method Metacognition -2 .method of Method-3 solving .problems	Implement the project in oil colors on a large canvas	The student should be familiar with technical schools and critical .trends	4	25
Formative or formative assessment exams, (daily class discussion, homework assignments and their follow-up, classroom .(calendar	The -1 illocutionary . method Metacognition -2 .method of Method-3 solving .problems	Implement the project in oil colors on a large canvas	student The-should be able to perform various types of artistic .works	4	26
Formative or formative assessment exams, (daily class discussion, homework assignments and their follow-up, classroom .(calendar	The -1 illocutionary . method Metacognition -2 .method of Method-3 solving .problems	Implement the project in oil colors on a large canvas	The student should be familiar with technical schools and critical .trends	4	27
Formative or formative assessment exams, (daily class discussion, homework assignments and their follow-up, classroom .(calendar	The -1 illocutionary . method Metacognition -2 .method of Method-3 solving .problems	Implement the project in oil colors on a large canvas	student The-should be able to perform various types of artistic .works	4	28
Formative or formative assessment exams, (daily class discussion, homework assignments and their follow-up, classroom .(calendar	The -1 illocutionary . method Metacognition -2 .method of Method-3 solving .problems	Implement the project in oil colors on a large canvas	The student should be familiar with technical schools and critical .trends	4	29

their follow-up, classroom .(calendar	.problems				
Diagnostic evaluation (semester and final exams to issue judgments of success and .(failure		Evaluation of works of art		4	30

Course evaluation .11	
the tasks assigned to the student, Distribution of the grade out of 100 according to monthly, and written exams, reports, and ,such as daily preparation, daily, oral .practical application	
Learning and teaching resources .12	
	(Required textbooks (methodology, if any
<ul style="list-style-type: none"> Concepts in pictorial - Al- construction/ Dr. Aziz Rikabi Training in plastic arts/ - Abdel Fattah Riad Drawing How do we taste it - ? (Elements of Composition)/Frederick Mallens 	(Main references (sources
<ul style="list-style-type: none"> Vision Dialogue/Nathan - Nobler The creative process in the - photography/Dr. art of Shaker Abdel Hamid 	Recommended supporting books and (...references (scientific journals, reports
Artists' channels on YouTube that .teaching drawing specialize in	Electronic references, Internet sites

Academic Program Description Template

University Name: Tikrit University

College / Institute: College of Education for Human Sciences

Academic Department: Department of Art Education

Name of the Academic or Professional Program: Bachelor's

Name of the Final Degree: Bachelor in Art Education

Study System: Annual

Date of Description Preparation: 2026/2/7

Date of File Completion:



Signature:

Signature:

Head of Department Name: د. زياد صلاحية رزق

Academic Assistant Name:

Date: ٢٠٢٦ / ٢ / ١٦

الإستاذة الدكتور
رشيد الطيف ابراهيم الحسناوي
معاون العميد للشؤون العلمية

File Reviewed by:

Quality Assurance and University Performance Division

Name of the Director of Quality Assurance and University Performance Division:

Date

فهد شلاش خلف

Signature:

Endorsement of the Dean

٢٠٢٦ / ٢ / ١٦

Course Description Form

1. Course Name: Hand work
2. Course Code: Hand work
3. Semester / Year: 2025-2026
4. Description Preparation Date: 2026-1-21
5. Available Attendance Forms: Attendance in the classroom
6. Number of Credit Hours (Total) / Number of Units (Total): / 120- 2
7. Course administrator's name (mention all, if more than one name)

Name:

Email:

[:ayam.t.hameed@tu.edu.iq](mailto:ayam.t.hameed@tu.edu.iq) - Ayam Taher Hameed

8. Course Objectives

Course Objectives

- Providing the Ministry of Education with staff specialized in teaching art education in secondary schools.

- Enabling students to know the means of communication through which the artistic message is delivered to students and society.

