



Description of the Academic Program and Curriculum

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Academic program description

Academic Program Description

- University Name: Al-Mustansiriyah University
- College/Institute: College of Basic Education
- Scientific Department: Department of Kindergarten
- Name of the Academic or Professional Program: Bachelor of Kindergarten
- Name of the Final Degree: Bachelor of Education in Kindergarten
- Study System: Courses
- Date of Program Description Preparation: 18/5/2025
- Date of File Completion: 17/6/2025

Head of Department:

Asst. Prof. Dr. Ernas
Mohammed Mahdi

Date: 17/6/2025

Signature:

Assistant Dean for Scientific Affairs:

Asst. Prof. Dr. Ahmed Baqir Hussein

Date: 17/6/2025

Signature:

Ahmed

File Reviewed by:

Quality Assurance and University Performance Division

- Name of Head of the Quality Assurance and University Performance Division:
Prof. Dr. Salam Hussein Alwan
- Date: 17/6/2025
- Signature:



Approved by the Dean:

Prof. Dr. Qusay Abdul-Abbas Hassan

Description of the Academic Program:

1. Program Vision

The Department of Kindergarten at the College of Basic Education seeks to realize this vision by equipping female students with the necessary academic and professional skills required for the profession. This is achieved through well-planned, well-studied, and advanced programs designed to prepare kindergarten teachers and to benefit from global innovations in the fields of childhood, educational sciences, psychology, and early childhood education.

2. Program Mission

The program aims to prepare and graduate leading scientific and professional competencies in the field of kindergarten education, and to contribute to the advancement of knowledge in scientific research related to child psychology and early childhood education. It also seeks to serve the local, regional, and international community, as well as to train and refine the minds of female students academically and intellectually, while emphasizing social and cultural values and responding to the needs of the local job market.

3. Program Objectives:

1. To prepare qualified female students to work as kindergarten teachers.
2. To enhance students' abilities for professional and skill development by providing them with theoretical and practical scientific knowledge in educational fields and child development.
3. To equip students with the ability to use electronic technologies and modern teaching and learning methods.
4. To develop the educational potential of students and enable them to apply it effectively in both home and classroom settings for children.
5. To enable students to understand the key principles and foundations of child upbringing and instill them in the hearts of our children.

6. To integrate various modern technologies into children's education.
7. To introduce students to educational, psychological, and cultural sciences and empower them with this knowledge to achieve excellence and professional development.
8. To enable students to become familiar with scientific research tools and apply them in academic and practical fields.
9. To align theoretical orientations with practical and professional realities.
10. To prepare and qualify students for postgraduate studies by developing their intellectual, scientific, and research skills.
11. To enable students to learn about the latest strategies and modern teaching methods suitable for educating children.
12. To keep up with scientific advancements in early childhood education and work on applying them effectively.

4. Program Accreditation

Not available.

5. Other External Influences

Not available.

6. Program Structure

Program Component	Number of Courses	Credit Units	Percentage	Notes
Institutional Requirements	6	42		Core courses
College Requirements	23	96		
Department Requirements	22	124		
Summer Training	Not available			
Others				

7. Program Description

First Year / First Semester

Course Type	Course Title	Course Code	Theory	Practical
Specialization	Physical Education for Kindergarten Child	KGBB09KEC112	1	2
	Childhood Legislation and Organizations	KGBB09Loc111	2	0
	Introduction to Kindergarten	KGBB09KH113	3	0
Educational Req.	Developmental Psychology	KGBB09KH114	3	0
Cultural Req.	Democracy and Human Rights	KGBB09Hr117	1	0
	Computer	KGBB09MO128	1	1

First Year / Second Semester

Course Type	Course Title	Course Code	Theory	Practical
Specialization	Fundamentals of Art Education in Kindergarten	KGBB09EAK121	1	2
	Child Health and Nutrition	KGBB09cN123	2	0
	Socialization	KGBB09122	3	0
Educational Req.	Foundations of Education and Basic Teaching	KGBB09BE115	2	0
Cultural Req.	Arabic Language	KGBB09ie116	2	0
	Islamic Education / Civilization	KGBB09IE128	3	0
	English Language	KGBB09EL126	2	0

Second Year / Third Semester

Course Type	Course Title	Course Code	Theory	Practical
Specialization	Curriculum and School Textbooks	KGBB09C416	1	2
	Child Learning Psychology	KGBB09PLE213	3	0
	Children's Literature and Stories	KGBB09PP220	2	0
Educational Req.	Physiological Psychology	KGBB09PP214	2	0
Cultural Req.	Arabic Language	KGBB09AL129	2	0
	Arabic Linguistics (Phonetics)	KGBB09KAL222	1	1
	English Language	KGBB09AL110	1	1
	Crimes of Ba'ath Regime in Iraq	KGBB09PP219	1	1

Second Year / Fourth Semester

Course Type	Course Title	Course Code	Theory	Practical
Specialization	Child Language Development	KGBB09ID221	3	0
	Child Educational Psychology	KGBB09PE214	2	1
Educational Req.	Cognitive Development	KGBB09DK212	2	0
	Social Psychology	KGBB09SP216	2	0
	Educational Psychology	KGBB09EP215	2	0
	Psychology of Teaching Thinking in Classroom	KGBB09PPD234	2	0
	Psychology of Special Needs Children	KGBB09Pcsn211	3	0
Cultural Req.	Computer	KGBB09MO128	1	0

Third Year / Fifth Semester

Course Type	Course Title	Course Code	Theory	Practical
Specialization	Children's Theater	KGBB09PT311	3	0
	Guidance and Education for Special Needs	KGBB09PPD235	2	0
	Planning and Program Implementation Methods	KGBB09PMIP313	3	0

Course Type	Course Title	Course Code	Theory	Practical
Educational Req.	Psychology of Play in Childhood	KGBB09PCTG312	1	2
	Learning Difficulties in Children	KGBB09LDC316	3	0
	Teaching Thinking	KGBB09TT315	3	0
	General Teaching Methods and Applications	KGBB09GTM324	3	0
	Measurement and Evaluation	KGBB09ME325	2	0
Cultural Req.	Educational Leadership and Administration	KGBB09MES417	2	0

Third Year / Sixth Semester

Course Type	Course Title	Course Code	Theory	Practical
Specialization	Preparing the Child for Reading and Writing	KGBB09PCRw314	2	1
	Scientific and Mathematical Concepts	KGBB09SEL321	3	0
	Psychology of Creativity	KGBB09CP322	3	0
	Behavior Modification	KGBB09RCRD236	2	2
	Action Research Methodology	KGBB09RCRD238	1	2
Cultural Req.	Educational Technology and Applications	KGBB09PPD237	2	0
	Sustainable Development	KGBB09RCR402	2	0

