Ministry of Higher Education and Scientific Research
Scientific Supervision and Scientific Evaluation Apparatus
Directorate of Quality Assurance and Academic Accreditation
Accreditation Department

Academic Program and Course Description Guide

2025-2026

Introduction:

The educational program is a well—planned set of courses that include procedures and experiences arranged in the form of an academic syllabus. Its main goal is to improve and build graduates' skills so they are ready for the job market. The program is reviewed and evaluated every year through internal external audit procedures and programs like the External Examiner Program.

The academic program description is a short summary of the main features of the program and its courses. It shows what skills students are working to develop based on the program's goals. This description is very important because it is the main part of getting the program accredited, and it is written by the teaching staP together under the supervision of scientific committees in the scientific departments.

This guide, in its second version, includes a description of the academic program after updating the subjects and paragraphs of the previous guide in light of the updates and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual, quaJerly), as well as the adoption of the academic program description circulated according to the letter of the Department of Studies T 3/2906 on 3/5/2023 regarding the programs that adopt the Bologna Process as the basis for their work.

Concepts and terminology:

Academic Program Description: The academic program description provides a brief summary of its vision, mission and objectives, including an accurate description of the targeted learning outcomes according to specific learning strategies.

Course Description: Provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the students to achieve, proving whether they have made the most of the available learning opportunities. It is derived from the program description.

Program Vision: An ambitious picture for the future of the academic program to be sophisticated, inspiring, stimulating, realistic and applicable.

Program Mission: Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

Program Objectives: They are statements that describe what the academic program intends to achieve within a specific period of time and are measurable and observable.

Curriculum Structure: All courses / subjects included in the academic program according to the approved learning system (quarterly, annual, Bologna Process) whether it is a requirement (ministry, university, college and scientific department) with the number of credit hours.

Learning Outcomes: **A** compatible set of knowledge, skills and values acquired by students after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

Teaching and learning strategies: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extra— curricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

University Name: Tikrit

Faculty/Institute: College of Education-Tuzkhurmatu

Scientific Department: Department of Mathematics

Academic or Professional Program Name:Bachelor of Mathematics

Final Certificate Name: Bachelor of Mathematics

Academic System:Yearly

Description Preparation Date: 2025-2026

Completion Date:2026/2/22

Signature:

Head of Department Name:Samah Hussein Asaad

Date:2026/2/23

Signature:

Scientific Associate Name:Ali Salah Zein El Abidine

Date:2026/2/23

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance

Department:Samar Nashat Ali

Date:2026/2/23

Signature :

Approval of the Dean

Prof.Dr. Nihad Ali Shafiq

2026/2/23

1. Program vision

Raising the level of performance in the fields of algebra, numerical analysis, mathematical analysis, functional analysis, probability, number theory, topology, differential equations and geometry, with the necessity of taking into consideration keeping pace with the development witnessed by the higher education renaissance by providing the best services and equipment for academic cadres of faculty members, providing training and development opportunities for technicians and administrators, and graduating job creators instead of job seekers by qualifying them in the pre-graduation and basic education stages on the skills of research, development, innovation, the spirit of initiative and entrepreneurship, and involving students in everything that would develop their skills and help them to be creative and innovative, not just concerned with presentation, and transforming knowledge into wealth through research, development and innovation.

2. Program message

Graduating qualified students who possess scientific logical thinking and scientific research skills in science. The department provides the best modern scientific techniques for educational services for students in the university and higher education stage, and works to develop skills that enable them to integrate into all fields accurately and effectively. It supports the scientific research movement and cognitive interaction in order to continuously communicate with scientific and cultural development in the world, and meets the renewed needs of society in a way that achieves comprehensive and sustainable human development and enables national, regional and global competition and transforms knowledge into wealth through research, development and innovation and increases the role of partnerships between research, development and innovation in universities on the one hand and between production and service institutions on the other hand. Meeting the country's need for competent and qualified scientific cadres to be leaders of the future in the field of education, by preparing the appropriate scientific environment for scientific and skill growth and offering high-quality academic programs that keep pace with modern developments.

3. Program objectives
1- Preparing specialized cadres to support educational and teaching institutions. 2- That the student is able to employ the knowledge he received. 3- That the student is able to benefit from the knowledge and how to employ it. 4- That the student acquires the skill of teaching and education. 5- That the student is able to embody the knowledge he has acquired and develop it in the profession he is pursuing. 6- Graduating qualified students to complete their postgraduate studies (Masters - PhD) in various specializations of physics.

4-Program Accreditation Ministry of Higher Education and Scientific Research

7- Program description				
Year/Level	Course code	Course name	Credit hours	
			theoretical	practical
The first	Math101	Foundations of Mathematics	4	
The first	Math100	calculus	5	
The first	Math102	Linear algebra	4	
The first	Math103	General Physics	2	
The first	CREQ100	Foundations of education	1	
The first	UREQ103	Computer Science	2	
The first	UREQ102	Human rights	1	
The first	UREQ101	Arabic	1	
The first	CREQ101	Educational Psychology	2	
The first	MUR101	English	1	

The second	Math201	Advanced Calculus II	4
The second	Math200	Ordinary Differential Equations II	5
The second	Math202	Teaching Thinking	4
The second	Math203	Group Theory II	2
The second	CREQ200	Arabic Language II	1
The second	UREQ203	Baath Regime Crimes in Iraq	2
The second	UREQ202	Leadership and Educational Administration	1
The second	UREQ201	Curriculums and School Books	1
The second	CREQ201	English Language	2
The second	MUR201	Advanced Calculus II	1
The second	Math203	Systems of Axioms and Geometry	3

5- Other external influences

6- Program structure				
Program Structure	**Number of courses**	**Study unit**	**percentage**	**comments**
Institutional Requirements	**5**	**12**	**7%**	**essential**
College Requirements	**12**	**50**	**29%**	**essential**

Department Requirements	**21**	**110**	**64%**	**essential**
Summer training				
Other				

8. Expected learning outcomes of the program	
Knowledge	
1**The student should remember the information and laws given in the curriculum.** **2The student should understand the curriculum topics and the mathematical problems related to them.** **3The student should be able to apply what he has learned in solving mathematical problems.** **4The student should be able to analyze the text of the question and arrange the information to benefit from it in the solution and obtain correct results.** **5The student should compose problems related to the curriculum topics and then reach a correct solution.** **6The student should have ideas about the curriculum material and know how to derive the appropriate laws to solve it.**	**Cognitive objectives**
Skills	
-Learn about modern teaching methods and techniques **-Know everything new in the field of physics to keep pace with the rapid development in this specialty** **-Hold scientific exhibitions, seminars and workshops**	**General and qualifying skill objectives**

***Teaching skill in mathematics** ***The student should have the ability to employ practical skill in analyzing information and logical inference** ***The student should have the ability to link causes to effects**	**Program skill objectives**
Values	
Innovation and continuous improvement. Competing in the education industry and adhering to standards of excellence	**Educational values**
9- Teaching and learning strategies	
* The recitation method *The lecture method *Practical application in laboratories *Discussion and dialogue *Flipped learning	
10- Evaluation methods	
*Weekly reports *Practical tests *Weekly, monthly and annual tests *Graduation research * Field visits	

Academic Rank	Specialization		Spectral Requirements/Skills (if applicable)	Numbers of teaching staff	
	General	Spectral		staff	lecturer
Assist.Prof.Dr.	Mathematical sciences	Nodal analysis		✓	
Dr.	Mathematical sciences	Algebra		✓	
Dr.	Mathematical sciences	Real analysis		✓	
Dr.	Mathematical sciences	Organize		✓	
	Physics sciences	Physics materials			✓
	Islamic history	History of Andalusia		✓	
	Physical education and sports	Sports management		✓	
	Arabic	Literature/modern literature and its language			✓
	Computer Science	For			✓
	Recent history	History of Türkiye		✓	
	Applied mathematics	Applied mathematics		✓	
	Computer science	Computer science		✓	
	Electrical and computer engineering	Electrical machines and computers		✓	
	Jurisprudence and its principles	Comparative jurisprudence			✓

Professional development
Orientation of new faculty members
New, visiting, full-time and other faculty members are guided by integrating them with experienced faculty members to provide them with the skills required in the teaching strategies adopted within the educational program and continuous monitoring of the development of their cognitive level and the extent to which they have acquired the skills required for the scientific material, in addition to the central courses held at the institution and college levels.
Professional development for faculty members
The plan and arrangements for academic and professional development of faculty members include setting an annual plan for professional development such as preparing an annual research plan for each faculty member, as well as seminars, workshops, scientific courses and activities that serve the community. It also includes developing a teaching and learning strategy through modern teaching methods such as brainstorming, group work, discussion strategy, discovery learning and inductive teaching strategy, to obtain learning outcomes whose efficiency can be evaluated and measured through approved tests within the approved program. The learning and professional development outcomes are evaluated through the evaluation of the faculty member by the head of the department, as well as a questionnaire distributed to students in coordination with the Quality Division in the college and under the supervision of the Quality Department at the university.
12-Acceptance criteria.
Central admission
13-The most important sources of information about the program.
Ministry of Higher Education and Scientific Research
14- Program development plan
1- Forming committees in the scientific department whose mission is to follow up on

the program and conduct a comprehensive review and any new developments.

2- Surveying students' opinions at the end of each semester about the academic program.

3-Surveying faculty members' opinions at the end of each semester about the best ways to develop the courses and their teaching methods.

4-Coordinating with the Quality Department at the university to follow up on the implementation of the academic program in the department.

5- Conducting a comprehensive review of the program.

