

**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

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Academic Program and Course Description Guide

2025

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 or 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 staff 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, quarterly), 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.

In this regard, we can only emphasize the importance of writing an academic programs and course description to ensure the proper functioning of the educational process.

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: Wasit

Faculty/Institute: Fine Arts

Scientific Department: Plastic Arts

Academic or Professional Program Name: Bachelor of Arts Education

Final Certificate Name: Bachelor of Arts Education

Academic System: Annual Study system

Description Preparation Date: 1/9/2025

File Completion Date: 1/9/2026

Signature:

Head of Department Name:

Dr. Adel Amer Salman

Date:



Signature:

Scientific Associate Name:

Prof. Dr. Fadel Aram Lazem

Date: 1/9/2025

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance

Department: Date:

Signature:



Approval of the Dean

Professor Doctor
Ali Maola Sayed
WUn.F.A.Co.C&TV

1. Program Vision

. Theatrical directing is one of the most important theatrical specializations that requires learning about its theoretical principles and practical skills. Directing is the art of transforming the theatrical text from its literary state to life on the stage of the play using actors, scenography, music, sound effects...etc.

2. Program Mission

. Introducing the art of theater directing and contributing to spreading theatrical culture..

3. Program Objectives

- 1. Providing trainees with the theoretical principles of theater directing, and developing their practical skills.**
- 2. The theoretical aspect: Students learn all the theoretical knowledge surrounding theatrical directing (the concept of directing, the history of theatrical directing, the elements of directing, the director's relationship with the author, actors, and designers).**
- 3. Providing the student with skills in how to deal with theatrical texts before presenting them.**
- 4. The practical aspect: providing students with theatrical directing skills and developing their imagination according to the workshop system.**
- 5. Qualifying students to direct integrated theatrical projects.**

4. Program Accreditation

THRER IS NOT

5. Other external influences

THRER IS NOT

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Enterprise requirements	30	30		Core curriculum
College requirements	YES			
Department requirements	YES			
Summer training	THREER IS NOT			
Other				

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
2026-2025			theoretical	practical
The second		Theater directing	1	1

8. Expected learning outcomes of the program	
Knowledge	
Theory and practical	
Skills	
First: The theoretical aspect: Students learn all the theoretical knowledge surrounding theater directing (The concept of directing, the history of theater directing, the elements of directing, the director's relationship with the author, actors, and designers) – Providing the student with skills in how to deal with theatrical texts before presenting them Second: The practical aspect: - Providing students with theatrical directing skills and developing their imagination according to the workshop system. - Qualifying students to direct integrated theatrical projec	
Ethics	
1. The academic program adopts educational values in dealing with students to motivate and encourage them to learn and to strive to spread knowledge through mastering work and being sincere in its execution. 2. Stimulating students' ambition for achievement and excellence, and developing self-confidence to make the most of their abilities and energies.	

3. Developing students' focus on the importance of fair competition in their pursuit of acquiring capabilities and skills that qualify them to attain high evaluations.

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

- The course is core.

9. Teaching and Learning Strategies

1. The scientific material is first explained theoretically, then applied practically using the whiteboard, smart board, and drawing tools. After that, students practice and apply the material on the board and in their homework notebooks, with the activation of visual observations.
2. Students learn: the concept and history of theatrical directing.
3. Students learn: the director's circle of theatrical relationships.
4. Learning about the most prominent trends in the art of directing and training students in the practice of theatrical directing.

10. Evaluation methods

Monthly exams / Daily participation / Homework assignments

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Assistant Lecturer	Art Education	Theatrical Education			Staff	

Professional Development

Mentoring new faculty members

Development of self-improvement for newly appointed, full-time, and even part-time faculty members through their involvement in scientific and educational courses, as well as participation in seminars, conferences, discussion panels, and teaching methodology workshops as attendees or lecturers, and providing them with the necessary support to conduct studies and research in their fields of specialization—all of which contributes to enhancing their academic and professional levels within their disciplines.

Professional development of faculty members

Developing their skills through involvement in the department's main and subcommittees, as well as utilizing their potential in scientific and artistic events and festivals held in the name of the department and the college. This would greatly contribute to enriching their experience, activities, and professional engagements, enabling them to become effective professional assets capable of filling any gaps that may arise within the department's advanced professional staff.

12. Acceptance Criterion

Students are admitted to the College of Fine Arts through two channels: the first is centralized admission, and the second is direct application. Admission is based on the following criteria:

- The overall grade of the certificate obtained
- The score of the practical examination
- The score of the interview and general knowledge assessment
- The acceptance quota for students according to their specializations and branches, as determined by the Ministry

13. The most important sources of information about the program

- 1- Relying on specialized books in theatrical directing
- 2- Presenting selected examples of Iraqi, Arab, and international theatrical performances

14. Program Development Plan

- 1- Opening channels of cooperation between the department and corresponding academic departments in other colleges for the purpose of exchanging scientific and practical expertise.
- 2- Reviewing specialized curricula and syllabi at the regional and international levels and benefiting from them.
- 3- Activating practical workshops within the specialization.

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
Second Stage		Theatrical Directing	<i>Fundamental</i>	*	*	*	*	*	*	*	*	*	*	*	*

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

Course Description Form

1. Course Name: Theatrical Directing	
2. Course Code:	
3. Semester / Year: Second Stage	
4. Description Preparation Date: 2025 / 9 / 1	
5. Available Attendance Forms:	
6. Total Study Hours (2 hours) / Total Credit Units (1.5 units) 2 hours = 1.5 credit units	
7. Course administrator's name (mention all, if more than one name)	
Name: Hassan Jabr Rashid Email: hasan.jaber@uowasit.edu.iq	
8. Course Objectives	
Course Objectives	1. To provide students with theoretical knowledge and its foundations in theatrical directing. 2. To enable students to connect theoretical concepts with practical applications of the subject. 3. To equip students with the essential skills required for theatrical directing.
9. Teaching and Learning Strategies	
Strategy	• Introducing students to the concept and history of theatrical directing. 1. Familiarizing students with the network of relationships surrounding the theater director. 2. Exploring the most prominent trends in the art of directing. 3. Training students in the practical application of theatrical directing.