Fourth Year / Seventh Semester

Course Type	Course Title	Course Code	Theory	Practical
Specialization	Kindergarten Child Assessment	KGBB09KC412	1	1
	Specialized Teaching Methods	KGBB09STM411	3	0
	Practical Education 1 (Observation)	KGBB09PE326	0	4
	Music Education and Singing	KGBB09M413	3	0
Cultural Req.	Principles of Islamic Law	KGBB09PP400	2	0
	Iraqi Civilization	KGBB09PP401	2	0
	Professional Ethics	KGBB09MO318	2	0
	Graduation Research Project	—	2	1

Fourth Year / Eighth Semester

Course Type	Course Title	Course Code	Theory	Practical
Specialization	Practical Education 2 (Teaching Practice)	KGBB09TP421	0	12
	Graduation Research Project	KGBB09GR422	2	0

8. Expected Learning Outcomes from the Program

Knowledge

1. Enabling students to acquire and understand child-related legislation and organizations.
2. Enabling students to become familiar with motor education for kindergarten children.
3. Enabling students to understand child nutrition.
4. Enabling students to become familiar with the fundamentals of psychology, educational psychology, and social psychology.
5. Enabling students to acquire and understand the fundamentals, concepts, theories, and types of counseling and mental health.

6. Enabling students to recognize learning difficulties in children.
7. Enabling students to acquire and understand fundamentals of the Arabic and English languages.
8. Enabling students to become familiar with strategies, methods, and modern approaches to both specialized and general teaching.
9. Enabling students to become familiar with the psychology of learning, creativity, and play in childhood.
10. Enabling students to understand the basics and concepts of educational measurement, evaluation, and educational statistics.
11. Introducing students to key references and sources in the field of early childhood education.

"Notes may indicate whether the course is compulsory or elective."

1. Enabling students to acquire skills in child upbringing and the art of dealing with children.
2. Teaching students scientific methods for educating children.
3. Enabling students to acquire the skills and characteristics of a scientific researcher.
4. Enabling students to develop skills in dialogue, discussion, active listening, and accepting others' opinions.
5. Enabling students to learn classroom management skills, classroom interaction, and the art of handling classroom problems through educational approaches.
6. Enabling students to acquire decision-making and judgment skills.
7. Enabling students to learn how to use scientific research tools.
8. Enabling students to acquire planning skills for teaching at all levels.
9. Enabling students to acquire skills in preparing and constructing exams and methods of grading.
10. Enabling students to acquire skills in using modern educational tools, including artificial intelligence and its applications.
11. Enabling students to develop the ability to design and create effective educational activities that encourage children to learn and participate.

12. Enabling students to acquire skills in self-learning, cooperative learning, and discovery-based learning to gain new information and knowledge.

Values

- Educating students to respect human dignity.
- Instilling in students scientific honesty and objectivity in presenting and discussing scientific and educational information.
- Enabling students to acquire skills that help children develop ethical and religious attitudes, such as strengthening faith in God in children's hearts and practicing religious rituals.
- Educating students to respect the high principles and ethics of the profession.
- Training students to respect the rights of the beneficiaries of their profession, including their culture, religion, gender, and customs.
- Developing a sense of responsibility in students during their studies and work.
- Training students to respect freedom of expression, thinking, and creativity in others.
- Promoting a spirit of cooperation and teamwork among students.
- Fostering a sense of belonging and loyalty to the homeland among students.

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9. Teaching and Learning Strategies

1. Individual teaching methods.
 2. Group-specific methods.
- Various teaching methods, including dialogue and discussion about the topic's key points.

9. Teaching and Learning Strategies

1. Individual teaching methods.
2. Group-specific methods.
 - Various teaching methods, including dialogue and discussion about the topic's key points.

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11. Faculty Members

No.	Name	Academic Title	General and Specialized Field
1	Iman Abbas Ali Al-Khafaf	Professor	Psychological and Educational Sciences – Kindergarten Education
2	Bushra Hussein Ali Nassif	Professor	Home Economics – Educational Psychology
3	Raghad Zaki Ghiyadh	Professor	Art Education – Art Teaching Curricula
4	Marouj Adel Khalaf	Professor	Kindergarten Education – Kindergarten Education
5	Nada Sabah Abbas	Assistant Professor	Psychological Counseling and Educational Guidance – Educational Psychology
6	Iman Younis Ibrahim Hussein	Assistant Professor	Kindergarten Education – Kindergarten Education
7	Enas Muhammad Mahdi	Assistant Professor	Kindergarten Education – Educational Psychology

No.	Name	Academic Title	General and Specialized Field
8	Baydaa Abdul Salam Mahdi Saleh	Assistant Professor	Kindergarten Education – Kindergarten Education
9	Zainab Khanjar Mazid Dreig	Assistant Professor	Kindergarten Education – Kindergarten Education
10	Suad Mohsen Ali	Assistant Professor	Kindergarten Education – Kindergarten Education
11	Shafaq Muhammad Saleh	Assistant Professor	Kindergarten Education – Kindergarten Education
12	Lina Aqil Khaddad	Assistant Professor	Kindergarten Education – Kindergarten Education
13	Laila Yousif Karim	Assistant Professor	General Psychology – Kindergarten Education
14	Zeina Abdul Mohsen	Assistant Professor	Kindergarten Education – Educational Psychology
15	Asil Ismail Muhammad Jaber	Assistant Professor	Kindergarten Education – Kindergarten Education
16	Yasmin Taha Ibrahim	Assistant Professor	Kindergarten Education – Measurement and Evaluation
17	Wijdan Anad Sahib	Lecturer	Kindergarten Education – Kindergarten Education
18	Taqwa Muhammad Khudair	Lecturer	Kindergarten Education – Kindergarten Education

No.	Name	Academic Title	General and Specialized Field
19	Sara Obeid Nima Taher	Lecturer	Home Economics – Home Economics
20	Lamia Rasul Salim	Lecturer	Kindergarten Education – Kindergarten Education
21	Bayader Ahmed Bahjat Shoka	Assistant Lecturer	Kindergarten Education – Kindergarten Education
22	Khadija Khalaf Shankh	Assistant Lecturer	Kindergarten Education – Kindergarten Education
23	Dua Salah Mahdi Saleh	Assistant Lecturer	Kindergarten Education – Kindergarten Education
24	Dunia Faris Abdul Ghani Suleiman	Assistant Lecturer	Kindergarten Education – Kindergarten Education
25	Rasel Naji Ibrahim Muhammad	Assistant Lecturer	Kindergarten Education – Kindergarten Education
26	Zahra Hamza Jawad Kazem	Assistant Lecturer	Kindergarten Education – Kindergarten Education
27	Sahar Samir Salman Gharib	Assistant Lecturer	Kindergarten Education – Kindergarten Education
28	Noor Ali	Assistant Lecturer	Kindergarten Education – Kindergarten Education

Professional Development

Orientation of New Faculty Members

New faculty members are guided through practical workshops, seminars, and training courses led by the Head of the Department and senior professors, in collaboration with the College's Continuing Education Division.