Program skills chart

Learning outcomes required from the programme

/Year Level	Course Code	Course name	Essential or optional	Knowledge				Skills				values			
				A 1	A 2	A 3	A 4	B 1	B 2	B 3	B 4	C 1	C 2	C 3	C 4
The First Year	Math101	Foundations of mathematics	essential	*	*	*	*	*	*	*		*	*	*	*
	Math100	calculus	essential	*	*	*	*	*	*	*	*	*	*	*	*
	Math102	Linear algebra	essential	*	*	*	*	*	*	*		*	*	*	*
	Math103	General physics	essential	*	*	*	*	*	*	*	*	*	*	*	*
	CREQ100	Fundamentals of education	essential	*	*	*	*	*	*	*	*	*	*		*
	UREQ103	Computer (practical)	essential	*	*	*	*	*	*	*	*		*	*	*
	UREQ102	Human rights	essential	*	*	*	*	*	*	*	*	*	*	*	*
	UREQ101	Arabic	essential	*	*	*	*	*	*	*		*	*		*
	CREQ101	Educational psychology	essential	*	*	*	*	*	*	*	*	*	*	*	*
	MUR101	English	essential	*	*	*	*	*	*	*		*	*	*	

Program skills chart

Learning outcomes required from the programme

/Year Level	Course Code	Course name	Essential or optional	Knowledge				Skills				values			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
The second Year	**Math101**	Advanced Calculus II	essential	*	*	*	*	*	*	*		*	*	*	*
	Math100	Ordinary Differential Equations II	essential	*	*	*	*	*	*	*	*	*	*	*	*
	Math102	Teaching Thinking	essential	*	*	*	*	*	*	*		*	*	*	*
	Math103	Group Theory II	essential	*	*	*	*	*	*	*	*	*	*	*	*
	CREQ100	Arabic Language II	essential	*	*	*	*	*	*	*	*	*	*		*
	UREQ103	Baath Regime Crimes in Iraq	essential	*	*	*	*	*	*	*	*		*	*	*
	UREQ102	Leadership and Educational Administration	essential	*	*	*	*	*	*	*	*	*	*	*	*
	UREQ101	Curriculums and School Books	essential	*	*	*	*	*	*	*		*	*		*
	CREQ101	English Language	essential	*	*	*	*	*	*	*	*	*	*	*	*
	MUR101	Advanced Calculus II	essential	*	*	*	*	*	*	*		*	*	*	

Course Description Form

1. Course Name:

Foundations of Mathematics

2. Course Code:

Math101

3. Semester / Year:

Yearly

4. Description Preparation Date:

2026/1/23

5. Available Attendance Forms:

Weekly

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

4/6

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

Assist. Abdullah Mhmood Jasim
Email: Abdullah.jasem122@tu.edu.iq
Hakar yousf youns **mailto:hakar.youssef.tuz@tu.edu.iq**

8. Course Objectives

Course Objectives	Providing students with general information about the basic concepts of Foundations mathematics.

9. Teaching and Learning Strategies

Strategy	

10. Course Structure

Week	Hours	Unit or subject name	Required Learning Outcomes	Learning method	Evaluation method
1	4	**Mathematical logic**			
2	4	**Logical equivalence**			

3	4	**Algebra of statements**			
4	4	**Quantifiers**			

5	4	**Mathematical Proof**			
6	4	**Algebra of Sets**			
7	4	**Complement of a set**			
8	4	**Power Set**			
9	4	**Relations**			
10	4	**Domain and range of a relation**			
11	4	**Composition of relations**			
12	4	**Types of relations**			
13	4	**Equivalence classes**			
14	4	**Partial ordered relations**			
15	4	**Totally ordered sets**			
16	4	**Well ordered sets**			
17	4	**Mappings**			
18	4	**Types of mappings**			
19	4	**Composite mappings**			

20	4	**Inverse mapping**			
21	4	**Direct images under mapping**			
22	4	**The inverse images under mapping**			
23	4	**order preserving mappings and isomorphism**			

24	4	**Potency of sets**			
25	4	**Arithmetic on cardinal numbers**			
26	4	**Ordinal numbers**			
27	4	**The Natural numbers**			
28	4	**Arithmetic of the natural numbers**			
29	4	**Binary Operations and Semi group**			
30	4	**Groups and Finite groups**			

11. Course Evaluation

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

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	اسس الرياضيات تاليف د. هادي جابر د. نادر جورج د. رياض شاكر نعوم
Main references (sources)	crete Mathematics Demystified by steven G. Krantz , 2009 Foundations Concepts of Modern Mathematics by Max D.Larsen -1 Discrete Mathematics – Schaums Outline by S.Lipschutz and M. Lipson , 2007 screte Mathematics and its Applications by Kenneth H. Rosen , 2007

Recommended books and references (scientific journals, reports…)	---------
Electronic References, Websites	**Google Scholar**

Course Description Form

1. Course Name:	
Calculus	
2. Course Code:	
Math100	
3. Semester / Year:	
2025−2026	
4. Description Preparation Date:	
12−2−2026	
5. Available Attendance Forms:	
Classroom and Google classroom	
6. Number of Credit Hours (Total) / Number of Units (Total)	
(150 hour per year) / Number of Units (8 units)	
7. Course administrator's name (mention all, if more than one name)	
Name: Ibrahim S. Ahmed Email: ibrahim1992@tu.edu.iq	
8. Course Objectives	
Course Objectives	**Identify the concept of calculus , set and interval define the function and the types of function ,domain and range the graph of the function ,limit ,continuity, derivative integral, method of find the integral, area under graph ,applicaton of integral, polare coordinate.**
9. Teaching and Learning Strategies	
Strategy	**Brainstorming** **Feedback at lecture time** **Collaboration and feedback series**

10. Course Structure					
Week	**Hours**	**Required Learning Outcomes**	**Unit or subject name**	**Learning method**	**Evaluation method**
1	5		introduction to sets and interval define the function	Explanation by using the board	Quick test Homework
2	5		**Absoluate value**	=	=
3	5		Domain and range of the function	=	=
4	=		Types of function and its operation	=	=
5	=		Graph of the function		
6	=		Trigonometric functions and its inverse	=	=
7	=		Hyporbilic and the invers hyporbilic function	=	=
8	=		Limit of function	=	=
9	=		Theorem of limits	=	=
10	=		Continuous	=	=
11	=		Definition of Derivative	=	=
12	=		Derivative of Trigonometric Functions	=	=
13	=		Derivative of Inverse of Trigonometric Functions	=	=
14	=		Exponential Function	=	=
15	=		Application of Derivative	=	=
16	=		Area under curve	=	=
17	=		Indefinite integral	=	=
18	=		Theorem of Indefinite integral	=	=
19	=		definite integral	=	=
20	=		Foundations theorem of integral	=	=

21	=		Properties of definite integral	=	=
22	=		Methods of integral	=	=
23	=		Integral of exponential function	=	=
24	=		Integral of Trigonometric functions	=	=
25	=		Integral of Hyperbolic Functions	=	=
26	=		Area an volume	=	=
27	=		Polar coordinate	=	=
28	=		Types of function in polar coordinate	=	=
29	=		Graph of function in polar coordinate	=	=
30	=		Area in polar coordinate	=	=

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, dailyoral, monthly, or written exams, reports .... etc (50) and (50) final exam.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Thomas calculus
Main references (sources)	
Recommended books and references (scientific journals, reports…)	
Electronic References, Websites	

Course Description Form

1. Course Name:
Linear algebra
2. Course Code:
Math102
3. Semester / Year:
Yearly
4. Description Preparation Date:
2026/2/20
5. Available Attendance Forms:
Classroom and e-classroom
6. Number of Credit Hours (Total) / Number of Units (Total)
120 hours per year / Number of units (6)
7. Course administrator's name (mention all, if more than one name)
Names: Assist. Dr. Samah Hassan Asaad Emails: samah1989@tu.edu.iq Nahida fahad Abd nahida.fahad.tuz@tu.edu.iq
8. Course Objectives
1- Introduce the student to the basic principles of linear algebra, which enters all fields of mathematics and its applications and enters the applications of engineering and all science departments. **2- Students acquire skills that enable them to teach the subject of mathematics.** **3- Acquiring mental skills and thinking in sports.** **4- Introduce students to the importance of sports science.**
9. Teaching and Learning Strategies

Strategy	**- Giving lectures and using textbooks** **- Solving problems related to the subject matter** **- Writing scientific reports and analysing data** **- Using e-learning in teaching according to the available possibilities** **- Self-learning method** **- Brainstorming** **- Lecture time feedback** **- Collaboration and feedback loop**

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	4	Introducing Vectors, Vector Operations, and Vector Proofs	Vectors, vector operations, and related proofs.	Blackboard/Data Show	Daily exams. Homework as well as monthly and final exams
2	4	introducing vector spaces	vector spaces	=	=
3	4	Introducing Partial Spaces	Partial spaces	=	=
4	4	Solving Exercises	Exercises and discussion	=	=
5	4	Introduce students to some of the proofs of linear independence	Linear independence	=	=
6	4	Solving Exercises	Exercises and discussion	=	=
7	4	Introducing the Student to the Basis of Vector Space.	the basis of vector space	=	=
8	4	Introducing the Student Dimension of Vector Space.	the dimension of vector space	=	=
9	4	Solving Exercises	Exercises and discussion	=	=
10	4	Introduction to Orthogonal Normal Bases in **Rn**	Orthogonal Normal Bases in **Rn**	=	=
11	4	Introduction to Linear Transformations.	Linear Transformations	=	=
12	4	Solving Exercises	Exercises and discussion	=	=
13	4	Introducing the Kernel and Range of Linear Transformation	Kernel and Rnge of Linear Transform	=	=
14	4	Solving Exercises	Exercises and discussion	=	=

15	4	Introducing the Linear Transformation Matrix and Related Proofs .	Linear Transformation Matrix and Related Proofs	=	=
16	4	Solving Exercises	Exercises and discussion	=	=
17	4	Introducing Matrix Rank and its Applications.	Matrix Rank and its Applications	=	=
18	4	Solving Exercises	Exercises and discussion	=	=
19	4	Introducing the concept of eigenvalue and eigenvector of a matrix.	the concept of eigenvalue and eigenvector of a matrix	=	=
20	4	Introduction Methods for Finding the Characteristic Polynomials of a Square Matrix.	Finding the Characteristic Polynomials of a Square Matrix	=	=
21	4	Solving Exercises	Exercises and discussion	=	=
22	4	Introduce students to methods of finding the distinctive equation.	Distinctive equation	=	=
23	4	Introducing Similar Matrices.	Similar Matrices.	=	=

Course Description Form

1. Course Name:
General physical
2. Course Code:
Math103
3. Semester /
Year:2026−2025
4. Description Preparation Date:
5. Available Attendance Forms:
6. Number of Credit Hours (Total) / Number of Units (Total)
2 hours in week and 60hours in years
7. Course administrator's name (mention all, if more than one name)
Name: Dheyab thair noori Email: theya.bthair.tuz@tu.edu.iq
8. Course Objectives

Course Objectives	
The student should be able to know the standard and directional quantities	
The student should be able to know the motion of objects	
The student should be able to know Newton's laws	
The student should be able to know semiconductors	
The student should be able to kn reflection and refraction	

9. Teaching and Learning Strategies	
Strategy	Giving printed material to students Surprise questions to students

	Daily tests Monthly tests Using the smart board

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
		Properties of Confrontations Product Dot Product Directional Motion of objects on Straight Line Motion of objects on Y-axis Projectiles			

		Newton's Laws Semiconductors Reflection and Refraction Sound			

11. Course Evaluation

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

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	
Recommended books and references (scientific journals, reports…)	
Electronic References, Websites	Unique location in physics

Course Description Form

13. Course Name:
Foundations of education
14. Course Code:
CREQ100
15. Semester / Year:
Annual
16. Description Preparation Date:
2026/1/25
17. Available Attendance Forms:
Classroom and electronic classroom
18. Number of Credit Hours (Total) / Number of Units (Total)
60 hours
19. Course administrator's name (mention all, if more than one name)
Name: Noori.M.Hazzaa Email: Noori.M.Hazzaa@tu.edu.iq
20. Course Objectives