10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1.	2	Concept of Theatrical Directing – Practical: Student selects a play (international, Arab, or local) from a reputable source	Discuss the idea and essence of directing and its related conditions	Lecture and Applications	Lecture + Practical: Selecting a play
2.	2	History and Origins of Directing – Practical: Review and discuss selected texts	Understand the emergence of directing and contributing factors	=	Read the play, select a cast based on character count, assign roles
3.	2	Historical Development of Directing – Duke of Saxe-Meiningen	Explore directing evolution alongside acting and reception methods	=	Theory + Practical: Interpret the play, assign stage manage
4.	2	Theory + Practical: Interpret the play, assign design tasks (costumes, set, props, makeup, lighting)	Identify essential traits for a successful director	=	Theory + Practical: Interpret the play, assign design tasks (costumes, set, props, makeup, lighting)
5.	2	Characteristics and Goals of Directing	Explore artistic and educational goals of directing	=	Theory + Practical: Scene breakdown, guide stage manager to prepare essentials
6.	2	Director's Role	Define the director's responsibilities	=	Theory + Practical: Initial movement training for scene one with costumes and props
7.	2	Elements of Directing	Examine all elements related to theatrical production	=	Theory + Practical: Continue movement training for scene one
8.	2	First Monthly Exam (First Semester)	Assessment	=	Written Exam
9.	2	Dramatic Values: Idea & Dialogue	Understand dramatic values	=	Theory + Practical: Movement training, costume prep, partial set design

10.	2	Dramatic Values: Character & Plot	Understand dramatic values	=	Theory + Practical: Movement training, costume prep, partial set design
11.	2	Dramatic Values: Psychological Atmosphere	Understand dramatic values	=	Theory + Practical: Full set and costume preparation
12.	2	André Antoine	Explore his philosophy and works	=	Theory + Practical: Full set and costume preparation
13.	2	André Antoine (continued)	Deepen understanding of his philosophy and works	=	Theory + Practical: Role memorization emphasized
14.	2	Konstantin Stanislavski	Explore his philosophy and works	=	Theory + Practical: Full set and costume preparation
15.	2	Second Monthly Exam (First Semester)	Assessment	=	Theory + Practical: Full set and costume preparation
16.	2	Konstantin Stanislavski (continued)	Deepen understanding of his philosophy and works	=	Theory + Practical
17.	2	Bertolt Brecht	Explore his philosophy and works	=	Theory + Practical
18.	2	Theory + Practica	Understand drama in <i>Poetics</i>	=	Theory + Practical
19.	2	Epic Theatre Theory	Explore its philosophical and dramatic roots	=	Theory + Practical
20.	2	Illusion vs. Non-Illusion	Discuss the theory between Aristotle and Brecht	=	Theory + Practical: Training with props and costumes
21.	2	Catharsis vs. Change	Explore catharsis in Greek texts and change in Brecht's plays	=	Theory + Practical: Training with props, costumes, and makeup
22.	2	Exam	Exam	=	Written Exam
23.	2	Jerzy Grotowski	Study <i>Poor Theatre</i>	=	Theory + Practical: Training with props, costumes, and makeup
24.	2	Peter Brook	Study <i>The Empty Space</i>	=	Theory + Practical: Training with

					props, costumes, and makeup
25.	2	Epic Theatre	Understand its concept, heroes, plot, presentation style, and transformative power	=	Theory
26.	2	Alienation Effect	Explore the concept in epic theatre	=	Theory + Practical: Performance with feedback
27.	2	The Fourth Wall	Discuss Brecht's concept of the fourth wall	=	Theory + Practical: Preliminary general rehearsal with feedback
28.	2	Elements of Theatrical Directing	Explore components of the performance: actor, technical elements (lighting, set, costumes)	=	Theory + Full technical rehearsal without interruption
29.	2	Directorial Vision	Discuss how directorial visions are formed	=	Full theatrical performance
30.	2	Final Exam	Exam	=	Written Exam

15. Course Evaluation

Grade Distribution (out of 100) is as follows: 30% is allocated to the first semester, which is further divided into: - 10 marks for two exams (5 marks each) - 10 marks for assignment submissions and class discussions Another 30% is allocated to the second semester, divided in the same manner as the first semester

16. Learning and Teaching Resources

Required textbooks (curricular books, if any)	- Principles of Theatrical Directing – Sa Abdul Hamid & Badri Hassoun Farid
Main references (sources)	• <i>Aesthetics of Directing</i> – Zygmunt Hübner
Recommended books and references (scientific journals, reports...)	• <i>Foundations of Theatrical Directing</i> – Alexander Dean Elements of Vision in Theatrical Directing Othman Abdul-Mu'ti Othman-
Electronic References, Websites	Published Books in PDF Format: Specialized readings and viewing theatrical performances.

1. Program Vision

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

2. Program Mission

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

3. Program Objectives

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

4. Program Accreditation

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

5. Other external influences

Is there a sponsor for the program?

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements				
College Requirements				

Department Requirements				
Summer Training				
Other				

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

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
third		murals		/

8. Expected learning outcomes of the program	
Knowledge	
Learning Outcomes 1	Learning Outcomes Statement 1
Skills	
Learning Outcomes 2	Learning Outcomes Statement 2
Learning Outcomes 3	Learning Outcomes Statement 3
Ethics	
Learning Outcomes 4	Learning Outcomes Statement 4
Learning Outcomes 5	Learning Outcomes Statement 5

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

10. Evaluation methods
Implemented at all stages of the program in general.

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

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

12. Acceptance Criterion
(Setting regulations related to enrollment in the college or institute, whether central admission or others)

13. The most important sources of information about the program
State briefly the sources of information about the program.

14. Program Development Plan

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
third		murals	Basic	/				/	/			/	/		

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

Course Description Form

1. Course Name:	
murals	
2. Course Code:	
9/1/2025	
3. Semester / Year:	
2024-2025	
4. Description Preparation Date:	
presence	
5. Available Attendance Forms:	
6. Number of Credit Hours (Total) / Number of Units (Total)	
120	
7. Course administrator's name (mention all, if more than one name)	
Name: Enas Adil Mub Mub Mub ad Email: enas. al- hama wandi @uow asit.ed u.iq 	
8. Course Objectives	
Course Objectives	- For the student to develop his skills in artistic creativity - That the student be able to become familiar with the origins of art and the established areas of artistic culture and keep up with the new and link it to the original. - Implementing various topics on various

			materials.		
9. Teaching and Learning Strategies					
Strategy		Viewing method on the datashow Learning by doing and practical performance (application in the classroom)			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	4 hours	Mural concept		Learning by doing and practical performance	
2	4 hours	How to choose a location for murals			
3	4 hours	Spatial relationships between murals and the ocean			
4	4 hours	Develop designs			
5	4 hours	for wall paintings			
6	4 hours	Choose the appropriate theme for the murals			
7	4 hours	Recognizing the differences			
8	4 hours	between mural painting and regular paintings			
9	4 hours	Identify the techniques used in different murals			
10	4 hours	Preparing and preparing a wooden easel by the students, measuring			
11	4 hours	50 x 70 cm, for drawing on it with the color of gouache.			
12	4 hours	=			
13	4 hours	Preparing and			
14	4 hours				
15	4 hours				

16	4 hours	preparing a wooden easel by the			
17	4 hours	students, measuring			
18	4 hours	50 x 70 cm, for			
19	4 hours	drawing on it in the			
20	4 hours	color of tandra			
21	4 hours	(powder with			
22	4 hours	bangs).			
23	4 hours	=			
24	4 hours	Preparing and			
25	4 hours	preparing a wooden			
26	4 hours	easel by the			
27	4 hours	students, measuring			
28	4 hours	50 x 70 cm, for			
29	4 hours	drawing using the			
30	4 hours	Graffiti technique.			
		=			
		Criticism and			
		analysis of artistic			
		works			
		Evaluation of the			
		work by the			
		competent			
		committee			
		The concept of			
		mosaic and its			
		types			
		Students choose			
		topics suitable for			
		mosaic drawing			
		Preparing the wood			
		painting for the			
		painting by the			
		students			
		Prepare the			
		materials used:			
		white cement,			
		grout, pieces of			
		ceramic or pieces			
		of colored glass.			
		=			
		Gluing the mosaic			

		pieces to the wood support = = = Drawing a subject using pentel on wood is a group work = = = Criticism and analysis of artistic works Evaluation of the work by the competent committee			
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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. Program Vision

The College of Fine Arts seeks to prepare graduates in the field of fine arts to work in the community as teachers or instructors of art education in educational institutions

2. Program Mission

To prepare and graduate pioneering scientific and leadership competencies in the field of fine arts and to develop the knowledge base in the field of scientific research in the field of economics in order to serve the local, regional and international community, in addition to training and refining the minds of students scientifically and cognitively, emphasizing social and cultural values and responding to the requirements of the local market.

3. Program Objectives

A1– To understand and comprehend the subject of musical appreciation, develop their senses, and enhance their vocal and auditory abilities.

A2– To be able to interact with student groups and lead them in any assigned choral work.

A3– To enhance their artistic culture in the field of music and vocals, as well as their knowledge of theories and familiarity with Eastern and Western musical scales..

4. Program Accreditation

nothing

5. Other external influence> – nothing

6.

Is there a sponsor for the program?

7. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	75	75		Basic course
College Requirements	Yes			
Department Requirements	Yes			
Summer Training	nothing			
Other				

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

8. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
2025–2026 / Third		Musical taste		applied

9. Expected learning outcomes of the program

Knowledge	
Learning Outcomes 1	Learning Outcomes Statement 1
Skills	
Learning Outcomes 2	Learning Outcomes Statement 2
Learning Outcomes 3	Learning Outcomes Statement 3
Ethics	
Learning Outcomes 4	Learning Outcomes Statement 4
Learning Outcomes 5	Learning Outcomes Statement 5

10. Teaching and Learning Strategies

10. Teaching and Learning Strategies – Explaining the subject matter to students in detail.
2. Involving students in performing as choral groups.
3. Developing students' ability to appreciate and scientifically analyze musical pieces based on music theory.

11. Evaluation methods

Weekly, monthly, daily and end of year exams..

12. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	general	Special			Staff	Lecturer

Professional Development

Mentoring new faculty members

Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.

Professional development of faculty members

Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

13. Acceptance Criterion
Live and includes a test

14. The most important sources of information about the program
State briefly the sources of information about the program. 1– Introduction to Musical Arts by Dr. Tariq Hassoun Farid 2– Music Appreciation by Dr. Saleh Al-Fahdawi 3– Music Appreciation Training Program for Learners by Dr. Fadel Aram

15. Program Development Plan
Using new concepts and theories in the field of music and vocal training, and developing students' musical tastes through the audio equipment available in the vocal lab and classroom for two-thirds of the class. 2– Providing weekly theoretical material for one-third of the class

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
2026-2025		Musical taste	essential		=	=		=	=			=	=		

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

Course Description Form

Vocabulary for the subject (musical appreciation)

Vocabulary for musical appreciation			
(First semester)			
Number hours: 3	Academic units: 2 units (Theoretical = 10) (Practical = 20) = 30	third level	
the topic			the week
Theoretical material: A general overview of the concept of music and its origins. Practical subject: Listening to some music as old man			the first
Theoretical material: the elements that make up music and their types (time, melody, vocal harmonic performance). Practical subject: Listening to different types musical production.			the second
Theoretical subject: The concept of listening to music Practical subject: training in listening to different types of music.			the third

Theoretical subject: Levels of music appreciation. Practical subject: Training in listening to levels musical taste.	the fourth
Theoretical subject: Types of musical production (Types of musical texture). Practical subject: Listening to types of music production.	Fifth
Theoretical subject: The relationship of music other arts (theatre, cinema) Practical subject: Listening to theatrical and cinematic musical productions.	VI
Theoretical subject: Principles of reading and writing music (musical score) Practical subject: Training on drawing scales and musical notes.	Seventh
Theoretical subject: Principles of reading and writing music (resonance signs). Practical subject: Training on performing ringing signs times.	VIII
Theoretical subject: Principles of reading and writing music (signs and forms of silence and resonance) Practical subject: Training on writing and performing signs of silence and resonance	Ninth
Theoretical subject: Principles of reading and writing music (conversion marks). Practical subject: Training on writing conversion marks.	The tenth

Theoretical subject: Principles of reading and writing music (musical keys). Practical subject: Training on writing the types musical keys in their correct positions.	eleventh
Theoretical subject: Principles of reading and writing music (Western and honorific names of tunes). Practical subject: Training in writing and comparing the names of Western and Arabic tunes.	twelfth
Theoretical subject: Principles of reading and writing music (octave, oriental scale - diwan) Practical subject: Training in performing musical scales (octave - diwan)	Thirteenth
Theoretical subject: Principles of reading and writing music, writing some musical scales (Nahawand and Ajam) Practical subject: Training in performing musical scales (Nahawand and Persian)	fourteenth
Semester exam: (Theoretical exam, grade 10) (Practical exam, 20) Total = 30	Fifteenth

Vocabulary for musical appreciation		
(the second semester)		
Number hours: 3	Academic units: 2 units (Theoretical = 10)	third level

	(Practical = 20) = 30	
the topic		the week
Theoretical subject: History of Western music. Practical subject: Listening and analyzing some Western musical compositions.		the first
Theoretical subject: The history of Eastern Arabic music. Practical subject: Listening and analyzing some Eastern Arabic musical compositions.		the second
Theoretical subject: Types of musical instruments (stringed, wind, brass, and percussion). Practical subject: Listening to some musical instruments and arranging them in a musical production.		the third
Theoretical subject: Sound: its concept and characteristics. Practical subject: Listening to some examples of sound as a musical phenomenon.		the fourth
Theoretical subject: The female and male human voice (its types and colours). Practical subject: Listening to some audio layers of the human voice.		Fifth
Theoretical subject: The foundations of forming musical bands and distributing male and female voices. Practical material: Training on some solo exercises for men and women.		VI

Theoretical subject: Principles of musical leadership and the teacher's teaching method in the classroom. Practical subject: Solfege performance exercises for male and female students as a choral group.	Seventh
Theoretical subject: Methods of choral performance and solo and group singing. Practical subject: Forming a choir of male and female students and warm-up exercises for the voice.	VIII
Theoretical subject: forms of oriental singing. Practical subject: Training the choir (female students) on some singing patterns.	Ninth
Theoretical material: The method of recording Sala (Hijaz, Bayat) and their types. Practical subject: Training the choir (female students) on songs from the Hijaz and Bayat maqamat.	The tenth
Theoretical material: The method of recording Sala (Kurd, Saba) and their types. Practical subject: Training the choir (female students) on songs from the Maqām al-Kurd and al-Saba.	eleventh
Theoretical material: The method of writing down the names (sika, rast) and their types. Practical subject: Training the choir (female students) on songs from the Sika and Rast maqams.	twelfth
Theoretical subject: Method of recording Sala (Ajam, Nahawand) and their genera. Practical subject: Training the choir (female students) on songs from the Ajam and Nahavand maqamis.	Thirteenth
Theoretical subject: Choir training (female students)	fourteenth

on selected songs. Practical subject: Choir training (female students) selected songs.	h
Semester exam: (Theoretical exam, grade 15) (Practical exam, 20) Total = 30	Fifteen

Annual pursuit: (first semester exam score 30) + (first semester exam score 30) = 60 Final exam: (Theoretical exam = 15) (Practical exam = 25) Total = 40 Final grade: (annual endeavor grade = 60) + (first semester exam grade = 40) = 100	Final grade
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Professor Article

Prof. A . Dr. Fadhel Aram L

1. Program Vision

The College of Fine Arts seeks to prepare graduates in the field of art sciences to work in government departments and benefit from the specialization in the practical and applied field.

2. Program Mission

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

3. Program Objectives

Working to prepare and graduate pioneering scientific and leadership competencies in the field of art sciences and to develop the knowledge base in the field of visual arts research in the service of society.

4. Program Accreditation

A1– Understanding and comprehending human rights and the role of democracy.
A2– Dealing with the protection and respect of human rights and developing solutions to violations.
3– Understanding the methods and approaches of rights and freedoms and how to obtain them.

5. Other external influences

Is there a sponsor for the program?

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
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Institution Requirements	Study in all university colleges			Secondary
College Requirements	He studies in both departments			
Department Requirements	1			
Summer Training				
Other				

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

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
2025– 2026 First		Human Rights and Democracy	theoretical	practical

8. Expected learning outcomes of the program	
Knowledge	
A1– Knowledge of human rights A2– Understanding the development of human rights and democracy	A3– Understanding the comparison between human rights in the past and present A4– Understanding human rights at the Iraqi and international levels
Skills	
B1– The ability to organize, comprehend, and apply the lecture in practice.	B3– Building the foundations for a future vision and developing self-assessment skills through the findings of student tests.
B2– Dealing with crises and addressing individual differences without infringing on the rights of others.	B4– Organizing the lecture well.

Ethics	
Helping students acquire beneficial values in line with human rights, Arab authenticity, and the principles of Islam and other heavenly religions.	

9. Teaching and Learning Strategies
1.Explain the scientific material to students in detail. 2. Engage students in expressing opinions and analyzing rights, freedoms, and democracy. 3. Discuss and engage in dialogue about vocabulary related to human rights and the rights of others.

10. Evaluation methods
Directly through daily, weekly and monthly lectures and the end-of-year exam, and indirectly through an estimated assessment of the student through attendance and daily level.

11. Faculty						
Faculty Members						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
	Public law,	international human rights law			√	

Professional Development

Mentoring new faculty members

Statement of its obligations in relation to students' rights

Professional development of faculty members

Focusing on providing learning opportunities and acquired experiences that develop students' abilities and orientations and guiding them towards continuous learning to ensure the development of their theoretical and practical cognitive competencies.

12. Acceptance Criterion

– Preparatory school certificate, fine arts institute certificate, or vocational certificate

13. The most important sources of information about the program

- 1– Dr. Ibrahim Ahmed Khalifa, The International Commitment to Respect Human Rights and Fundamental Freedoms, Dar Al-Jami'a Al-Jadida, Egypt, 2007.
- 2– Dr. Hafez Alwan Hammadi Al-Dulaimi, Human Rights, 1st ed., Al-Sanhouri Library, Baghdad, 2018.
- 3– Dr. Hamid Hanoun Khalid, Human Rights, Al-Sanhouri Library, Beirut, 2015.
- 4– Our Professor Dr. Muhammad Thamer, Social, Economic, and Cultural Human Rights, 1st ed., Legal Library, Beirut, 2009.
- 5– Our Professor Dr. Muhammad Thamer, Political Human Rights, 1st ed., Legal Library, 2012.
- 6– Our Professor Dr. Muhammad Thamer, Human Rights: General Principles and Fundamentals, Al-Sanhouri Library, Baghdad, 2012.

14. Program Development Plan

Using new concepts to develop the rights and freedoms referred to in international agreements and Iraqi legislation.

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
2026-2025		Human Rights and Democracy	Secondary	√	√			√	√			√	√		

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

Course Description Form

1. Course Name:					
Human Rights and Democracy					
2. Course Code:					
3. Semester / Year:					
2025– 2026					
4. Description Preparation Date:					
2025 /9 /1					
5. Available Attendance Forms:					
Theoretical (in-person)					
6. Number of Credit Hours (Total) / Number of Units (Total)					
1 - 30					
7. Course administrator's name (mention all, if more than one name)					
Name: Huda Malik Saber Email: hsabeer@uowasit.edu.iq					
8. Course Objectives					
Course Objectives			- Learn about human rights, their source international and domestic guarantees, and their protection. - Learn about democracy and the right to vote		
9. Teaching and Learning Strategies					
Strategy		Basic teaching methods (lecture explanation and discussion) Modern teaching methods (using visual feedback to absorb and understand the material)			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	1		Human Rights and Democracy		

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)					

Evaluation method	Teaching method	Name of the unit/course or subject	Required learning outcomes	Hours	Week
For written tests	Deliverance – discussion	Definition of human rights	Referred to in the previous axis, each according to the content	1	1
For written tests	Deliverance – discussion	Characteristics of human rights	=	1	2
For written tests		The concept of human rights	=	1	3
For written tests	– Deliverance – discussion	Characteristics of human rights	=	2	4
For written tests	Deliverance – discussion	Modern human rights Internal guarantees The principle of the rule of law	=	1	5
For written tests	Deliverance – discussion	Modern human rights Internal guarantees The principle of the rule of law	=	1	6
	Deliverance – discussion	Human rights in ancient civilizations	=	1	7
For written tests		Human rights in Human Islam rights in Islam Human rights in Islam	=	1	8
		Human rights in Islam Human rights in Islam Human rights in Islam	Human rights in Islam	1	9

		Human rights in Islam Human rights in Islam Human rights in Islam	=	1	10
For written tests	Deliverance – discussion	The concept of democracy	=	1	11
For written tests	Deliverance – discussion	The concept of democracy	=	1	12
For written tests	Deliverance – discussion	Types of democracy	=	1	13
For written tests	Deliverance – discussion	New democracy	=	2	14
For written tests	Deliverance – discussion	Electoral systems	=	1	15
For written tests	Deliverance – discussion	Pillars of democracy	=	1	16
For written tests	Deliverance – discussion		=	1	17
For written tests	Deliverance – discussion	Forms of democracy	=	1	18
	Deliverance - discussion	Electoral College	=	1	19
For written tests	Deliverance - discussion	Election stages	=	1	20
	Deliverance – discussion	Types of elections	=	1	21
		The role of regional organizations	=	1	22
		Women and election	=	1	23
		Women's rights in the constitution	=	1	24
		Women's rights in law	=	1	25
		Human rights resources	=	1	26

For written tests		The electorate	=	1	27
For written tests	–	Human rights in Islam	=	1	28
For written tests	–	The concept of democracy	=	1	29
For written tests			=	1	30
For written tests		Human rights in Islam	=	1	31
For written tests		The exam	=	1	32
For written tests					

1. Program Vision

The Department of Fine Arts adopted a strategy of systematic scientific and artistic expansion to stimulate the educational and academic path to create creative mechanisms compatible in its path and direction with the requirements of the era and its transformative language, which aims to activate intellectual activity and give experimental and applied spaces the largest and most comprehensive space for students to fulfill their role to the fullest.

2. Program Mission

Striving to build a distinguished academic academy for the students of the Fine Arts Department, by providing quality mechanisms in education and in the available specializations, to prepare scientific and artistic cadres that serve the needs of the local market, and to pave the way for creative artistic energies to join academic studies within the current specializations, and thus work to refine those talents and prepare them in preparation. well to be able to spread artistic and educational awareness.

3. Program Objectives

- Introducing the student to the priorities of the elements of art
- Introducing the student to the importance of the elements of art
- Providing the student with artistic and scientific skills for the Elements of Art subject in accordance with the realistic academic curriculum
- The student acquires the skill of making artistic works and familiarizes him with the types of materials

4. Program Accreditation

Does the program have program accreditation? From which side?

5. Other external influences

Is there a sponsor for the program?

6. Program Structure

Programstructure	Number of courses	Credit hours	percentage	Reviews*
Enterprise requirements				
College requirements				
Department requirements				
summer training				
atc				

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
The first	The first	Art elements	applied	Practical + theoretical
The first	The first	Art elements	0	3

8.Expected learning outcomes of the program

Knowledge

Statement of learning outcomes 1

Skills

The student acquires skills related to the elements of art

Ethics

- 1The academic program adopts educational values in dealing with students to motivate and encourage them to learn and strive to spread knowledge through mastery of work and sincerity in achieving it.
- 2Raising students' ambition to achieve and excel and developing self-confidence to make the most of their potential and energies.
- 3Developing students' focus on the importance of fair competition in their quest to

possess capabilities and skills that qualify them to gain high ratings.

-4Spreading the spirit of cooperation among students and directing them not to depend on the efforts of others in order to avoid the emergence and spread of the phenomenon of selfishness among them.

Spreading a culture of rejecting everything that contradicts the norms, traditions and values adopted by the department at the private level and society at the general level.

9. Teaching and learning strategies

-1The ability to create works of art

-2The ability to build a construction topic through practice

-3The ability to design artistic projects of an aesthetic nature

10.Evaluation methods

Daily evaluation after the end of the lesson

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Teacher	Fine Arts	Art elements			angel	

Professional Development

Mentoring new faculty members

Developing the self-development of new and full-time faculty members and even lecturers by involving them in scientific and educational courses, as well as involving them in seminars, conferences, discussion groups, and teaching methods courses as participants or lecturers, and providing facilities for them to conduct studies and research in their field of specialization, all of which would raise their scientific and expert levels in Specialty.

Professional development of faculty members

Developing their skills by involving them in the sub-committees and main committees of the department, as well as employing their energies for scientific and artistic events and festivals that are held in the name of the department and college. This would add a lot to their experiences, activities and professional activities, so that they become effective professional tools that can fill any deficiency that may occur within the professional cadres. advanced in the department.

12. Acceptance Criterion

Students are accepted into the College of Arts through two channels: the first is central admission and the second is direct application, based on the following:

- The general average of the certificate obtained**
- Practical test score**
- Interview score and general information**
- The acceptance rate for students according to their specializations and branches, as set by the Ministry**

13. The most important sources of information about the program

- 1- The website of the department and college.
- 2- The department's annual guide.
- 3- The department's activities and details of its tasks announced on social media sites.

14. Program Development Plan

- 1- Opening the door for cooperation between the department and scientific departments in the corresponding colleges for the purposes of exchanging scientific and practical experiences.
- 2- Developing the visiting professor plan and activating it at the regional and global levels.
- 3- Working to repeat the symposium event implemented this year in order to inform the department's students about local competencies at the Iraqi level and benefit from their potential.
- 4- Replicating the effectiveness of hosting local talents emigrating outside Iraq to

engage students and expand their awareness by informing them of the scientific and academic biography of these expatriates.

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
first		Art elements	Basic	*	*	*	*	*	*	*	*	*	*	*	*

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

Course description form

1. Course name: Elements of art

2. Course code

3. First semester/year

4. The date this description was prepared is 1/9/2025

5.

6. Available forms of attendance : (Weekly)

7. Number of study hours (total)/number of units (total) 3 hours 2 units

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

Name: Adel Amer Salman

Email: aamer @uowasit.edu.iq

9. Course objectives

Objectives of the study subject

A- The student's introduction to the priorities of the Elements of Art subject

B- Introducing the student to the importance of the elements of art

T- Providing the student with artistic skills in the Elements of Art subject in accordance with the realistic academic curriculum

D- The student will acquire the skill of creating graphic works of art and familiarizing him with the types of materials

E- Giving the student the opportunity to practice the art of drawing and learn about it through self-experimentation

10. Teaching and learning strategies

- Continuous motivation to practice the basic skills of drawing using acrylic colors.
- Motivating students and developing their abilities to deal with the various topics given to them in a simplified manner.
- Explanation and clarification.
- Direct presentation to students of pictorial forms of construction formations within various art schools.
- Practical practice inside the hall.
- Diversifying the selected construction topics.

The strategy

11. Course structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hour	week
Weekly evaluation	applied	Planning with pencils	Pottery vessel layout	3	1
Weekly evaluation	applied	Planning with pencils	Pottery vessel layout	3	2
Weekly evaluation	applied	Planning with pencils	Pottery vessel layout	3	3
Weekly evaluation	applied	Planning with pencils	Pottery vessel layout	3	4
Weekly evaluation	applied	Planning with pencils	Pottery vessel layout	3	5

Weekly evaluation	applied	Planning with pencils	Pottery vessel layout	3	6
Weekly evaluation	applied	Drawing with acrylic colours	Drawing geometric shapes	3	7
Weekly evaluation	applied	Drawing with acrylic colours	Drawing geometric shapes	3	8
Weekly evaluation	applied	Drawing with acrylic colours	Drawing geometric shapes	3	9
Weekly evaluation	applied	Drawing with acrylic colours	Drawing geometric shapes	3	10
Weekly evaluation	applied	Drawing with acrylic colours	Drawing geometric shapes	3	11
Weekly evaluation	applied	Drawing with acrylic colours	Drawing geometric shapes	3	12
Weekly evaluation	applied	Drawing with acrylic colours	Drawing geometric shapes	3	13
Weekly evaluation	applied	Drawing with acrylic colours	Drawing geometric shapes	3	14
Weekly evaluation	applied	Drawing with acrylic colours	Drawing geometric shapes	3	15
Weekly evaluation	applied	Drawing with acrylic colours	Drawing geometric shapes	3	16
Weekly evaluation	applied	Drawing with acrylic colours	Drawing geometric shapes	3	17
Weekly evaluation	applied	Drawing with acrylic colours	Drawing geometric shapes	3	18
Weekly evaluation	applied	Drawing with acrylic colours	Drawing geometric shapes	3	19
Weekly evaluation	applied	Drawing with acrylic colours	Drawing geometric shapes	3	20
Weekly evaluation	applied	Watercolor painting	Landscape drawing	3	21
Weekly evaluation	applied	Watercolor painting	Landscape drawing	3	22
Weekly evaluation	applied	Watercolor painting	Landscape drawing	3	23
Weekly evaluation	applied	Watercolor painting	Landscape drawing	3	24
Weekly evaluation	applied	Watercolor painting	Landscape drawing	3	25
Weekly evaluation	applied	Watercolor painting	Landscape drawing	3	26
Weekly evaluation	applied	Watercolor painting	Landscape drawing	3	27
Weekly evaluation	applied	Watercolor painting	Landscape drawing	3	28
Weekly evaluation	applied	Watercolor painting	Landscape drawing	3	29
Weekly evaluation	applied	Watercolor painting	Landscape drawing	3	30

11. Course evaluation

The students are evaluated after the end of the lesson on a weekly basis, so that the grade for the first semester is 10 theoretical + 20 practical = 30%, and the second semester is 10 theoretical + 20 practical = 30%, and the final grade is 15 theoretical + 25 practical = 40%

12. Learning and teaching resources

Main references (sources)	The curriculum book for the course is not based, except for the academic vocabulary, which is divided into 30 weeks
Recommended supporting books and references (scientific journals, reports...)	Relying on the book Elements of Art written by Faraj Abbo As an important introduction to the theories and

	basics of the elements of art
Electronic references, Internet sites	Relying on some practical explanations For requirements technical elements taken from sites The Internet and quoting some simple films

1. Program Vision

Curriculum dramatization is considered a pivotal specialization in the educational process. It strives for leadership and excellence in transforming learning from a traditional rote-learning path into an interactive, innovative dramatic environment that embodies methodological knowledge, and contributes to building a well-rounded learner personality characterized by creativity, communication, and critical thinking.

2. Program Mission

. Introducing the art of theater directing and contributing to spreading theatrical culture..

3. Program Objectives

Equipping trainees with the theoretical principles of curriculum dramatization and developing their practical skills.

١. The Theoretical Aspect: Establishing the conceptual, philosophical, and pedagogical frameworks of curriculum dramatization, and understanding the techniques for converting abstract knowledge into a dramatic framework.
٢. The Practical Aspect: Providing learners with applied skills in adapting methodological texts for the stage, directing educational performances, and activating active learning within the classroom.

4. Program Accreditation

THREER IS NOT

5. Other external influences

THREER IS NOT

6. Program Structure				
Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Enterprise requirements	٣٠	٣٠		Core curriculum
College requirements	YES			
Department requirements	YES			
Summer training	THREER IS NOT			
Other	٣٠			

7. Program Description			
Year/Level	Course Code	Course Name	Credit Hours
			theoretical practical
8. Expected learning outcomes of the program			
Knowledge			
Theory and practical			
Skills			
First: The Theoretical Aspect: The ability to deconstruct educational texts and concepts, and reformulate them into well-crafted theatrical scenarios and dialogues without compromising the scientific content.Second: The Practical Aspect: The ability to physically and vocally embody the methodological text, and direct it theatrically using performance elements (such as visual and spatial techniques) within the educational environment.			
Ethics			
١. The academic program adopts educational values in dealing with students to motivate and encourage them to learn and to strive to spread knowledge through mastering work and being sincere in its execution. ٢. Stimulating students' ambition for achievement and excellence, and developing self-confidence to make the most of their abilities and energies. ٣. Developing students' focus on the importance of fair competition in their pursuit of acquiring capabilities and skills that qualify them to attain high evaluations.			

9. Teaching and Learning Strategies

Theoretically explaining the scientific material and then applying it practically, utilizing the whiteboard, smartboard, and drawing tools, followed by student practice and exercises on the board and in homework notebooks, alongside activating educational observations.

Introducing students to the concept of curriculum dramatization.

Introducing students to the philosophy and pedagogical foundations of curriculum dramatization, and the role of drama in simplifying knowledge and transforming learning into an interactive experience.

10. Evaluation methods

Monthly exams / Daily participation / Homework assignments

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Assistant Lecturer	Art Education	Theatrical Education			Staff	

Professional Development

Mentoring new faculty members

Development of self-improvement for newly appointed, full-time, and even part-time faculty members through their involvement in scientific and educational courses, as well as participation in seminars, conferences, discussion panels, and teaching methodology workshops as attendees or lecturers, and providing them with the necessary support to conduct studies and research in their fields of specialization—all of which contributes to enhancing their academic and professional levels within their disciplines.

Professional development of faculty members

Developing their skills through involvement in the department's main and subcommittees, as well as utilizing their potential in scientific and artistic events and festivals held in the name of the department and the college. This would greatly contribute to enriching their experience, activities, and professional engagements, enabling them to become effective professional assets capable of filling any gaps that may arise within the department's advanced professional staff.

12. Acceptance Criterion

Students are admitted to the College of Fine Arts through two channels: the first is centralized admission, and the second is direct application. Admission is based on the following criteria:

- The overall grade of the certificate obtained
- The score of the practical examination
- The score of the interview and general knowledge assessment
- The acceptance quota for students according to their specializations and branches, as determined by the Ministry

13. The most important sources of information about the program

- ١- Relying on specialized books in curriculum dramatization.
- ٢- Presenting selected examples of Iraqi, Arab, and international theatrical performances

14. Program Development Plan

- ١- Opening channels of cooperation between the department and corresponding academic departments in other colleges for the purpose of exchanging scientific and practical expertise.
- ٢- Reviewing specialized curricula and syllabi at the regional and international levels and benefiting from them.
- ٣- Activating practical workshops within the specialization.

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A ¹	A ²	A ³	A ⁴	B ¹	B ²	B ³	B ⁴	C ¹	C ²	C ³	C ⁴
Second Stage		Curriculum dramatization	<i>Fundamental</i>	*	*	*	*	*	*	*	*	*	*	*	*

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

Course Description Form

1. Course Name: Curriculum dramatization	
2. Course Code:	
3. Semester / Year: Second Stage	
4. Description Preparation Date: ٢٠٢٥ / ٩ / ١	
٥. Available Attendance Forms:	
٦. Total Study Hours (٣ hours) / Total Credit Units (١.٥ units) ٣ hours = ٣ credit units	
٧. Course administrator's name (mention all, if more than one name)	
Name: Hassan Jabr Rashid Email: hasan.jaber@uowasit.edu.iq	
8. Course Objectives	
Course Objectives	١. To provide students with theoretical knowledge and its foundations in Curriculum Dramatization Subject ٢. To enable students to connect theoretical concepts with practical applications of the subject. ٣. To equip students with the essential skills required for Curriculum dramatization.
9. Teaching and Learning Strategies	
Strategy	• Introducing students to the concept and history of theatrical directing. ١. Familiarizing students with the network of relationships surrounding the theater director. ٢. Exploring the most prominent trends in the art of directing. ٣. Training students in the practical application of theatrical directing.

10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
١.	٢	The Concept of Curriculum Dramatization	Discussing the concept and notion of curriculum dramatization	Lecture and Applications	Lecture + Practical: Selecting a play
٢.	٢	The Difference Between Curriculum Dramatization and Children's Theatre	Identifying the differences and resolving the existing ambiguity between curriculum dramatization and children's theatre.	=	=
٣.	٢	The Core Concepts of the Term "Curriculum Dramatization"	Defining the core concepts of the terms "curriculum dramatization," "school theatre," and "children's theatre," alongside their operational techniques.	=	=
٤.	٢	The Benefits of Curriculum Dramatization for Students	Identifying the benefits of curriculum dramatization for students.	=	=
٥.	٢	The Challenges Facing the Theatre	Identifying the most significant challenges facing the theatre in general.	=	=
٦.	٢	The Challenges Facing Curriculum Dramatization	Discussing the challenges facing practitioners in presenting plays within educational institutions.	=	=
٧.	٢	Methods and Approaches for Delivering Curriculum Dramatization	It is carried out through several methods and approaches that vary depending on the nature of the school subject, the lesson objectives, and the school's capabilities.	=	=
٨.	٢	First Monthly Exam (First Semester)	Assessment	=	Written Exam
٩.	٢	Exploring Theatrical Talents	Identifying how to discover and explore theatrical talents.	=	Lecture + Practical: Selecting a play
١٠.	٢	Student Talent in the Field of Theatre Arts	Identifying the most significant capabilities that a student can perform in a manner that surpasses their peers.	=	=
١١.	٢	Character Roles in Curriculum Dramatization	Proposals and Solutions for Character Roles in Educational Theatre	=	=

١٢.	٢	Objectives and Principles of Curriculum Dramatization	Examining the objectives and principles of curriculum dramatization, its artistic and pedagogical goals, and the methods for achieving them.	=	=
١٣.	٢	Achieving the Objectives of Curriculum Dramatization	How to Achieve the Objectives of Curriculum Dramatization	=	=
١٤.	٢	The Elements and Tools of Curriculum Dramatization	Identifying the most significant tools of curriculum dramatization.	=	=
١٥.	٢	Second Monthly Exam (First Semester)	Assessment	=	=
١٦.	٢	Elements of Dramatic Structure in Educational Plays	Identifying theatrical techniques in education.	=	Lecture + Practical: Selecting a play
١٧.	٢	The Theme	The Most Significant Characteristics of the Theme in Curriculum Dramatization	=	=
١٨.	٢	The Subject Matter	Characteristics of the Subject Matter in Educational Theatre	=	=
١٩.	٢	The Plot	The Requirements of the Plot	=	=
٢٠.	٢	The Characters	Characteristics of Characters in Educational Plays	=	=
٢١.	٢	The Dialogue	Explore catharsis in Greek texts and change in Brecht's plays	=	=
٢٢.	٢	Exam	Exam	=	Written Exam
٢٣.	٢	School Theatre at the Pedagogical Level	Identifying the concept of education within educational theatre.	=	Lecture + Practical: Selecting a play
٢٤.	٢	Characteristics of Curriculum Dramatization	Identifying the most significant characteristics of curriculum dramatization tools.	=	=
٢٥.	٢	Secondary and Primary Schools:	Working in Primary and Secondary Schools:	=	=
٢٦.	٢	Character Building	The Role of Drama Education in Character Building	=	=

٢٧.	٢	Techniques of Educational Plays	Identifying the most significant techniques of educational plays.	=	=
٢٨.	٢	The Functions of Theatrical Scenery	Identifying the concept and functions of stage design.	=	=
٢٩.	٢	Characteristics of Stage Design in Educational Theatre	Discussing the characteristics of stage design in educational theatre.	=	=
٣٠.	٢	Final Exam	Exam	=	Written Exam

١٥. Course Evaluation

Grade Distribution (out of ١٠٠) is as follows: ٣٠% is allocated to the first semester, which is further divided into: - ١٠ marks for two exams (٥ marks each) - ١٠ marks for assignment submissions and class discussions Another ٣٠% is allocated to the second semester, divided in the same manner as the first semester

١٦. Learning and Teaching Resources

Required textbooks (curricular books, if any)	- Curriculum Dramatization Educational School Theatre - Studies in Children's Theatre and Educational Theatre - Curriculum Theatre Between Theory and Practice
Electronic References, Websites	Published Books in PDF Format: Specialized readings and viewing of theatrical performances.