Professional Development for Faculty Members

Faculty teaching skills and expertise are developed by exchanging information and new ideas through sending scholarships and delegations to counterpart universities in Arab and foreign countries, and by keeping up-to-date with the latest global and regional developments in early childhood education.

12. Admission Criteria

Centralized admission + Direct admission

13. Main Sources of Information about the Program

- The department's own sector/section related to Kindergarten Education.
- Books, journals, and university theses.
- Information from the Internet.

. Program Development Plan

Graduation Research Project: A semester course treated as an annual course. For the purpose of calculating the competitive GPA, it is counted as only (2) credit hours.

- 1. Preparing competent kindergarten teachers with strong performance skills.**
- 2. Preparing teachers who feel responsible for good citizenship, positively reflecting on the educational reality.**

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Curriculum Skills Matrix

Required Learning Outcomes from the Program Year / Level

Course Name	Course Code	Core or Elective	Cognitive Objectives	Program-Specific Skill Objectives	Affective and Value Objectives	General & Transferable Skills (Employability & Personal Development)
			A1	A2	A3	A4
First Stage – First Semester						
Physical Education for Kindergarten Child	KGBB09KEC112	Core	√	√	√	√
Child Legislation and Organizations	KGBB09Loc111	Core	√	√	√	√
Introduction to Kindergarten	KGBB09KH113	Core	√	√	√	√
Developmental Psychology	-	Core	√	√	√	√

Course Name	Course Code	Core or Elective	Cognitive Objectives	Program-Specific Skill Objectives	Affective and Value Objectives	General & Transferable Skills (Employability & Personal Development)
Democracy and Human Rights	KGBB09Hr117	Core	√	√	√	√
Computer	KGBB09MO128	Core	√	√	√	√
First Stage – Second Semester						
Principles of Art Education in Kindergarten	KGBB09EAK121	Core	√	√	√	√
Child Health and Nutrition	KGBB09cN123	Core	√	√	√	√
Social Upbringing	KGBB09122	Core	√	√	√	√
Principles of Basic Education	KGBB09BE115	Core	√	√	√	√
Arabic Language	KGBB09ie116	Core	√	√	√	√
Islamic	KGBB09IE128	Core	√	√	√	√

Course Name	Course Code	Core or Elective	Cognitive Objectives	Program-Specific Skill Objectives	Affective and Value Objectives	General & Transferable Skills (Employability & Personal Development)
Education / Civilization						
English Language	KGBB09EL126	Core	√	√	√	√
Second Stage – Third Semester						
Curricula and School Books	KGBB09C416	Core	√	√	√	√
Psychology of Child Learning	KGBB09PLE213	Core	√	√	√	√
Children's Literature and Stories	KGBB09PP220	Core	√	√	√	√
Physiological Psychology	KGBB09PP214	Core	√	√	√	√
Arabic Language	KGBB09AL129	Core	√	√	√	√
Arabic Linguistics	KGBB09KAL22	Core	√	√	√	√

Course Name	Course Code	Core or Elective	Cognitive Objectives	Program-Specific Skill Objectives	Affective and Value Objectives	General & Transferable Skills (Employability & Personal Development)
(Phonetics)	2					
English Language	KGBB09AL110	Core	√	√	√	√
Ba'ath Regime Crimes in Iraq	KGBB09PP219	Core	√	√	√	√
Second Stage – Fourth Semester						
Child Language Development	KGBB09ID221	Core	√	√	√	√
Psychology of Child Education	KGBB09PE214	Core	√	√	√	√
Cognitive Development	KGBB09DK212	Core	√	√	√	√
Social Psychology	KGBB09SP216	Core	√	√	√	√
Educational	KGBB09EP215	Core	√	√	√	√

Course Name	Course Code	Core or Elective	Cognitive Objectives	Program-Specific Skill Objectives	Affective and Value Objectives	General & Transferable Skills (Employability & Personal Development)
Psychology						
Psychology of Classroom Thinking	KGBB09PPD234	Core	√	√	√	√
Psychology of Children with Special Needs	KGBB09Pcsn211	Core	√	√	√	√
Computer	KGBB09MO128	Core	√	√	√	√
Third Stage – Fifth Semester						
Children's Theater	KGBB09PT311	Core	√	√	√	√
Guidance and Special Education	KGBB09PPD235	Core	√	√	√	√
Planning and Methods of Program Implementation	KGBB09PMIP313	Core	√	√	√	√

Course Name	Course Code	Core or Elective	Cognitive Objectives	Program-Specific Skill Objectives	Affective and Value Objectives	General & Transferable Skills (Employability & Personal Development)
Psychology of Play in Childhood	KGBB09PCTG312	Core	√	√	√	√
Learning Difficulties in Children	KGBB09LDC316	Core	√	√	√	√
Teaching Thinking	KGBB09TT315	Core	√	√	√	√
General Teaching Methods and Applications	KGBB09GTM324	Core	√	√	√	√
Measurement and Evaluation	KGBB09ME325	Core	√	√	√	√
Educational Leadership and Administration	KGBB09MES417	Core	√	√	√	√
Third Stage – Sixth Semester						

Course Name	Course Code	Core or Elective	Cognitive Objectives	Program-Specific Skill Objectives	Affective and Value Objectives	General & Transferable Skills (Employability & Personal Development)
Preparing the Child for Reading and Writing	KGBB09PCRw314	Core	√	√	√	√
Scientific and Mathematical Concepts	KGBB09SEL321	Core	√	√	√	√
Creativity Psychology	KGBB09CP322	Core	√	√	√	√
Behavior Modification	-	Core	√	√	√	√
Action Research Methodology	KGBB09RCRD238	Core	√	√	√	√
Educational Technology and Its Applications	KGBB09PPD237	Core	√	√	√	√
Sustainable Development	KGBB09RCR402	Core	√	√	√	√
Fourth Stage – Seventh						

Course Name	Course Code	Core or Elective	Cognitive Objectives	Program-Specific Skill Objectives	Affective and Value Objectives	General & Transferable Skills (Employability & Personal Development)
Semester						
Kindergarten						
Child Assessment	KGBB09KC412	Core	√	√	√	√
Specialized Teaching Methods	KGBB09STM411	Core	√	√	√	√
Practical Education 1 (Observation)	KGBB09PE326	Core	√	√	√	√
Music and Singing	KGBB09M413	Core	√	√	√	√
Principles of Islamic Law	-	Core	√	√	√	√
Civilization of Iraq	-	Core	√	√	√	√
Professional Ethics	KGBB09MO318	Core	√	√	√	√
Graduation Research	-	Core	√	√	√	√