Course Objectives	• **Definition of soil** • **Distinctive characteristics of** • **soil targets** • **The importance of soil…..**

21. Teaching and Learning Strategies	
Strategy	Brainstorming Feedback at lecture time Collaboration and feedback Series

22. Course Structure

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

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	1	Enabling the individual to rely on himself Integrative process/individual and group process History educational thought/education		Lecture and discussi	Discussi and exchang of opinions
16 17 18		ancient civilizations Ancient Chinese civilization/ancient Egyptians Education in the Middle Ages Church contr Political organization Social organization Ethnic and religious persecution Education in the moder era The relationship between education an society Philosophica foundations education			

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

24. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	
Main references (sources)	
Recommended books and references (scientific journals, reports…)	
Electronic References, Websites	

Course Description Form

25. Course Name:
Computer Science 1
26. Course Code:
UREQ103
27. Semester / Year:
Year
28. Description Preparation Date:
January 25, 2025
29.Available Attendance Forms:
In-person
30.Number of Credit Hours (Total) / Number of Units (Total)
30 hours / 60 units
31. Course administrator's name (mention all, if more than one name)
Names: Farah Sabah Khalaf farah.sabah@tu.edu.iq Ali Al-Hadi Khalil Ismail ali.khalil.tuz@tu.edu.iq
32. Course Objectives

Course Objectives	(1) Preparing and qualifying specialists to meet the requirements the labor market in both the public and private sectors diversifying learning and teaching methods and training students to apply acquired knowledge and skills to solve real-world problems. (2) Creating a suitable environment for students, enabling them to apply their acquired knowledge and skills to identify needs and problems of society and social issues related

	computers and information technology. (3) Offering distinguished academic programs in the field of computers, covering both theoretical and practical aspects, in line with international standards of academic quality and meeting the needs of the labor market. (4) Encouraging and developing scientific research in the field of computers in general and in the area of office software (Office) in particular. (5) Developing scientific and technical capabilities in educational laboratories and providing all necessary supplies. (6) Providing specialized laboratories for scientific research equipped with scientific resources to enable faculty members enhance their capabilities. (7) Working to publish scientific and high-quality articles and publications that keep pace with the global development of information technology. (8) Organizing specialized scientific conferences.
33. Teaching and Learning Strategies	
Strategy	1. Traditional whiteboard 2. Television 3. Data projector
34. Course Structure	

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	General introduction and phases of the computer life cycle	Unit 1	Theoretical	General questions and discussion
2	2	Evolution of computer generations	Unit 1	Theoretical	General questions and discussion
3	2	Electronic computer, data, and information	Unit 1	Theoretical	General questions and discussion
4	2	Advantages of computers and their fields of use	Unit 1	Theoretical	General questions and discussion
5	2	Components of a computer	Unit 1	Theoretical	General questions and discussion
6	2	Types of computers	Unit 1	Theoretical	General questions and discussion
7	2	Computer components and hardware parts	Unit 2	Theoretical	General questions and discussion
8	2	Input and output devices	Unit 2	Theoretical	General questions and discussion
9	2	Computer case (system unit)	Unit 2	Theoretical	General questions and discussion

10	2	Software entity	Unit 2	Theoretical	General questions and discussion
11	2	Number systems in computers	Unit 2	Theoretical	General questions and discussion
12	2	Your personal computer	Unit 2	Theoretical	General questions and discussion
13	2	Computer platform	Unit 2	Theoretical	General questions and discussion
14	2	Factors to consider when buying a computer	Unit 2	Theoretical	General questions and discussion
15	2	Key features of personal computers	Unit 2	Theoretical	General questions and discussion
16	2	Ethics of the digital world and computer security	Unit 3	Theoretical	General questions and discussion
17	2	Privacy, software licenses, and types of computer licenses	Unit 3	Theoretical	General questions and discussion
18	2	Intellectual property and electronic hacking	Unit 3	Theoretical	General questions and discussion
19	2	Malicious software	Unit 3	Theoretical	General questions and discussion
20	2	Steps to protect computers and their health risks	Unit 3	Theoretical	General questions and discussion
21	2	Definition and functions of the operating system	Unit 4	Theoretical	General questions and discussion
22	2	Objectives and classification of operating systems	Unit 4	Theoretical	General questions and discussion
23	2	Examples of some operating systems	Unit 4	Theoretical	General questions and discussion
24	2	Folders and files	Unit 4	Theoretical+ Practical	General questions and discussion
25	2	Icons	Unit 4	Theoretical + Practical	General questions and discussion
26	2	Performing operations on windows	Unit 4	Theoretical + Practical	General questions and discussion
27	2	Desktop backgrounds	Unit 4	Theoretical + Practical	General questions and discussion
28	2	Control Panel	Unit 4	Theoretical + Practical	General questions and discussion
29	2	Some common cases and settings in computers	Unit 4	Theoretical + Practical	General questions and discussion
30	2	Important keyboard shortcuts	Unit 4	Theoretical + Practical	General questions and discussion

35. Course Evaluation

Participation in lectures, daily, midterm, and final exams, and discussions.	
36. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	Basics of Computers and Office Applications (Part 1)
Main references (sources)	
Recommended books and references (scientific journals, reports…)	
Electronic References, Websites	

Course Description Form

1. Course name:
Human rights and democracy
2. Course code:
UREQ102
3. Semester/Year: Annual
2025−2026
4. Date this description was prepared
2026−2−20
5. Available forms of attendance:
My presence
6. Number of study hours (total) / Number of units (total):
60 / 2
7. Name of the course supervisor (if more than one name is mentioned)
Email: seerwan.a.shakor@tu.edu.iq
8. Course objectives
5. Subject objectives

Preparing a generation aware of human rights and public freedoms *** Developing the cultural level and increasing awareness among students by keeping up with the experiences of other nations in the field of human rights.** *** Informing students about the most important international charters, treaties and instruments related to human rights.** *** Informing students of the constitutional articles guaranteeing public rights and freedoms. Educating students about their rights and freedoms, the means of guaranteeing and protecting 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, one of the most important components of which is belief in human rights and education on them.** * **And effective 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.**	

Teaching and learning strategies	
1 -Lecture method - 2 Student groups 3workshops 4 -Reports and studies 5 -Use available means of clarification in topics that require it – 6 –Attendance 7 Use the role-playing method in the classroom (or in person only) to address and explain some of the material's vocabulary. - 8 Writing analytical papers on the vocabulary of the subject or outsid it that are directly related to the topics of human rights and democracy	Strategy
Course structure	

10. Course structure

The week	Watches	Learning outcomes Required	Name of the unit or topic	Learning method	Evaluation method
1	2	Concept and importance	1. Human rights in ancient civilizations	Questions and answers	Questions and answers
2	2	Concept and importance	2. Human rights in divine laws and religions	Oral questions	Oral questions

3	**2**	**Concept and importance**	**3. Human rights in Islam**	**Daily test**	**Daily test**
4	**2**	**Concept and importance**	**4. Human rights sources**	**Questions and answers**	**Questions and answers**
5	**2**	**Concept and importance**	**5. Principles governing human rights**	**Written exam**	**Written exam**
6	**2**	**Concept and importance**	**6. Human rights classifications**	**Questions and answers**	Questions and answers
7	**2**	**Concept and importance**	**7. Characteristics of human rights**	**interrogation**	**interrogation**
8	**2**	**Concept and importance**	**8 Constitutions that followed the French Declaration**	**Discussion**	**Discussion**
9	**2**	**Concept and importance**	**9. The principle of the rule of law**	**interrogation**	**interrogation**
10	**2**	**Concept and importance**	**10. Regional protection of human rights**	**Questions and answers**	**Questions and answers**
11.2	**2**	**Concept and importance**	**11. African system for the protection of human**	**Questions and**	

			rights	answers	Questions and answers

Course Description Form

Tuz Khurmatu College of Education	**1. Educational institution**
Arabic Language	**2. Scientific Department / Center**
Modern Arabic poetry	**4. Course Name/ Code UREQ101**
Official working hours	**4. Available Attendance Forms**
Fourth stage	**5. Semester / Year**
(20) Hours	**6. Number of Credit Hours (Total)**
12/2/2026	**7. The history of preparation of this description**

8. Course Objectives

1. Developing the spirit of pride in the Arabic language .
2. Develop students' language skills.
3 Broadening students' horizons on improving the faculty of speaking standard Arabic, in official speeches.
4. Upgrading the level of linguistic, morphological and rhetorical students.
- Cognitive goals 1- The student acquires new knowledge about the language. 2- Qualifying students to obtain knowledge and understanding of grammar. 3- Qualifying students to obtain knowledge and understanding of morphology, as

well as literature.

4- Qualifying students to obtain knowledge and understanding of the science of spelling and expression.

- Course Skills Objectives .

1. The student should be informed of the skills available in the prescribed curriculum.

2. To analyze and show the positions of proficiency and quality in Arabic language models.

3. Developing speaking skills (eloquent Arabic language).

- Teaching and learning methods

1- Employs the style of the lecture and then follows it with discussion.

2- Urging students to visit the library to get more information than the vocabulary of the material, as well as websites

- Evaluation methods

1- Employ direct questions and weekly tests.

2- Active participation in the classroom.

3- Writing reports and research on the vocabulary of the main subject.

- Emotional and value goals

1- The student should recognize the status of the Arabic language in the hearts of students.

2- Promoting the queen of capturing the influential Arabic sentence with value in the aspects of pronunciation and writing.

3- The student should be aware of the joints of beauty in the synonyms of the language.

Teaching and learning methods

1- Displaying pictures of prose texts and reading them to endear the language to the student.

2- Encouraging participation in literary festivals.

3- Training students on diction.

- Evaluation methods

Direct question.

Discussion and dialogue.

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

1- Investing students' efforts in writing.

2- Investing students' efforts in recitation.

3- Investing students' efforts in writing thoughts.

4- Investing students' efforts in making summaries.