9. Teaching and Learning Strategies

Strategy

- The student sets a good example for those around him.
- Forming a general category of good values.
- Providing psychological motivation to achieve emotional goals.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
Chapter one 1	4	A historical overview of the art of ceramics	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Hand work	Formative or formative assessment (daily exams, class discussion, homework assignments and

					their follow-up, classroom calendar).
2	4	Explanation and presentation of an introductory video of rope weaving, displaying types of artwork in different sizes.	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Hand work	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
3	4	Make macrame using knots only	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Hand work	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
4	4	Make macrame using knots only	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Hand work	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
5	4	Make macrame using knots only	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Hand work	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
6	4	Delivery of works	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Hand work	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
7	4	Explanation and presentation of an introductory video of rope weaving, displaying types of artistic costumes in different sizes, and showing how to insert beads.	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Hand work	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
8	4	Costumes by contract only (dress, skirt, blouse, tie, hat, bag, cloak, mattress.....).	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Hand work	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
9	4	Costumes by contract only (dress, skirt, blouse, tie, hat, bag, cloak, mattress.....).	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Hand work	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
10	4	Costumes by	1-The illocutionary	Hand	Formative or formative assessment

		contract only (dress, skirt, blouse, tie, hat, bag, cloak, mattress.....).	method. 2- Metacognition method. 3-Method of solving problems	work	(daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
11	4	Costumes by contract only (dress, skirt, blouse, tie, hat, bag, cloak, mattress.....).	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Hand work	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
12	4	Costumes by contract only (dress, skirt, blouse, tie, hat, bag, cloak, mattress.....).	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Hand work	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
13	4	Costumes by contract only (dress, skirt, blouse, tie, hat, bag, cloak, mattress.....).	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Hand work	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
14	4	Costumes by contract only (dress, skirt, blouse, tie, hat, bag, cloak, mattress.....).	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Hand work	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
15		Delivery of works		Hand work	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
- Chapter II 1	4	Video presentations and explanations on how to draw by hand and screen print on (paper - fabric) with an introduction to the types of colors used.	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Hand work	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
2	4	Hand drawing and screen printing on (paper - fabric)	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Hand work	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
3	4	Hand drawing and screen printing on (paper - fabric)	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Hand work	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).

4	4	Hand drawing and screen printing on (paper - fabric)	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Hand work	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
5	4	Hand drawing and screen printing on (paper - fabric)	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Hand work	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
6	4	Delivery of works	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Hand work	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
7	4	A video presentation with an explanation of the method of drawing on glass and ironing on wood, with an introduction to the types of colors used for this and an introduction to the types of wood.	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Hand work	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
8	4	Drawing on glass or wood (the student has a choice between the two materials)	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Hand work	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
9	4	Drawing on glass or wood (the student has a choice between the two materials)	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Hand work	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
10	4	Drawing on glass or wood (the student has a choice between the two materials)	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Hand work	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
11	4	Drawing on glass or wood (the student has a choice between the two materials)	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Hand work	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
12	4	Drawing on glass or wood (the student	1-The illocutionary	Hand work	Formative or formative assessment (daily exams, class

		has a choice between the two materials)	method. 2- Metacognition method. 3-Method of solving problems		discussion, homework assignments and their follow-up, classroom calendar).
13	4	Drawing on glass or wood (the student has a choice between the two materials)	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Hand work	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
14	4	Drawing on glass or wood (the student has a choice between the two materials)	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Hand work	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
15	4	Delivery of works		Hand work	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).

11. Course Evaluation					
Distributing the score out of 100 according to the tasks assigned to the student such as daily					
12. Learning and Teaching Resources					
Required textbooks (curricular books, if any)					
Main references (sources)					
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites					

12. Learning and teaching Resources

- The summary in the history of public art / Abu Saleh Al-Alfi.
- Art history books/Zuhair Abdel-Sahib.
- Al-Baheth Technical Journal, technical reports and research.
- Media and communication library available on the Telegram application

History arts sites on

Academic Program Description Template

University Name: Tikrit University

College / Institute: College of Education for Human Sciences

Academic Department: Department of Art Education

Name of the Academic or Professional Program: Bachelor's

Name of the Final Degree: Bachelor in Art Education

Study System: Annual

Date of Description Preparation: 2026/2/7

Date of File Completion:



Signature:

Signature:

Head of Department Name: د. زياد صويحري

Academic Assistant Name:

Date: ٢٠٢٦ / ٢ / ١٦

الاستاذ الدكتور
رشيد الطيف الراهيم الحسماوي
معاون العميد للشؤون العلمية

File Reviewed by:

Quality Assurance and University Performance Division

Name of the Director of Quality Assurance and University Performance Division:

Date

Signature:

فهد شلاش خلف

٢٠٢٦ / ٢ / ١٦

Endorsement of the Dean

٢٠٢٦ / ٢ / ١٦

Course description form

Course Description Form

1. Course Name	
Means of communication	
2. Course Code	
Eng. Raud Ahmed Dhanoun	
3. Semester/Year	
2025-2026	
4. Date this description is prepared	
12/1/2026	
5. Available Forms of Attendance	
Presence	
6. Number of study hours (total) / number of units (total)	
Number of Hours (60) Number of Units (120)	
7. Name of the course administrator (if more than one name mentions)	
Name: M.M. Raed Ahmed Email: raed.ahmed@tu.edu.iq	
8. Course Objectives	
<ul style="list-style-type: none">• Providing the Ministry of Education with specialized staff in teaching art education in secondary schools.• Enabling students to know the means of communication in which the artistic message is communicated to students and the community.• Enhancing students' awareness of the goals and functions of self-directed, personal, collective, folkloric and public means of communication.• Providing students with the skills of communication trends that occur in various fields of education and life.• Introducing students to the foundations of media literacy that enable them to know the goals and objectives of all types of communication methods.	Course Objectives

- Teaching students about the theoretical foundations on which communication means rely in their impact on the recipients.

9. Teaching and Learning Strategies

- 4- The inductive method.
- 5- Discussion method.
- 6- How to solve problems.

Strategy

10. Course Structure

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Constructive or formative assessment (daily exams, class discussion, homework and follow-up, classroom evaluation).	1. The Dictionary Method. 2. Discussion Method 3. Problem solving method.	Means of communication	The Concept of Communication	2	First
Constructive or formative assessment (daily exams, class discussion, homework and follow-up, classroom evaluation).	1. The Dictionary Method. 2. Discussion Method 3. Problem solving method.	Means of communication	Communication Elements	2	The second
Constructive or formative assessment (daily	1. The Dictionary Method. 2. Discussion	Means of communication	Types of Connection	2	The third

exams, class discussion, homework and follow-up, classroom evaluation).	Method 3. Problem solving method.				
Constructive or formative assessment (daily exams, class discussion, homework and follow-up, classroom evaluation).	1. The Dictionary Method. 2. Discussion Method 3. Problem solving method.	Means of communication	Contact Forms	2	Fourth
Personal Evaluation (Quarterly and final exams to issue differentiation rulings between students and rulings of success and failure).	Presence	Means of communication	Monthly exam	2	Fifth
Constructive or formative assessment (daily exams, class discussion, homework and follow-up, classroom evaluation).	1. The Dictionary Method. 2. Discussion Method 3. Problem solving method.	Means of communication	Communication Purposes	2	Sixth
Constructive or formative assessment (daily exams, class discussion, homework and follow-up, classroom evaluation).	1. The Dictionary Method. 2. Discussion Method 3. Problem solving method.	Means of communication	The Importance of Communication	2	Seventh
Constructive or formative assessment (daily exams, class discussion, homework and follow-up,	1. The Dictionary Method. 2. Discussion Method 3. Problem solving method.	Means of communication	Communication Arts	2	Eighth

classroom evaluation).					
Constructive or formative assessment (daily exams, class discussion, homework and follow-up, classroom evaluation).	1. The Dictionary Method. 2. Discussion Method 3. Problem solving method.	Means of communication	Communication Arts	2	Ninth
Personal Evaluation (Quarterly and final exams to issue differentiation rulings between students and rulings of success and failure).	Presence	Means of communication	Monthly exam	2	Tenth
Constructive or formative assessment (daily exams, class discussion, homework and follow-up, classroom evaluation).	1. The Dictionary Method. 2. Discussion Method 3. Problem solving method.	Means of communication	Conditions for successful communication	2	Eleventh
Constructive or formative assessment (daily exams, class discussion, homework and follow-up, classroom evaluation).	1. The Dictionary Method. 2. Discussion Method 3. Problem solving method.	Means of communication	Characteristics of mass communication	2	XII
Constructive or formative assessment (daily exams, class discussion, homework and follow-up, classroom evaluation).	1. The Dictionary Method. 2. Discussion Method 3. Problem solving method.	Means of communication	Characteristics of mass communication	2	Thirteenth
Constructive or formative	1. The Dictionary	Means of communication	Uses of Mass Communication	2	Fourteenth