Course Name	Course Code	Core or Elective	Cognitive Objectives	Program -Specific Skill Objectives	Affective and Value Objectives	General & Transferable Skills (Employability & Personal Development)
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Project

Fourth Stage – Eighth Semester

Practical Education 2 (Application)

KGBB09TP421

Core

√

√

√

√

Graduation Research Project

KGBB09GR422

Core

√

√

√

√

Course Description Form



**Al-Mustansiriyah University – College of Basic
Education
Department of ... Early Childhood Education ...
Academic Plan for the Course 2024-2025**



I. General Course Information (Course Information)

1. **Course Name: Introduction to Early Childhood Education**
Instructor: Asst. Lecturer Zainab Khinjar
2. **Course Code:**
3. **Credit Hours:**
Theoretical: 3 | Practical: — | Total: 3
Total Hours: 45
4. **Level and Semester: Second Semester / First Year**

II. Course Description

The course on the History of Early Childhood Education is a fundamental and important subject in the Early Childhood Education Department, as it prepares the student theoretically and practically for teaching in kindergartens and scientifically and educationally dealing with children. The course also addresses some appropriate educational methods for the developmental stage of childhood.

III. Course Learning Outcomes

Upon completion of the course, the student should be able to:

1. **Identify the objectives of early childhood education throughout history.**
2. **Recognize the principles of early childhood education in Islam and their contribution to individual development according to specific patterns.**
3. **Mention Froebel's games and Montessori materials.**
4. **Identify common incorrect practices in child-rearing and their effects, aiming to avoid and address them early.**

5. Raise awareness about the historical development of early childhood education in Western countries.
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IV. Course Topics (Theoretical – Practical if applicable)

Week / Date	Theory	Theory or Practical
1	Definition of the history of early childhood education, its characteristics, goals, conditions, and stages	
2	Education in Islam and notable Arab educators such as Al-Ghazali and Ibn Sina	
3	Important Western educators and schools of early childhood education (Realistic, Psychological, Naturalistic), including Froebel, Comenius, Montessori	
4	First monthly exam	
5	Differences between early childhood education and kindergarten stage; importance of kindergarten stage	
6	Levels and sources of educational philosophy and its derivation	
7	History of early childhood education in Iraq	
8	Objectives of early childhood education from 1940 to 1980 and major developments	
9	Second monthly exam	
10	Important kindergartens established in Iraq	

Week / Date	Theory	Theory or Practical
11	Features of comprehensive and integrated development as goals of early childhood education	
12	Early childhood education in the United States	
13	Important educational models and educational philosophy in America	
14	Early childhood education in Britain: its goals and philosophy	
15	Final exam	

V. Assignments and Projects

- 1. Prepare and present a lesson on the importance of kindergarten in Iraq.**
- 2. Prepare and present a model lesson on the role of Froebel and Montessori games.**
- 3. [Open for additional assignments]**

VI. Primary Learning Resources

- Saadi Jassim Atiyah & Hassan Mohammed Qasim, *Early Childhood Education – Philosophy and Objectives***
- Electronic references**

Examination Grades Distribution

Exam Type	First Exam	Second Exam	Practical Exam	Activity Effort	Final Exam
Percentage (%)	15	15	—	10 40	60

Lecture Hall Information

Hall	Section	Room	Time Notes
Early Childhood Education Department Halls	1	1-2,	40 min
	2	1-2,	40 min

Instructor Email: zainab.kangar@gmail.com

Signatures

- **Instructor's Signature:** _____
- **Instructor's Location:** Faculty Room
- **Department Head's Signature:** _____



I. General Information about the Course: (Course Information)

- 1. Course Name: Preparing the Child for Reading and Writing**
Instructor Name: Asst. Lect. Dr. Zahra Hamza Jawad
- 2. Course Code:**
- 3. Credit Hours: 3**
 - **Theoretical ✓**
 - **Practical**
 - **Total**
- 4. Level and Semester: Third Grade / Sixth Semester**

II. Course Description: (Course Description)

The course "Preparing the Child for Reading and Writing" is one of the most important courses in kindergarten education. It provides students with information and concepts about the foundation of reading, its importance in kindergarten, and how children learn it through various methods and strategies. Language is the most distinguishing feature of humans compared to other creatures; through it, humans convey their thoughts and feelings and use it to communicate with others in society. Therefore, learning to read and write is an urgent necessity for humans.

III. Course Outcomes: (Course Outcomes)

- 1. The student will be able to identify the stages of language development in the child.**
- 2. The student will be able to know the stages of linguistic growth in the child.**

3. The student will recognize the objectives of linguistic experiences in kindergarten.
4. The student will mention the factors affecting readiness for reading and writing.
5. The student will learn the foundations upon which reading and writing are based.
6. The student will be able to identify methods of teaching reading.

IV. Course Topics (Theoretical – Practical if any):

Week / Date	Theoretical	Theoretical or Practical
1 / 2	Language - Child and Language	Theoretical
2 / 2	Stages of Child's Linguistic Growth	Theoretical
3 / 3	Characteristics of Linguistic Growth in Kindergarten Age	Theoretical
4 / 3	Objectives of Linguistic Experiences in Kindergarten	Theoretical
5 / 3	Importance, Development, and Concept of Reading	Theoretical
6 / 3	Factors Affecting Readiness for Reading and Writing	Theoretical
7 / 3	Foundations of Learning Reading and Writing	Theoretical
8 / 3	Characteristics of Readiness for Reading	Theoretical
9 / 4	Methods of Teaching Reading and Writing:	

- **Synthetic Method**
- **Alphabetic Method**
- **Phonic Method**
- **Syllabic Method | Theoretical |**
 | 10 / 4 | **Reading Problems | Theoretical |**
 | 11 / 4 | **Writing | Theoretical |**
 | 12 / 4 | **Steps of Writing | Theoretical |**
 | 13 / 4 | **Considerations of Writing | Theoretical |**
 | 14 / 4 | **Factors Affecting the Development of Reading | Theoretical |**
 | 15 / 5 | **Factors Affecting the Development of Writing | Theoretical |**

V. Primary Learning Resources:

1. **Asst. Prof. Dr. Iman Younis Al-Abadi – Lectures at the Department of Kindergarten**
2. **Dr. Fathi Mahmoud Hamid, 2022**

Supporting Sources:

1. **Verified Internet Resources**

Exam Scores:

Exam Components	First Exam	Second Exam	Practical Exam	Activity Effort		Final Exam
Scores	15	15	None	10	40	60

Lecture Halls and Schedule:

Department	Section	Room	Time	Notes
Kindergarten Dept.	1	1	12 AM	

Department	Section	Room	Time	Notes
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Kindergarten Dept. 2	2		10 AM	
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Kindergarten Dept. 3	3		10 AM	
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Kindergarten Dept. Evening 4			2:30 PM	
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Instructor Email: zahrahmza@uomustansiriyah.edu.iq

Instructor Signature:

Instructor Attendance:

Head of Department Signature:



VI. General Information about the Course: (Course Information)

- 5. Course Name: Children's Literature and Stories**
Instructor Name: Asst. Lect. Dr. Zahra Hamza Jawad
- 6. Course Code:**
- 7. Credit Hours: 3**
- **Theoretical ✓**
 - **Practical**
 - **Total**
- 8. Level and Semester: Second Grade / Third Semester**

VII. Course Description: (Course Description)

The course "Children's Literature and Stories" is one of the most important kindergarten courses that provides students with information and concepts about literature, its development, and its importance in kindergarten, as well as how to instill a literary spirit in young children. It is important because literature adds joy and fun to children's lives, develops their taste and aesthetic appreciation, enhances their love and kindness, and unleashes their creative energies.

VIII. Course Outcomes: (Course Outcomes)

- 7. The student will be able to appreciate children's literature as an urgent necessity in children's learning.**
- 8. The student will recognize the differences between children's literature and adult literature.**

9. The student will understand the importance and objectives of children's literature.
10. The student will mention the types of stories that suit children's interests.
11. The student will learn how to develop language and proper linguistic habits through children's literature.
12. The student will be able to identify the objectives aimed at by children's stories.

IX. Course Topics (Theoretical – Practical if any):

Week / Date	Theoretical	Theoretical or Practical
1 / 9	Definition of literature in general and children's literature in particular; difference between children's and adult literature	Theoretical
2 / 9	Importance and objectives of children's literature; doctrinal and educational objectives	Theoretical
3 / 9	Educational and recreational objectives	Theoretical
4 / 10	Literary artistic forms	Theoretical
5 / 10	The story; objectives of storytelling to kindergarten children	Theoretical
6 / 10	First Exam	Theoretical
7 / 10	Story elements: topic, idea, narrative, plot	Theoretical
8 / 11	Narrative, conflict, climax, ending, characters	Theoretical
9 / 11	Types of stories	Theoretical

Week / Date	Theoretical	Theoretical or Practical
10 / 11	Second Exam	Theoretical
11 / 11	Historical development of Arab and international children's stories	Theoretical
12 / 12	Children's poetry	Theoretical
13 / 12	Characteristics of children's poetry	Theoretical
14 / 12	Types of children's poetry	Theoretical
15 / 12	Songs; memorization of some children's songs	Theoretical

X. Primary Learning Resources:

- 1. Dr. Haider Majid Kazem Al-Wadi – Lectures at Department of Kindergarten**
- 2. Iman Hijazi (2013)**

Supporting Sources:

Exam Scores:

Exam Components	First Exam	Second Exam	Practical Exam	Activity	Effort	Final Exam
Scores	15	15	None	10	40	60

Instructor Email: zahrahmza@uomustansiriyah.edu.iq

Instructor Signature:

Instructor Attendance:

Head of Department Signature:



I. General Information about the Course: (Course Information)

- 1. Course Name: Curricula and School Books**
Instructor Name: Asst. Lect. Dr. Zahra Hamza Jawad
- 2. Course Code:**
- 3. Credit Hours: 2**
 - Theoretical ✓
 - Practical
 - Total
- 4. Level and Semester: Fourth Grade / Seventh Semester**

II. Course Description: (Course Description)

The course "School Curricula" is one of the most important courses for fourth-grade students as it provides them with information on textbook analysis and how to deliver content using modern and innovative strategies throughout the academic year. It also covers the presentation of carefully planned experiences inside and outside the school to the learner to achieve comprehensive and integrated growth.

III. Course Outcomes: (Course Outcomes)

- 13. The student will recognize the concept of curriculum, both modern and traditional.**
- 14. The student will be able to formulate behavioral objectives for the learner.**
- 15. The student will learn the foundations of curriculum including psychological, social, and cognitive bases.**

16. The student will mention the experiential units included in the comprehensive experience unit curriculum guide for kindergarten.
17. The student will learn her role in implementing the curriculum.
18. The student will be able to evaluate the school curriculum.

IV. Course Topics (Theoretical – Practical if any):

Week / Date	Theoretical	Theoretical or Practical
1 / 9	Definition of curriculum; comparison between traditional and modern curriculum; curriculum domains	Theoretical
2 / 9	Educational objective; formulation of behavioral objectives; specifications and conditions of behavioral objectives	Theoretical
3 / 9	Sources of educational objectives; Bloom's cognitive taxonomy; Krathwohl's affective taxonomy	Theoretical
4 / 10	Curriculum foundations: psychological, social, educational, cognitive	Theoretical
5 / 10	Types of curriculum: separate subject curriculum, connected subject curriculum, integrated subject curriculum, broad field curriculum	Theoretical
6 / 10	First monthly exam	Theoretical
7 / 10	Activity curriculum; experience unit	Theoretical
8 / 11	Curriculum content selection; problems of content selection; methods of content selection	Theoretical

Week / Date	Theoretical	Theoretical or Practical
9 / 11	Criteria for content selection; organizing curriculum content	Theoretical
10 / 11	Principles of organizing curriculum content	Theoretical
11 / 11	Second monthly exam	Theoretical
12 / 12	Curriculum evaluation; evaluation trends; rules of good curriculum evaluation	Theoretical
13 / 12	Curriculum evaluation models	Theoretical
14 / 12	Teacher's role in curriculum development: building, implementing, evaluating, and developing curriculum	Theoretical
15 / 12	Specifications of the textbook; ways to benefit from the textbook	Theoretical

V. Primary Learning Resources:

- 1. Dr. Awad Jassim Al-Tamimi (2009): Dar Al-Hawraa Printing**
- 2. Kazem Kareem Al-Jabri et al. (2011)**

Supporting Sources:

- 1. Dr. Nasser Ahmed Al-Khawaldi**
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Exam Scores:

Exam Components	First Exam	Second Exam	Practical Exam	Activity Effort	Final Exam
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Exam Components	First Exam	Second Exam	Practical Exam	Activity	Effort	Final Exam
Scores	15	15	None	10	40	60

Lecture Hall and Schedule:

Department	Section	Room	Time	Notes
Kindergarten Dept.	2	2	8:30 AM	

Instructor Email: zahrahmza@uomustansiriyah.edu.iq

Instructor Signature:

Instructor Attendance:

Head of Department Signature:



**Al-Mustansiriyah University – College of Basic
Education
Department of Kindergarten
Course Study Plan**



I. General Information about the Course: (Course Information)

- 1. Course Name: Psychology of Play**
Instructor Name: Asst. Prof. Dr. Suad Mohsen Ali
- 2. Course Code:**
- 3. Credit Hours: 3**
 - Theoretical only
- 4. Level and Semester: First Semester / Third Grade**

II. Course Description: (Course Description)

This course covers basic theories and their educational applications in the psychology of play, concepts and principles as a tool for learning; the meaning and definition of play, its characteristics, and its relationship to growth; imaginative play, imitation, social play, and individual differences; education and play; use of play in guidance and therapy.