Course Structure

Evaluation method	Method of education	Unit / Subject Name	Required Learning Outcomes	Hours	week
Live Questions / Weekly and Monthly Test.	Paper lectures, and detail on the board	1- The concept of linguistic errors	1- Introducing the vocabulary of the curriculum, and reading a prose text to see the level of students and determine their levels by grammatical and spelling errors	Clock	1

Live Questions / Weekly and Monthly Test.	Paper lectures, and detail on the board	2- Rules for writing the tied and open Taa	1- The difference between Taa and Haa, and the way they are drawn, and the distinction between them.	Clock	2
Live Questions / Weekly and Monthly Test.	Paper lectures, and detail on the board	3- Writing the thousand	1- The elongated thousand, and the compartment thousand.	Clock	3
Live Questions/Weekly and Monthly Test.	Paper lectures, and detail on the board	4- Types of letters	1- Solar letters and nar letters	Clock	4
Monthly Test.	Pen and paper	5- Exam		clock	5
Live Questions/Weekly and Monthly Test	Paper lectures, and detail on the board	6- Al-Daad and Al-Zaa	The difference between them and the way they are drawn	clock	6

Live Questions / Weekly and Monthly Test.	Paper lectures, and detail on the board	7- Writing the hamza	Connecting and cutting	clock	7
Live Questions / Weekly and Monthly Test.	Paper lectures, and detail on the board	8- Writing the hamza	1- The middle hamza and the extreme hamza	clock	8
Test and monthly.	Paper and pen	9 – Exam	.	Clock	9
Live Questions/Weekly and Monthly Test.	Paper lectures, and detail on the board	10. Punctuation marks	1- The benefit of them with mentioning their types, and places	clock	10

			of use		
Live Questions / Weekly and Monthly Test.	Paper lectures, and detail on the board	11. Noun and verb and differentiate between them	1- Sections of speech, and actions in terms of construction and expression	Clock	11
Live Questions / Weekly and Monthly Test.	Paper lectures, and detail on the board	12. Effects	1- Object, absolute effect	Clock	12
Live Questions / Weekly and Monthly Test.	Paper lectures, and detail on the board	13. Effects	1- Effect for him, effect.With	Clock	13
Live Questions / Weekly and Monthly Test.	Paper lectures, and detail on the board	14. Issue	1- Preparation and its components	Clock	14
Live Questions / Weekly and Monthly Test.	Paper lectures, and detail on the board	15. Issue	1- Numbers that contradict the countable in terms of remembrance and femininity	Clock	15
Test and monthly.	Paper and pen	16- Exam		Clock	16
Live Questions / Weekly and Monthly Test.	Paper lectures, and detail on the board	17- Common language errors	Addressing some official books and knowing what they contain of common mistakes	Clock	17

Live Questions / Weekly and Monthly Test.	Paper lectures, and detail on the board	18- Meanings of prepositio ns	1- The rule of a thousand difference	clock	18

Live Questions / Weekly and Monthly Test.	Paper lectures, and detail on the board	19 – Meanings of prepositions	1- The rule of Nun and Tanween	Clock	19
Live Questions / Weekly and Monthly Test.	Paper lectures, and detail on the board	20 . Formal aspects of administrati ve discourse	1- The student's knowledge of the mechanism of writing the official letter, and the way it is drafted.	Clock	20th

Learning and Teaching Resources

1. The Holy Quran. 2. Explanation of Ibn Aqeel 3. Al-Wajeez in Arabic 4. Arabic grammar (easy morphology)	1 Required textbooks
Al-Wajeez in Arabic for non-specialists.	2- Recommended books and references (scientific journals, reports ....,)
Alokah website / eloquent site / Encyclopedia of poetry / College of Education site University Mustansiriya / College of Education University of Baghdad / Diyala University Journal ...	3 Electronic references, websites ....

13. Course Evaluation

The first month exam of 20 / the second month exam of 20/ and the daily preparation and attendance of 10 pool and divided by 2 become 25 degrees of the first semester, the first month exam of 20 / the second month exam of 20/ and the daily preparation and attendance of 10 pool and divided by 2 become 25 degrees of the second semester, the pool with the degree of the first semester, and become 50 degrees of annual pursuit.

The final exam is written out of 50 The final grade is 100

14. Course Administrator Name
Name: Eng. Ibrahim Ismail Jassim Email:ibrahim.ismail@tu.edu.iq

Developmental Psychology Course Description

Course Teaching:

This course aims to provide the student with the basic concepts of developmental psychology, the study of the stages of human growth from the beginning of pregnancy until the end of childhood, and shed light on the physical, mental, linguistic, emotional and social characteristics of development for each stage, and the developmental theories that explain them.

1. Educational institution	University of Tikrit - College of Education Tuz Khurmatu
2. University Department / Center	Mathematics
3. Course Name/Code	Developmental Psychology(CREQ101)
4. Programs in which he enters	
5. Available Attendance Forms	Foundations
6. Semester / Year	Annual
7. Number of Credit Hours (Total)	60 hours
8. The history of preparation of this description	1/2/2026
9. Email	Noori.M.Hazzaa@tu.edu.iq

Week	Lecture Topic
1	Course Description + Developmental Psychology Concept and Demands
2	Factors affecting growth (genetic + environmental + glands)
3	Growth theories
4	Division of developmental and embryonic stages

5	**Lactation stage**
6	**Early childhood 3-6 years**
7	**Middle Childhood 6-9 Years**
8	**Late childhood 9-12 years**
9	**Childhood problems**
10	**Adolescence Early adolescence**
11	**Late adolescence**
12	**Teenagers' needs and problems**
13	**Review**

(Note: The order of the plan may change depending on the circumstances we experience during the semester, so be sure to attend to follow up on the changes)

Al-Alusi, Jamal Hussein: 1983	**Basic reference**
developmental Psychology, Book No. 12131, Author Dr. Mariam Selim, Year of printing 2002 Number of pages 560	**Additional References**

Strategies used in teaching: lecture method - group discussion - PowerPoint presentation brainstorming - educational pens.

Distribution of grades:

20	First semester exam
20	Second semester exam
10	Presence + Participation
50	Final Exam

Important Notes:

- Attendance of lectures on time should be committed, noting that the frequency of delays will be calculated in absence.
- Not to be absent from attending lectures so as not to deprive the student from entering the test when the permissible limit is exceeded.

Attendance of tests must be committed on time, noting that no alternative tests will be provided in the event of absenteeism unless
paper excuses accepted by the College of Education are submitted.

Course Description Form

1. Course Name:
English II
2. Course Code:
MUR101
3. Semester / Year:
Year
4. Description Preparation Date:
10/2/2026
5. Available Attendance Forms:
Daily
6. Number of Credit Hours (Total) / Number of Units (Total)
15 hours
7. Course administrator's name (mention all, if more than one name)
Name: Nooray Asghar Hameed Email: nooray.a.hameed@tu.edu.iq
8. Course Objectives

Course Objectives: English language for 2st stage	• ..... • ..... • .....

9. Teaching and Learning Strategies	
Strategy	1- learning conversations 2- conversations 3- introducing yourself to your colleagues 4- Reading paragraph 1 5- Answering paragraph 1 questions 6- Learning vocabularies of daily life 7- writing short paragraphs 8- past tense (all related with exercises) 9- present simple tenses (all related with exercises) 10- present perfect tense 11- present perfect tense 12- Reading comprehension 13- listening 14- listening with tests 15- writing skills

10. Course Structure

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

11. Course Evaluation

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

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	
Recommended books and references (scientific journals, reports…)	
Electronic References, Websites	

1- The name of the course:
CalculusII
2- Course code:
MAP022
3- Semester/Year: Annual
2026-2025
4- Date of preparation of this description
2026/1/23
5- Available Attendance Forms
In-person
6- Number of study hours (total) / Number of units (total)
90 hours
7- Name of the course leader (if more than one)
Name: Ibrahim S. Ahmed Email: ibrahim1992@tu.edu.iq

6. Course Objectives

-Define the basics of mathematics and its applications. -Enable students to study the basics of mathemati -Student's knowledge of the most important applications in mathematics. -Enable the student to keep pace with scientific development. -Enable the student to obtain knowledge and understanding of effective media. In addition to increasing his knowledge of the mo important applications of mathematics in the field of life	

7. Teaching and Learning Strategies

- Lectures and the use of textbooks -Solving problems related to the subject matter -Writing scientific reports and analysing data -Using e-learning in teaching according to possibilities available. -Self-learning method -Brainstorming -Lecture time feedback - Collaboration and feedback loop	

8. Course structure

Week	Hours	Required Learning Outcomes	Unit or topic name	Instruction Method	Assessment method
1	3	Introduce the student to sequences and their types	finite -Sequence sequence-infinite sequence	Blackboard/ Data Show	Daily Exam – Monthly Exams

2	**3**	Introduce students to convergent and divergent sequences	Convergent sequences –divergent sequences	=	=
3	**3**	Solving Different Exercises	Solve exercises, proofs and discussion	=	=
4	**3**	Introduce to geometric series	Geometric series	=	=
5	**3**	introduce to the types and methods of convergent sequential methods	Method of convergent	=	=
6	**3**	Solving Different Exercises	Solve exercises, proofs and discussion	=	=
7	**3**	Introducing the Power Series	The power series	=	=
8	**3**	Introducing the Tyler Series	The Taylor series	=	=
9	**3**	Solving Different Exercises	Solve exercises, proofs and discussion	=	=
10	**3**	Introducing the McLaurin Series	Maclaurin polynomial-computation of logarithms	=	=
11	**3**	Introducing the Fourier Series	Fourier series	=	=
12	**3**	Solving Different Exercises	Solve exercises, proofs and discussion	=	=
13	**3**	Introducing Vectors	the Vectors	=	=
14	**3**	Introduce students to unit vectors	Unite vector	=	=
15	**3**	Solving Different Exercises	Solve exercises, proofs and discussion	=	=
16	**3**	Introduce students to the dot product and cross product of vectors	Scalar product-scalar dot product	=	=
17	**3**	Introduce students to vector projection and periodic projection.	Vector projection-scalar projection	=	=
18	**3**	Introduce students to solving the equations sphere, line, and plane	Equation of sphere-line-plane	=	=
19	**3**	Introduce the student to partial derivatives	Partial differential	=	=
20	**3**	Solving Different Exercises	Solve exercises, proofs and discussion	=	=
21	**3**	introduce the student to one of the methods for solving partial derivatives.	The chair rule	=	=
22	**3**	Introduce the student to the vector derivative and multiple differentiations.	Vector differential-higher order differential	=	=
23		Introduce the student to	Local max-local mim-	=	=

	3	major and minor limits and the critical point.	critical point		
24	**3**	Introduce the student to the differential equation and the general and special solution.	The differential equation-general – special solution	**=**	**=**
25	**3**	introduce students to separable, homogeneous, and heterogeneous differential equations.	Separable-homogenous-non homogenous diff.equation	**=**	**=**
26	**3**	Solving Different Exercises	Solve exercises, proofs and discussion	**=**	**=**
27	**3**	Introduce the student to complete, incomplete, and linear differential equations.	Exact non-exact –linear diff.equation	**=**	**=**
28	**3**	Introduce the student to special cases of the second order.	Special types of second order	**=**	**=**
29	**3**	Introduce the student to Laplace transforms.	Laplace transformation	**=**	**=**
30	**3**	Solving Different Exercises	Solve exercises, proofs and discussion	**=**	**=**

1. Course evaluation

Distribute 100 marks according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams, reports, etc.