assessment (daily exams, class discussion, homework and follow-up, classroom evaluation).	Method. 2. Discussion Method 3. Problem solving method.				
Personal Evaluation (Quarterly and final exams to issue differentiation rulings between students and rulings of success and failure).	Presence	Means of communication	Monthly exam	2	Fifteenth
Constructive or formative assessment (daily exams, class discussion, homework and follow-up, classroom evaluation).	1. The Dictionary Method. 2. Discussion Method 3. Problem solving method.	Means of communication	Media Literacy and its Importance in Communication Architecture	2	Chapter II
Constructive or formative assessment (daily exams, class discussion, homework and follow-up, classroom evaluation).	1. The Dictionary Method. 2. Discussion Method 3. Problem solving method.	Means of communication	Communication Theories - Gatekeeper Theory	2	The second
			Implementation and preparation of graduation research		The third
			Implementation and preparation of graduation research		Fourth
			Implementation and preparation of graduation research		Fifth
			Implementation		Sixth

			and preparation of graduation research		
			Implementation and preparation of graduation research		Seventh
Constructive or formative assessment (daily exams, class discussion, homework and follow-up, classroom evaluation).	1. The Dictionary Method. 2. Discussion Method 3. Problem solving method.	Means of communication	Prioritization Theory	2	Eighth
Constructive or formative assessment (daily exams, class discussion, homework and follow-up, classroom evaluation).	1. The Dictionary Method. 2. Discussion Method 3. Problem solving method.	Means of communication	Theory of Uses and Gratifications	2	Ninth
Personal Evaluation (Quarterly and final exams to issue differentiation rulings between students and rulings of success and failure).	Presence	Means of communication	Monthly exam	2	Tenth
Constructive or formative assessment (daily exams, class discussion, homework and follow-up, classroom evaluation).	1. The Dictionary Method. 2. Discussion Method 3. Problem solving method.	Means of communication	Cultural Implantation Theory	2	Eleventh
Constructive or formative assessment (daily exams, class discussion,	1. The Dictionary Method. 2. Discussion Method	Means of communication	Frame theory	2	XII

homework and follow-up, classroom evaluation).	3. Problem solving method.				
Constructive or formative assessment (daily exams, class discussion, homework and follow-up, classroom evaluation).	1. The Dictionary Method. 2. Discussion Method 3. Problem solving method.	Means of communication	Value Determinism Theory	2	Thirteenth
Constructive or formative assessment (daily exams, class discussion, homework and follow-up, classroom evaluation).	1. The Dictionary Method. 2. Discussion Method 3. Problem solving method.	Means of communication	Theory of Dependence on Means of Communication	2	Fourteenth
Personal Evaluation (Quarterly and final exams to issue differentiation rulings between students and rulings of success and failure).	Presence	Means of communication	Monthly exam	2	Fifteenth

11. Course Evaluation

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

1- Constructive or formative assessment (daily exams, class discussion,

homework and follow-up, classroom evaluation).

- Daily exam: 5 marks.
- Class Discussion: 10 marks.
- Homework: 5 marks.
- Class Calendar: 30 degrees.

2- Personal Evaluation (Quarterly and final exams to issue differentiation rulings between students and rulings of success and failure).

- Semester: 50 degrees.
- Final: 50 degrees.

12. Learning and Teaching Resources

Communication Means and Theories/ Suzanne Al-Qalini	Required Textbooks (Methodology, if any)
Communication Theories/ Mohamed Abdel Hamid Communication Theories/Mervat Al-Tarabish and Abdel Aziz Al-Sayed Theories of Media Influence/ Muhammad bin Saud Al-Bishr	Main Reference(s)
<ul style="list-style-type: none">• Media Researcher Magazine.• Al-Masar Media Magazine.	Recommended books and references (scientific journals, reports...)
Media and communication library available on the Telegram application	References, Websites

Course evaluation .11

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
assessment (daily exams, class discussion, homework Formative or formative -3
(up, classroom calendar-assignments and their follow
• .Daily exam: 5 marks
• .Class discussion: 10 marks
• .Homework: 5 marks
• .Class calendar: 30 marks
-4 Personal evaluation (semester and final exams to issue d
judgments between students and judgments of success and failure
• .Semester: 50 degrees
• .Final: 50 marks

Learning and teaching resources .12

Means of communication and its Qalini-theories/Susan Al	(Required textbooks (methodology, if any
Communication theories/Mohamed Abdel Hamid Communication theories/Mervat -Aziz Al-Tarabishi and Abdel-Al Sayed Theories of media influence/Mohammed bin Saud Bishr-Al	(Main references (sources
Media Researcher • .Magazine • Media Magazine	Recommended supporting books and (...journals, reports references (scientific
Media and communication library available on the Telegram application	Electronic references, Internet sites

program

Mr.Sabah khalaf khader

This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has .made the most of the learning opportunities available. It must be linked to the program description