III. Course Outcomes: (Course Outcomes)

After completing this course, the student will be able to:

- Analyze various factors influencing play in children.**
- Identify play characteristics according to different age stages of children.**
- Acquire skills necessary to utilize play and employ it to achieve the best educational outcomes.**

IV. Course Topics (Theoretical – Practical if any):

Week Topic

- 1 Historical roots of play**
- 2 Concept of play**
- 3 Distinguishing characteristics of children's play**
- 4 Functions of play**
- 5 Stages of play development**
- 6 Theories of play**
- 7 Motor games**
- 8 Objectives of motor games**
- 9 Characteristics of motor games**
- 10 First Exam**
- 11 Competitive games**
- 12 Dramatic play**
- 13 Water and sand games**
- 14 Educational games**
- 15 Second Exam**

V. Assignments and Projects:

1. Educational applications on dramatic play
2. Educational applications on competitiveness
3. Educational applications on educational games

VI. Primary Learning Resources:

1. "Play: Modern Teaching Strategies" by Dr. Iman Abbas Al-Khaffaf
- 2.

Supporting Sources:

1. "Psychology of Play in Preschool Children" by Hind Mohammed Ahmed Al-Qayati, 2021
2. "Psychology of Play" by Suzanna Miller

Exam Scores:

Exam Components	First Exam	Second Exam	Practical Exam	Activity Effort	Final Exam
Scores	20	10	5	5	

Lecture Halls and Schedule:

Section Room Time

2 1 8:30 AM

3B 3

Instructor Email: suaded2006.edbs@uomustansiriyah.edu.iq

Instructor Signature: Asst. Prof. Dr. Suad Mohsen Ali

Instructor Attendance:
Head of Department Signature:



XX. General Information about the Course: (Course Information)

20. Course Name: Child Nutrition and Health

21. Instructor Name: Asst. Sara Ubaid Ne'ma

22. Course Code: CHNU121

23. Credit Hours: 2

- **Theoretical**
- **Practical**
- **Total 2**

24. Level and Semester: First Stage (One Semester)

XXI. Course Description: (Course Description)

This course explains healthy food and its nutritional elements through understanding the food pyramid and the role of each element in building the human body and its vital functions, as well as diseases caused by malnutrition. It also covers dietary habits of preschool children, nutritional problems they face, and the role of kindergarten teachers in raising nutritional and health awareness in children.

XXII. Course Outcomes: (Course Outcomes)

- 1. Define some basic concepts of food, nutrition, and correct dietary habits for children.**
- 2. Identify the role of healthy food and nutrients in building the body and its vital functions.**
- 3. Identify malnutrition diseases and how to reduce them.**
- 4. Develop nutritional awareness among kindergarten students as representatives of key institutions in child upbringing.**

5. Determine how to follow appropriate therapeutic dietary systems for kindergarten children's health.
-

XXIII. Course Topics (Theoretical – Practical if any):

Week Theoretical Topic

- 1 Concept of food, nutrition, and its importance
- 2 Nutrients: proteins, carbohydrates, fats; importance and types
- 3 Vitamins, minerals, salts
- 4 Food pyramid and food groups
- 5 Healthy food and its importance
- 6 Children's eating behaviors and some health and safety instructions
- 7 Student test
- 8 Dietary habits of preschool children and their types
- 9 Nutritional problems of kindergarten children and malnutrition diseases
- 10 Ideal nutritional needs for the child
- 11 Breastfeeding: types, advantages, and disadvantages
- 12 Basics of meal planning and factors to consider
- 13 Food culture for kindergarten children
- 14 Nutritional awareness and healthy dietary habits

Week Theoretical Topic

15 Student test

XXIV. Assignments and Projects:

- 1. Preparing reports**
 - 2. Preparing nutritious meals**
-

XXV. Primary Learning Resources:

- 1. Farouq Al-Nouri, 1991, Human Nutrition, Ministry of Higher Education and Scientific Research, Iraq.**
- 2. Dr. Iman Younis Ibrahim, 2020, Child Health and Nutrition, Arab Society Library for Publishing and Distribution, Iraq.**

Supporting Sources:

- 1. Abdullah Al-Qaqqa', 2009, Therapeutic Nutrition,**



**Al-Mustansiriyah University - College of Basic
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Department of Kindergarten
Course Syllabus**



I. General Course Information: (Course Information)

- 1. Course Name: Socialization**
Instructor: Prof. Dr. Mouroj Adel Khalaf
- 2. Course Code:**
- 3. Credit Hours: 3**
 - **Theoretical: √ 3**
 - **Practical: 0**
 - **Total: 3**
- 4. Level and Semester: First Year / Second Semester**

II. Course Description:

The Socialization course includes an introduction to the concept, characteristics, and the role of Islam in socialization. It also covers factors affecting socialization, methods of socialization within the family, kindergarten, and school, and discusses theories of socialization.

III. Course Outcomes:

- 1. Students will be familiarized with the concept of socialization.**
- 2. Students will learn about the factors influencing children's socialization.**
- 3. Students will understand the socialization methods used by parents in dealing with children.**
- 4. Students will recognize the role of the kindergarten teacher in the socialization process.**

IV. Course Topics (Theoretical – Practical if any):

Week	Date	Theoretical Topic	Mode
1	First	Concept of Socialization (general and specific) - Definition, characteristics, objectives, conditions, stages	Theoretical
2	Second	Socialization in Islam, Foundations of socialization in Islam	Theoretical
3	Third	Characteristics of socialization in Islam; Dimensions and fields of socialization in Islam	Theoretical
4	Fourth	Factors affecting socialization (heredity, environment, glands)	Theoretical
5	Fifth	Factors affecting socialization (nutrition, maturity, learning, culture)	Theoretical
6	Sixth	First Monthly Exam	Theoretical
7	Seventh	Socialization Institutions (family, kindergarten, school)	Theoretical
8	Eighth	Socialization Institutions (peer group, places of worship, media)	Theoretical
9	Ninth	Theories of Socialization (Erikson's theory, Social Learning theory, Freud's theory)	Theoretical
10	Tenth	Theories of Socialization (Role Theory, Horney's theory)	Theoretical
11	Eleventh	Manifestations of Socialization (social normalization, imitation, identification, role definition, status, self)	Theoretical