2. Learning and Teaching Resources

1- Required textbooks (syllabus if any)	1-Principles of Lasers ,O.Svelto, 2nd Edition , Plenum Press . New York and London , 1998.
Main References (Sources)	- Laser and their applications, M .J. Beesley, Taylor & Francis LTD, 1976. 2- Introduction to optical electronics , Amnon Yariv, Holt Richard Winston, 1976.
Recommended supporting books and references (scientific journals, reports ....)	Calucales
Electronic references, websites	Various websites

1. Course Name:
Ordinary differential equations
2. Course Code:
Math203
3. Semester / Year:
2025–2026
4. Description Preparation Date:
21–10–2026
5. Available Attendance Forms:
Classroom and Google classroom
6. Number of Credit Hours (Total) / Number of Units (Total)
(120 hour per year) / Number of Units (6 units)
7. Course administrator's name (mention all, if more than one name)
Name:Assist . **Assist. Prof. Dr. Zainab Ali Jaafar.** Emails: zainabali611@tu.edu.iq **Hakar yousf youns** mailto:hakar.youssef.tuz@tu.edu.iq
8. Course Objectives

Course Objectives	Ordinary differential equations are considered one of the main topics in mathematics, and the student usually studies the topic after studying several chapters on the topic of calculus and integration, especially methods of integration ● Emphasis on studying the concepts themselves and how they develop, and on the logical structure of the topic as a whole. ● Emphasizing the importance of ordinary differential equations in our lives. ● Ensure to demonstrate the role of ordinary differential equations and their

	applications. ● Emphasis on studying the types of solutions. ● Emphasizing the importance of studying theorems and their most important applications. ● Emphasis on studying theorems that provide shortened solutions in time and effort.

9. Teaching and Learning Strategies

Strategy	● Use explanation and clarification to present concepts. ● Interact with students through discussions and practical exercises. ● Use real-life examples and applications to illustrate mathematical ideas.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	4		Types of differential equations	Explanation by using the board	Quick test Homework
2	4		the order of the differential equation - the degree of the differential equation	=	=
3	4		linear differential equations	=	=
4	=		- solving the differential equations - forming the differential equation from its general solution	=	=
5	=		- the theorem of the existence of the solution of the		

			differential equation and the unity of the solution and its generalization to order n		
6	=		Trigonometric functions and its inverse	=	=
7	=		Equations whose variables separate	=	=
8	=		equations of the homogeneous type	=	=
9	=		differential equations with linear coefficients	=	=
10	=		- exact differential equations	=	=
11	=		- linear differential equations	=	=
12	=		Bernoulli's equation - reducing the order of equations	=	=
13	=		Higher order equations	=	=
14	=		simultaneous differential equations -	=	=
15	=		engineering applications - physical applications	=	=
16	=		Linear differential equations	=	=
17	=		the operator	=	=
18	=		solving linear differential equations	=	=
19	=		- Euler's equation	=	=
20	=		Laplace transforms	=	=
21	=		inverse Laplace transforms	=	=
22	=		Solving differential equations with series	=	=
23	=		Frobenus method	=	=
24	=		Frobenus equation	=	=

25	=		Bessel differential equation	=	=
26	=		Integral factors	=	=
27	=		Non homogenous linear equation	=	=
28	=		Solve of non homogenous	=	=
29	=		Solve of linear equation	=	=
30	=		Inverae opeartor method	=	=

11.Course Evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.: • Daily preparation. • Daily exams. • Oral and monthly tests. • Written tests. • Preparing reports and research projects. • Quarterly activities and participation in discussions. • Student performance in class and interaction with study materials

12.Learning and Teaching Resources

Required textbooks (curricular books, if any)	An Introduction to Ordinary Differential Equations للمؤلف روبنسون . جيمس سي (James C. Robinson) صادرة ، عن دار نشر جامعة كامبريدج
Main references (sources)	تشاسنوف .للمؤلف جيفري آر ns (Jeffrey R. Chasnov)، صادرة عام 2016.
Recommended books and references (scientific journals, reports…)	
Electronic References, Websites	

1. Course Name:	
Group Theory	
2. Course Code:	
Math201	
3. Semester / Year:	
Yearly	
4. Description Preparation Date:	
2025/10/19	
5. Available Attendance Forms:	
Weekly	
6. Number of Credit Hours (Total) / Number of Units (Total)	
3/5	
7. Course administrator's name (mention all, if more than one name)	
Assist. Prof. Dr. Reem Imran Rasheed Email: reemamran@tu.edu.iq	
8. Course Objectives	
Course Objectives	• Study and know the group theory. • Study and know the subgroup. • Study and know the regular subgroup. • Study of Lacrange's theorem and its most important results and applications. • Study of group conformations (isomorphism, symmetry, and equivalence) • Study of groups of type P • Study of Silo's theorems.
9. Teaching and Learning Strategies	
Strategy	• Using explanation and clarification to present concepts through discussion, analysis, and scientific thinking. • The method of comparison and criticism, asking thinking questions, and interacting with students through discussions and practical exercises during the lecture. • Using real-life examples and applications to clarify concepts. • Scientific thinking and methods of correct proof of

	theorems.

10. Course Structure

Week	Hours	Unit or subject name	Required Learning Outcomes	Learning method	Evaluation method
1	3	Binary operations, mathematical system			
2	3	quasi-group, unary,			
3	3	group			
4	3	examples of groups			
5	3	theorems about groups			
6	3	finite and infinite groups			
7	3	symmetry group, rotation group			
8	3	symmetry group of the square, congruence			
9	3	division algorithm, some properties of groups			
10	3	laws of elimination, order of finite groups, order of group elements			
11	3	subgroups, examples, theories			
12	3	product Subgroups, center of the group			
13	3	cyclic groups, examples, theorems			
14	3	greatest common divisor, left (right) shares of			

		subgroups			
15	3	proof, Lacrange's theorem, results of Lacrange's theorem			
16	3	conjugation of elements in a group, conjugation of subgroups			
17	3	element organizer, organizer of subgroups, normal subgroups			
18	3	simple groups, quotient group			
19	3	theorems, commutators			
20	3	isoforms Al-Zamriya, Examples: theories of group homology, the isomorphic kernel, the third basic theorem of group homology			
21	3	string, structural series			
22	3	maximal subgroups, Jordan-Holder's theorem			
23	3	primary group, Silo's theorem			

24	3	theorems, commutators			
25	3	isoforms Al-Zamriya, Examples: theories of group homology, the isomorphic kernel, the third basic theorem of group homology			
26	3	string, structural series			
27	3	maximal subgroups, Jordan-Holder's theorem			

28	3	primary group, Silo's theorem			
29	3	inner product of two subgroups, outer product of two subgroups			
30	3	Boolean rings and Boolean algebras			

11. Course Evaluation

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

- Daily preparation.
- Daily exams.
- Oral and monthly exams.
- Written exams.
- Student performance in the classroom, interaction with study materials, and finding inconsistencies

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	• Introduction to Modern Abstract Algebra (David Burton) • Abstract Algebra (Dr. Ramadan Muhammad Juhaima)
Main references (sources)	
references and books Recommended (scientific journals, reports…)	Shom Series on Abstract Algebra
Electronic References, Websites	Shom Series on Abstract Algebra

1. Course name:

Axiomatic Systems and Geometry

2. Course code:

Math 208

3. Semester/Year:

Annual, 2025-2026

4. Date this description was prepared:

2025-10-20

5. Available forms of attendance:

In-person classes

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

90 / 6

7. Name of the course supervisor (mention all if more than one name)

Name: Dr. Ali Mahmoud Salman

Email: ali.mah.salman@tu.edu.iq

8. Course objectives

Subject objectives	The objective of this course is to introduce the fundamentals of axiomatic systems and geometry, with a focus on the deductive method and the role of axioms in proving theorems. It also enables students to analyze and compare different geometric systems. Course objectives include the following: 1. Understanding the axiomatic system and its basic components. 2. Discussing the relationship between axioms, definitions, and postulates in constructing mathematical knowledge. 3. Applying mathematical logic to prove geometric theorems. 4. Training students to formulate mathematical proofs in a systematic manner. 5. Developing students' critical and deductive thinking skills.

9. Teaching and learning strategies

Strategy	1. Lecture method 2. Dialogue and discussion 3. Brainstorming 4. Quizzes

10. Course structure

week	Hours	Learning outcomes	Name of the unit or topic	Learning method	Evaluation method
1	3	Understanding – Proof – Differentiation	Definition of Axiomatic Systems and its Components	Lecture and discussion method	Oral Questions and Discussions
2	3	Understanding – Proof – Differentiation	The first axiomatic system	Lecture and discussion method	Oral Questions and Discussions
3	3	Understanding – Proof – Differentiation	The second axiomatic system	Lecture and discussion method	Oral Questions and Discussions
4	3	Understanding – Proof – Differentiation	The second axiomatic system	Lecture and discussion method	Oral Questions and Discussions
5	3	Understanding – Proof – Differentiation	The third axiomatic system	Lecture and discussion method	Oral Questions and Discussions
6	3	Understanding – Proof – Differentiation	The fourth axiomatic system	Lecture and discussion method	Oral Questions and Discussions
7	3	Understanding – Proof – Differentiation	The fifth axiomatic system	Lecture and discussion method	Oral Questions and Discussions

8	3	Understanding – Proof – Differentiation	The sixth axiomatic system	Lecture and discussion method	Oral Questions and Discussions
9	3	Understanding – Proof – Differentiation	The seventh axiomatic system	Lecture and discussion method	Oral Questions and Discussions
10	3	Understanding – Proof – Differentiation	Properties of the axiomatic system	Lecture and discussion method	Oral Questions and Discussions
11	3	Understanding – Proof – Differentiation	Properties of the axiomatic system	Lecture and discussion method	Oral Questions and Discussions

12	3	Understanding – Proof – Differentiation	Properties of the axiomatic system	Lecture and discussion method	Oral Questions and Discussions
13	3	Understanding – Proof – Differentiation	Types of planes	Lecture and discussion method	Oral Questions and Discussions
14	3	Understanding – Proof – Differentiation	Types of planes	Lecture and discussion method	Oral Questions and Discussions
15	3	Understanding – Proof – Differentiation	Introduction to Euclidean Geometry	Lecture and discussion method	Oral Questions and Discussions
16	3	Understanding – Proof – Differentiation	Introduction to Euclidean Geometry	Lecture and discussion method	Oral Questions and Discussions
17	3	Understanding – Proof – Differentiation	Some Weaknesses in the Euclidean System	Lecture and discussion method	Oral Questions and Discussions
18	3	Understanding – Proof – Differentiation	Some Weaknesses in the Euclidean System	Lecture and discussion method	Oral Questions and Discussions
19	3	Understanding – Proof – Differentiation	Some Equivalents of the Parallel Postulate	Lecture and discussion method	Oral Questions and Discussions
20	3	Understanding – Proof – Differentiation	Some Equivalents of the Parallel Postulate	Lecture and discussion method	Oral Questions and Discussions
21	3	Understanding – Proof – Differentiation	Attempts to Prove the Parallel Postulate	Lecture and discussion method	Oral Questions and Discussions
22	3	Understanding – Proof – Differentiation	Attempts to Prove the Parallel Postulate	Lecture and discussion method	Oral Questions and Discussions
23	3	Understanding – Proof – Differentiation	Introduction to Non-Euclidean Geometry		Oral Questions and Discussions
24	3	Understanding – Proof – Differentiation	Hyperbolic Geometry	Lecture and discussion method	Oral Questions and Discussions
25	3	Understanding – Proof – Differentiation	Hyperbolic Geometry	Lecture and discussion method	Oral Questions and Discussions