Academic Program Description Template

University Name: Tikrit University

College / Institute: College of Education for Human Sciences

Academic Department: Department of Art Education

Name of the Academic or Professional Program: Bachelor's

Name of the Final Degree: Bachelor in Art Education

Study System: Annual

Date of Description Preparation: 2026/2/7

Date of File Completion:



Signature:

Signature:

Head of Department Name: د. زياد صويحري

Academic Assistant Name:

Date: ٢٠٢٦ / ٢ / ١٦

الاستاذ الدكتور
رشيد الطيف الراهيم الحسماوي
معاون العميد للشؤون العلمية

File Reviewed by:

Quality Assurance and University Performance Division

Name of the Director of Quality Assurance and University Performance Division:

Date:

Signature:

Endorsement of the Dean

For the humanities

1-Educational institution	Ministry of Higher Education and Scientific Research / Tikrit University
2-. Scientific department/center	College of Education for Humanities/Qur'anic Sciences and Islamic Education
3-Name of the academic or professional program	Measurement and Evaluation القياس والتقويم
4-Name of the final certificate	Bachelor's
5 -:Academic system Annual/courses/others	Annual
6- Accredited accreditation program	In-person education
7- Other external influences	Some skills and applications require a live environment ((traditional classroom lessons
8-Date the description was prepared	2026-2025
9- Objectives of the academic program	
A- Making students understand the nature of the measurement and evaluation method and its role in the educational process.	
B- Enabling students to know the methods and types of measurement and evaluation that are based on the teacher.	
.C- Familiarizing students with educational objectives and how to formulate them	
E- Providing students with teaching skills.	
F- Making students know how to plan educational lessons.	
G- Making students understand evaluation, its types and tools	

10- Required program outcomes and teaching, learning and evaluation methods

A- Cognitive objectives

A1- The student should know teaching.

A2- The student should know the concepts and terms in measurement and evaluation.

A3- The student should list the types of educational objectives.

A4- The student should explain the data using statistical measures.

A5- The student should mention the teaching skills.

A6- The student should distinguish between tests and their types.

B - Program specific skill objectives

B1- The student should distinguish between types of statistical data and statistical analysis.

B2- The student should identify methods of testing samples.

B3- The student should know how to generalize the results after statistical analysis.

B4- The student should know the tests and their types.

Teaching and learning methods

.C- Emotional and value goals

.C1- The student should be inclined to study curricula and teaching methods

C2- The student should like the teacher's style and teaching methods

C3- The student interacts with the way the teaching methods material is presented

Teaching and learning methods

(discussion, lecture, questioning)

Evaluation methods

1-Attendance and participatipn

.2- Periodic tests

.3- Outdoor activities

D - General and qualifying transferable skills [other skills related to employability and personal development]

.D1- Scientific dialogue and discussion skills

D2- Skills in modern technologies in communications, documentation, and .communication with scientific institutions and centers

D3- The skill of presenting oral questions

11- Program structure

Credit hours		Name of the course or course	Course or course code	Educational level
practical	theoretical			
	4	Measurement and Evaluation		Fourth

12- Planning for personal development

-Scientific communication through seminars, conferences, and joint work with competent cadres in similar specializations.

-Accessing international studies in similar departments, to develop the ability to .research and solve scientific problems.

-Engage in acquiring modern scientific expertise and skills in the field of modern technical communication.

13- Admission standard (setting regulations related to admission to the college or institute)

Admission to the college follows the central distribution system followed by the Ministry of Higher Education and Scientific Research, according to the admission form to Iraqi universities and institutes, and by balancing the .student's desire with the total he obtained

14- The most important sources of information about the program

-Decisions of the sectoral committee.

-General teaching methods / Dawoud Maher Muhammad and Majeed Mahdi Muhammad.

-Teaching Compass / Dr. Nidal Muzahim Al-Azzawi.

-Teaching methods / Dr. Falah Saleh Hussein.

Academic Program Description Template

University Name: Tikrit University

College / Institute: College of Education for Human Sciences

Academic Department: Department of Art Education

Name of the Academic or Professional Program: Bachelor's

Name of the Final Degree: Bachelor in Art Education

Study System: Annual

Date of Description Preparation: 2026/2/7

Date of File Completion:



Signature:

Signature:

Head of Department Name:

Academic Assistant Name:

Date: 2026 / 2 / 7

الأستاذ الدكتور
رشيد الطيفي الراجحي
معاون العميد للشؤون العلمية

File Reviewed by:

Quality Assurance and University Performance Division

Name of the Director of Quality Assurance and University Performance Division:

Date:

Signature:

Endorsement of the Dean

Ministry of Higher Education and Scientific Research

Supervision and Scientific Evaluation Authority
Department of Quality Assurance and Academic Accreditation

Academic Program Description Form for Colleges and Institutes

University: Tikrit University
College / Institute: College of Administration and Economics
Academic Department: Art Education
Date of Completing the Form: 1/ 10 / 2025

Signature: _____
Head of Department: Professor Dr. Ziad Hilo Ghadallah
Scientific Assistant: _____
Date: _____

To be reviewed by:
The Quality Assurance Division at the university

Name of the Director of the University Quality Assurance Department: _____
Date: _____
Signature: _____
Dean's Approval: _____

Course Description Form

Instructor: Dr. Luay Kareem Lateef
Course Title: Observation and Application

This course provides a brief summary of the most important features of the course and the learning outcomes that the instructor can effectively achieve if the available learning opportunities are properly utilized. An internal understanding of this course is essential for its successful application.

Educational Institution

Tikrit University / College of Administration and Economics

Academic Department / Center

Economics / Teaching Branch

Course Name / Code

Observation and Application

Attendance Type

In-person

Semester / Year

Semester-based

Total Study Hours

45

Date of Preparing this Description

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Course Objectives

- To provide students with the fundamental information and principles necessary for a subsequent stage.
 - To help students understand the meaning of observation and application.
 - To introduce students to the concept of observation and application and how to employ it in learning.
 - To familiarize students with trends in utilizing this subject during study.
 - To enable students to understand the relationship between observation and application and the educational process.
 - To help students comprehend the tasks of observation and application and their role in preparing teachers.
 - To acquaint students with the content and principles of the course.
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Learning Outcomes, Teaching, and Evaluation Methods**A. Knowledge and Understanding**

1. Recognize the importance of observation and application in scientific research.
2. Distinguish between analogy and application.
3. Understand the purpose of observation and application.
4. Master the specific skills related to the course.

B. Intellectual and Practical Skills

1. Possess the skill of writing educational correspondence.
 2. Acquire skills in planning and preparing for practical application.
 3. Apply what has been learned in the field.
 4. Perform educational skills accurately.
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Teaching and Learning Methods

Lecture – Discussion – Dialogue – Problem Solving – Creative educational, technical, and social methods.

Evaluation Methods

Performance and various activities.

C. Affective and Value Aspects

1. Encourage students to direct the subject toward achieving objectives that meet their fundamental needs.
 2. Help students adopt attitudes and values related to the ethics of educational work.
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D. General and Employable Skills

1. Skills across different specializations.
 2. Developing and investing motivational skills in students.
 3. Educational planning skills.
 4. Skills in managing educational affairs.
 5. How to write the daily lesson plan.
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Course Design

Week	Hours	Intended Outcomes	Unit / Topic Title	Teaching Method	Evaluation Method
1	4	Identifying the subject (Principles of Economics)	Course content	Exploration and discussion	Objective tests
2	4	=	Traditional method	=	=

Week	Hours	Intended Outcomes	Unit / Topic Title	Teaching Method	Evaluation Method
3	4	=	Traditional method	=	=
4	4	=	Objectives	=	=
5	4	=	General objectives	=	=
6	4	=	Specific objectives	=	=
7	4	=	Behavioral objectives	=	=
8	4	=	Educational aids	=	=
9	4	=	Developing students' abilities	=	=
10	4	=	Developing classroom management skills	=	=
11	4	=	Developing questioning skills	=	=
12	4	=	Preparing the lesson plan	=	=
13	4	=	Developing student skills	=	=
14	4	=	Developing speaking skills	=	=
15	4	=	Field visit	=	=
16	4	=	Field visit	=	=
17	4	=	Preparing students	=	=
18	4	=	Recording student performance	=	=
19	4	=	Correcting ideas	=	=
20	4	=	Practical alternative	=	=

مخرجات التعلم المطلوبة من البرنامج

General and qualifying transferable skills (other skills related to employability and personal development)				Emotional and value goals				Objectives and skills of the program				Cognitive objectives				Basic Or optional	Name of the rapporteur	year
D4	D3	D2	D1	C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1	Basic	Measurement and Evaluation	2024 - 2025