Week	Date	Theoretical Topic	Mode
12	Twelfth	Social development of the child, manifestations and demands of social growth	Theoretical
13	Thirteenth	Second Monthly Exam	Theoretical
14	Fourteenth	The role of the mother in child's social growth; The role of kindergarten in child's social growth	Theoretical
15	Fifteenth	Course Review	Theoretical

V. Assignments and Projects:

1. Submit a research summary on a topic chosen by the student about child socialization and its influencing factors.
2. Participate in department activities such as exhibitions and voluntary activities.
3. [Empty or to be determined]

VI. Main Learning Resources:

1. Socialization Lectures prepared by Prof. Dr. Mouroj Adel Khalaf
2. Encyclopedia of Mother and Child / Maya Khater Fakhouri, 2012

Supporting Resources:

1. Family and Child Rearing / Huda Mahmoud Al-Nashif, 2007
2. Socialization of Children

Grading Distribution:

Component	First Exam	Second Exam	Practical Exam	Activity	Effort	Final Exam
Percentage (out of 100)	30	15	None	10	40	60

Lecture Hall and Schedule:

Department	Section	Room	Time	Notes
Department of Kindergarten	1	1	8:30	None

Instructor's Email: Mouroj.2006.edbs@uomustansiriyah.edu.iq

Instructor's Signature: Prof. Dr. Mouroj Adel Khalaf

Instructor's Attendance: Department of Kindergarten

Department Chair Signature:



**Al-Mustansiriyah University - College of Basic
Education
Department of Kindergarten
Course Syllabus**



XXVI. General Course Information (Course Information):

24. Course Name: Specialized Teaching Methods

Instructor: Prof. Dr. Mouroj Adel Khalaf

25. Course Code:

26. Credit Hours: 2

- **Theoretical: √ 2**
- **Practical: 0**
- **Total: 2**

27. Level and Semester: Fourth Year / Seventh Semester

XXVII. Course Description:

The Specialized Teaching Methods course for kindergarten is one of the most important core courses taught to fourth-year students. The course content is directly related to practical application in kindergartens. It includes teaching methods and their practical applications in kindergarten, as well as covering educational units directly linked to the kindergarten curriculum by the Ministry of Education.

XXVIII. Course Outcomes:

- 1. The student will recognize types of teaching methods used in kindergarten.**
- 2. The student will be able to prepare an annual plan for kindergarten.**
- 3. The student will be able to prepare a daily plan based on educational units in kindergarten.**

4. The student will be able to use suitable teaching aids with each teaching method in kindergarten.
5. The student will learn when to use educational corners.
6. The student will learn evaluation methods in kindergarten.

XXIX. Course Topics (Theoretical – Practical if any):

Week	Date	Topic	Mode
1	9	Contemporary Trends in Kindergarten Teaching Methods - Experience-based methods (concept, characteristics, steps, and diversification methods)	Theoretical
2	9	Language Experience and Story-based Methods	Theoretical
3	9	Deductive Method (Inductive, Deductive)	Theoretical
4	9	Goal-oriented Play Methods; Problem-solving methods in kindergarten	Theoretical
5	10	Programs for Kindergarten Children: Child-centered programs / programmed programs	Theoretical
6	10	Classification of cognitive programs: 1. Cognitive growth focused 2. Sensory programs 3. Guided exploration programs	Theoretical
7	10	First Monthly Exam	
8	11	Role of Kindergarten Teacher in the Teaching Process	Theoretical
9	11	Educational Corners / Child Assessment in Kindergarten	Theoretical
10	11	Teaching plan: annual, daily, educational experience, behavioral objectives in cognitive, affective, psychomotor	Theoretical

Week	Date	Topic	Mode
		domains	
11	11	Suggested places to display children's experiences, methods of grouping children	Theoretical
12	12	Second Monthly Exam	
13	12	Teaching materials and aids that facilitate presentation of experiences to children	Theoretical
14	12	Field trips in kindergarten	Theoretical
15	12	Designing a sample daily teaching plan	Theoretical

XXX. Assignments and Projects:

1. Design and implement a daily plan.
 2. Design teaching aids.
-

XXXI. Main Learning Resources:

1. Lectures on Teaching Methods in Kindergarten / Prof. Dr. Mouroj Adel Khalaf
2. Guide to the Integrated Experiential Unit Curriculum for Kindergarten Teachers / Ministry of Education

Supporting Resources:

1. Curriculum and Contemporary Teaching Methods / Haider Abdul Karim Mohsen Al-Zuhairi, 2015
-

Grading Distribution:

Component	First Exam	Second Exam	Practical Exam	Activity	Effort	Final Exam
Percentage (out of 100)	30	15	None	10	40	60

Lecture Hall and Schedule:

Department	Section	Room	Time	Notes
Department of Kindergarten	1	1	8:30	

Instructor's Email: Mouroj.2006.edbs@uomustansiriyah.edu.iq

Instructor's Signature: Prof. Dr. Mouroj Adel Khalaf

Instructor's Attendance:

Department Chair Signature:



I. General Course Information: (Course Information)

- 1. Course Name: Measurement and Evaluation**
Instructor: Assistant Lecturer Taqwa Mohammed Khudair
- 2. Course Code: KGBME326**
- 3. Credit Hours: 2**
 - **Theoretical: 2**
 - **Practical: 0**
 - **Total: 2**
- 4. Level and Semester: Third Level / Sixth Semester**

II. Course Description:

This course provides students with knowledge about the concept of measurement and evaluation. It also teaches students the scientific method for constructing measurement tools (tests).

III. Course Outcomes:

- 1. The student explains the concept, types, and characteristics of measurement.**
 - 2. The student explains the concept and types of evaluation.**
 - 3. The student explains the precise scientific steps for constructing educational and psychological tests.**
-

IV. Course Topics (Theoretical – Practical if any):

Week	Date	Topic	Mode
1	3-10-2016	Concept of Measurement	Theoretical
2	9-10-2016	Characteristics, Levels, and Purposes of Measurement	Theoretical
3	10-10-2016	Uses of Measurement Tools; Classification of Educational and Psychological Tests and Measures	Theoretical
4	16-10-2016	Definition and Types of Evaluation	Theoretical
5	17-10-2016	Criterion-Referenced and Norm-Referenced Evaluation; Scientific conditions for selecting tests and educational and psychological concepts	Theoretical
6	23-10-2016	Monthly Exam	Theoretical
7	24-10-2016	General Steps for Constructing Educational and Psychological Tests	Theoretical
8	30-10-2016	Determining the purpose of the test; Defining the trait domain (Test blueprint)	Theoretical
9	31-10-2016	Writing test items (item construction)	Theoretical
10	6-11-2016	Determining test time and length	Theoretical
11	7-11-2016	Statistical analysis of items (difficulty, discrimination, distractor effectiveness)	Theoretical

Week	Date	Topic	Mode
12	13-11-2016	Concept and types of test validity	Theoretical
13	14-11-2016	Concept and types of test reliability	Theoretical
14	20-11-2016	Extracting test criteria	Theoretical
15	21-11-2016	Monthly Exam	Theoretical

V. Assignments and Projects:

1. Assign students homework related to each course topic.
 2. Prepare reports on course topics.
-

VI. Main Learning Resources:

1. Measurement and Evaluation, Mustafa Mahmoud Al-Imam et al., (1990), Baghdad, Dar Al-Hikma.
2. Principles of Educational Measurement and Evaluation for University Students and Arab Teachers, Seba Mohammad Abu Labda, (2003), Amman.