11. Course Evaluation

1. First semester points: will be divided into a monthly exam + a daily exam (25 points)
2. Second semester points: will be divided into a monthly exam + a daily exam (25 points)
3. Final Exam (50 marks)

12. Learning and teaching resources

Required textbooks (if any)	المختار شهاب آمال.د تأليف الهندسة، في أساسية مفاهيم
Main References (Sources)	المختار شهاب آمال.د تأليف الهندسة، في أساسية مفاهيم
Recommended supporting books and references (scientific journals, reports, etc.)	N/A
Electronic references, websites	N/A

1. Course name: Curriculum and textbook

Foundations of Education

2. Course code: CREQ202

3. Semester/Year:

Annual

4. The date this description

was prepared is the beginning of the 2025-2026 academic year

5. vailable forms of attendance:

In person

6. Number of study hours (total) / number of units (total):

60 hours, number of units: 3

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

Name: Dr. Abd ulsattar Saleh Aasi

Ramadhan Mohammad qadar

Email abdelsattar.s.a@tu.edu.iq

8. Course objectives

General Objectives

- To understand the difference between the old and modern curricula
- To understand the foundations of the modern educational curriculum
- To understand modern strategies
- To know the importance of the textbook

A- Cognitive Objectives

A1- For the student to possess knowledge and information about the difference between the old and modern curricula

A2- For the student to understand the meaning of educational foundations

A3- To comprehend the basic principles of educational foundations

A4- For the student to become familiar with modern strategies

A5- For the student to be provided with information and knowledge about digital content

A6- For the student to understand the meaning of mobile learning.

B. Program-Specific Skills Objectives

B1. Developing the student's skills towards enhancing research and academic achievement.

B2. Developing the student's skills towards increasing the effectiveness of academic achievement.

B3. Developing the student's skills towards improving interpersonal skills.

B4. Developing the student's skills in teaching methodologies.

C. Affective and Value-Based Objectives

C1. That the student adheres to professional ethics.

C2. That the student possesses literary and humanistic thinking skills.

C3. That the student possesses critical thinking skills.

C4. That the student possesses decision-making skills.

C5. That the student listens attentively to the lesson topic.

C6. That the student responds to questions related to the old and new curriculum.

C7. That the student accepts the curriculum material and textbook.

Q8- The student should compare the old curriculum with the new curriculum.

Q9- The student should evaluate the curriculum and textbook.

9. Teaching and learning strategies

- Brainstorming, dialogue and discussion, and some classroom activities.
- Using educational discussion (educational dialogue), which depends on exchanging ideas to reach facts.
- Collective memorandum to involve all students in classroom activity.
- Presentations

10. Course structure					
week	Watches	Required learning outcomes	Name of the unit or topic	Learning method	Evaluation method
1	3	The concept of curriculum, the difference between the old and modern curriculum, principles and features	The concept of curriculum, the difference between the old and modern curriculum, principles and features	Dialogue, discussion and brainstorming Presentations	Oral and written test
2	3	The hidden approach	The hidden approach	Dialogue, discussion and brainstorming Presentations	Oral and written test
3	3	Knowledge economy approach	Knowledge economy approach	Dialogue, discussion and brainstorming Presentations	Oral and written test
4	3	Digital curriculum	Digital curriculum	Dialogue, discussion and brainstorming Presentations	Oral and written test
5	3	Social, educational, psychological, and cognitive foundations in building modern curricula	Social, educational, psychological, and cognitive foundations in building modern curricula	Dialogue, discussion and brainstorming Presentations	Oral and written test
6	3	Foundations of the modern educational approach	Foundations of the modern educational approach	Dialogue, discussion and brainstorming Presentations	Oral test
7	3	Technological foundations and their impact on curriculum design	Technological foundations and their impact on curriculum design	Dialogue, discussion and brainstorming Presentations	Oral and written test
8	3	competency-based approach	competency-based approach	Dialogue, discussion and brainstorming Presentations	Oral and written test
9	3	Project-based approach	Project-based approach	Dialogue, discussion and brainstorming Presentations	Oral and written test
10	3	Problem-solving approach	Problem-solving approach	Dialogue, discussion and brainstorming Presentations	Oral and written test
11	3	Interactive digital curricula	Interactive digital curricula	Dialogue, discussion and brainstorming Presentations	Oral and written test

12	3	AI-based curricula	AI-based curricula	Dialogue, discussion and brainstorming Presentations	Oral and written test
13	3	Blended curricula and blended learning	Blended curricula and blended learning	Dialogue, discussion and brainstorming Presentations	Oral and written test
14	3	The STREAM approach and its connection to educational reality	The STREAM approach and its connection to educational reality	Dialogue, discussion and brainstorming Presentations	Oral and written test
15	3	Educational objectives in light of 21st century skills	Educational objectives in light of 21st century skills	Dialogue, discussion and brainstorming Presentations	Oral and written test
16	3	Digital content in modern curricula	Digital content in modern curricula	Dialogue, discussion and brainstorming Presentations	Oral and written test
17	3	Traditional content in modern curricula	Traditional content in modern curricula	Dialogue, discussion and brainstorming Presentations	Oral and written test
18	3	Modern teaching methods: (participatory learning)	Modern teaching methods: (participatory learning)	Dialogue, discussion and brainstorming Presentations	Oral and written test
19	3	Game-based learning	Game-based learning	Dialogue, discussion and brainstorming Presentations	Oral and written test
20	3	Learning through virtual reality	Learning through virtual reality	Dialogue, discussion and brainstorming Presentations	Oral and written test
21	3	Modern teaching strategies (project-based learning)	Modern teaching strategies (project-based learning)	Dialogue, discussion and brainstorming Presentations	Oral and written test
22	3	flipped learning	flipped learning	Dialogue, discussion and brainstorming Presentations	Oral and written test
23	3	Mobile learning	Mobile learning	Dialogue, discussion and brainstorming Presentations	Oral and written test
24	3	The role of the teacher in light of digital transformations in education	The role of the teacher in light of digital transformations in education	Dialogue, discussion and brainstorming Presentations	Oral and written test

25	2	The concept of assessment in modern curricula	The concept of assessment in modern curricula	Dialogue, discussion and brainstorming Presentations	Oral and written test
26	3	The role of artificial intelligence applications in education	The role of artificial intelligence applications in education	Dialogue, discussion and brainstorming Presentations	Oral and written test
27	3	Curriculum development according to quality standards and academic accreditation	Curriculum development according to quality standards and academic accreditation	Dialogue, discussion and brainstorming Presentations	Oral and written test
28	3	Curricula and Globalization (Global Curriculum and Local Curriculum)	Curricula and Globalization (Global Curriculum and Local Curriculum)	Dialogue, discussion and brainstorming Presentations	Oral and written test
29	3	The importance of textbooks in the context of digital learning	The importance of textbooks in the context of digital learning	Dialogue, discussion and brainstorming Presentations	Oral and written test
30	3	How to integrate textbooks and digital learning	How to integrate textbooks and digital learning	Dialogue, discussion and brainstorming Presentations	Oral and written test

11. Course evaluation

•Theoretical exams
•Questions outside the box
•Oral exams

12. Curriculum and textbook

Main references (sources)	Abdul Wahab Abdul Jabbar, M. & Batoul Fadhil Jawad, M. (2023). Curriculum and Textbook. Baghdad: Noor Al-Hassan Printing and Typesetting Press. This book discusses the relationship between the curriculum and the textbook and their role in achieving educational .objectives uodiyala.edu.iq Saleh, R. A. & Dakhel, S. T. (2018). Curriculum and Textbook. Baghdad: Noor Al-Hussein Library for Printing and Typesetting. This book addresses the principles of the curriculum and its relationship to the textbook.
Recommended supporting books and references (scientific journals, reports...)	Zoul, Y. & Bakari, T. (2025). Curriculum and Textbook: An Evaluative Approach. Ata'a Journal of Studies and Research (Conferences and Seminars), 49–72. A study evaluating the .relationship between textbooks and curriculum

	journals.imist.ma Ibrahim, H. (2012). How to Write a Textbook. Nilein University, Sudan. A study explaining the components of textbook writing and its relationship to curriculum.
Electronic references, websites	Jordanian Ministry of Education. (n.d.). Curriculum and Textbook Department. Jordanian Ministry of Education website. Retrieved from https://aqau.moe.gov.jo/ar/إدارة-المناهج-والكتب-المدرسية aqau.moe.gov.jo Al-Watan Newspaper. (2024, March 25). The Ministry of Education's Journey in Developing Curricula and Textbooks. Al-Watan website. Retrieved from https://www.elwatannews.com/news/details/723469

:Course Name .1

ucational Administration/Second Stage/Bachelor's Degree

:Code Course .2

4015

:Year / Semester .3

nual

:Preparation Date Description .4

2026/2/19

:Available Attendance Forms .5

ily attendance

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

urs 60

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

ssan jamel Marwa :Name
rwa.Jamil@tu.edu.iq :Email

Course Objectives .8

urse Objectives	**Introducing students to the concept of management in Islam •** **Introducing students to management and the nature of management •** **Identify modern trends in educational administration •**

Teaching and Learning Strategies .9

ategy	**Cognitive objectives 1- What is the definition of both educational administration and the nature of educational administration? 2- What are the modern theories in school administration? 3- What is classroom management? 4- What are the elements of the administrative process? 5- What are the factors affecting educational administration? 6- What is school administration and what are school administration relationships? 2- The skills objectives of the course. 1- Present with the methodological book. 2- Conducting research studies by students. 3- Asking students questions related to the subject of the study.**

Course Structure .10

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
		roducing the student to the ence of educational administration roducing the student to the nature management and clarifying the hools and theories of the ministrative process The student roduces the elements of the	**roduction and general idea Basic finitions of educational administration The ture of administration and schools And ministrative process theories Elements of administrative process The calendar and foundations of the calendar ministrative leadership styles Factors**	**cture and discussion thod Lecture and cussion method cture and discussion thod Lecture and cussion method cture and discussion**	**scussion and exchange of inions Discussion and exchange opinions Discussion and change of opinions Discussion d exchange of opinions scussion and exchange of inions Participation and**

		ministrative process Introducing student to evaluation and umerating and clarifying the ndations of evaluation Clarifying ministrative leadership styles abling the student to explain the tors affecting educational ministration Student definition of hool administration Clarifying dents' school administration ationships Introducing students to	ecting educational administration School ministration School administration ations Modern theories in school ministration Classroom management and concept of classroom management ssroom management and the concept of ssroom management Means of school nmunication with the community Parent l teacher councils School activities, their portance, goals oursEducationalsupervision Methods and	thod Lecture and cussion method ture and discussion thod Lecture and cussion method ture and discussion thod Lecture and cussion method ture and discussion thod Lecture and cussion method	cussion They participate in esentation and discussion rticipation and discussion rticipation and l Discussion discussion change of opinions scussion and exchange of
9		dern theories in school ministration roducing students to modern ories in school administration	educational supervision	ture and discussion thod Lecture and cussion method ture and discussion	inions
11		roducing students to classroom nagement and the concept of ssroom management Introducing		thod Lecture and cussion method ture and discussion le	
13		student to the school's means of nmunication with the community roducing students to the duties of rent-teacher councils Introducing			scussion and exchange of inions
15		student to school activities and plaining their importance, jectives,			
17		student coloursIntroducing and the duties of the educational pervisor Introducing the student to methods of educational pervision			
19					
21					
23					
25					
27					
29					

Course Evaluation .11	
The quarterly written exam, the oral exam, and research preparation. C- Emotional and value goals:- C1- Assigning the student to write reports according to the curriculum items. C2- Assigning students to obtain data and information related to some components the curriculum. C3- Giving them some external questions related to the curriculum vocabulary of	
Learning and Teaching Resources .12	
any ،curricular books) Required textbooks	ucational administration and supervision book
in references (sources)	
Recommended books and references (scientific journals, reports…)	

3.	Course Name:
	Computers
4.	Course Code
5.	Semester / Year: Yearly
	Annual
te this description was prepared	.6
	2025-2026
7.	Available Attendance Forms:
	Classrooms
:(Number of Hours (Total) / Number of Units (Total	.8
	60
9.	Course administrator name (if more than one name mentioned)

Name: Farah Sabah Khalaf
Email : farah.sabah@tu.edu.iq
Ali Al-Hadi Khalil Ismail ali.khalil.tuz@tu.edu.iq
Hakar yousf youns **mailto:hakar.youssef.tuz@tu.edu.iq**

10.	Course Objectives
	- Understand the basics of Microsoft Word and create documents using various features. **- Learn how to design and present presentations using Microsoft PowerPoint.** **- Understand the basic concepts of AI and its applications.** **- Develop practical skills in the use of computer applications to enhance teaching and learning.**
11.	Teaching and Learning Strategies

#Learning Strategies 1. Self-Learning: Students are encouraged to self-lear using e-resources. 2. Collaborative learning: Students are encouraged to work together to enhance learning. 3. Project-based learning: Hands-on projects are assigned to students to implement using Microsoft Office tools. 4. Problem-based learning: Students are presented w real learning problems to solve using technology.	**#Education Strategies** **1. Project-based teaching: Hands-on projects are assigned to students to implement using Microsoft Of tools.** **2. Problem-based teaching: Real learning problems a presented to students to solve using technology.** **3. Collaborative teaching: Students are encouraged to work together to implement educational projects using technology.** **4. E-teaching: Electronic tools are used to deliver lectures and practical exercises.**

12. Course Structure

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
	Theoretical +	Unit One	Introduction and Running		First
General	Practical	Unit One	WordPress 2010		The second
Questions	Theoretical +	Unit One	WordPress 2010 Interface		The third
	Practical	Unit One	File tab and home tab		Fourth
and	Theoretical +	Unit One	Page Layout tab		Fifth
	Practical	Unit One	View tab		Sixth
Discussio	Theoretical +	Second Module	Help Instructions		Seventh
n	Practical	Second Module	Insert tab		Eighth
	Theoretical +	Second Module	Table Tools tab		Ninth
	Practical	Second Module	Design tab		Tenth
General	Theoretical +	Second Module	Layout tab		Eleventh
Questions	Practical	Second Module	Tab Image Tools		XII
	Theoretical +	Module Three	Text set and symbol set		Thirteenth
and	Practical	Module Three	Tab References		Fourteenth
Discussio	Theoretical +	Module Three	Tab Correspondence		Fifteenth
	Practical	Module Three	Review tab		Sixteenth
n	Theoretical +	Fourth Module	Comparison Group and		Seventeenth
	Practical	Fourth Module	Protection Group		Eighteenth
General	Theoretical +	Fourth Module	Running PowerPoint 2010 and		Nineteenth
	Practical	Fourth Module	the program's interface		Twenty
Questions	Theoretical +	Fourth Module	File tab		Twenty first
	Practical	Fourth Module	Home tab		Twenty two
and	Theoretical +	Fourth Module	Design tab		Twenty Thre
Discussio	Practical	Fifth Module	Slideshow tab		Twenty fourt
	Theoretical +	Fifth Module	View tab		Twenty Fifth
n	Practical	Fifth Module	Zoom Zoom Set and Window S		Twenty-sixth
	Theoretical +	Fifth Module	Add and format AutoShapes		Twenty
General	Practical	Fifth Module	Tab Insertion		Seventh
	Theoretical +	Fifth Module	Media Collection		Twenty Eigh
Questions	Practical	Fifth Module	Tab Transfers		Twenty Nint
and	Theoretical +		Tab Movements		Thirty
	Practical		Custom Animation Set		
Discussio	Theoretical +		Top keyboard shortcuts		
n	Practical				
	Theoretical +				
	Practical				
General	Theoretical +				
	Practical				
Questions	Theoretical +				
and	Practical				
	Theoretical +				
Discussio	Practical				
n	Theoretical +				
	Practical				
	Theoretical +				
General	Practical				

Questions and Discussion **General Questions and Discussion** **General Questions and Discussion**	Theoretical + Practical Theoretical + Practical Theoretical + Practical Theoretical + Practical Theoretical + Practical Theoretical + Practical Theoretical + Practical Theoretical + Practical				

13. Course Evaluation

- Tests and submissions (40%)
- Practical exercises and projects (30%)
- Active participation in the classroom (30%)

14. Learning and Teaching Resources

Computer Basics and Office Applications - Part Two	Required Textbooks (Methodology, if any)
AI-related materials and visuals	Main References (Sources)
Microsoft Office Programs (Word, PowerPoint)	Recommended books and references (scientific journals, reports…)
Online Online Resources	Electronic References, Websites

Baath regime crimes in Iraq

Course code:

Semester/Year: Annual

2025-2026

Date this description was prepared

2024-10-21

5. Available forms of attendance:

My presence

6. Number of study hours (total) / Number of units (total):
30 / 2

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

Name: seerwan azeez shakur

Email: seerwan.a.shakor@tu.edu.iq

8. Course objectives

Subject objectives

Preparing a generation aware of human rights and public freedoms, and understanding the tyranny of the former Ba'ath regime.

1. Analyzing Systematic Violations: Understanding the nature of the gross violations of human rights and public freedoms committed by the former Ba'ath Party regime.
2. Studying Societal Impacts: Exploring the profound impact of the Ba'ath regime's policies on the psychological, social, and cultural structure of society.
3. Exposing Environmental Crimes: Shedding light on environmental crimes, including the draining of the marshes and the use of prohibited weapons against the Kurdish people in the city of Halabja.
4. Understanding Mechanisms of Repression: Analyzing the methods used by the regime to control the legislative, judicial, and executive authorities and suppress dissent.
5. Reviewing Violations of International Law: Studying the regime's violations of international law through wars and international sanctions and their impact on Iraq.
6. Identifying Transitional Justice Mechanisms: Understanding the efforts and institutions established after 2003 to address the legacy of violations and provide justice to victims.
7. Understanding Effective Participation in Governance through Free and Fair Elections.
8. Developing the student's analytical and critical skills regarding the reality and future of human rights and democracy.

8. Teaching and learning strategies

Strategy	1. Lecture Method 2. Reports and Studies 3. Use of available illustrative methods for topics that require them 4. Attendance 5. Use of role-playing (in class or in person only) to address and explain some of the course material 6. Write analytical papers on course material or outside of it that are directly related to the crimes of the former Ba'ath Party

10. Course structure

The week	Watches	Learning outcomes Required	Name of the unit or topic	Learning method	Evaluation method
1	2	Concept and importance	1. Political Systems in Iraq	Questions and Answers	Questions and answers
2	2	Concept and importance	2. The Ba'ath Regime's Violations of Public Rights and Freedoms	Oral Questions	Oral questions
3	2	Concept and importance	3. Violations of Intellectual Property Rights and Public Freedoms	Daily Test	Daily test
4	2	Concept and importance	4. Violations of Social, Political, and Cultural Rights	Questions and Answers	Questions and answers
5	2	Concept and importance	5. Violations of International Law	Written Exam	Written exam
6	2	Concept and importance	6. The Impact of the Ba'ath Regime's Behaviors on Society and Its Control over the State	Questions and Answers	Questions and answers
7	2	Concept and importance	7. Arbitrary Arrests, Torture of Prisoners, and Executions	Interrogation	interrogation
8	2	Concept and importance	8. The Concentration of Power in the Hands of the Ba'ath Regime	Discussion	Discussion
9	2	Concept and importance	9. Tyranny in Corrupting Morals and the Struggle Against Scholars	Interrogation	Interrogation
10	2	Concept and importance	10. The Impact of the Transitional Period in Combating Authoritarian Politics	Questions and Answers	Questions and Answers
11	2	Concept and importance	11. The Goals of Transitional Justice	Questions and Answers	Questions and Answers
12	2	Concept and importance	12. Chapter Two. The Psychological Field	Oral Questions	Oral Questions
13	2	Concept and importance	13. Psychological, Social, and Educational Effects and Consequences	Daily Test	
14	2	Concept and importance	14. The Social Field	Questions and Answers	
15	2	Concept and importance	15. The Dialectic Between the Ruler and the Citizen: Hypocrisy, Injustice, and the Promotion of a Culture of Praise	Written Exam	Questions and answers

17	2	Concept and importance	17. Mechanisms for protecting human rights at the American level	Interrogation	Interrogation
18	2	Concept and importance	18. Crimes of Preventing the Dissemination of Religious Teachings and Confiscating Knowledge and Science	Discussion	Discussion
19	2	Concept and importance	19. Crimes of Killing Scholars and Religious Youth and Banning Religious Parties	Interrogation	Interrogation
20	2	Concept and importance	20. Culture and the Militarization of Society	Questions and Answers	Questions and Answers
21	2	Concept and importance	21. Militarization of Media Discourse	Questions and answers	Questions and answers
22	2	Concept and importance	22. The Impact of Repression and War on the Environment and Population	Oral Questions	Oral Questions
23	2	Concept and importance	23. The Use of Internationally Prohibited Weapons: Halabja as a Model	Daily Test	Daily Test
24	2	Concept and importance	24. The Scorched Earth Policy	Questions and Answers	Questions and answers
25	2	Concept and importance	25. Draining the Marshes and Forced Migration	Questions and answers	Questions and answers Oral questions
26	2	Concept and importance	26. Destruction of the Agricultural and Animal Environment and Radioactive Contamination	Written Exam	
27	2	Concept and importance	27. Mass Graves and the Bombing of Places of Worship	Oral questions	Daily test
28	2	Concept and importance	28. Effects Resulting from the Wars on Iraqi Territory	Daily test	Questions and answers
29	2	Concept and importance	29. Comprehensive Reconstruction	Questions and answers	Written exam
30	2	Concept and importance	29. Comprehensive Reconstruction	Written exam	

1. Course Evaluation

1- First semester exam, divided into a monthly exam + a daily exam (25 points) **2- second semester exams, divided into a monthly exam + a daily exam (25 points)** **3- Final Exam (25 marks)**

2. Learning and teaching resources

Required textbooks (methodology if any)	**Curricula on the Crimes of the Former Baath Party 2023 - Ministry of Higher Education and Scientific Research**
Main References (Sources)	
Recommended supporting books and references (scientific journals, reports, etc.)	Encyclopedia of the Iraqi Environment - Salim Matar The Extinction of Two-Thirds of Palm Trees - Tariq Kamel - Journal of Arts, Literature, Humanities, and Social Sciences The Kurds and the Anfal Campaigns - Fakhriya Ali Amin - University of Garmian - Lark Journal of Philosophy and Social Sciences The Crime of Forced Displacement - Sabah Hussein Aziz - Master's Thesis International Responsibility for the Crime of Genocide - Dr. Ayman Abdel Aziz Salama
Electronic references, websites	Websites specializing in crimes of genocide, tyranny, and dictatorship

ourse Name: Arabic Language – Second Yea 15
ourse Code: LughArab 017 16
emester / Academic Year: Annual
ate of Preparation: Beginning of the Academic Year 2025–2026
vailable Attendance Mode: In-person (On-campus)
6. Total Teaching Hours / Credits: 30 Teaching Hours **Credits: 1**
7. Course Instructor
ne: Assist. Lect. Ibrahim Ali Salman il : ib1989im @tu.edu.iq
8. Course Objectives

8. Course Objectives

This course aims to:

1. Provide students with new knowledge in Arabic language studies.
2. Enable students to understand and apply Arabic grammar (Nahw).
3. Enable students to acquire knowledge and understanding of morphology (Sarf) and Arabic literature.
4. Develop students' skills in spelling (orthography) and written expression.
5. Enhance students' ability to identify and correct common linguistic errors.

9. Teaching and Learning Strategies

9. Teaching and Learning Strategies

- Brainstorming.
- Classroom discussion and dialogue.
- Cooperative learning (group note-taking).
- Interactive lectures.
- Analytical classroom activities.

10. Course Structure

Week	Assessment Method	Teaching Method	Topic	Hours	Week
1	Direct questions / Weekly test	Lecture & board explanation	The Holy Qur'an	1	1
2	Direct questions / Weekly test	Lecture & board explanation	Prophetic Hadith	1	2
3	Direct questions	Lecture & board explanation	Abu al-Ala al-Ma'arri	1	3
4	Direct questions	Lecture & board explanation	Badr Shakir al-Sayyab	1	4
5	Weekly test	Lecture & board explanation	Present Tense Verb	1	5
6	Weekly test	Lecture & board explanation	Subjunctive Mood of the Present Verb	1	6

7	Monthly exam	Written test	Monthly Exam	1	7
8	Weekly test	Lecture & board explanation	Jussive Mood of the Present Verb	1	8
9	Weekly test	Lecture & board explanation	Indicative Mood of the Present Verb	1	9
10	Direct questions	Lecture & board explanation	Mustafa Jamal al-Din	1	10
11	Weekly test	Lecture & board explanation	Muhammad Mahdi al-Jawahiri	1	11
12	Weekly test	Lecture & board explanation	Rules of Writing (Taa')	1	12
13	Weekly test	Lecture & board explanation	Rules of Writing (Alif)	1	13
14	Weekly test	Lecture & board explanation	Writing (Dhad and Dha')	1	14
15	Monthly exam	Written test	Monthly Exam	1	15
16	Weekly test	Lecture & board explanation	Noun Morphology	1	16
17	Weekly test	Lecture & board explanation	Gender in Nouns (Masculine & Feminine)	1	17
18	Weekly test	Lecture & board explanation	Numbers and Their Rules	1	18
19	Weekly test	Lecture & board explanation	Appositives (At-Tawabi')	1	19
20	Weekly test	Lecture & board explanation	Ilm al-Badi' (Rhetorical Embellishment)	1	20
21	Weekly test	Lecture & board explanation	Common Linguistic Errors	1	21
22	Weekly test	Lecture & board explanation	Stages of Arabic Language Compilation	1	22
23	Weekly test	Lecture & board explanation	Lexicons and Semantics	1	23

24	Weekly test	Lecture & board explanation	Selected Qur'anic Texts	1	24
25	Monthly exam	Written test	Monthly Exam	1	25
26	Weekly test	Lecture & board explanation	Genitive Constructions	1	26
27	Weekly test	Lecture & board explanation	Accusative Constructions	1	27
28	Comprehensive questions	General revision	Comprehensive Review	1	28
29	Monthly exam	Written test	Monthly Exam	1	29
30	Final examination	Written test	Final Exam	1	30

11. Course Assessment

- Written examinations (monthly and final).
- Oral examinations.
- Analytical and critical-thinking questions.
- Classroom participation
-

12. Learning and Teaching Resources

• Arabic Grammar books. • Morphology books. • Rhetoric books (Balagha). • Classical and Modern Arabic Literature sources. • Standard Arabic dictionaries and lexicons	If you would like, I can also
nat it according to international accreditation standards (e.g., learning outcomes	If you would like, I can also

1. Course Name:
English\ second stage
2. Course Code:
UOB110
3. Semester / Year:
annual
4. Description Preparation Date:
2005-2006
5. Available Attendance Forms:
Daily
6. Number of Credit Hours (Total) / Number of Units (Total)
60 hours\ 2unit
7. Course administrator's name (mention all, if more than one name)
Name: Nooray A. Hameed **Email:** nooray.a.hameed@tu.edu.iq
8. Course Objectives

Course Objectives	1-Students will acquire knowledge, concepts, and attitudes in speaking English fluently. -2. It will facilitate the understanding of concepts. -3. It will showcase students' diverse talents.

9. Teaching and Learning Strategies	
Strategy	1. Readings, self-learning, and discussion groups. 2. Interaction and participation in the lesson. 3. Assigning exercises and homework. 4. Guiding students to useful websites.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or Subject name	Learning Method	Evaluation Method

1	1	Students are able to introduce themselves, gives greetings and a Simple Questions	Getting to Know You: Introductions & Greetings	Theoretical	Discussion
2	1	Students are able to use the simple present tense to talk about daily routines	Getting to Know You: Gramma Present Simple	Theoretical	Discussion
3	1	Students are able to describe their daily life and routine	The Way We Live: Daily Life	Theoretical	Discussion
4	1	Students are able to use the terminology of daily activities and temporal expressions	The Way We Live: Vocabulary – Daily Activities	Theoretical	Discussion
5	1	Students are able to recount past events and use the simple past	It All Went Wrong: Mistakes and Funny Situations	Theoretical	Discussion
6	1	Students are able to phrase sentences correctly to talk about the past	It All Went Wrong: Grammar – Past Simple	Theoretical	Discussion
7	1	Students are able to order products, describe things, and purchase	Let's Go Shopping: Shopping and buying	Theoretical	Discussion
8	1	Students are able to use shopping vocabulary and prices	Let's Go Shopping: Vocabulary – Shopping & Prices	Theoretical	Discussion
9	1	Students are able to talk about hobbies and future plans	What Do You Want to Do?: Interests and Plans	Theoretical	Discussion

10	1	Students are able to use the simple future to express plans	What Do You Want to Do?: Grammar – Future Simple	Theoretical	Discussion
11	1	Students are able to describe places and emotions using adjectives	Tell Me! What's It Like?: Describing Places and Experiences	Theoretical	Discussion
12	1	Students are able to express an opinion and compare things	Tell Me! What's It Like?: Vocabulary – Adjectives & Opinions	Theoretical	Discussion
13	1	Students are able to narrate information about celebrities and express their opinion	Fame: Talking about Celebrities	Theoretical	Discussion
14	1	Students are able to use comparisons and preference in talking about people	Fame: Grammar – Comparatives & Superlatives	Theoretical	Discussion
15	1	Assessing students' understanding of the first semesters and acquiring basic language skills	Exam	Theoretical	Discussion
16	1	Students are able to use the vocabulary of history and culture in speech	Living History: Historical Events	Theoretical	Discussion
17	1	Students are able to narrate sequential events and connect ideas	Living History: Vocabulary – History & Culture	Theoretical	Discussion
18	1	Students are able to use the continuous past to describe current events in the past	Time for a Story: Storytelling	Theoretical	Discussion

19	1	Students are able to describe modern media and communication	Time for a Story: Grammar – Past Continuous	Theoretical	Discussion
20	1	Students are able to use internet terminology and modern devices	Our Interactive World: Technology & Social Interaction	Theoretical	Discussion
21	1	Students are able to describe innovations, changes, and their impact on life	Our Interactive World: Vocabulary – Media & Technology	Theoretical	Discussion
22	1	Students are able to use the present tense to express experiences and changes	What's Changed the World?: Innovations & Changes	Theoretical	Discussion
23	1	Students are able to formulate questions and discuss different topics	What's Changed the World?: Grammar – Present Perfect	Theoretical	Discussion
24	1	Students are able to use the vocabulary and tools of the question correctly	Just Wondering …: Asking Questions	Theoretical	Discussion
25	1	Students are able to describe occupations, daily tasks, and work-related places	Just Wondering …: Vocabulary – Question Words & Expressions	Theoretical	Discussion
26	1	Students are able to merge the present and past tense to talk about practical experiences	The Way I Earn a Living: Jobs & Work	Theoretical	Discussion
27	1	Students are able to describe family members and social connections	The Way I Earn a Living: Grammar – Present & Past Simple	Theoretical	Discussion

28	1	Students are able to use family vocabulary and relationships in conversation and book	Family Ties: Family Relationships	Theoretical	Discussion
29	1	Students are able to describe historical events and determine the chronology	Family Ties: Vocabulary – Family & Relationships	Theoretical	Discussion
30	1	Final assessment of listening, speaking, reading and writing skills	Living History: Historical Events	Theoretical	Discussion

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)	Headway– pre–intermediate
Main References (Sources)	How Languages are Learned Teaching by Principles Principles of Language Learning and Teaching TESOL Quarterly ELT Journal Applied Linguistics British Council
Recommended books and references (Scientific journals, reports...)	ERIC Google Scholar ResearchGate JSTOR ScienceDirect