

**Ministry of Higher Education for Science  
Scientific Supervision and Evaluation Authority  
Quality Assurance and Academic Accreditation Department  
Accreditation Department**



**Program Description Guide  
Academic and Curriculum Guide for the  
Department of Art Education 2026**

**University Name:** University of Babylon  
**College/Institute:** College of Fine Arts  
**Scientific Department:** Department of Art Education  
**Name of Academic or Professional Program:** Bachelor of Art Education  
**Name of Final Certificate:** Bachelor of Art Education  
**Study System:** Annual  
**Description Preparation Date:** 1/4/2026  
**File Filling Date:** 1/4/2026

Signature

**File checked by:** Quality Assurance and University  
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**Name of Scientific Assistant:** Raad Muter  
Majeed

Sincerely:

**Dean of the College  
Professor : Amer Sabah Nouri**

## introduction

The vital role played by the Department of Art Education at the College of Fine Arts, University of Babylon, is to support state institutions with educational and artistic personnel since the graduation of its first class in 1984-1985. In addition, it is meant to enhance its ability to meet the requirements of quality assurance and program accreditation standards for fine and applied arts colleges in Iraqi universities, especially since it obtained first rank in the Iraqi classification of scientific departments for the year 2025. This guide is designed to describe the academic program and curriculum for the Department of Art Education for the year 2026. It serves as a guide for the department's academic work and a tool for self-evaluation. The academic program is a structured and organized package of courses that includes procedures and experiences organized into course modules. Its primary purpose is to build and refine graduates' skills, making them qualified to meet the demands of the job market. The program is reviewed and evaluated annually through internal and external auditing procedures and programs. This ensures scientific rigor, which impacts the quality of higher education and enhances its performance, ultimately improving the output of the department and aligning it with the needs of society and the job market.





**College of Fine Arts/Department of Art Education  
Academic Program Description and Curriculum 2026**



<b>University Name</b>	<b>University of Babylon</b>
<b>College</b>	<b>College of Fine Arts</b>
<b>Academic Department</b>	<b>Department of Art Education</b>
<b>Academic Program Name</b>	<b>Bachelor's degree in Art Education</b>
<b>Final Degree Name</b>	<b>Bachelor's degree in Art Education</b>
<b>Academic System</b>	<b>annual</b>
<b>Accredited programme to other external influences</b>	<b>Curricula and syllabuses according to the ministry Application in secondary schools (middle and preparatory )</b>
<b>Date the description was prepared</b>	<b>1/4/2026</b>
<b>Date Description Prepared</b>	<b>1/4/2026</b>

**College of Fine Arts/Department of  
Art Education  
Academic Program Description  
and Curriculum 2026**



**1-Vision of the program**

Preparing a teacher specializing in art education at the local and global level who is knowledgeable about art and its skills, capable of meeting the needs of society and contributing to solving its problems in order to build a thoughtful and creative citizen

**2- Program message**

Achieving excellence in university education, instilling artistic, aesthetic, and educational values in the hearts and minds of students. It fosters creativity in artistic and aesthetic research, promoting innovation in art education teaching and its principles, responding to contemporary developments, and preparing graduates according to the standards of total quality management in various fields of art and aesthetic education needed by the state's educational and cultural institutions and the local community

**3-Program objectives**

To qualify students graduating from preparatory school (scientific, literary, industrial, and commercial branches), as well as graduates of the Institute of Applied Arts and the Institute of Fine Arts, and to equip them with various artistic skills, cognitive abilities, aesthetic appreciation, planning, drawing, and teaching skills in all their forms, in order to obtain a bachelor's degree that prepares and qualifies students to work in state educational

institutions as teachers, as well as in other artistic and cultural institutions. Additional objectives include:

- 1-Preparing qualified teachers to teach art education in secondary schools.
- 2- Continuously improving curricula, academic programs, and courses in various fields of art education.
- 3-Enhancing the artistic, educational, and research performance of faculty members.
- 4-Developing students' artistic, cognitive, and aesthetic skills in the field of art education.
- 5-Developing teaching methods and strategies through the use of blended learning, as well as the use of modern teaching programs and technologies.
- 6-Fostering students' creative thinking skills instead of rote memorization.
7. Utilize multimedia educational resources and modern technology to present educational materials to students.
- 8- Enhance learning environments by renovating classrooms and redesigning their interior spaces to meet the program's requirements.
- 9- Introduce students to artificial intelligence and expert systems.





#### **4- Programmatic Accreditation**

National Accreditation / National Council for the Accreditation of Colleges of Fine Arts in Iraqi Universities / It should be noted that the academic department was evaluated by the National Assessment Team for Fine Arts College Programs during the period from 10-12/2026, in accordance with Ministerial Order No. (1305-6401) dated 19/1/2026.

#### **5-External influences**

Practical applications – Graduation project – Classroom and extracurricular activities – Volunteer activities in the field of specialization to serve the community and state

#### **6- Other external influences**

Several aspects where many seminars and meetings were held to discuss the academic and applied content with professors and heads of departments specialized in the field of philosophy of art education. Discussions were also held with colleges and universities that contain similar specializations through committees, conferences, discussion groups and joint work that allow communication between the teaching staff and students for the purpose of coming up with a common vision and setting plans for developing curricula .within the academic program

Table 7- Program structure

7-Program structure				
Program Structure	Number of courses	Study unit	Percentage	comments
Institutional Requirements	6	9	10.588	Basic course
College Requirements	7	13	15.294	Joint courses with academic departments
Department Requirements	30	63	74.118	
Summer Training	There is			Application in middle and secondary schools affiliated with the education directorates
The total	43	85	100%	



8- Description of the academic Program for the Department of Art Education						
Level/Year	Course Name	Course code	Course Type	Yearly		
				Number of units	Number of practical hours	Number of theoretical hours
2026/First	English language	FAPE1010	theoretical	Satisfieg	-	1
2026/First	language Arabic	FAPE1010	theoretical	1	-	1
2026/First	Human rights and democracy	FAPH1000	theoretical	1	-	1
2026/First	History of ancient art	FAAE1014	theoretical	2	-	2
2026/First	Computer Basics	FAPCO1010	applied	2	2	1
2026/First	Principles of acting	FAAE1016	applied	2	2	1
2026/First	Voice and delivery	FAAE1007	applied	2	2	1
2026/First	Painting and colours	FAAE1018	practical	2	4	-
2026/First	Principles of art education	FAAE1009	theoretical	2	-	2
2026/First	science of the elements of visual art	FAAE10010	theoretical	2	-	2

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2026/First	Extracurricular ar sports activities	FAAE10011	practical	Satisfieg	1	-
Level/Year	Course Name	Course code	Course Type	Yearly		
				Number of units	Number of practical hours	Number of theoretical hours
Second/2026	Technical terms and concepts in English	FAPE2000	theoretical	2	-	2
Second/2026	Islamic art history	FAAE2012	theoretical	2	-	2
Second/2026	Computer drawing and design	FAPCO2000	applied	2	2	1
Second/2026	Aesthetic Education	FAAE2004	theoretical	2	-	2
Second/2026	Acting methods	FAAE2015	practical	2	4	-
Second/2026	Language Arabic	FAPA2000	theoretical	2	-	2
Second/2026	Painting	FAAE2016	practical	2	4	-
Second/2026	colors	FAAE2017	practical	2	4	-

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Second/2026	sculpture	FAAE2008	practical	2	4	-
Second/2026	Perspective science	FAAE2009	applied	2	2	1
Second/2026	Theatrical directing	FAAE20010	applied	2	2	1
Second/2026	Arabic calligraphy and decoration	FAAE20011	applied	2	2	1
Second/2026	Crimes of the baath regime in Iraq	FAPC2000	theoretical	2	-	2
Level/Year	Course Name	Course code	Course Type	Yearly		
				Number of units	Number of practical hours	Number of theoretical hours
Third/2026	History of Modern European Art	FAAE3011	theoretical	2	-	2
Third/2026	Research Methods	FAAE3002	theoretical	2	-	2
Third/2026	Art Psychology	FAAE3003	theoretical	2	-	2
Third/2026	Murals	FAAE3004	practical	2	4	-
Third/2026	Art Teaching Methods	FAAE3005	applied	3	2	2
Third/2026	Handicrafts	FAAE3006	practical	2	4	-

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Third/2026	Music Appreciation	FAAE3007	applied	2	2	1
Third/2026	Imaginative Composition	FAAE3008	applied	3	4	1
Third/2026	School Theater	FAAE3009	applied	2	2	1
Third/2026	Porcelain	FAAE30010	practical	2	4	-
Level/Year	Course Name	Course code	Course Type	Yearly		
				Number of units	Number of practical hours	Number of theoretical hours
Fourth/2026	e-learning strategies	FAAE4001	applied	2	2	1
Fourth/2026	Artistic thinking patterns History of Contemporary Art Graduation research Theatrical graduation project	FAAE4002	theoretical	2	-	2
Fourth/2026		FAAE4013	theoretical	2	-	2
Fourth/2026		FAAE4004	theoretical	2	-	2
Fourth/2026		FAAE4005	practical	2	4	-
Fourth/2026	Graduation project	FAAE4006	practical	2	4	-
Fourth/2026	Criticism and artistic appreciation	FAAE4107	theoretical	2	-	2
Fourth/2026	Dramatization of curricula	FAAE4008	applied	2	2	1

Fourth/2026	Viewing and Application	FAAE4009	practical	2	4	-
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<b>9-Expected learning outcomes of the program</b>	
<b>Knowledge</b>	
<ol style="list-style-type: none"> <li>1. Students will gain knowledge of the fields of visual and theatrical arts education.</li> <li>2. Students will learn about different artistic materials and techniques.</li> <li>3. Students will learn scientific research skills and methods.</li> <li>4. Students will learn art teaching methods and skills.</li> </ol>	<ol style="list-style-type: none"> <li>1. To provide students with information about the fields of art education.</li> <li>2. To provide students with information about the different materials used in practical art courses.</li> <li>3. To equip students with scientific research skills and methods.</li> <li>4. To equip students with teaching methods and skills.</li> </ol>
<b>Skills</b>	
<ol style="list-style-type: none"> <li>1. Developing students' skills in calligraphy and color theory</li> <li>2. Equipping students with graphic design skills</li> <li>3. Equipping students with computer-aided drawing and design skills</li> <li>4. Equipping students with the skills to complete a graduation project and research paper</li> </ol>	<ol style="list-style-type: none"> <li>1- To equip students with planning and color skills.</li> <li>2- To equip students with skills in pictorial composition.</li> <li>3- To equip students with computer-aided drawing and design skills.</li> <li>4- To equip students with the skills to execute a graduation project and research paper.</li> </ol>
<b>Values</b>	
<ol style="list-style-type: none"> <li>1. To increase students' knowledge and cultural awareness in the field of art education.</li> <li>2. To increase students' motivation to pursue a career in teaching art education.</li> <li>3. To increase students' interest in learning visual arts within the art education curriculum.</li> <li>4. To cultivate students' emotional sensitivity and artistic appreciation.</li> </ol>	<ol style="list-style-type: none"> <li>1- Familiarity with artistic and aesthetic culture</li> <li>2- Instilling in students positive attitudes and inclinations towards the teaching profession</li> <li>3- Increasing students' interest in learning visual and performing arts within the art education curriculum</li> <li>4- Enhancing students' emotional awareness and artistic appreciation in the field of art education</li> </ol>

<b>Teaching and learning strategies</b>	
<b>Education strategies</b>	<b>Learning strategies</b>
<ul style="list-style-type: none"> <li>• <b>E-learning and blended learning strategy</b></li> <li>• <b>Cooperative learning strategy for some practical and applied courses</b></li> <li>• <b>Learning-based thinking strategy: If a student can grasp the concept of creativity in art, they will acquire diverse artistic skills in producing unique artworks</b></li> <li>• <b>Critical thinking strategy in learning and analyzing artworks: This strategy refers to the learner's higher-level thinking abilities in deriving solutions to a specific problem or when analyzing artworks</b></li> <li>• <b>Divergent thinking strategy: This allows the learner to identify many suitable and dissimilar solutions to address a specific educational problem or several suitable solutions, for example, to create a particular artwork</b></li> <li>• <b>Brainstorming to generate quick solutions and answers to a learning problem</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Self-learning strategy</b></li> <li>• <b>Smart learning strategy</b></li> <li>• <b>Field application of classroom teaching strategies and skills for art education in secondary schools</b></li> <li>• <b>Conducting field-based graduation research</b></li> <li>• <b>Organizing specialized workshops on art and art education topics such as digital art education and digital art</b></li> </ul>
<b>10-Evaluation methods</b>	
<ol style="list-style-type: none"> <li>1. Daily observation.</li> <li>2. Written tests.</li> <li>3. Oral questions.</li> <li>4. Daily quizzes.</li> <li>5. Term and annual exams. 6. Presentation and critique of work. 7. Monitoring computer-based work. 8. Periodic evaluation of individual and group artwork.</li> </ol>	

<b>11-Faculty</b>					
<b>sequence</b>	<b>The full name of the teacher</b>	<b>Certificate</b>	<b>Academic degree</b>	<b>General and specific specialization according to the university order</b>	
				<b>General specialization</b>	<b>Subspecialization</b>
<b>1</b>	<b>Ali Shanawa Wadi Jassim</b>	<b>doctor's degree</b>	<b>Professor</b>	<b>Philosophy of art education</b>	<b>Art teaching methods</b>
<b>2</b>	<b>Haider Abdul Amir Rashid Kazim</b>	<b>doctor's degree</b>	<b>Professor</b>	<b>Fine education</b>	<b>Fine education</b>
<b>3</b>	<b>Abbas Nouri Khader Abbas</b>	<b>doctor's degree</b>	<b>Professor</b>	<b>Philosophy of art education</b>	<b>Art teaching methods</b>
<b>4</b>	<b>Najih Hamza khalkhal</b>	<b>doctor's degree</b>	<b>Professor</b>	<b>psychology</b>	<b>psychology</b>
<b>5</b>	<b>Fatima Latif Abdullah Mal Allah</b>	<b>doctor's degree</b>	<b>Professor</b>	<b>Fine education</b>	<b>Fine education</b>
<b>6</b>	<b>Suhad Abdel Moneim Abdel Mohsen</b>	<b>doctor's degree</b>	<b>Professor</b>	<b>Fine education</b>	<b>Fine education</b>
<b>7</b>	<b>Rehab Khader Obaidi Yas</b>	<b>doctor's degree</b>	<b>Professor</b>	<b>Fine education</b>	<b>Fine education</b>

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8	Fatima Imran Raji Hussein	doctor's degree	Professor	Fine education	Fine education
9	Hamed Khader Hussein Dahi	doctor's degree	Professor	Fine education	Fine education
10	Mohammed Awda Sabti Hamid	doctor's degree	Professor	Etiquette	Etiquette/philosophy
11	Inas Mahdi Ibrahim Mohammed	doctor's degree	Professor	Fine education	Fine education
12	Bushra Salman Kazim	doctor's degree	Professor	Fine education	Fine education
13	Alaa Ali Aboud	doctor's degree	Professor	Fine education	Fine education
14	Israa Hamed Ali Hussein	doctor's degree	Professor	Fine education	Fine education
15	Amal Hassan Ibrahim	doctor's degree	Professor	Philosophy of art education	Philosophy of art education
16	Diaa Hamoud Mohammed	Masters	Professor	Fine education	Fine education
17	Hadeel Hadi Abdul Amir	doctor's degree	professor	Fine education	Fine education

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18	Iman Amer Ne'ma Khader	doctor's degree	professor	Fine education	Fine education
19	Khader Jassim Rashid Khader	doctor's degree	professor	art education	Curricula and methods of teaching art education
20	Israa Ibrahim Falih Hassan	Masters	assistant professor	Fine education	Fine education
21	Atheer Sabah Hussein Ali	doctor's degree	assistant professor	art education	Pinting
22	Salam Hamid Rashid	doctor's degree	assistant professor	Fine education	Fine education
23	Ghosoun Mohammed Abdul Muttalib	doctor's degree	assistant professor	Theatrical education	Theatrical education
24	Talib Sultan Hamza Rashid	doctor's degree	assistant professor	art education	Criticism and artistic appreciation
25	Rasha Akram Musa Ahmed	doctor's degree	assistant professor	Fine education	Fine education
26	Raad Muter Majeed Kazim	doctor's degree	assistant professor	Art history	Art history

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27	Azhar Kazem Karim Abbas	doctor's degree	assistant professor	Fine education	Fine education
28	Amer Abdul Redha Abdul Hussein Mohammed	doctor's degree	assistant professor	Philosophy of art education	Philosophy of art education
29	Roaa Sadiq Mahmoud Hamoud	doctor's degree	assistant professor	Fine education	Fine education
30	Saad Ali Jafar Almoreb	doctor's degree	assistant professor	Literature/Arabic	Language the arabic
31	Anwar Sabah Abdel Ghaffar Abdel Halim	doctor's degree	assistant professor	Fine education	Fine education
32	Khader Abbas Hussein Marza	Masters	assistant professor	Computer science	Computer science
33	Sahar Raouf Saeed Razouki	Masters	assistant professor	Fine education	Fine education
34	Jalal Rahim Awda Nasser	doctor's degree	assistant professor	art education	Pinting

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35	Qahtaan Sabry Sayyab Dhaidan	Masters	assistant professor	art education	Pinting
36	Ali Khader Mohammed Hassan	doctor's degree	Instructor	Art history	Art history
37	Raed Mohammed Jabr Zaher	doctor's degree	Instructor	Fine art	sculpture
38	Afrah Malik Mohsen Hassan	doctor's degree	Instructor	Fine education	Fine education
39	Inaam Issa Kazim Judy	Masters	Instructor	Fine education	Fine education
40	Hindbad Ali Majeed Amin	Masters	Instructor	Fine education	Fine education
41	Ahmed Nour Kazim Hussein	doctor's degree	Instructor	Fine education	Fine education
42	Wasal Abbas Abdul Hussein Hammadi	Masters	Instructor	Theatrical education	Theatrical education
43	Dhafer Habib Shalan	Masters	Instructor	art education	Curricula and methods of teaching art education

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<b>44</b>	<b>Zaidoun Jaafar Mahdi Abdullah</b>	<b>Masters</b>	<b>Assistant Lecturer</b>	<b>Fine education</b>	<b>Fine education</b>
<b>45</b>	<b>Alaq Diao El-Din Abdul Jabbar Jassim</b>	<b>Masters</b>	<b>Assistant Lecturer</b>	<b>English language</b>	<b>English language</b>
<b>46</b>	<b>Saja Ahmed Hassan</b>	<b>Masters</b>	<b>Assistant Lecturer</b>	<b>art education</b>	<b>art education</b>

<b>12- Professional development</b>
<b>Orienting new faculty members</b>
<b>Participation in technical, administrative and legal courses</b>
<b>Professional development for faculty members</b>
<b>Organizing workshops and practical courses to develop teaching and learning skills and strategies and the use of electronic multimedia in education</b>
<b>13 -Acceptance standard</b>
<b>Direct admission within the gifted channels + central admission</b>
<b>14 - Key sources of information about the program</b>
<ul style="list-style-type: none"><li>- Website of the College of Fine Arts, University of Babylon and the Department of Art Education</li><li>- Website of the University of Babylon</li><li>- Website of the Ministry of Higher Education and Scientific Research</li><li>- Media page of the College of Fine Arts, University of Babylon on social media platforms</li><li>- Official administrative and academic documentation of the files of the Department of Art Education, College of Fine Arts, University of Babylon</li></ul>
<b>15- Program development plan</b>
<ul style="list-style-type: none"><li>- Continuous review of the department's vision, mission, and objectives, and their alignment with the vision, mission, and objectives of the college and university.</li><li>- Updating course materials for development and improvement purposes, in accordance with labor market demands.</li><li>- Utilizing multimedia in teaching and educational technology.</li><li>- Enhancing the scientific research plan.</li><li>- Focusing on the learning environment and student services.</li><li>- Continuously evaluating all components of the academic program.</li><li>- Developing teaching staff through training courses and workshops.</li></ul>

Required learning outcomes for the program

Year/level	Course code	Course name	Essential or optional	Knowledge				Skills				Values			
				C1	C2	C3	C4	B1	B2	B3	B4	A1	A2	A3	A4
The first	FAPE1010	English language	essential	√	√	√		√	√			√	√		
	FAPE1010	language Arabic	essential	√	√	√	√					√	√	√	
	FAPH1000	Human rights and democracy	essential	√	√	√	√	√	√	√		√	√	√	
	FAAE1014	History of ancient art	essential	√	√	√	√	√			√	√	√	√	√
	FAPCO1010	Computer Basics	essential	√	√	√	√	√	√	√	√	√	√	√	
	FAAE1016	Principles of acting	essential	√	√	√	√	√	√	√		√	√	√	
	FAAE1007	Voice and delivery	essential	√	√	√	√	√	√	√	√	√	√		
	FAAE1018	Painting and colours	essential	√	√	√	√	√	√			√	√	√	
	FAAE1009	Principles of art education	essential	√	√	√	√					√	√		
	FAAE10010	science of the elements of	essential	√	√			√	√	√	√	√	√	√	

<b>The second</b>		<b>visual art</b>													
	<b>FAPE2000</b>	<b>Technical terms and concepts in English</b>	<b>essential</b>	√	√	√	√	√					√	√	√
	<b>FAAE2012</b>	<b>Islamic art history</b>	<b>essential</b>			√	√	√	√	√	√	√	√	√	√
	<b>FAPCO2000</b>	<b>Computer drawing and design</b>	<b>essential</b>	√	√	√	√	√	√	√	√		√		
	<b>FAAE2004</b>	<b>Aesthetic Education</b>	<b>essential</b>			√	√					√	√	√	√
	<b>FAAE2015</b>	<b>Acting methods</b>	<b>essential</b>	√	√	√	√			√	√	√	√	√	√
	<b>FAPA2000</b>	<b>Language Arabic</b>	<b>essential</b>			√	√	√	√	√	√	√	√	√	√
	<b>FAAE2016</b>	<b>Painting</b>	<b>essential</b>			√	√	√	√	√	√			√	√
	<b>FAAE2017</b>	<b>colors</b>	<b>essential</b>	√	√			√	√	√	√		√	√	√
	<b>FAAE2008</b>	<b>sculpture</b>	<b>essential</b>			√	√	√	√	√	√			√	√
	<b>FAAE2009</b>	<b>Perspective science</b>	<b>essential</b>	√	√	√	√	√	√	√	√	√	√	√	√
<b>FAAE20010</b>	<b>Theatrical</b>	<b>essential</b>			√	√	√	√	√	√	√	√	√	√	

		<b>directing</b>													
	<b>FAAE20011</b>	<b>Arabic calligraphy and decoration</b>	<b>essential</b>	√	√	√	√	√	√					√	√
	<b>FAPC2000</b>	<b>Crimes of the baath regime in Iraq</b>	<b>essential</b>			√	√					√	√	√	√
<b>The Third</b>	<b>FAAE3011</b>	<b>History of Modern European Art</b>	<b>essential</b>			√	√					√	√	√	√
	<b>FAAE3002</b>	<b>Research Methods</b>	<b>essential</b>	√	√	√	√	√	√	√	√	√	√	√	√
	<b>FAAE3003</b>	<b>Art Psychology</b>	<b>essential</b>			√	√	√			√	√	√	√	√
	<b>FAAE3004</b>	<b>Murals</b>	<b>essential</b>	√		√	√	√	√	√	√			√	√
	<b>FAAE3005</b>	<b>Art Teaching Methods</b>	<b>essential</b>	√	√	√	√	√		√	√	√	√	√	√
	<b>FAAE3006</b>	<b>Handicrafts</b>	<b>essential</b>	√	√	√	√	√	√	√	√			√	√
	<b>FAAE3007</b>	<b>Music Appreciation</b>	<b>essential</b>			√	√			√	√	√	√	√	√
	<b>FAAE3008</b>	<b>Imaginative Composition</b>	<b>essential</b>	√	√	√	√	√	√	√	√			√	√
	<b>FAAE3009</b>	<b>School Theater</b>	<b>essential</b>			√	√	√	√	√	√			√	√
	<b>FAAE30010</b>	<b>Porcelain</b>	<b>essential</b>			√	√	√	√	√	√		√	√	√

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<b>The Fourth</b>	<b>FAAE4001</b>	<b>e-learning strategies</b>	<b>essential</b>			√	√	√	√	√	√	√	√	√	√
	<b>FAAE4002</b>	<b>Artistic thinking patterns</b>	<b>essential</b>	√	√	√	√	√		√	√	√	√	√	√
	<b>FAAE4013</b>	<b>History of Contemporary Art</b>	<b>essential</b>	√	√	√	√	√				√	√	√	√
	<b>FAAE4004</b>	<b>Graduation research</b>	<b>essential</b>			√	√		√	√	√	√	√	√	√
	<b>FAAE4005</b>	<b>Theatrical graduation project</b>	<b>essential</b>	√	√	√	√	√	√	√	√	√	√	√	√
	<b>FAAE4006</b>	<b>Graduation project</b>	<b>essential</b>			√	√	√	√	√	√	√	√	√	√
	<b>FAAE4107</b>	<b>Criticism and artistic appreciation</b>	<b>essential</b>			√	√			√	√	√	√	√	√
	<b>FAAE4008</b>	<b>Dramatization of curricula</b>	<b>essential</b>			√	√	√	√	√	√	√	√	√	√
	<b>FAAE4009</b>	<b>Viewing and Application</b>	<b>essential</b>			√	√	√	√	√	√	√	√	√	√



**College of Fine Arts/Department  
of Art Education  
Academic Program Description  
and Curriculum 2026**



Review of the performance of higher education institutions (academic program review)

**Course description**

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

<b>1- Educational institution</b>	<b>College of Fine Arts University of Babylon</b>
2-University department/center	Department of Art Education
3- Course name/code	Painting + Colors AAE1018
4-Programs in which it is included	Application programs
5-Available forms of attendance	weekly
6-Semester/year	annual
7- Total number of study hours	4 hours per week
8-Total number of units	2 units per week
9-Date of preparation of this description	2026/4/1

<p>10-Course objectives</p>	<p><b>Introducing students to planning and color skills</b></p> <ol style="list-style-type: none"> <li>1. Introduction to line, form, and texture.</li> <li>2. Introduction to line techniques and their tonal gradations.</li> <li>3. Introducing students to the tonal values of watercolors.</li> <li>4. Practicing various types of lines.</li> <li>5-Practicing still life drawing with B-type pencils and their varying tones, as well as portrait drawing with watercolors</li> </ol>
<p><b>11-Learning outcomes, teaching and learning methods and assessment</b></p>	
<p><b>A-Knowledge and understanding</b></p> <p>A1- Knowledge of planning the required shape</p> <p>A2- Knowledge of applying planning methods and distributing colors in constructing the required shape</p> <p>A3- Knowledge of color and its symbolic meanings</p> <p>A4- Knowledge of the types of lines in drawing the shape</p>	
<p><b>B- Subject-specific skills</b></p> <p>B1- Ability to plan the required shape</p> <p>B2- Ability to plan and color the required subject</p> <p>B3- Ability to draw a subject using planning and colors</p>	
<p><b>Teaching and learning methods</b></p>	
<ol style="list-style-type: none"> <li>1-Modeling method</li> <li>2-Learning by doing method</li> <li>3-Demonstration method (skill demonstration)</li> </ol>	
<p><b>Evaluation methods</b></p>	

1-Preparing class and homework assignments 2-Conducting daily and semester exams 3-Conducting final exams
<b>C- Thinking skills</b> c1- The ability to understand all planning and color skills c2- The ability to understand how to draw different shapes using planning and colors c3- The ability to understand how to implement various subjects (still life) using planning and color skills

12-Course structure					
week	Watches	Required learning outcomes	Name of unit/course or topic	Teaching method	Evaluation method
<b>First semester</b>					
1	4	Innovate and find ways to master the art of planning	Drawing geometric shapes with a pencil	Modeling method	Questions and practical application
2	4	New ways to implement the desired shape in planning	Drawing geometric shapes with a pencil	Modeling method	Que3stions and 4practical application

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3	4	Student knowledge of planning techniques	Drawing geometric shapes with a pencil and methods of distributing shadow and light	Modeling method	Questions and practical application
4	4	The student can implement planning skills	Still life drawing with pencil	Modeling method	Questions and practical application
5	4	The student can implement planning .skills	Still life drawing with pencil	Modeling method	Questions and practical application
6	4	New ways to implement the desired shape in realistic planning	Still life drawing with pencil	Modeling method	Questions and practical application
7	4	-The student knows the various techniques of using the different degrees of the marker pen in drawing solid shapes. -The student can draw various subjects using the pencil	Drawing a still life with a pencil and how to distribute shadow and light	Modeling method	Questions and practical application

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8	4	The student knows the techniques for distributing shadow and light on the shape to be implemented	Drawing a still life with a pencil and how to distribute shadow and light	Modeling method	Questions and practical application
9	4	The student can implement planning skills	Drawing a still life with a pencil and how to distribute shadow and light	Modeling method	Questions and practical application
10	4	The student can implement the skills of using planning easily and flexibly in implementing the skill	Drawing a still life with a pencil and how to distribute shadow and light	Modeling method	Questions and practical application
11	4	The student can implement the skills of using planning easily and flexibly in implementing the skill	Drawing a still life with a pencil and how to distribute shadow and light	Modeling method	Questions and practical application

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12	4	-The student learns how to plan an integrated topic in the planning subject	Drawing a still life with a pencil and how to quickly distribute shadow and light from different angles	Modeling method	Questions and practical application
13	4	-The student learns how to plan an integrated topic in the planning subject	Drawing a still life with a pencil and how to distribute shadow and light quickly	Modeling method	Questions and practical application
14	4	-The student learns how to plan an integrated topic in the planning	Subject: Drawing a still life with a pencil and how to distribute shadow and light quickly	Modeling method	Questions and practical application
15	4	End of semester exam	End of semester exam	Modeling method	Practical application of rigid life planning

**Second semester**

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1	4	Mastering Still Life Coloring Skills	Drawing geometric shapes with pencil and colors	Skill presentation and modeling method	Questions and practical application
2	4	New methods of implementing the desired shape with planning and colors	Drawing geometric shapes with pencil and colors	Skill presentation and modeling method	Questions and practical application
3	4	Student knowledge of techniques for using planning and colors	Drawing geometric shapes with a pencil and methods of distributing shadow and light	Skill presentation and modeling method	Questions and practical application
4	4	The student can implement the skills of using planning and colors	Drawing geometric shapes with a pencil and methods of distributing shadow and light	Skill presentation and modeling method	Questions and practical application

5	4	The student can implement the skills of using planning and colors	Drawing geometric shapes with a pencil and methods of distributing shadow and light	Skill presentation and modeling method	Questions and practical application
6	4	New methods to implement the desired shape with realistic planning and colors	Drawing geometric shapes with a pencil and methods of distributing shadow and light	Skill presentation and modeling method	Questions and practical application
7	4	The student knows the various techniques of using the different degrees of the marker pen in drawing solid shapes. The student can draw various subjects using the marker pen and colors	Drawing a still life with a pencil and how to distribute shadow and light	Skill presentation and modeling method	Questions and practical application

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8	4	The student knows the techniques for distributing shadow and light on the shape to be implemented	Drawing a still life with a pencil and how to distribute shadow and light	Skill presentation and modeling method	Questions and practical application
9	4	The student can implement planning and color skills	Drawing a still life with a pencil and colors and how to distribute shadow and light quickly	Skill presentation and modeling method	Questions and practical application
10	4	The student can implement the skills of using planning and colors easily and flexibly in implementing the skill	Drawing a still life with a pencil and colors and how to distribute shadow and light quickly	Skill presentation and modeling method	Questions and practical application
11	4	The student can implement the skills of using planning and colors easily and flexibly in implementing the skill	Drawing a still life with a pencil and colors and how to distribute shadow and light quickly	Skill presentation and modeling method	Questions and practical application

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12	4	The student learns - how to plan an integrated topic in the subject of planning and colors	Drawing a still life with a pencil and how to quickly distribute shadow and light from multiple .angles	Skill presentati on and modeling method	Questions and practical application
13	4	The student learns - how to plan an integrated topic in the subject of planning	Drawing a still life with a pencil and how to quickly distribute shadow and light from multiple .angles	Skill presentati on and modeling method	Questions and practical application
14	4	The student learns - how to plan an integrated topic in the subject of planning and colors	Drawing a still life with a pencil and how to quickly distribute shadow and light from multiple .angles	Skill presentati on and modeling method	Questions and practical application

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15	4	Practical exam for the end of the second semester	Practical exam for the end of the second semester	Modeling method	Practical application of drawing a still life using planning and colors
<b>13-Acceptance</b>					
Prerequisites			They have knowledge of the art of planning and colors		
The smallest number of students			16 Students		
The largest number of students			20 Students		
<b>14-Infrastructure</b>					
Required readings: <input type="checkbox"/> Basic texts <input type="checkbox"/> Course books <input type="checkbox"/> Other			Lectures prepared by the instructor		
Special requirements (including, for example, workshops, periodicals, software, and (websites			Practical application of models of planning and color themes		
Social services (including, for example, guest lectures, vocational training, and field (studies			Practical application when making drawings for various topics outside the educational environment with planning and color skills		

**(Description of another course)**

<b>1- Educational institution</b>	<b>College of Fine Arts University of Babylon</b>
2-University department/center	Department of Art Education
3- Course name/code	Technical terms and concepts in English <b>FAPE2000</b>
4-Programs in which it is included	Application programs
5-Available forms of attendance	weekly
6-Semester/year	annual
7- Total number of study hours	2 hours per week
8-Total number of units	2 units per week
9-Date of preparation of this description	2026/4/1
10-Course objectives	<p><b>Introducing students to planning and color skills</b></p> <p>1. Developing Essential Language Skills This course aims to enhance students' listening, speaking, reading, and writing skills in English, enabling them to communicate effectively in academic and artistic contexts.</p> <p>2. Building a Solid Linguistic Foundation This course aims to solidify fundamental concepts in English grammar, helping students understand artistic and literary</p>

	<p>texts and express their ideas clearly and accurately.</p> <p>3. Enhancing Artistic Vocabulary The course focuses on enriching art-related vocabulary, enabling students to read and understand art literature in English and engage with international art communities</p> <p>4. Supporting Academic Specialization This course prepares students to understand and analyze artistic and critical texts in English, enhancing their ability to conduct research and participate in academic discussions related to their specialization.</p> <p>5. Developing Research and Translation Skills This course encourages students to develop academic research and translation skills, broadening their horizons and enabling them to utilize foreign sources in the .arts</p>
<b>11-Learning outcomes, teaching and learning methods and assessment</b>	
<b>A-Knowledge and understanding</b> A1- Knowledge of planning the required shape A2- Knowledge of applying planning methods and distributing colors in	

<p>constructing the required shape                      A3- Knowledge of color and its symbolic meanings                      A4- Knowledge of the types of lines in drawing the shape</p>
<p><b>B- Subject-specific skills</b>                      B1- Ability to plan the required shape                      B2- Ability to plan and color the required subject                      B3- Ability to draw a subject using planning and colors</p>
<p><b>Teaching and learning methods</b></p>
<p>1. Lecture method                      2. Dialogue method                      3-Questioning method</p>
<p><b>Evaluation methods</b></p>
<p>1. Preparing classroom and homework assignments                      2. Administering daily and term tests                      3-Administering final exams .</p>
<p><b>C- Thinking skills</b>                      c1- The ability to think critically and identify key concepts in English grammar.                      c2- The ability to think critically and enrich one's vocabulary related to the arts through reading and understanding art literature in English.                      c3- Expanding students' English language skills by utilizing foreign resources in the .arts</p>

12-Course structure					
week	Watches	Unit/Topic Name	Required learning outcomes	Teaching method	Evaluation method
<b>First semester</b>					

1	2	<p>□ <b>Hello!</b>- Greetings, introductions, numbers (1–10), and articles.</p>	<p>The student is able to recognize and apply: greetings, introductions, numbers (1–10), and articles.</p>	Lecture method	<p>questions, and language practice</p>
2	2	<p>□ <b>Your World</b> – Countries, nationalities, personal pronouns, and numbers (11–30.(</p>	<p>The student is able to recognize and remember countries, nationalities, personal pronouns, and numbers (11–30.(</p>	Lecture method	<p>questions, and language practice</p>
3	2	<p>□ <b>All About You</b> – Occupations, personal questions, negation, and social expressions.</p>	<p>The student is able to recognize and apply occupations, personal questions, negation, and social expressions.</p>	Lecture method	<p>questions, and language practice</p>

4	2	<input type="checkbox"/> <b>Family and Friends</b>	The student is able to recognize and remember family terms, possession, and the alphabet.	Lecture method	questions, and language practice
5	2	<input type="checkbox"/> <b>The Way I Live</b> – the present simple tense (I/you/we/they).	The student is able to recognize and remember sports terms, food, drinks, and the present simple tense (I/you/we/they) .	Lecture method	questions, and language practice
6	2	<input type="checkbox"/> <b>Every Day</b> – daily routine terms	The student is able to recognize and remember daily routine terms, time, the present simple tense (he/she), and the days of the week.	Lecture method	questions, and language practice

7	2	<input type="checkbox"/> <b>My Favourites</b> – Object pronouns, adjectives, and common expressions.	The student is able to recognize and apply: object pronouns, adjectives, and common expressions.	Lecture method	questions, and language practice
8	2	<input type="checkbox"/> <b>Where I Live</b> – Rooms and furniture, there/here, prepositions, and directions.	The student is able to recognize and apply terms related to: rooms and furniture, there/here, prepositions, and directions.	Lecture method	questions, and language practice
9	2	<input type="checkbox"/> <b>Times Past</b> .	The student is able to recognize and apply verbs: the simple past (was/were), birth dates, and irregular verbs.	Lecture method	questions, and language practice

10	2	<input type="checkbox"/> <b>We Had a Great Time!</b>	The student is able to recognize and apply verbs: the simple past (regular and irregular verbs) and recreational activities.	Lecture method	questions, and language practice
11	2	<input type="checkbox"/> <b>I Can Do That!</b> – (can/can't).	The student is able to recognize and apply verbs: the simple past (regular and irregular verbs) and recreational activities.	Lecture method	questions, and language practice
12	2	<input type="checkbox"/> <b>Please and Thank You.</b>	The student is able to recognize and apply expressions of desires, some/any, in the restaurant, and signs.	Lecture method	questions, and language practice

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13	2	<input type="checkbox"/> <b>Here and Now</b>	The student is able to recognize and apply expressions for colors, clothing, the present continuous tense, and opposite verbs	Lecture method	questions, and language practice
14	2	<input type="checkbox"/> <b>It's Time to Go!</b> – Future plans, grammar and vocabulary review, and social expressions..	The student is able to recognize and apply expressions for future plans, review grammar and vocabulary, and social expressions.	Lecture method	questions, and language practice
15	2	Final exam	Final exam	FINAL EXAM	FINAL EXAM
<b>Second semester</b>					

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1	2	Pronouns I, you, he, she, it, we, they.	The student is able to recognize and apply expressions for personal pronouns.	Lecture method	questions, and language practice
2	2	<b>object pronouns</b> – me, him, us, them.	The student is able to recognize and apply expressions for object pronouns.	Lecture method	questions, and language practice
3	2	– my, your, his, her, our, their.	The student is able to recognize and remember terms of possession.	Lecture method	questions, and language practice
4	2	– What, Where, When, How.	The student is able to recognize and remember basic question terms and apply them in meaningful sentences.	Lecture method	questions, and language practice

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5	2	<b>common adjectives</b> – beautiful, awful, fantastic.	The student is able to recognize and remember common adjectives.	Lecture method	questions, and language practice
6	2	<b>time adverbs</b> – always, sometimes, never.	The student is able to recognize and remember time adverbs and apply them in meaningful sentences.	Lecture method	questions, and language practice
7	2	<b>prepositions</b> – in, on, under, next to.	The student is able to recognize and remember prepositions and apply them in meaningful sentences.	Lecture method	questions, and language practice
8	2	<b>social expressions</b> – Can I...? ‘How are you?’ ‘Thank you.’	The student is able to recognize and apply social expressions in meaningful sentences.	Lecture method	questions, and language practice

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9	2	<b>apply everyday vocabulary</b> – FOOD, DRINKS, COLORS...	The student is able to recognize and apply everyday vocabulary in useful sentences.	Lecture method	questions, and language practice
10	2	<b>recreational activities</b> – go shopping, play tennis, watch TV.	The student is able to apply verbs related to recreational activities.	Lecture method	questions, and language practice
11	2	<b>shopping and restaurants</b> – ordering food, asking for prices.	The student is able to form useful sentences using shopping and restaurant terminology.	Lecture method	questions, and language practice
12	2	<b>directions and locations</b> – asking for and giving directions.	The student is able to recognize and remember directions and locations and use them in useful sentences.	Lecture method	questions, and language practice

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13	2	<b>time and dates</b> – telling time, saying years, birthdays.	The student is able to recognize and remember terms related to time and dates.	Lecture method	questions, and language practice
14	2	<b>clothing and colors</b> – describing outfits, color vocabulary.	The student is able to recognize and remember terms related to clothing and colors.	Lecture method	questions, and language practice
15	2	FINAL EXAM	FINAL EXAM	FINAL EXAM	FINAL EXAM

<b>13-Acceptance</b>	
Prerequisites	They have a good grasp of English grammar
The smallest number of students	18 Students
The largest number of students	22 Students
<b>14-Infrastructure</b>	
Required readings: <input type="checkbox"/> Basic texts <input type="checkbox"/> Course books <input type="checkbox"/> Other	Lectures prepared by the instructor
Special requirements (including, for example, workshops, periodicals, software, and (websites	Alleng.org - This website provides digital copies of the student book, workbook, and teacher's guide, as well as audio and video

	<p>tutorials. It also includes reading texts for dyslexic learners, a vocabulary list, and a language portfolio.</p> <p>LangPath.net - This website offers the fifth edition teacher's guide in PDF format, along with information about the book's content and accompanying digital resources.</p> <p>PDF Room - This website provides a copy of the fourth edition teacher's guide, which includes instructional notes, photocopiable worksheets, and listening texts</p>
Social services (including, for example, guest lectures, vocational training, and field studies)	Practical application of all English language concepts and rules outside the educational environment