Supporting Resources:

- 1-
 - 2-
-

Grading Distribution:

Component	First Exam	Second Exam	Practical Exam	Activity	Effort	Final Exam
Percentage (out of 100)	15	15	None	10	40	—

Lecture Hall and Schedule:

Section Language Room Time Notes

A English 2

B English 2

Instructor's Email:
Instructor's Signature:
Instructor's Attendance:
Department Chair Signature:



Al-Mustansiriyah University - College of Basic Education
Department of Kindergarten
Course Syllabus



I. General Course Information: (Course Information)

1. **Course Name: Developmental Psychology**
Instructor: Assistant Lecturer Taqwa Mohammed Khudair
Co-Instructor: Assistant Lecturer Bayader Ahmed Bahjat
2. **Course Code:**
3. **Credit Hours: 3**
 - **Theoretical: √ 3**
 - **Practical: 0**
 - **Total: 3**
4. **Level and Semester: First Year / First Semester**

II. Course Description:

The course "Fundamentals of Psychology" is one of the important courses taught to first-year students in the Department of Kindergarten. It includes the historical development of psychology and factors affecting individual personality and behavior.

III. Course Outcomes:

1. **Students will be introduced to the concept of psychology.**
 2. **Students will learn about factors influencing psychology.**
 3. **Students will understand motivations.**
 4. **Students will understand emotions.**
 5. **Students will learn about attention.**
-

IV. Course Topics (Theoretical – Practical if any):

Week	Date	Topic	Mode
1	1	Historical Development of Psychology	Theoretical
2	2	Psychology in Islamic Heritage	Theoretical
3	2	Theoretical Branches of Psychology	Theoretical
4	2	Applied Branches of Psychology	Theoretical
5	2	Behavior and Influencing Factors	Theoretical
6	3	How Environment Influences Humans	Theoretical
7	3	First Monthly Exam	Theoretical
8	3	Motivations	Theoretical
9	3	Emotions / Classification	Theoretical
10	4	Fear and its manifestations / Anger and its manifestations	Theoretical
11	4	Attention and Sensory Perception	Theoretical
12	4	Second Monthly Exam	Theoretical
13	4	Learning and characteristics of learning process	Theoretical
14	5	Personality / Factors shaping personality	Theoretical
15	15	Important Personality Theories / Personality Measurement	Theoretical

V. Assignments and Projects:

1. Write a report covering one of the psychological theories.
-

VI. Main Learning Resources:

- General Psychology Lectures for the Department of Kindergarten

Supporting Resources:

1. Fundamentals of Psychology / Sami Muhammad Malham
-

Grading Distribution:

Component	First Exam	Second Exam	Practical Exam	Activity	Effort	Final Exam
Percentage (out of 100)	15	15	None	10	40	60

Lecture Hall and Schedule:

Department	Section	Room	Time	Notes
Department of Kindergarten	Morning 1		10:00	
Department of Kindergarten	Morning 2		12:00	
Department of Kindergarten	Evening 1		14:15	

Instructor's Email:

Instructor's Signature:

Instructor's Attendance:

Department Chair Signature:



Al-Mustansiriyah University - College of Basic Education
Department of Kindergarten
Course Syllabus



I. General Course Information: (Course Information)

- 1. Course Name: Childhood Legislations and Organizations**
Instructor: Assistant Lecturer Taqwa Mohammed Khudair
- 2. Course Code:**
- 3. Credit Hours: 2**
 - **Theoretical: 2**
 - **Practical: 0**
 - **Total: 2**
- 4. Level and Semester: First Semester / First Level**

II. Course Description:

The course covers:

The historical development of children's rights, protection of children's rights before, during, and after pregnancy, the child's right to care, education, and protection, many organizations concerned with children's rights, reasons for the emergence of children's rights, and domestic violence.

III. Course Outcomes:

After studying this course, the student will be able to:

- **Identify children's rights before school.**
- **Acquire skills on how to protect children and their rights and apply this knowledge to achieve the best educational outcomes.**
- **Understand the Universal Declaration of Human Rights.**
- **Learn about the reasons behind the emergence of international conventions on children's rights.**

- Understand domestic violence and its treatment methods.

IV. Course Topics (Theoretical – Practical if any):

Week Topic

- 1 Historical development of concern for children's rights**
- 2 Children's rights in Islamic law**
- 3 Children's rights before, during, and after birth**
- 4 General principles about children's rights**
- 5 General principles of the Convention on the Rights of the Child**
- 6 Children's rights charter**
- 7 International Convention on the Rights of the Child**
- 8 Childhood and global concern for the child**
- 9 Universal Declaration of the Rights of the Child**
- 10 First Exam**
- 11 Text of the Declaration on the Rights of the Child**
- 12 Foundations of the Universal Declaration of the Rights of the Child**
- 13 Establishment of UNICEF**
- 14 Role of specialized international organizations and agencies in protecting children's rights**

Week Topic

15 World Health Organization

16 Ensuring protection of children's rights in Iraqi law

17 Importance of children's rights

18 Reasons for the emergence of children's rights

19 Domestic violence in Iraq: causes and treatments

20 Second Exam

V. Assignments and Projects:

- **Educational applications about children's rights**
- **Research about the Convention on the Rights of the Child and its articles**

VI. Main Learning Resources:

- 1. Childhood Legislations / Prof. Dr. Karim Nasser**

Supporting Resources:

- **Legislations Protecting Childhood and Children's Rights / Husni Nasar**

Grading Distribution:

Component	First Exam	Second Exam	Practical Exam	Activity	Effort	Final Exam
Percentage (out of	15	15	5	5	40	60

Component	First Exam	Second Exam	Practical Exam	Activity Effort	Final Exam
100)					

Lecture Hall and Schedule:

Section	Group	Room	Time
1	A	1	8:30
2	B	2	10:30
3	T	3	8:30
4	Th	4	10:30
Evening	A	1	13:30

Instructor's Email: dr.taqwa.mo@uomustansiriyah.edu.iq

Instructor's Signature:

Instructor's Attendance: Department of Kindergarten

Department Chair Signature: