

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



Academic Program and Course Description Guide

٢٠٢٥

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 The academic program description is a short summary of the main features of .Examiner Program 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 prog 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 ٣/٢٩٠٦ on ٣/٥/٢٠٢٣ 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 aca programs and course

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.

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

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)

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

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–

Scientific Department: Geography.....

Academic or Professional Program Name:

Final Certificate Name:

Academic System:

Description Preparation Date: (٢٠٢٦-٢٠٢٥)

File Completion Date: ٢٠٢٥/٩/١٧

Signature:

Head of Department Name:

Prof. Dr. Abdul Amir Ahmed
Abdullah

Date: ٢٠٢٥/٩/١٨

Signature:

Scientific Associate Name:

Dr. Ghazwan Adnan
Mohammed

Date: ٢٠٢٥/٩/٢١

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department: Dr.

M.M. Zainah saheed Ali

Date: ٢٠٢٥/٩/٢٢

Signature:

Approval of the Dean

Prof. Dr. Luay Sayhood Fawaz Al-Tamimi

Date: ٢٠٢٥/٩/٢٣

First Stage

Academic Program Description

This academic program description provides a concise summary of the most important characteristics of the program and the learning outcomes expected of the student to achieve demonstrating whether they have made the most of the opportunities available, and is accompanied by a description of each course within the program

Diyala University – College of Education for Humanities	1. Educational Institution
Date	2. Scientific Department/Center
	3. Name of the academic or professional program
Bachelor	4. Name of Final Certificate
annual	5. Academic System: Annual/Courses/Other
	6. Accredited Accreditation Program
	7. Other External Influences
2024	8. Description Preparation Date
9. Objectives of the Academic Program:	
- Introducing students to the ancient history of Iraq and its borders and where the ethnic groups came to Iraq	
Providing students with the ruler of the old Iraq, their most important laws, and explaining their causes and consequences.	
Attracting students to the ancient history of Iraq to know the most important events that emerged in this long period of time	

10. Required Program Outcomes and Teaching, Learning and Assessment Methods
a-A Cognitive Objectives. A1. Creating a stimulating environment for education and creativity through the development and updating of scientific curricula, training methods, and evaluation to keep pace with the requirements of the labor market. A2. Developing the teaching staff in universities A3- Developing the administrative staff in universities through the exchange of goods, scientific cooperation, and developing plans for the success of the educational process. A4. Paying attention to quality assurance and academic performance to achieve quality, excellence and obtaining favorable accreditation A5- A6-
B . Skills Objectives of the Program: B1 – Students' analysis of the causes and motives of the migrations that occurred in the ancient history of Iraq B2 – Enlightening students about the factors and reasons that led to the fall of nations and the emergence of other nations B3 - Training students on graduation topics in the fourth stage, as most of the proposed titles are from the core of the history of Iraq.
Teaching and Learning Methods
Lecture, Discussion, Interrogation
Evaluation Methods
Students are evaluated in this course according to the following: ١. Theoretical Tests ٢. Assigning students with practical duties and tasks ٣. Write reports on some important topics

C. Emotional and Values Goals:

- C1- Introducing them to the importance of studying the history of ancient Iraq
A2. Encouraging students to excel and complete postgraduate studies in the future

Teaching and Learning Methods

١. Relying on the curriculum book and auxiliary books in the same specialization
٢. Using the interrogation method to find out the individual differences between students and the extent of their scientific and cognitive abilities.

11. Program Structure

Credit Hours		Course or course name	Course or course code	Stage of study
practical	theoretical	Ancient History of Iraq		First
theoretical				

12. Personal Development Planning

Updating the curriculum vocabulary annually

13. Admission Criteria (Setting Regulations for Admission to a College or Institute)

The student's average in the preparatory school stage, in addition to the student's desire, as well as the geographical location of the student's residence, in line with the admission policy in Iraqi universities, colleges and institutes.

14. Key sources of information about the program

References and sources from books, researches, studies, periodicals related to the ancient history of Iraq, and various means of information from the Internet.

Curriculum Skills Chart													
Please indicate the boxes corresponding to the individual learning outcomes from the program being evaluated													
Learning Outcomes Required from the Program												fundamenta l Or optional	Cour Nam
Emotional and Values Goals				Program Skill Objectives				Cognitive Objectives					
4	C3	C2	A1	B4	B3	B2	B1	A4	A3	A2	A1		
terl	Editoria l	Oral	Testin g	To put a planner of Iraq's urban areas and	The student should use the historical atlas to identify civilization s	The student should prepar e the names of cities in	The student should draw a map of Iraq and its main	The student should analyze the historica l sources in the	The student should put the names of the countries and civilizations surroundin	The student should explain the importanc e of the ancient site of Iraq	The student should know the history and civilizatio n of	Essential	Ancie t Histo of Ira

				cities on the map		ancient Iraq and its vicinity.	civilization	ancient history of Iraq	g ancient Iraq		ancient Iraq		
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Course Description Form

1. Course Outcomes , Teaching, Learning and Assessment Methods
A. Cognitive Objectives A1. Introducing students to the ancient history of Iraq A2- Clarifying the reasons for the emergence of new nations in the old Iraq A3- Mention the most important results of each of the nations A4. Understand the methods and methods of each prominent ruler A5- Drawing a map or diagram showing the progress of government in ancient Iraq A6- Statement of the most important developments that occurred between the nations were industry and agriculture.
Teaching and Learning Methods
Interrogation. Lecture
Evaluation Methods
Conducting a written exam Questioning Method of analysis
d. Transferred general and qualifying skills (other skills related to employability and personal development). D1. The student should draw a diagram that learns the teaching method of the subject. D2. The student should submit a research paper. D3. The student should use the data show device to view the types of objective tests. D4. Using the Atlas to Identify the Borders of Ancient Iraq

Course Description

This course description provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the student to achieve and demonstrate whether they have made the most of the

available learning opportunities. It should be linked to the program description.

Diyala University – College of Education for Humanities	2. Educational Institution
Date	3. Scientific Department/Center
Ancient History of Iraq	4. Course Name/Code
Attendance	5. Available Forms of Attendance
2024- 2025	6. Semester/Year
2	7. Number of Hours (Total)
2024	8. Date this description was prepared
9. Course Objectives	
The History of Iraq course aims to build in-depth academic knowledge about the foundations of ancient Iraqi history	
Developing the researcher's skills in analyzing events and their interdependence using a scientific methodology (paralyzing the problematic method)	
Enabling them to understand the outcomes of historical facts and their effects	
Identify the most important civilizations (such as Sumerian, Akkadian, Babylonian, and Assyrian)	
Recognizing the Achievements of the Two Ancient Iraqis	
Learn about the method of writing, irrigation and techniques	

10. Course Structure					
Evaluation Method	Teaching Method	Module Name / or Subject	Required Learning Outcomes	Hours	The week
Ask questions	Class Lecture	Sources of the study of Iraq's ancient history		2	The first
You will interrogate	Class Lecture	Introducing the site of ancient Iraq and its borders		2	Second
Oral exam	Class Lecture	Identifying the Types of Civilizations of Iraq		2	Third
Ask questions	Class Lecture	Identify the most important stone ages		2	Fourth
You will interrogate	Class Lecture	Developments that have occurred in each era		2	V
Oral exam	Class Lecture	Dynasties that appeared in the Stone Ages		2	Sixth
You will interrogate	Class Lecture	Sumerians		2	Seventh
Questioning	Class Lecture	The most important industries for the Sumerians		2	Eighth
Ask questions	Class Lecture	Akadian		2	Ninth
Ask questions	Class Lecture	Assyrians		2	X
Oral exam	Class Lecture	Assyrian Empire		2	Eleventh
Questioning	Class Lecture	Summary of Assyrian Civilizational Characteristics		2	Twelfth

Questioning	Class Lecture	The Amorites		2	Thirteenth
Ask questions	Class Lecture	The beginning of the Old Babylonian era		2	Fourteenth
Questioning	Class Lecture	Hammurabi Era		2	Fifteenth
Questioning	Class Lecture	Summary of the Civilizational Characteristics of Babylon		2	Sixteenth
Ask questions	Class Lecture	Land Ownership Law		2	Seventeenth
Ask questions	Lecture	The Scientific Movement of Babylonia		2	Eighteenth
Ask questions	Class Lecture	Codes		2	Nineteenth
Questioning	Class Lecture	Cashions		2	Twenty
				2	Twenty first
Questioning	Class Lecture	Babylonia after the Kashid era		2	Twenty two
Ask questions	Class Lecture	The most important characteristics of civilization in the Kashi era		2	Twenty Three
Ask questions	Class Lecture	Mandate of the Covenant		2	Twenty fourth
Questioning	Class Lecture	Rules		2	Twenty Fifth
Questioning	Class Lecture	Fall of Caches		2	Twenty-sixth
Ask questions	Class Lecture	Modern Babylonian Era		2	Twenty Seventh
Questioning	Class Lecture	Nebuchadnezzar		2	Twenty Eight
Questioning	Class Lecture	The Fall of Babylon at the hands of Kushi		2	Twenty Ninth

Oral exam	Class Lecture	Summary of Civilizational Characteristics		2	Xxx
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11. Infrastructure

Lectures on Ancient History – Amer Suleiman and the Boys	1- Required Textbooks
Introduction to the History of Ancient Civilizations - Taha Baqir	2- Main References (Sources)
Al-Wajeez in the History of Ancient Iraq - Abdul Qadir Al-Sheikhli	A) Recommended books and references (scientific journals, reports,
The website specialized in the history and civilization of ancient Iraq	B) References, Websites,

12. Course Development Plan:

Developing the curriculum vocabulary by (20./.)of modern topics in line with the developments of the era for the purpose of preparing the student for the correct professional, educational and psychological preparation

Name :Eng. Zaman Mahmoud Shaker
Email: zaman.hs.hum@uodiyala.edu.iq

Academic Program Description

This academic program description provides a concise summary of the most important characteristics of the program and the learning outcomes expected of the student to achieve demonstrating whether they have made the most of the opportunities available, and is accompanied by a description of each course within the program

Diyala University – College of Education for Humanities	1. Educational Institution
Department of Geography	2. Scientific Department/Center
	3. Name of the academic or professional program
Bachelor	4. Name of Final Certificate
annual	5. Academic System: Annual/Courses/Other
	6. Accredited Accreditation Program
	7. Other External Influences
2026	8. Description Preparation Date
9. Objectives of the Academic Program:	

10. Required Program Outcomes and Teaching, Learning and Assessment Methods
a-A Cognitive Objectives. A1. Creating a stimulating environment for education and creativity through the development and updating of scientific curricula, training methods, and evaluation to keep pace with the requirements of the labor market. A2. Developing the teaching staff in universities A3- Developing the administrative staff in universities through the exchange of goods, scientific cooperation, and developing plans for the success of the educational process. A4. Paying attention to quality assurance and academic performance to achieve quality, excellence and obtaining favorable accreditation A5- A6-
B . Skills Objectives of the Program: B1 – Enable students to analyze the concept of Educational Psychology in terms of its scope, objectives, significance, and major areas of study. B2 – Develop an understanding of the concept of childhood, its importance, characteristics, and stages.
Teaching and Learning Methods
Lecture, discussion, and questioning.
Evaluation Methods
Students are evaluated in this course according to the following: ١. Theoretical Tests ٢. Assigning students with practical duties and tasks ٣. Write reports on some important topics

C. Emotional and Values Goals:

Teaching and Learning Methods

١. Relying on the curriculum book and auxiliary books in the same specialization
٢. Using the interrogation method to find out the individual differences between students and the extent of their scientific and cognitive abilities.

11. Program Structure

Credit Hours		Course or course name	Course or course code	Stage of study
practical	theoretical	Educational Psychology and Human Development		First
theoretical				

12. Personal Development Planning

Updating the curriculum vocabulary annually

13. Admission Criteria (Setting Regulations for Admission to a College or Institute)

The student's average in the preparatory school stage, in addition to the student's desire, as well as the geographical location of the student's residence, in line with the admission policy in Iraqi universities, colleges and institutes.

14. Key sources of information about the program

References and sources, including textbooks, research papers, academic studies, scholarly journals related to Educational Psychology and Human Development, as well as various online information resources.

Curriculum Skills Chart													
Please indicate the boxes corresponding to the individual learning outcomes from the program being evaluated													
Learning Outcomes Required from the Program												fundamen ta l Or optional	Cour Nam
emotional and Values Goals				Program Skill Objectives				Cognitive Objectives					
4	C3	C2	A1	B4	B3	B2	B1	A4	A3	A2	A1		
												Supporting	Educational Psychology and Human Development

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Course Description Form

1. Course Outcomes , Teaching, Learning and Assessment Methods
A. Cognitive Objectives Enable students to: • Define the concept of Educational Psychology. • Explain the concept of educational objectives. • Differentiate between teaching and learning. • Explain the theories of learning. • Explain the theories of forgetting. • Distinguish between the different types of thinking. • Define the concept of Human Development Psychology. • Explain the factors influencing human development. • Explain the research methods used in Human Development Psychology. • Understand the stages of childhood and their significance. • Define the stage of adolescence. • Understand the concept of aggressive behavior.
Teaching and Learning Methods
Lecture, discussion, and the questioning method.
Evaluation Methods
Conducting a written exam Questioning Method of analysis
D. General and Transferable Skills (Other Skills Related to Employability and Personal Development) D1. Deliver a lecture to peers and actively participate in discussion. D2. Prepare and present a research paper related to the course content to reinforce knowledge and understanding.

Course Description

This course description provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the student to achieve and demonstrate whether they have made the most of the available learning opportunities. It should be linked to the program description.

Diyala University – College of Education for Humanities	2. Educational Institution
Department of Geography	3. Scientific Department/Center
Educational Psychology and Human Development	4. Course Name/Code
Attendance	5. Available Forms of Attendance
2026- 2025	6. Semester/Year
2	7. Number of Hours (Total)
2026	8. Date this description was prepared
9. Course Objectives	
Develop students' understanding of the concepts of Educational Psychology and Human Development.	
Enhance students' knowledge of the concept of learning, its theories, and their educational applications.	
Enhance students' understanding of the stages of human growth and development.	
Develop students' knowledge of the factors and principles influencing human development.	
Develop students' understanding of the role of social institutions in child socialization.	
Enhance students' awareness of the significance of adolescence and the factors influencing it.	

10. Course Structure					
Evaluation Method	Teaching Method	Module Name / or Subject	Required Learning Outcomes	Hours	The week
Ask questions	Lecture and Discussion	Concept of Educational Psychology: Definition and Development		2	The first
You will interrogate	Lecture and Discussion	The Difference Between Teaching and Learning		2	Second
Oral exam	Lecture and Discussion	Learning Theories and Their Educational Applications		2	Third
Ask questions	Lecture and Discussion	Thorndike's, Pavlov's, Skinner's, and Gestalt Theories		2	Fourth
You will interrogate	Lecture and Discussion	Social Learning Theory		2	V
Oral exam	Lecture and Discussion	Cognitive Learning Theory		2	Sixth
Written Examination	—	First Monthly Examination		2	Seventh
Questioning	Lecture and Discussion	Memory and Forgetting		2	Eighth
Ask questions	Lecture and Discussion	Memory and Its Types		2	Ninth
Ask questions	Lecture and Discussion	Theories of Forgetting		2	X
Oral exam	Lecture and Discussion	Transfer of Learning: Definition and Types		2	Eleventh
Questioning	Lecture and Discussion	Theories and Educational Applications of Transfer of Learning, and Techniques for Facilitating Learning Transfer		2	Twelfth
Questioning	Lecture and Discussion	Feedback: Definition and Types		2	Thirteenth

Ask questions	Lecture and Discussion	Educational Applications of Feedback		2	Fourteenth
Written Examination	_____	Second Monthly Examination		2	Fifteenth
Questioning	Lecture and Discussion	Human Development Psychology: Definition, Importance, and the Concept of Development		2	Sixteenth
Ask questions	Lecture and Discussion	General Principles and Laws of Human Development and the Factors Influencing Development		2	Seventeenth
Ask questions	Lecture and Discussion	Research Methods in Human Development Psychology		2	Eighteenth
Ask questions	Lecture and Discussion	Childhood: Definition, Importance, and Stages		2	Nineteenth
Questioning	Lecture and Discussion	Cognitive and Language Development		2	Twenty
		Adolescence: Definition, Importance, and Stages		2	Twenty first
Written Examination	_____	First Monthly Examination		2	Twenty two
Ask questions	Lecture and Discussion	Adolescents' Attitudes and Interests: The Importance of Attitudes and Interests		2	Twenty Three
Ask questions	Lecture and Discussion	Sources of the Development of Attitudes and Interests		2	Twenty fourth
Questioning	Lecture and Discussion	Factors Influencing Adolescents' Attitudes and Interests		2	Twenty Fifth
Questioning	Lecture and Discussion	The Importance of Career Choice, the Factors Influencing It, and Adolescents' Adjustment to Work		2	Twenty-sixth
Ask questions	Lecture and Discussion	Common Problems of Adolescents		2	Twenty Seventh
Written Examination	_____	Second Monthly Examination		2	Twenty Eight
Questioning	Lecture and Discussion	Aggressive Behavior		2	Twenty Ninth
Oral exam	Lecture and Discussion	Juvenile Delinquency		2	Thirty

11. Infrastructure

	1- Required Textbooks
• Al-Atoum, Y. (٢٠١٣). <i>Educational Psychology: Theory and Practice</i>. • Abu Jado, S. <i>Educational Psychology</i>. • Fadia. (٢٠٠٣). <i>Introduction to Developmental Psychology</i>. • Mussen, P. H., et al. (١٩٨٦). <i>Psychological Foundations of Childhood and Adolescence</i>	2- Main References (Sources)
	A) Recommended books and references (scientific journals, reports,
	B) References, Websites,

12. Course Development Plan:

Name : Assistant Lecturer Haitham Ali Shihab

Email: haitham.ps@uodiyala.edu.iq

Course Description Form

١. Course Name:	
Computer	
٢. Course Code:	
H016	
٣. Semester / Year:	
Annual	
٤. Description Preparation Date:	
٢٠٢٥-٢٠٢٦	
٥. Available Attendance Forms:	
Attendance	
٦. Number of Credit Hours (Total) / Number of Units (Total)	
30 hours / 1 unit	
٧. Course administrator's name (mention all, if more than one name)	
Name: Assist. Prof. Basim Najim AL-Din Abed Lecturer. Read theiab Email: purecomp.basim.abd@uodiyala.edu.iq	
٨. Course Objectives	
Course Objectives	* Preparing and qualifying specialists to meet the requirements of the labor market in its public and private sectors by diversifying teaching and learning methods and training students to apply acquired knowledge and skills to solve real-world problems. * Creating an appropriate climate for students to enable them to apply their

	acquired knowledge and skills in identifying the needs and problems of society and social matters related to computers and information technology. * Providing distinguished academic programs in the field of computers, both theoretical and practical, that are consistent with international standards of academic quality and meet the needs of the labor market. * Encouraging and developing scientific research in the fields of computers in general and in the areas of office software suites (Office) in particular. * Developing the scientific and technical capabilities in educational laboratories and providing all their requirements. * Providing specialized laboratories for scientific research equipped with scientific capabilities to provide an opportunity for teaching staff to develop their abilities. * Working to publish scientific and qualitative articles and publications that keep pace with the information development wheel in the world. * Holding specialized scientific conferences.
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4. Teaching and Learning Strategies	
Strategy	Lecture method, laboratory dialogue, discussion, and giving examples.

5. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Concepts of Hardware and Software with their components.	Introduction to Computers	Theoretical lecture +practical	General questions, discussion, and monthly exams.
2	2	Concept of	Introduction to	Theoretical	General

		Computing, Data and Information; Applications of Information, Connecting input/output devices and peripherals to the CPU.	Computers	lecture +practical	questions, discussion, and monthly exams.
3	2	Computer Parts, Hardware Components, Input/Output Units.	Computer Components	Theoretical lecture +practical	General questions, discussion, and monthly exams.
4	2	Memory Types: Volatile Memory and Non-Volatile Memory, Secondary Storage.	Computer Components	Theoretical lecture +practical	General questions, discussion, and monthly exams.
5	2	CPU Components: Control Unit (CU), Arithmetic Logic Unit (ALU) and Registers.	Computer Components	Theoretical lecture +practical	General questions, discussion, and monthly exams.
6	2	Computer Ports, Personal Computer (Features and Types).	Computer Components	Theoretical lecture +practical	General questions, discussion, and monthly exams.
7	2	Operating System; Basics of Common Operating Systems; The	Operating System and Graphical User Interface (GUI)	Theoretical lecture +practical	General questions, discussion, and monthly exams.

		User Interface, Using Mouse Techniques.			
8	2	Use of Common Icons, Status Bar, Using Menus and Menu Selection.	Operating System and Graphical User Interface (GUI)	Theoretical lecture +practical	General questions, discussion, and monthly exams.
9	2	Concept of Folders and Directories, Opening and Closing Different Windows; Creating Shortcuts.	Operating System and Graphical User Interface (GUI)	Theoretical lecture +practical	General questions, discussion, and monthly exams.
10	2	Customization and Personalization of GUIs, Accessibility Features in GUIs, User Experience (UX).	Operating System and Graphical User Interface (GUI)	Theoretical lecture +practical	General questions, discussion, and monthly exams.
11	2	Word Processing Basics; Basic Features of Word Processors, Opening and Closing Documents.	Word Processing	Theoretical lecture +practical	General questions, discussion, and monthly exams.
12	2	Text Creation and Manipulation; Formatting Text and Paragraphs,	Word Processing	Theoretical lecture +practical	General questions, discussion, and monthly exams.

		Using Templates for Document Creation.			
13	2	Creating and Managing Tables, Utilizing Styles and Themes.	Word Processing	Theoretical lecture +practical	General questions, discussion, and monthly exams.
14	2	Spell Check and Grammar Tools, Using Headers and Footers.	Word Processing	Theoretical lecture +practical	General questions, discussion, and monthly exams.
15	2	Introduction to Spreadsheet Software, Creating and Formatting Worksheets.	Spreadsheets	Theoretical lecture +practical	General questions, discussion, and monthly exams.
16	2	Sorting and Filtering Data, Using Formulas and Functions.	Spreadsheets	Theoretical lecture +practical	General questions, discussion, and monthly exams.
17	2	Using Formulas and Functions, Using Pivot Tables for Data Analysis.	Spreadsheets	Theoretical lecture +practical	General questions, discussion, and monthly exams.
18	2	Data Validation and Error Checking, Data Visualization: Creating Charts and Graphs.	Spreadsheets	Theoretical lecture +practical	General questions, discussion, and monthly exams.
19	2	Introduction to Presentation Software, Overview of Popular	Presentation Software	Theoretical lecture +practical	General questions, discussion, and monthly exams.

		Presentation Tools, Creating a New Presentation.			
20	2	Using Templates and Themes, Inserting and Formatting Text and Images, Transition and Animation Effects.	Presentation Software	Theoretical lecture +practical	General questions, discussion, and monthly exams.
21	2	Using Speaker Notes and Timers, Advanced Features: Hyperlinks and Action Buttons.	Presentation Software	Theoretical lecture +practical	General questions, discussion, and monthly exams.
22	2	Troubleshooting Common Presentation Issues, Future Trends in Presentation Technology.	Presentation Software	Theoretical lecture +practical	General questions, discussion, and monthly exams.
23	2	Computer Networks Basics; LAN, WAN.	Introduction to Internet and Web Browsers	Theoretical lecture +practical	General questions, discussion, and monthly exams.
24	2	Concept of Internet and its Applications; Connecting to the Internet.	Introduction to Internet and Web Browsers	Theoretical lecture +practical	General questions, discussion, and monthly exams.
25	2	World Wide Web; Web Browsing Software, Search Engines.	Introduction to Internet and Web Browsers	Theoretical lecture +practical	General questions, discussion, and monthly exams.

26	2	Understanding URL; Domain Name; IP Address.	Introduction to Internet and Web Browsers	Theoretical lecture +practical	General questions, discussion, and monthly exams.
27	2	Basics of Electronic Mail; Getting an Email Account; Sending and Receiving Emails; Accessing Sent Emails; Using Email; Document Collaboration.	[Communications and Email]	Theoretical lecture +practical	General questions, discussion, and monthly exams.
28	2	Sending and Receiving Emails; Accessing Sent Emails; Using Email; Document Collaboration.	[Communications and Email]	Theoretical lecture +practical	General questions, discussion, and monthly exams.
29	2	Definition of Cloud Computing and its Concept, Cloud-Based Office Suites (Office 365 and Google Workspace).	[Introduction to Cloud Computing and Services]	Theoretical lecture +practical	General questions, discussion, and monthly exams.
30	2	Google Workspace: Google Docs, Google Sheets, Google Drive, Google Meet.	[Introduction to Cloud Computing and Services]	Theoretical lecture +practical	General questions, discussion, and monthly exams.

٨١. Course Evaluation	
Distribution of the 25 marks according to the tasks assigned to the student, such as daily preparation, daily, monthly, and written exams, etc.	
٨٢. Learning and Teaching Resources	
Recommended supporting books and references (scientific journals, reports...):	Theses and Dissertations
Electronic references, internet sites:	Electronic Research
٨٣. Curriculum Development Plan	
● Familiarity with the latest developments in teaching and learning strategies. ● Using modern technology and scientific reports through illustrative videos to consolidate the scientific material visually.	

Academic Program Description

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Diyala University – College of Education for Humanities	1. Educational Institution
Geography	2. Scientific Department/Center
	3. Name of the academic or professional program
Bachelor	4. Name of Final Certificate
annual	5. Academic System: Annual/Courses/Other
	6. Accredited Accreditation Program
	7. Other External Influences
٢٠٢٥	8. Description Preparation Date
9. Objectives of the Academic Program:	
To introduce students to the importance of human rights and their impact on promoting their rights.	
To provide students with detailed information about the most important fundamental rights they should enjoy and the most important public freedoms.	
- To familiarize students with the most important laws that regulate and protect their rights, and the most important constitutional rights in Iraq and the rights enjoyed by citizens.	

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

a-A Cognitive Objectives. A1. Creating a stimulating environment for education and creativity through the development and updating of scientific curricula, training methods, and evaluation to keep pace with the requirements of the labor market. A2. Developing the teaching staff in universities A3- Developing the administrative staff in universities through the exchange of goods, scientific cooperation, and developing plans for the success of the educational process. A4. Paying attention to quality assurance and academic performance to achieve quality, excellence and obtaining favorable accreditation A5- A6-
B . Skills Objectives of the Program: B1Students' analysis of the importance of human rights and ways to develop them B2 - Students' insight into the most important guarantees and legal mechanisms that work to preserve and preserve their rights. B3 - Enabling students to spread the culture of human rights in society and maintain public order.
Teaching and Learning Methods
Lecture, Discussion, Interrogation
Evaluation Methods
Students are evaluated in this course according to the following: ١. Theoretical Tests ٢. Assigning students with practical duties and tasks ٣. Write reports on some important topics
C. Emotional and Values Goals: C1- Introducing them to the importance of human rights and public freedoms C2- Encouraging students to respect the laws, regulations and instructions and build a conscious heart.
Teaching and Learning Methods

١. Relying on the curriculum book and auxiliary books in the same specialization
٢. Using the interrogation method to find out the individual differences between students and the extent of their scientific and cognitive abilities.

11. Program Structure

Credit Hours		Course or course name	Course or course code	Stage of study
practical	theoretical	Human rights and general democracy		First
theoretical				

12. Personal Development Planning

Updating the curriculum vocabulary annually

13. Admission Criteria (Setting Regulations for Admission to a College or Institute)

The student's average in the preparatory school stage, in addition to the student's desire, as well as the geographical location of the student's residence, in line with the admission policy in Iraqi universities, colleges and institutes.

14. Key sources of information about the program

References and sources from books, researches, studies and periodicals related to the subject of human rights, public democracy and various means of information from the Internet

Curriculum Skills Chart													
Please indicate the boxes corresponding to the individual learning outcomes from the program being evaluated													
Learning Outcomes Required from the Program												fundamenta l Or optional	Cour Nam
Emotional and Values Goals				Program Skill Objectives				Cognitive Objectives					
4	C3	C2	A1	B4	B3	B2	B1	A4	A3	A2	A1	Essential	Hum an right s and demo cracy
terl	Editoria l	Oral	Testin g	To know the most import ant regulati ons that protect these rights	To know the most important regulations that protect these rights	The student must have the ability to unders tand the laws that protect their rights	He knows all the freedom s guarant eed to him by the Iraqi Constitu tion.	Defines the most importa nt legal mechani sms that preserv e these rights	To know the most important human rights in ancient Iraq and civilization	Learn about the types of human rights	To know the most important rights and freedoms in Iraqi laws		

				cities on the map		ancient Iraq and its vicinity.	civilization	ancient history of Iraq	g ancient Iraq		ancient Iraq		
--	--	--	--	----------------------------------	--	---	---------------------	--	---------------------------	--	-------------------------	--	--

Course Description Form

1. Course Outcomes , Teaching, Learning and Assessment Methods
A. Cognitive Objectives A1- A1- Introducing students to basic human rights A2- Introducing students to the importance of human rights and their types A3- Introducing students to the most important legal mechanisms that ensure the protection of human rights A4- Knowing the most important rights stipulated by the Iraqi legislator A5- Knowing the most important public freedoms and what differentiates them from human rightsre.
Teaching and Learning Methods
Interrogation. Lecture
Evaluation Methods
Conducting a written exam Questioning Method of analysis
d. Transferred general and qualifying skills (other skills related to employability and personal development). The student knows the most important human rights and public freedoms D2- The student submits a research paper D3- To learn the laws that regulate human rightsq

Course Description

This course description provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the student to achieve and demonstrate whether they have made the most of the available learning opportunities. It should be linked to the program description.

Diyala University – College of Education for Humanities	2. Educational Institution
Geography	3. Scientific Department/Center
Human rights and general democracy	4. Course Name/Code
Attendance	5. Available Forms of Attendance
٢٠٢٥- ٢٠٢٦	6. Semester/Year
١	7. Number of Hours (Total)
٢٠٢٥	8. Date this description was prepared
9. Course Objectives	
The course of human rights and general democracy aims to know the most important human rights and their types	
Developing the researcher's skills in analyzing events and their interdependence using a scientific methodology (the problematic approach)	
Enabling them to understand the outcomes of human rights	

10. Course Structure					
Evaluation Method	Teaching Method	Module Name / or Subject	Required Learning Outcomes	Hours	The week
Ask questions	Class Lecture	Definition of human rights		2	The first
You will interrogate	Class Lecture	Characteristics of human rights		2	Second
Oral exam	Class Lecture	The importance of human rights		2	Third
Ask questions	Class Lecture	Types of human rights		2	Fourth
You will interrogate	Class Lecture	The historical development of human rights		2	V
Oral exam	Class Lecture	Human rights in Islam		2	Sixth
You will interrogate	Class Lecture	National and procedural human rights mechanisms		2	Seventh
Questioning	Class Lecture	National mechanisms for human rights		2	Eighth
Ask questions	Class Lecture	Definition of the International Sharia		2	Ninth
Ask questions	Class Lecture	National and procedural mechanisms of the international law		2	X

Oral exam	Class Lecture	Women's rights		2	Eleventh
Questioning	Class Lecture	Children's Rights 1989		2	Twelfth
Questioning	Class Lecture	Rights of persons with disabilities and minorities		2	Thirteenth
Ask questions	Class Lecture	Protection and equality laws		2	Fourteenth
Questioning	Class Lecture	National anti-discrimination mechanisms		2	Fifteenth
Questioning	Class Lecture	International Humanitarian Law		2	Sixteenth
Ask questions	Class Lecture	Basic Principles of International Humanitarian Law		2	Seventeenth
Ask questions	Lecture	The relationship between international humanitarian law and human rights		2	Eighteenth
Ask questions	Class Lecture	The role of the judiciary in the implementation of international humanitarian law		2	Nineteenth
Questioning	Class Lecture	Patterns of democracy		2	Twenty
Questioning	Class Lecture	Patterns of democracy with the political system		2	Twenty first
Questioning	Class Lecture	Patterns of democracy with the		2	Twenty two

		people			
Ask questions	Class Lecture	Summary and conclusions		2	Twenty Three
Ask questions	Class Lecture	The concept of freedoms		2	Twenty fourth
Questioning	Class Lecture	The importance of public freedoms		2	Twenty Fifth
Questioning	Class Lecture	International Covenant on Civil and Political Rights		2	Twenty-sixth
Ask questions	Class Lecture	International Covenant on Economic and Cultural Rights		2	Twenty Seventh
Questioning	Class Lecture	Universal Declaration of Human Rights		2	Twenty Eight
Questioning	Class Lecture	The origin and content of the above		2	Twenty Ninth
Oral exam	Class Lecture	The legal value of the Universal Declaration		2	Xxx

11. Infrastructure

Human Rights and Democracy - Ministry of Higher Education

1- Required Textbooks

All books related to human rights and democracy

2- Main References (Sources)

Human Rights and Democracy -	A) Recommended books and references (scientific journals, reports,
Website specialized in human rights	B) References, Websites,

12. Course Development Plan:

Developing the curriculum vocabulary by (20./.) of modern topics in line with the developments of the era for the purpose of preparing the student for the correct professional, educational and psychological preparation

Name : M. Eng. Haider Abdulsalam Mohammed
Email: Haider.gev.hum@uodiyala.edu.iq

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

for the Geography Description of the academic program Department

This academic program description provides a concise overview of the program's key features and expected learning outcomes, demonstrating whether students have made the most of the a description of each available opportunities. It is accompanied by .course within the program

College of Education for / Diyala University of Ministry of Higher Education and -Humanities Scientific Research	١. Educational institution
Geography	٢. University Department / Center
Geography	٣. Academic Program Name
Bachelor's degree in Geography	٤. Name of final certificate
Annual system	٥. The study system
Accreditation standards of the Association of Arab Universities	٦. Accredited Accreditation Program
velop professional Student training courses to de	٧. Other external

practical application in middle –field visits –skills and high schools	influences
AD ٢٠٢٥/١٠/١	٨. Date of preparation of description
٩. The objectives of the academic program are to provide graduates (as :learning outcomes) with the following ١- Preparing students for the teaching profession in secondary schools ٢- Preparing students for the profession of teaching geographical subjects, .especially the practical aspect in secondary schools ٣- scription to Conducting research and studies in geography and land de .solve the problems and challenges facing society ٤- Preparing scientific researchers in the field of research, especially topics .related to life and society and how they can be utilized	

١٠. thods, and Required learning outcomes, teaching and learning me assessment
Knowledge and understanding, which includes: remembering, -A .understanding, applying, analyzing, synthesizing, and evaluating To enable students to acquire knowledge and understanding of the -١ sciences intellectual framework of geographical Preparing students psychologically and educationally for the teaching -٢ .profession in secondary schools Preparing students psychologically and educationally for the profession -٣ .of teaching applied geography in secondary schools advice on land use and projects to relevant institutions and Providing -٤ .departments in ministries Conducting research in applied fields such as construction and building -٥

.to solve problems facing society in different sectors

specific skills-b) Subject

.pating in committees with relevant partiesPartici -١

Contributing to addressing the problems that students face in natural - ٢
.and human geographical life and guiding them professionally

Preparing scientific researchers in the field of applied geography - ٣

eaching and learning methodsT

All educational methods include lecturing, questioning, and discussion, as
:well as providing the student with

To provide students with the fundamentals and topics related to -١
composition of life knowledge, structure, and the natural and human

Clarification and explanation of the study materials by the academic -٢
.staff

Providing students with knowledge through homework assignments for -٣
.course vocabulary

dge Requiring students to visit the library to obtain academic knowle -٤
.related to course vocabulary

Guiding students to obtain information and facts from the International -٥
(Information Network (the Internet

Assessment methods

• final grade %٦ • semester grade, %٤ •

-١ Daily tests with multiple choice questions or general classroom questions for the study materials

-٢ Grades for students participating in challenging competitive questions

-٣ Assigning grades to the assigned homework

-٤ Giving grades for the reports assigned to students on the topics of the subject

-C Thinking skills : solving skills-practical problem

-١ To enable students to solve problems related to the intellectual framework of physical geography, especially landforms such as plains, mountains, plateaus, rivers, and human aspects such as population distribution, agriculture, industry, trade, and politics

-٢ Enabling students to solve problems related to teacher preparation standards

-٣ Enabling students to solve problems related to the standards for preparing geography teachers

-٤ Enabling students to solve problems related to the standards of writing research and applied studies in the natural and human fields

Teaching and learning methods

-١ Providing students with the basics and additional topics related to the solving skills-f scientific problem prior learning outcomes o

.Solving a set of practical examples by the academic staff -٢

.Asking students to solve some practical problems during the lecture -٣

.Visits to secondary schools by the academic staff -٤

Assessment methods

.choice questions that require practical skills-xams with multipleDaily e -١

Daily exams with practical questions to develop creative thinking -٢

.among students

Grades for participating in questions that compete with the study -٣

.topics

.eworkAssigning grades for hom -٤

General and transferable skills (other skills related to employability -D
(and personal development

Enabling students to use modern teaching methods and techniques -١

in the subject of landforms, human spatial and economic knowledge

.(students to pass practical tests in schools (application Enabling -٢

Enabling students to conduct scientific research and studies related -٣

to Earth surface problems and their associated issues, in addition to the

.ectshuman, agricultural, industrial and commercial asp

Enabling students to use their personal skills to benefit from the -٤

spatial variation of the Earth's shape in a way that makes it easier for

the recipient to understand and interpret its spatial distribution

Teaching and learning methods

Developing teaching curricula in coordination with higher D -١
.departments

Developing teaching curricula by the department that are similar to -٢
.the work environment

Sending students to secondary schools or to the natural field for -٣
.practical training

Training students with experiences that simulate the educational, T -٤
.social and professional reality

Encouraging innovation and creativity among students -٥

Assessment methods

Conducting tests during the application period in secondary schools -١

Conducting tests (research discussions) at the end of the semester to -٢
.determine students' choices in courses

Writing reports after the completion of the application period to -٣
determine the extent to which students are able to diagnose
problems in the natural Earth according to the "studied geographical

"school curriculum

Following up with the graduate (educational product) after his -٤
graduation from the educational institution

١٢. Certificates and hours credit hours ١٠٢	١١. The structure of the program set in the Geography Department, and its duration is ٢٠١٨-٢٠١٧ was implemented from the year which .(four years)			
	Credit Hours	Course name	Course code	Level/Year
A bachelor's degree requires rscredit hou (١٠٢)	٢	Weather and climate science		First stage
	٢	Cartography and remote sensing		
	٢	Geography of Africa and Australia		
	٢	Earth's surface features		
	٢	Educational Psychology		
	٢	Ancient Arab history		
	١	Human rights and democracy		
	٢	Computer Principles		
	٢	Foundations of Education		
	٢	Arabic		
	٢	arid regions		
	٢	Geogeography		
	١	language English		
	٢٤	the total		
	Credit Hours	Course name	Course code	Level/Year
A bachelor's degree credit hours (١٠٢)requires	٢	Applied climatology		Phase Two
	٢	Applied		

		Geomorphology		
	٢	Geography of Eurasia		
	٢	Population Geography		
	٢	Secondary education		
	٢	Psychology		
	٢	History of the Arab Islamic State		
	٢	Hydrology		
	٢	Geographical techniques		
	٢	Geography of Development and Planning		
	٢	Oil and Energy Geography		
	٢	Thematic cartography		
	٢	Rural Geography		
	١	English Language		
	٢٧	the total		
	Credit Hours	Course name	Course code	Level/Year
bachelor's degree requires A credit hours (١٠٢)	٢	Industrial Geography		Phase Three
	٢	Geography of reAgricultu		
	٢	Urban Geography		
	٢	Geography of the Americas		
	٢	Geography of natural resources		
	٢	Guidance and mental health		
	٢	Statistics and Geographic Modeling		
	٢	Curricula and		

		teaching methods		
	٢	Modern and contemporary history of the Arab world Iraq and t		
	٢	Tourism Geography		
	٢	Soil geography		
	٢	Methods of scientific research methodology		
	١	٣ English Language		
	٢	Detailed climatology		
	٢٧	the total		
	Credit Hours	Course name	Course code	Level/Year
	٢	f Iraq Geography o		Phase Four
	٢	Political geography		
	٢	Geography of the Arab World		
	٢	Geography of Transport and Trade		
	٢	Geographical thought		
	٢	Geography elective course		
	٢	Viewing and applying		
	٢	Geographic Information Systems		
	٢	Graduation research		
	٢	Measurement and evaluation		
	٢	Social Geography		
	٢	Geography of Services		
	٢	Geography of seas and oceans		
	١	English Language ٤		
	٢٧	the total		

١٣. Planning for personal development

providing Good education is based on helping students learn by -١
suitable conditions and circumstances for that, and not through direct
.teaching or instruction

The true value of the information that students study and the skills they -٢
acquire depends on the extent to which they use it and benefit from it in
.life situations

The curriculum denies taking into account the students' inclinations, -٣
trends, needs, and problems, and aims to bring about changes in their
.behavior

The curriculum should be adapted to the students' present and future, -٤
ble so that the teachers responsible for its implementation can and be flexi
reconcile the best learning methods with the characteristics of students'
.development

The instructor should have an influential personality among his -٥
ced first by the instructor, and then students, since the student is influen
.the latter adds a special style to the student's personality in teaching

١٤. Admission criteria (establishing regulations related to enrollment in a (college or institute

tions and requirements of Admission is centralized according to the regula
the Ministry of Higher Education and Scientific Research. Furthermore,
the college employs criteria for distributing students among departments,
:including

.The student's average grade in middle school -١

.The student's desire -٢

.The capacity of each department -٣

١٥. Key sources of information about the program

It meets the latest study requirements in the field of local, regional and - ١
.global history

It provides students with the requirements and skills necessary for their -٢
.uccess in the labor markets

.It narrows the gap between academic and practical skills -٣

Curriculum Skills Plan																			
.Please check the boxes corresponding to the individual learning outcomes from the program that are being assessed																			
red from the programLearning outcomes requi																			
General and transferable skills or) other skills) related to employability and personal development				thinking skills				specific -Subject skills				Knowledge and understanding				essential My choice	Course Name	Course code	Year / Level
٤D	٢D	٢D	١D	٤Q	Part ٣	Part ٢	Part ١	٤B	٢B	٢B	١B	٤A	٣A	٢A	١A				
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	essential	Weather and climate science		First
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	essential	Cartography and remote		

																	sensing			
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	essential	Geography of Africa and Australia		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	essential	Earth's surface features		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	educational	Educational Psychology		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	Social Studies	Ancient Arab history		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	University requirements	Human hts and rig democracy		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	University requirements	Computer Principles		

*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	educational	Foundations of Education		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	University requirements	Arabic		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	Basic	arid regions		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	Basic	Biogeography		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	University requirements	English Language		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	essential	Applied climatology		Second
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	essential	Applied Geomorphology		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	Sassi	Geography of Eurasia		

*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*		Sassi	Population Geography		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*		tionaleduca	Secondary education		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*		educational	Psychology		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*		Social Studies	History of the Arab Islamic State		
																	University requirements	English ‡Language		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*		University requirements	Scientific research methodology		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*		Basic	Geographical techniques		

*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	essential	Hydrology		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	essential	Geography of Development and Planning		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	essential	Oil and Energy Geography		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	essential	Rural Geography		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	essential	Thematic cartography		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	tialessen	Industrial Geography		Third
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	essential	Geography of Agriculture		

*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	essential	Urban Geography		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	essential	Geography of the Americas		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	Sassi	Geography natural of resources		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	educational	Guidance and mental health		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	essential	Statistics and Modeling		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	educational	Curricula and teaching methods		

*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	Social Studies	Modern and contemporary history of Iraq and the Arab world		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	essential	Tourism Geography		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	essential	Soil geography		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	Basic skills	Geographical research methods		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	University requirements	English Language		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	essential	Geography of Iraq		Fourth
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	essential	Political geography		

*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	essential	Geography of the Arab World		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	essential	Geography of Transport and Trade		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	essential	Geographical thought		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	Basic	raphy of Geog the environment and pollution		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	educational	Viewing and applying		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	Basic	Geographic Information Systems		

*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	Basic	Graduation research		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	educational	Measurement and evaluation		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	Basic	Social Geography		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	Basic	Geography of Services		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	Basic	Geography of seas and oceans		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	University requirements	English Language		

Africa and Sample course description for the Geography of First Year –course Australia

ons Review of the performance of higher education instituti (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 tunities. It whether they have made the most of the available learning oppor .must be linked to the program description

University of Diyala / Ministry of Higher Education and Scientific Research	١. Educational institution
..... College of Education for Humanities	٢. University Department / Center
Geography of Africa and Australia	٣. odeCourse Name/C
Reporting Program-Self	٤. Programs that he enters
First grade students	٥. Available forms of attendance
annual	٦. Semester/Year
hours (٩٠)	٧. Total number of study hours
AD ٢٠٢٥/١٠/١	٨. Date this description was prepared

٩. To familiarize students with surface and groundwater :Objectives Course
resources and the factors that contribute to their formation

Annual Teaching Plan Form

Dr. Talal Munheil Karim					: Name
talal.ge.hum@oudiyala.edu.iq					: Email address
and Australia Geography of Africa					:Subject name
annual					:Course syllabus
of the continents of Africa and Australia from both natural and A study Scientifically using electronic display methods human perspectives . PowerPoint					:Course objectives
study in terms of location, geological structure, The geography of Africa is a topography, soil, water resources, population, and human activities related to economic aspects, as is the case in the study of the continent of Australia.					Basic details of the :material
Din –Jabbar and Ahmed Najm Al–brahim AbdulMashhadani, I–Al Saharan Africa, Baghdad University Press, –Falijah, Sub .٢٠١٠ Baghdad,					:Textbooks
Din, Africa: A General and Regional -Falijah, Ahmed Najm Al - .١٩٨٠ Arab Countries, Alexandria, -Study of its Non eyond the Sahara, European Renaissance Sabri, Salah, Africa B - .١٩٩٠ Library, Cairo,					:External sources
Final exam	laboratories	Chapter Two	Chapter One	semester	Chapter :assessments
%٦٠		%٢٠	%٢٠	the first the second	

	Additional : information
--	-------------------------------------

1st semester Fir – Weekly lesson schedule

Notes	Practical material	Theoretical material	the date	Week
		The concept of the African continent and a study of its location	٢٠٢٥-١١-٢٠	١
		Study of the continent's area and geological structure	٢٠٢٥-١١-٢٧	٢
		Studying the topography of the African continent: mountains	٢٠٢٥-١٢-٤	٣
		Studying the topography of the African continent: plains and plateaus	١١-١٢-٢٠٢٥	٤
		Studying the continent's climate and climatic elements	٢٠٢٥-١٢-١٨	٥
		Study of climatic regions in the African continent	٢٠٢٥-١٢-٢٥	٦
	New Year's holiday		٢٠٢٦-١-١	٧
		Study of natural vegetation and its geographical distribution in the African continent	٢٠٢٦-١-٨	٨
		Study of plant regions in the African continent	٢٠٢٦-١-١٥	٨
		Soil study and its geographical distribution in the African continent	٢٠٢٦-١-٢٢	٩
		A study of soil types in the African continent and their geographical distribution	٢٠٢٦-١-٢٩	١٠
		A study of water resources and their types in the African continent	٢٠٢٦-٢-٥	١١

		A study of the most important rivers in t and ways to the African continen .optimize their investment	٢٠٢٦-٢-١٢	١٢
		Studying the best ways to invest in .African rivers	٢٠٢٦-٢-١٩	١٣
		posting previous positions-Re	٢٠٢٦-٢-٢٦	١٤
		monthly exam	٢٠٢٦-٣-٥	١٥
year break-Mid				

Second semester – Weekly lesson schedule

Notes	Practic al materi al	Theoretical material	the date	Week
		The population of the continent of Greece in terms of their origin and the groups of the first inhabitants	٢٠٢٦-٣-١٢	١
		Demographic characteristics of the African population	٢٠٢٦-٣-١٩	٢
		ation in the African continentThe economic situ	٢٠٢٦-٣-٢٦	٣
		Agriculture and livestock farming in the African continent	٢٠٢٦-٤-٢	٤
		Mineral wealth in the African continent	٢٠٢٦-٤-٩	٥
		West Africa Region, Federal Republic of Nigeria	٢٠٢٦-٤-١٦	٦
		tralia: naming and location The continent of Aus study	٢٠٢٦-٤-٢٣	٧
		Australia's geological structure	٢٠٢٦-٤-٣٠	٨
		Topography of the Australian continent	٢٠٢٦-٥-٧	٩

		Climate of the Australian continent	٢٠٢٦-٥-١٤	١٠
		Climatic regions of the continent	٢٠٢٦-٥-٢١	١١
	Eid olidh ay		٢٠٢٦-٥-٢٨	١٢
		Types of soil in the Australian continent	٢٠٢٦-٦-٤	١٣
		monthly exam	٢٠٢٦-٦-٤	١٤
				١٥

:s signature'Professor

Dr. Talal Munheil Karim .A

:Signed by the Dean

Tamimi-Prof. Dr. Luay Sayhood Fawaz Al

Dean of the Faculty of Education for Humanities

chedule for a field visitSample s

١٠.Acceptance	
	Prerequisites
	Minimum number of students
	Largest number of students

١--A typical field visit schedule is prepared for two or three days. It includes pre the specific arranged meetings, the preparation and adaptation of which to

circumstances are the responsibility of the Quality Assurance and University Performance Department in higher education institutions

2-scheduled meetings, -AM on the first day. Pre 9:00 Field visits typically begin at e than one hour, are scheduled. The entire schedule should which usually last no mor This leaves room for additional expert reviewer 'not be dedicated to meetings activities, including preparing for meetings, updating notes and records, and .w reportdrafting paragraphs for the program review

Activity	the time	session
	1 Day	
1- Welcome and appreciation. Provide a brief overview of the review (its objectives, desired outcomes, Program -assessment report) -use of evidence, and self Team	9:00	1
2- of the Curriculum: Discussion with members teaching staff	9:30	2
3- Meeting with a group of students	10:00	3
4- Program efficiency: A look at the resources	10:30	4
5- Review Committee Meeting: Review of additional documents, including a sample of corrected student .work	11:00	5
6- cy: Meeting with faculty membersProgram efficien	11:30	6
7- Review Committee Meeting: Review of evidence up-and any gaps or matters requiring follow	12:00	7
8- Meeting with stakeholders (sample of graduates, (employers, and other partners	12:30	8

	Day Two	
٧- Head of Review, its Coordinator, Meeting with the H and the Program Leader: Summary of the first day's findings, addressing gaps, and adjusting the second day's .schedule if necessary	٦- ٨:٤٥	٩
٨- Academic standards for graduates: Meeting with faculty members	٩- ٩:٠٠	١٠
٩- ess of quality assurance and management Effectiven processes: A meeting with members of the educational .staff	١٠- ١٠:٣٠	١١
١٠- Review Committee Meeting: Review of evidence .and matters that need to be addressed	١١- ١٢:٠٠	١٢
١١- Free time to follow up on new issues	١٢- ١٤:٠٠	١٣
١٢- meeting of the review committee: making Final decisions regarding the results and preparing oral .feedback	١٣- ١٤:٣٠	١٤
١٣- The head of the review provides verbal feedback to the review coordinator and members of the teaching .staff	١٤- ١٤:٣٠	١٥
١٤- The End	١٥- ١٥:٠٠	١٦

(Table No.)

up and reporting process template and a sample schedule for a field visit for -llowFo
.up purposes-follow

up Report Template-Follow

Quality Assurance and Academic Accreditation Department / International
Accreditation Section

Education and Scientific Research / University of Ministry of Higher :Institution

Diyala

College of Education for Humanities :College

:Program

up report-Follow

up visit that took place on -This report presents the results of the follow
he Quality Assurance and and is part of the arrangements of t ٢٠____/____/____
University Performance Department aimed at providing continuous support for the
.development of internal quality assurance processes and continuous improvement
rogram since the up are to assess the progress made in the p-The purposes of this follow
preparation of the program review report and to provide more information and support
for the continued improvement of academic standards and the quality of higher
.education in Iraq

:following The evidence base used in this investigation includes the
assessment report for the academic program with supporting information-Self
Improvement plan prepared and implemented since the preparation of the academic
.program review report

Academic Program Review Report

(port and Institutional Strategic Plan (if anyHigher Education Quality Review Re

.up visit-Additional evidence provided during the follow

:up are as follows-The overall conclusions reached from this follow

The (Name of Academic Program) program at (Name of Educational Institution)
.not implemented an improvement plan has/has

The good practices in the indicators provided since the field visit to review the program
(include the following: (mention them

The important issues that an educational institution must address through its
mprovement of the academic program are as follows: (List them and continuous i
(indicate whether the improvement plan addresses them or not

.Appendix (A) below contains the preferred report

(Appendix (A

:Name of the educational institution

:sit for academic program reviewDate of the initial site vi

:up visit-Date of follow

:up report-Date of follow

up-Names of the reviewers who conducted the follow

Job Title/Signature

9- The internal quality assurance system used : 1 Part				
10- What ould be action sh ?taken	11- comme nts	12- Y) ?es✓(	13- Question	14-
- 1	- 1	- 1	15- -Has the self assessment report for the academic program been ?completed	16-
- 1	- 1	- 1	17- -Do recent self assessment reports show the extent to which the assessment framework criteria have been met ?and/or addressed	18-
- 1	- 1	- 1	19- Is there an based improvement plan on an external and ?internal review	20-

-٨	-٨	-٨	١- Are there any important gaps that have not been addressed	٠-
-٨	-٨	-٨	٦- Is progress in implementing the improvement plan being monitored	٠-
-٩	-٩	-٩	١- Are any major obstacles expected in implementing the improvement plan	٠-
-٩	-٩	-٩	٦- How much time does the educational institution expect to need to complete the improvements to the program	٠-
-١٠	-١٠	-١٠	٠١- How long do reviewers expect it to take to complete the program improvements in order to meet the indicators	٠٠-

٠٥- Achieved in Indicators Part Two: Improvement

• ٩- erGen al conclusion	• ٨- New information obtained from -the field follow up visit	• ٧- Items of the improvement plan (in terms of their conformity with the recommendations contained in the academic program review (report	• ٦- Indicators (see (assessment framework
- ١ ١	- ١ ١	- ١ ١	١ ٠- Course of Study ١ ١- Goals and required learning outcomes ١ ٢- Course syllabus (content) ١ ٣- Progress from year to year ١ ٤- Education and learning ١ ٥- Student Calendar

-١٢	-١٢	-١٢	١٩- Program efficiency ٢٠- General picture of accepted students ٢١- Human Resources ٢٢- physical sresource ٢٣- Uses of available resources ٢٤- Student support ٢٥- Graduation rates of accepted students
-١٣	-١٣	-١٣	٢٩- Academic standards ٣٠- Clear standards ٣١- Use appropriate measurement standards ٣٢- Graduates' achievement ٣٣- Student Assessment Standards

			٣٧- Program management and assurance
			٣٨- Arrangements necessary for program management
			٣٩- Policies and procedures followed
٤٠- Collected methodological observations	٤١- and the user	٤٢- Employee improvement needs	٤٣- Which are identified and processed
			٤٤- Improvement planning procedures
			٤٥- Followed

review and process evaluation Criteria for successful

Successful audit criteria

The criteria for a successful review of academic program review and evaluation :arrangements are as follows

The program being reviewed should be supported by existing or improved internal -include specifications and review processes based on a culture of self systems that assessment and continuous improvement. These internal review characteristics provide .a strong foundation for external review

.The timing of the external review should be appropriate

he overall picture of the audit experts committee should be generally consistent with T

.the overall picture of the external audit

:Attention to detail in planning and preparation should be paid by all of the following

editation Department: to continue The Quality Assurance and Academic Accr

implementing its procedures for working with the educational institution and reviewers

.and to provide appropriate and necessary support for external review

ce base produced by The audit coordinator is responsible for ensuring that the eviden

internal audit and reporting systems is available in a timely manner to visiting expert

.auditors and that any required clarifications or additional information are provided

rt for the academic assessment repo-The educational institution: to provide a self

.program that will be subject to external review

Expert reviewers: to prepare for the visit, including reading the submitted documents

.and preparing initial comments to guide the visit

the announced review method and There should be consistency in the application of

protocols by all participants, respecting and supporting the mission and philosophy of

.the process for continuous review and improvement

Reviewers and representatives of the educational institution should hold an open

.gue that reflects mutual respect throughout the review perioddialo

The reviewers' rulings should be clear, based on available evidence, and documented

.systematically

The audit report should be prepared in a timely manner in accordance with the

ard and structure, and the organization should confirm the accuracy of reporting stand

.the facts contained therein

The set of conclusions drawn from the review should be constructive and provide a fair

.and balanced view of the academic program

able to benefit from the external audit by studying its The organization should be

results, taking them into account, and preparing a realistic plan for improvement when necessary

:Rating

The Quality Assurance and Academic Accreditation Department seeks to develop and procedures for the systematic evaluation of all external reviews of the implement pr academic programs it organizes. The educational institution, the head of the review, and the relevant reviewers will be required to evaluate each external review by estionnaire. The Quality Assurance and Academic Accreditation completing a brief qu Department will analyze the systematic observations and, where necessary, follow up .on any difficulties identified

the The Quality Assurance and Academic Accreditation Department will also examine systematic observations to produce concise reports that show the most important practical aspects of the review process, including the overall levels of satisfaction expressed by the participants, in addition to examples of good practices and .ties for continuous improvementopportuni

Glossary of Academic Program Review Terms

Definitions of terms used in the software review guide

Some terms used in this guide and/or in internal and external auditing and reporting on the context. To avoid ambiguity, the may have different meanings depending :following definitions have been provided for those terms

Academic fields / Areas of specialization / Disciplines

Academic fields are classified into specific, interconnected areas of study, such as cine, engineering, and philosophy. Broader fields are often further mathematics, medi subdivided: the humanities, for example, encompass subjects like history and literature, while the arts may include separate disciplines such as fine arts and photography. Some

y combine two or more fields, or they may include different subjects and programs ma
specializations, such as mathematics within engineering or accounting within business
.administration

Academic standards

n using external These are specific standards set by the educational institutio
benchmarks. They include the minimum level of knowledge and skills that graduates
.acquire from the academic program and can be used for evaluation and reference

Accreditation

educational program or It is the recognition given by an agency or organization to an
institution to confirm its ability to demonstrate that the program (or programs) meets
the accepted standards and that the institution in question has effective systems to
nuous improvement in ensure the quality of its academic activities and their conti
.accordance with the announced standards

Action or improvement plans

These are realistic improvement plans derived from considering available evidence and
assessments. They may be implemented for more than one year, but they must be
.epared and reviewed annually at the course, program, and institutional levelspr
accepted students

They are students enrolled in an academic program, including those admitted who have
.completed prior credit hours for admission beyond the first year

e/Standard PointsReferenc

Standard statements represent the general expectations for the levels of achievement
and general skills expected of graduates in a particular field or subject. These standards
comparison of academic may be external or internal. External standards allow for the
standards and the quality of an academic program with similar programs in Iraq and
internationally. Internal standards, on the other hand, can be used to compare academic
.fields or to identify trends within a specific time period

the group

It is that specific segment of society that the educational institution serves according to its mission and internal regulations. It may be defined geographically or according to the organizations, groups, and individuals involved in its activities

Course objectives

The overall objectives of a course should be expressed as the learning outcomes that students completing the course should achieve as significant and measurable benefits. These objectives should contribute to achieving the specific goals of one or more educational programs

curriculum or curricula

It is the entire organized educational process that is designed and managed by the educational institution for the admitted student according to the required learning the content, teaching and learning arrangements, assessment outcomes, and consists of of student achievements, in addition to the possibility of using a range of facilities available on and off campus according to certain arrangements; including libraries, studies, sports, training, and field studies computer studies, social

(directed/independent learning (acquired skills-Self

It is the active enhancement of the personal skills included in the curriculum, structured supporting students and graduates in seeking, absorbing, and learning from self learning, personal and -and unstructured experiences. Enhancement methods include e directed learning, fieldwork, assignments, training, and reflective learning. Tools -self periodic directed learning outside of formal lectures include-used to support self assessment reports, interactive learning tools, and so on-records, self

learning-e

learning using information technology may be a primary or secondary component of -Eaching an academic program or course. It may be independent or integrated into other te

defined learning objectives, desired learning -and learning methods. It may involve self assessment. -selection, and usually includes self-outcomes, and materials through self g. Simply Generally, it increases the level of autonomy and responsibility in learnin recorded media does not, in -converting existing texts or lectures into a website or pre . learning-itself, constitute e

External Assessor/Reviewer

It is the institution's assignment of a specific academic program, or part of a program to produce an external opinion independent of the established academic 'or course .standards and achieved in the examinations for awarding the academic degree

Assessment Framework

The evaluation framework provides a standardized structure for assessing academic assessment, site visits by qualified reviewers, and -ams. It forms the basis for selfprogr the academic program review report, and is designed for use in all academic fields and .educational institutions, and for application to both internal and external reviews

(General concepts (regulations

These are the principles, systems, and instructions necessary for an educational .institution within the policies that govern its operations

Higher Education Institution

s higher education programs leading to It is the college, institute or university that offer .a first university degree (Bachelor's/Diploma) or any higher degree

Required learning outcomes

related outcomes that an educational institution seeks to -These are the knowledge learning outcomes. They must be aligned with achieve through its programs, based on the institution's mission, measurable (evaluable), and reflect external benchmarks to an .appropriate level

Internal System for Quality Management and Assurance

tion to ensure that its educational It is the system adopted by an educational institu
programs and their components meet specific needs and are subject to continuous
based quality management system includes -review and improvement. An outcomes
identification of best 'specific quality standards from design to delivery, evaluation
practices, shortcomings and obstacles, performance monitoring, improvement and
enhancement proposals, and systematic review and improvement of processes to
us develop effective policies, strategies, and priorities that support continuo
.improvement

Job market/employment

oriented and other -It is the availability of professional, commercial, research
. employment fields in which the graduate is qualified to work after graduation

Message statement

efines the mission of the educational institution It is a concise statement that clearly d
and its role in community development. The mission statement may also include brief
.supporting information about the institution's vision, values, and strategic goals

Specialized reference

ith professional level and managerial experience or who has He is a person w
experience in the subject matter (but he is not from the same educational institution and
has no conflict of interest, so that he can contribute to reviewing the educational
.(rnal and external quality or for accreditation purposesprogram to ensure inte

Academic Program

For the purpose of reviewing the academic program, an educational program is defined
as one that accepts students who, upon successful completion, obtain an academic
.degree

objectives Program

These are the general goals of the academic program, which in turn guide the
development and implementation of strategic objectives (to ensure the achievement of

goals) and the required learning outcomes (to ensure that students work towards achieving the required results)

Academic Program Review

The academic program review applies to all educational programs in all higher education institutions. In the case of programs taught at more than one institution, the entire program is subject to review

There are three objectives for reviewing programs in Iraq

To provide decision makers (in higher education institutions, the Ministry's Department of Quality Assurance and Academic Accreditation, parents, students and other stakeholders) with evidence-based judgments about the quality of learning programs

Support the development of internal quality assurance processes with information on good practices, challenges, and assessment of commitment to continuous improvement of education in Iraq at the regional and international levels

Enhancing the reputation of high quality assurance

The educational institution must have the necessary means to ensure that the academic standards for each educational program are determined in accordance with similar international standards, that the quality of the curriculum and the relevant infrastructure is appropriate and meets the expectations of stakeholders, that its graduates possess a set of specific skills, and that the educational institution is capable of continuous improvement

Review Coordinator

He is the person nominated by the educational institution to coordinate the academic program review to help gather and interpret information and apply the announced review methods

Report

academic program reviews and educational program Regular reports prepared based on .evaluations

assessment-Self

It is the educational institution's evaluation of a specific academic program as part of a .program review and within an internal quality management and assurance system
sitfield vi

This is a scheduled visit by external reviewers as part of the academic program review is (')process. The site visit typically lasts two or three days. A sample schedule .provided

Description

s, structure, expected outcomes, It is a detailed description of the program's objective and any specific courses, facilities, or resources included. The description provides the .information necessary for program design, delivery, and review

Relevant authorities

als with a legitimate interest in the These are the organizations, groups, or individu educational activities of an institution, specifically regarding the quality of education, its standards, and the effectiveness of its quality assurance systems and procedures. An ludes all key stakeholder groups. The precise effective strategic review process inc scope of these stakeholder groups and their diverse interests depends on the educational institution's mission, the extent of its educational activities, and its local through a study to define its boundaries. context. The scope is typically determined Legitimate stakeholder groups include current students, alumni, prospective students and their parents or families, the institution's staff, the employer sector, relevant

funding organizations and professional government ministries, sponsors, and other associations, if any

Strategic Objectives / Strategic Plans

It is a set of goals specific to an educational institution, derived from its mission and vision. The goals focus based assessment-translated into a realistic plan based on evidence on the means by which the institution seeks to achieve its mission, and the plan identifies the issues to be addressed, the timeframe, the responsible party, and the plan includes estimated costs. It is accompanied by an implementation plan that includes arrangements for monitoring progress and evaluating impact

Student assessment

Assessments are a set of procedures, including examinations and other activities, conducted by an educational institution to measure the extent to which students have achieved the learning outcomes required for an academic program and its courses. Assessments also provide a means of classifying students according to their achievements. Diagnostic assessment aims to determine the current level of a student's skills in order to develop an appropriate curriculum. Formative knowledge and skill assessment provides information about a student's performance and progress to support continued learning, without necessarily assigning a grade for graduation. Summative assessment determines the final level of a student's achievement in the program or at the end of a course that contributes to the program's credit hours

Student reviews

It is the process of gathering student feedback on the quality of their program within a framework, along with an analysis of the outcomes. Among the most standardized framework commonly used methods for collecting feedback are surveys and questionnaires; other mechanisms include online conferences, committees, focus groups, and representation on boards and other platforms

Teaching and learning methods

It is the set of methods that instructors use to help students achieve the required learning outcomes of the course. Examples include lectures, small group teaching such as tutorials and seminars, case studies for each student to learn how to analyze information and reach decisions, assignments such as writing research papers to help students learn and develop presentation skills, field trips, and practical sessions to develop self-improvement to train them in providing students with practical skills and conduct experiments, analyzing results, reaching specific conclusions, and preparing reports, presentations, or posters.

١. Program Vision

Remember to view the program as stated in the university's newsletter and website.

٢. eProgram messag

Remember the program's message as stated in the university's newsletter and .website

٣. Program objectives

General statements that describe what the program or organization intends to .achieve

٤. Program accreditation

٢which body Is the program accredited? And by

٥. Other external influences

٢Is there a sponsor for the program

٦. Program structure

* comments	Percentage	Study unit	Number of courses	Program structure
				Institutional requirements
				College requirements
				Department requirements
				Summer training
				Other

.The notes may include whether the course is core or elective*

٧. Program Description

Credit Hours		Course name	Course code	Year/Level
practical	Theoretical			

٨. Expected learning outcomes of the program	
Knowledge of Know Pain	
١ Learning Outcomes Statement	١ Learning Outcomes
Skills	
٢ Learning Outcomes Statement	٢ Learning Outcomes
٣ Learning Outcomes Statement	٣ Learning Outcomes
Values	
٤ Learning Outcomes Statement	٤ Learning Outcomes
٥ Outcomes Statement Learning	٥ Learning Outcomes

٩. Teaching and learning strategies
Strategies and methods of teaching and learning adopted in the implementation of the program in general

١٠. Assessment methods
Implementing it in all stages of the program in general

١١. Faculty					
Faculty members					
Faculty preparation		Special requirements/skills (if any)		Specialization	
academic rank					
lecturer	angel			private	general

Professional Development
Orienting new faculty members
time faculty members -time and part-iting, fullBriefly describe the process used to guide new, vis at the institutional and departmental levels
Professional development of faculty members
Briefly describe the plan and arrangements for the academic and professional development of g teaching and learning strategies, assessment of learning outcomes, faculty members, includin professional development, etc

١٢. Admission standard

Establishing the regulations related to enrollment in the college or institute, whether) (central admission or other mentioned
--

١٣. sources of information about the program Key

.To summarize

١٤. Program development plan

Skills Plan Program															
Learning outcomes required from the program															
Values				Skills				Knowledge				Essential or optional	Course Name	Course code	Year/Level
Q	Part 3	Part 2	1Part	B	3B	2B	1B	A	3A	2A	1A				
				-	-	-	-	-	-	-	-	essential	Weather and climate science		2026 – 2025 First stage

• Please check the boxes corresponding to the individual learning outcomes from the program that are being assessed

Course description template

Detailed climate of the forest	
Detailed climate of ring crops	
ed climate of wind farmsDetail	
Detailed climate of the grass	
Detailed climate of wetlands	
Detailed climate of the foothills	
Detailed climate of the valleys	
review	
review	

١٥. Program Vision

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

١٦. Program Mission

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

١٧. Program Objectives

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

١٨. Program Accreditation

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

١٩. Other external influences

Is there a sponsor for the program?

٢٠. 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.

٢١. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

٢٢. Expected learning outcomes of the program

Knowledge	
Learning Outcomes ١	Learning Outcomes Statement ١
Skills	
Learning Outcomes ٢	Learning Outcomes Statement ٢
Learning Outcomes ٣	Learning Outcomes Statement ٣
Ethics	

Learning Outcomes ε	Learning Outcomes Statement ε
Learning Outcomes ο	Learning Outcomes Statement ο

٢٣. Teaching and Learning Strategies

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

٢٤. Evaluation methods

Implemented at all stages of the program in general.

٢٥. 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.

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

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

୨୮. Program Development Plan

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
First –stage		Educational foundation	Basic	√	√	√	√	√	√	√	√	√	√	√	√
				√	√	√	√	√	√	√	√	√	√	√	√
				√	√	√	√	√	√	√	√	√	√	√	√
				√	√	√	√	√	√	√	√	√	√	√	√
				√	√	√	√	√	√	√	√	√	√	√	√
				√	√	√	√	√	√	√	√	√	√	√	√
				√	√	√	√	√	√	√	√	√	√	√	√
				√	√	√	√	√	√	√	√	√	√	√	√

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

Course Description Form

١٣.	Course Name:
	Educational foundation
١٤.	Course Code:
	Educational foundation
١٥.	Semester / Year:
	٢٠٢٣-٢٠٢٤
١٦.	Description Preparation Date:
	٢٠٢٤/٣/٢٠
١٧.	Available Attendance Forms:
	Attendance
١٨.	Number of Credit Hours (Total) / Number of Units (Total)
	٦٠ hours
١٩.	Course administrator's name (mention all, if more than one name)
	Name: Nadia Hassan Mohammed Email: NADIA ALDLUME1984@GMAIL.COM
٢٠.	Course Objectives
Course Objectives Cognitive Objectives A^١- Define the concept of educational foundations A^٢- Explain the purposes of education A^٣- Distinguish the student between its goals and purposes A^٤- Clarify the importance of education and its characteristics B^١- Explain the historical basis B^٢- Know the civilization in the land of Mesopotamia B^٣- Get to know the civilization in the land of the Nile Valley B^٤- C^١- Pay attention in the lecture by directing some questions related to the lecture topic that draw his attention and prompt him to contribute and answer. C^٢- Discuss the administrative information related to the lecture topic to assess his response to the lecture content. C^٣- Participate in a specific activity to assess his appreciation and love for this subject. C^٤- The student should be keen on attending to feel the importance of the subject in scientific and practical life.	• • •
٢١.	Teaching and Learning Strategies

Strategy	Using multiple methods for teaching including lectures, discussions, field trips, and practical training in addition to: ١- Using educational tools to deliver the scientific material. ٢- Using modern electronic teaching methods such as computers and Data show.
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٢٢. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
١ ٢ ٣ ٤ ٥ ٦ ٧ ٨ ٩ ١٠ ١١ ١٢ ١٣ ١٤ ١٥ ١٦ ١٧ ١٨ ١٩ ٢٠ ٢١ ٢٢ ٢٣ ٢٤ ٢٥ ٢٦ ٢٧ ٢٨ ٢٩ ٣٠	٢ hours	Bachelor's Degree in Education Geography	The concept of educational foundations	The lecture, interrogation	The exam Daily And monthly - Reports related to subject matter

٢٣. Course Evaluation

The written test

- The student's daily participation by answering classroom questions related to the lecture topic.

- Completion of reports related to the subject by the student to encourage research and learn how to summarize information from various reliable sources.

First semester ٢٠%. Second semester ٢٠%. Final exam ٦٠%.

٢٤. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Foundations of modern education and educational systems
Main references (sources)	Reference to Dr. Ibrahim Mohamed Khudair

Recommended books and references (scientific journals, reports...)	The magazine Al-Fath is a formatted magazine.
Electronic References, Websites	The electronic reference for informa Website of Dar Al-Maysarah

١. Program Vision

State the program's vision as published in the university bulletin and website.

٢. Program Mission

State the program's mission as published in the university bulletin and website.

٣. Program Goals

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

٤. Programmatic Accreditation

Has the program obtained programmatic accreditation? From which body?

٥. Other External Influences

Is there a sponsoring body for the program?

٦. Program Structure

Program Structure	Number of Courses	Study Unit	Percentage	Notes*
Institution Requirements				
College Requirements				
Department Requirements				
Summer Training				
Other				

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

٧. Program Description

Year/Level	Course Code	Course Name	Credit Hours (Theoretical)	Credit Hours (Practical)

٨. Expected Learning Outcomes of the Program

Knowledge

Learning Outcome ١

Statement of Learning Outcome ١

Skills

Learning Outcome ٢

Statement of Learning Outcome ٢

Learning Outcome ٣

Statement of Learning Outcome ٣

Values

Learning Outcome ٤

Statement of Learning Outcome ٤

Learning Outcome ٥

Statement of Learning Outcome ٥

٩. Teaching and Learning Strategies

The teaching and learning strategies and methods adopted in implementing the program as a whole.

١٠. Evaluation Methods

Implemented across all stages of the program as a whole.

١١. Teaching Staff

Faculty Members	Academic Rank	Specialization (General)	Specialization (Special)	Special Requirements/Skills (if any)	Number of Faculty (Permanent)	Number of Faculty (Lecturer)	Number of Faculty (Assistant Lecturer)
		Arabic Language	Literature				

Professional Development

Mentoring New Faculty Members:

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

Professional Development of Faculty Members:

Briefly describes the plan and arrangements for the academic and professional development of faculty members, such as teaching and learning strategies, assessment of learning outcomes, professional development, and so on.

١٢. Admission Criteria

(State the regulations related to admission to the college or institute, whether central admission or otherwise.)

۱۳. Key Sources of Information about the Program

۱. Books, periodicals, and university theses that match the latest study requirements in the exchange specialization.
۲. The international information network (Internet).
۳. The personal experience of the course instructor.

۱۴. Program Development Plan

Program Skills Map

Year/Level	Course Code	Course Name	Core or Elective	Knowledge A\	A٢	A٣	A٤	Skills B\	B٢	B٣	B٤
٢٠٢٥/٢٠٢٦ First Stage		Arabic Language	Core	✓	✓	✓	✓	✓	✓	✓	✓

- Please mark the boxes corresponding to the individual learning outcomes of the program being assessed.

Course Description Form

١. Course Name	Arabic Language
٢. Course Code	Core (Basic)
٣. Semester/Year	٢٠٢٥/٢٠٢٦
٤. Date of Preparing this Description	١/٧/٢٠٢٦
٥. Available Forms of Attendance	In-person
٦. Total Study Hours / Total Units	٦٠ hours
٧. Name of Course Coordinator(s)	Lect. Husain Kanaan Ghaib husain_k.ar.hum@uodiyala.edu.iq

٨. Course Objectives

Knowledge Objectives

A١ - Enabling students to acquire knowledge and understanding of the conceptual framework of the exchange subjects.

A٢ - Preparing students psychologically and pedagogically for the teaching profession in secondary schools.

A٣ - Preparing students psychologically and pedagogically for teaching-exchange work in secondary schools.

A٤ - Enabling students to build up an appropriate store of morphological vocabulary.

Skill Objectives

B١ - Identifying the mechanism for transferring theoretical knowledge to the practical side within the classroom.

B٢ - Applying exchange strategies in the classroom.

B٣ - Applying appropriate methods to reduce the effect of forgetting.

B٤ - Applying learning theories in educational situations.

Value Objectives

C١ - The student pays attention during the lecture through directed questions about the lecture topic that arouse interest and encourage participation and response.

C٢ - The student discusses the information and texts found in the Holy Qur'an or Arabic poetry related to the lecture topic, to assess the extent of his/her response to what was presented.

C٣ - The student participates in performing a given activity, to assess the extent of his/her appreciation for and interest in this subject.

C٤ - The student values attending class due to a sense of the subject's importance in academic and practical life.

٩. Teaching and Learning Strategies

Strategy:

Using several teaching methods, including lecturing, discussion, field visits, and practical training.

In addition:

١. Using teaching aids such as lecturing and delivery methods to provide students with fundamentals and topics

related to the knowledge.

٢. Using modern electronic teaching aids such as computers and data projectors.

٣. Assigning students to prepare reports on the topic presented.

٤. Questioning students with a range of questions to stimulate their thinking and guide them toward the most accurate and precise answers.

١٠. Course Structure

Week	Hours	Required Learning Outcomes	Unit/Topic Name	Teaching Method	Evaluation Method
١	٢	Students master this topic and understand it both theoretically and practically, along with their ability to grasp and internalize the practical material, and to transform it into full comprehension, articulation, and the ability to transfer this knowledge to others.	Parts of speech (noun – verb – particle)	Lecture, questioning	Daily and monthly exams - Reports related to the course subject
٢	٢	Students master this topic and understand it both theoretically and practically, along with their ability to grasp and internalize the practical material, and to transform it into full comprehension, articulation, and the ability to transfer this knowledge to others.	The verb and its types: past, present, and imperative	١. Gradual presentation ٢. Practical demonstration on the whiteboard ٣. Discussion and dialogue	١. Oral tests ٢. Research assignments ٣. Student participation in the lecture
٣	٢	Students master this topic and understand it both theoretically and practically, along with their ability to grasp and internalize the practical material, and to transform it into full comprehension, articulation, and the ability to transfer this knowledge to others.	Exercises	١. Gradual presentation ٢. Practical demonstration on the whiteboard ٣. Discussion and dialogue	١. Oral tests ٢. Research assignments ٣. Student participation in the lecture
٤	٢	Students master this topic and understand it both theoretically and practically, along with their ability to grasp and internalize the practical material, and to transform it into full comprehension, articulation, and the ability to transfer this knowledge to others.	Writing hamzat al-wasl and hamzat al-qat'	١. Gradual presentation ٢. Practical demonstration on the whiteboard ٣. Discussion and dialogue	١. Oral tests ٢. Research assignments ٣. Student participation in the lecture
٥	٢	Students master this topic and understand it both theoretically and practically, along with their ability to grasp and internalize the practical material, and to transform it into full comprehension, articulation, and the ability to transfer this knowledge to others.	Writing dād and zā' and the difference between them	١. Gradual presentation ٢. Practical demonstration on the whiteboard ٣. Discussion and dialogue	١. Oral tests ٢. Research assignments ٣. Student participation in the lecture

٦	٢	Students master this topic and understand it both theoretically and practically, along with their ability to grasp and internalize the practical material, and to transform it into full comprehension, articulation, and the ability to transfer this knowledge to others.	The difference between the long tā' (tā' maftūḥah) and the short tā' (tā' marbūṭah)	١. Gradual presentation ٢. Practical demonstration on the whiteboard ٣. Discussion and dialogue	١. Oral tests ٢. Research assignments ٣. Student participation in the lecture
٧	٢	Students master this topic and understand it both theoretically and practically, along with their ability to grasp and internalize the practical material, and to transform it into full comprehension, articulation, and the ability to transfer this knowledge to others.	Pre-Islamic (Jahili) literature: Zuhayr ibn Abi Sulma as a model	١. Gradual presentation ٢. Practical demonstration on the whiteboard ٣. Discussion and dialogue	١. Oral tests ٢. Research assignments ٣. Student participation in the lecture
٨	٢	Students master this topic and understand it both theoretically and practically, along with their ability to grasp and internalize the practical material, and to transform it into full comprehension, articulation, and the ability to transfer this knowledge to others.	Pre-Islamic literature: analysis of a poem by Zuhayr ibn Abi Sulma	١. Gradual presentation ٢. Practical demonstration on the whiteboard ٣. Discussion and dialogue	١. Oral tests ٢. Research assignments ٣. Student participation in the lecture
٩	٢	Students master this topic and understand it both theoretically and practically, along with their ability to grasp and internalize the practical material, and to transform it into full comprehension, articulation, and the ability to transfer this knowledge to others.	The lunar and solar letters and how to distinguish between them	١. Gradual presentation ٢. Practical demonstration on the whiteboard ٣. Discussion and dialogue	١. Oral tests ٢. Research assignments ٣. Student participation in the lecture
١٠	٢	Students master this topic and understand it both theoretically and practically, along with their ability to grasp and internalize the practical material, and to transform it into full comprehension, articulation, and the ability to transfer this knowledge to others.	Characteristics of pre-Islamic literature	١. Gradual presentation ٢. Practical demonstration on the whiteboard ٣. Discussion and dialogue	١. Oral tests ٢. Research assignments ٣. Student participation in the lecture
١١	٢	Students master this topic and understand it both theoretically and practically, along with their ability to grasp and internalize the practical material, and to transform it into full comprehension, articulation, and the ability to transfer this knowledge to others.	Andalusian literature: Ibn Zaydun	١. Gradual presentation ٢. Practical demonstration on the whiteboard ٣. Discussion and dialogue	١. Oral tests ٢. Research assignments ٣. Student participation in the lecture

١٢	٢	Students master this topic and understand it both theoretically and practically, along with their ability to grasp and internalize the practical material, and to transform it into full comprehension, articulation, and the ability to transfer this knowledge to others.	Objects of the verb: the direct object (maf'ul bihi)	١. Gradual presentation ٢. Practical demonstration on the whiteboard ٣. Discussion and dialogue	١. Oral tests ٢. Research assignments ٣. Student participation in the lecture
١٣	٢	Students master this topic and understand it both theoretically and practically, along with their ability to grasp and internalize the practical material, and to transform it into full comprehension, articulation, and the ability to transfer this knowledge to others.	The absolute object (maf'ul mutlaq)	١. Gradual presentation ٢. Practical demonstration on the whiteboard ٣. Discussion and dialogue	١. Oral tests ٢. Research assignments ٣. Student participation in the lecture
١٤	٢	Students master this topic and understand it both theoretically and practically, along with their ability to grasp and internalize the practical material, and to transform it into full comprehension, articulation, and the ability to transfer this knowledge to others.	Declinable and indeclinable words (mu'rab and mabnī)	١. Gradual presentation ٢. Practical demonstration on the whiteboard ٣. Discussion and dialogue	١. Oral tests ٢. Research assignments ٣. Student participation in the lecture
١٥	٢	Students master this topic and understand it both theoretically and practically, along with their ability to grasp and internalize the practical material, and to transform it into full comprehension, articulation, and the ability to transfer this knowledge to others.	The object of purpose (maf'ul li-ajlihi)	١. Gradual presentation ٢. Practical demonstration on the whiteboard ٣. Discussion and dialogue	١. Oral tests ٢. Research assignments ٣. Student participation in the lecture
١٦	٢	Students master this topic and understand it both theoretically and practically, along with their ability to grasp and internalize the practical material, and to transform it into full comprehension, articulation, and the ability to transfer this knowledge to others.	The adverbial object (maf'ul fihi)	١. Gradual presentation ٢. Practical demonstration on the whiteboard ٣. Discussion and dialogue	١. Oral tests ٢. Research assignments ٣. Student participation in the lecture
١٧	٢	Students master this topic and understand it both theoretically and practically, along with their ability to grasp and internalize the practical material, and to transform it into full comprehension, articulation, and the ability to transfer this knowledge to others.	The subject (fā'il)	١. Gradual presentation ٢. Practical demonstration on the whiteboard ٣. Discussion and dialogue	١. Oral tests ٢. Research assignments ٣. Student participation in the lecture

١٨	٢	Students master this topic and understand it both theoretically and practically, along with their ability to grasp and internalize the practical material, and to transform it into full comprehension, articulation, and the ability to transfer this knowledge to others.	The substitute/passive subject (nā'ib al-fā'il)	١. Gradual presentation ٢. Practical demonstration on the whiteboard ٣. Discussion and dialogue	١. Oral tests ٢. Research assignments ٣. Student participation in the lecture
١٩	٢	Students master this topic and understand it both theoretically and practically, along with their ability to grasp and internalize the practical material, and to transform it into full comprehension, articulation, and the ability to transfer this knowledge to others.	The abrogating particles (nawāsikh)	١. Gradual presentation ٢. Practical demonstration on the whiteboard ٣. Discussion and dialogue	١. Oral tests ٢. Research assignments ٣. Student participation in the lecture
٢٠	٢	Students master this topic and understand it both theoretically and practically, along with their ability to grasp and internalize the practical material, and to transform it into full comprehension, articulation, and the ability to transfer this knowledge to others.	Verbal abrogators (kāna and its sisters)	١. Gradual presentation ٢. Practical demonstration on the whiteboard ٣. Discussion and dialogue	١. Oral tests ٢. Research assignments ٣. Student participation in the lecture
٢١	٢	Students master this topic and understand it both theoretically and practically, along with their ability to grasp and internalize the practical material, and to transform it into full comprehension, articulation, and the ability to transfer this knowledge to others.	Literature in the early Islamic era	١. Gradual presentation ٢. Practical demonstration on the whiteboard ٣. Discussion and dialogue	١. Oral tests ٢. Research assignments ٣. Student participation in the lecture
٢٢	٢	Students master this topic and understand it both theoretically and practically, along with their ability to grasp and internalize the practical material, and to transform it into full comprehension, articulation, and the ability to transfer this knowledge to others.	Literature in the Umayyad era	١. Gradual presentation ٢. Practical demonstration on the whiteboard ٣. Discussion and dialogue	١. Oral tests ٢. Research assignments ٣. Student participation in the lecture
٢٣	٢	Students master this topic and understand it both theoretically and practically, along with their ability to grasp and internalize the practical material, and to transform it into full comprehension, articulation, and the ability to transfer this knowledge to others.	Punctuation marks	١. Gradual presentation ٢. Practical demonstration on the whiteboard ٣. Discussion and dialogue	١. Oral tests ٢. Research assignments ٣. Student participation in the lecture

٢٤	٢	Students master this topic and understand it both theoretically and practically, along with their ability to grasp and internalize the practical material, and to transform it into full comprehension, articulation, and the ability to transfer this knowledge to others.	Nominal abrogators (inna and its sisters)	١. Gradual presentation ٢. Practical demonstration on the whiteboard ٣. Discussion and dialogue	١. Oral tests ٢. Research assignments ٣. Student participation in the lecture
٢٥	٢	Students master this topic and understand it both theoretically and practically, along with their ability to grasp and internalize the practical material, and to transform it into full comprehension, articulation, and the ability to transfer this knowledge to others.	Cases of verb indeclinability (the past tense)	١. Gradual presentation ٢. Practical demonstration on the whiteboard ٣. Discussion and dialogue	١. Oral tests ٢. Research assignments ٣. Student participation in the lecture
٢٦	٢	Students master this topic and understand it both theoretically and practically, along with their ability to grasp and internalize the practical material, and to transform it into full comprehension, articulation, and the ability to transfer this knowledge to others.	Cases of verb indeclinability (the present tense)	١. Gradual presentation ٢. Practical demonstration on the whiteboard ٣. Discussion and dialogue	١. Oral tests ٢. Research assignments ٣. Student participation in the lecture
٢٧	٢	Students master this topic and understand it both theoretically and practically, along with their ability to grasp and internalize the practical material, and to transform it into full comprehension, articulation, and the ability to transfer this knowledge to others.	Cases of verb indeclinability (the imperative)	١. Gradual presentation ٢. Practical demonstration on the whiteboard ٣. Discussion and dialogue	١. Oral tests ٢. Research assignments ٣. Student participation in the lecture
٢٨	٢	Students master this topic and understand it both theoretically and practically, along with their ability to grasp and internalize the practical material, and to transform it into full comprehension, articulation, and the ability to transfer this knowledge to others.	Exercises	١. Gradual presentation ٢. Practical demonstration on the whiteboard ٣. Discussion and dialogue	١. Oral tests ٢. Research assignments ٣. Student participation in the lecture
٢٩	٢	Students master this topic and understand it both theoretically and practically, along with their ability to grasp and internalize the practical material, and to transform it into full comprehension, articulation, and the ability to transfer this knowledge to others.	The sound verb and the weak (irregular) verb	١. Gradual presentation ٢. Practical demonstration on the whiteboard ٣. Discussion and dialogue	١. Oral tests ٢. Research assignments ٣. Student participation in the lecture

٣.	٢	Students master this topic and understand it both theoretically and practically, along with their ability to grasp and internalize the practical material, and to transform it into full comprehension, articulation, and the ability to transfer this knowledge to others.	Weak/irregular nouns and verbs	١. Gradual presentation ٢. Practical demonstration on the whiteboard ٣. Discussion and dialogue	١. Oral tests ٢. Research assignments ٣. Student participation in the lecture
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١١. Course Evaluation

Written examination.

- Daily student participation by answering in-class questions related to the lecture topic.
- Completion of course-related reports by the student, to encourage research and to teach the skill of extracting information from various reliable sources.

First Semester ٢٠٪ Second Semester ٢٠٪ Final Exam ٦٠٪

١٢. Learning and Teaching Resources

Required Core Textbooks (curriculum, if any):

- Ibn Aqil's Commentary on the Alfiyyah of Ibn Malik
- Sharh Shudhur al-Dhahab
- Awdah al-Masalik
- Trends in Arabic Poetry in the Second Hijri Century
- Sources of Pre-Islamic Poetry

Main References (Sources):

Books, periodicals, university theses, and dissertations that match the latest study requirements in the specialization of grammar (nahw) and Arabic literature.

Recommended Supporting Books and References (scientific journals, reports, etc.):

Arabic humanities journals in the specialization of grammar and Arabic literature.

Electronic References, Websites:

The international electronic reference for information.

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 ٣/٢٩.٦ on ٣/٥/٢٠٢٣ 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:Diyala.....

Faculty/Institute: ... Education for humanities.....

Scientific Department: ...Geography.....

Academic or Professional Program Name: ... Bachelor's.....

Final Certificate Name: Bachelor's degree in Geography

Academic System: ... Annual

Description Preparation Date: ٩-١١-٢٠٢٥

File Completion Date: ٩-١١-٢٠٢٥

Signature:

Head of Department Name:
Prof. Dr. Abdul Amir Ahmed
Abdullah

Signature:

Scientific Associate Name:
Prof. Dr. Ghazwan Adnan
Muhammad

١٠-١١-٢٠٢٥

Date: ١١-١١-٢٠٢٥

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date: ۱۲-۱۱-۲۰۲۰

Signature:

Approval of the Dean

۱۳-۱۱-۲۰۲۰

۱. Program Vision

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

۲. Program Mission

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

۳. Program Objectives

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

۴. Program Accreditation

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

۵. Other external influences

Is there a sponsor for the program?

٦. 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.

٧. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

٨. Expected learning outcomes of the program

Knowledge	
Learning Outcomes ١	Learning Outcomes Statement ١
Skills	
Learning Outcomes ٢	Learning Outcomes Statement ٢
Learning Outcomes ٣	Learning Outcomes Statement ٣
Ethics	
Learning Outcomes ٤	Learning Outcomes Statement ٤
Learning Outcomes ٥	Learning Outcomes Statement ٥

٩. Teaching and Learning Strategies

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

١٠. Evaluation methods

Implemented at all stages of the program in general.

١١. 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.

١٢. Acceptance Criterion

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

۱۳. The most important sources of information about the program

State briefly the sources of information about the program.

۱۴. Program Development Plan

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
2020-2021 First Grade		Geomorphology and its Applications	essential	*	*	*	*	*	*	*	*	*	*	*	*

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

Course Description Form

١. Course Name: geography of transport and international trade	
Geomorphology and its Applications	
٢. Course Code:	
٣. Semester / Year:	
٢٠٢٥-٢٠٢٦	
٤. Description Preparation Date:	
٩-١١-٢٠٢٥	
٥. Available Attendance Forms:	
Attendance of first-year students in the Geography Department classrooms.	
٦. Number of Credit Hours(Number of Units (Total)	
٣ hours / ٥ units	
٧. Course administrator's name (mention all, if more than one name)	
Prof. Dr. Yaser Mohammad Abd E; yasir.ge.hum@uodiyala.edu.iq	
٨. Course Objectives	
Objectives of the study subject	To introduce the student to the concept of geomorphology and its branches, as well as natural processes—such as tectonic plate movement and earthquakes—that shape the Earth's surface, along with the contributing factors, considering the liquid, solid, and gaseous states of matter. • To introduce the student to the concept of applied geomorphology. • To introduce the student to the relationship between geomorphology and various human activities.
٩. Teaching and Learning Strategies	
Strategy	Delivering lectures, having students prepare reports on the topic, and conducting field visit.
١٠. Course Structure	

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
The first	۳	The student should be familiar with the basic concepts related to geomorphology	The concept geomorphology	lecture	A short quiz at the end of the lecture
the second	۳	Rock Structure Characteristics	The student should be familiar with the types of rocks.	lecture	Oral questions at the end of the lecture
the third	۳	Igneous Rocks Sedimentary Rocks Metamorphic Rocks	The student should be familiar with properties and types of igneous, sedimentary and metamorphic rocks	lecture featuring an illustrative video presentation and samples of igneous, sedimentary, and metamorphic rocks	Oral questions
Fourth	۳	Endogenic earth movements and their impact on shaping the Earth's surface	The student should be familiar with the concept of endogenic earth movements and the landforms resulting from them	Lecture with an illustrative video presentation	Oral questions at the end of the lecture
Fifth	۳	Plate tectonics, continental drift, mountain building, folding, faulting, earthquakes, and volcanism.	The student should be familiar with the processes of plate tectonics, continental drift, mountain building, folding, faulting, earthquakes, and volcanism.	Lecture featuring an illustrative video and whiteboard diagram demonstrating plate convergence and divergence, as well as types of folds and faults	Oral questions at the end of the lecture.
Sixth	۳	The focus is on the underlying geological structure and its influence on shaping the Earth's surface	The student should be familiar with the concept of the structural orientation of a landform and the specific landforms referred to.	Lecture with visual aids/references.	Oral questions at the end of the lecture.
Seventh	۳	Weathering processes and resulting landforms. - Soil formation, types, and properties. - Slopes and the movement of surface materials.	The student should be familiar with the types of weathering (physical and chemical) and the associated processes that shape landforms; soil formation, types, and properties; and slopes and the movement of materials across them.	Lecture with illustrative diagrams	Short quiz at the end of the lecture

Eighth	۳	Fluvial geomorphology: drainage basins, river systems, drainage patterns, fluvial erosion, transport and deposition, resulting landforms, floods, and river-related hazards.	Introducing students to terminology and concepts related to fluvial geomorphology—including drainage basins, river systems, drainage patterns, fluvial erosion, transport and deposition, resulting landforms, floods, and river-related hazards.	Lecture illustrative diagrams	Oral questions at the end of the lecture.
Ninth	۳	River Classification	The student should be familiar with the classification of rivers based on their orders, systems, origins, and drainage patterns.	Lecture illustrative diagrams	Oral questions at the end of the lecture
tenth	۳	Waves, tides, sea-level changes, and the resulting landforms	To familiarize the student with the concepts of waves, tides, sea-level changes, and the resulting landforms.	Lecture accompanied by an illustrative video presentation.	Oral questions at the end of the lecture
eleventh	۳	geomorphological processes and the resulting landforms	Introducing the student to wind erosion processes and the resulting landforms Aeolian	Lecture illustrative diagrams	Short quiz at the end of the lecture
twelfth	۳	Human geomorphology, tourism-related use of landforms, human impacts on landforms, and urban geomorphology	To familiarize the student with the concepts of human geomorphology, the tourism-related use of landforms, human impacts on landforms, and urban geomorphology.	Lecture accompanied by an illustrative video presentation.	Oral questions at the end of the lecture
thirteenth	۳	Climate Change, Geomorphological Responses, and Tourism-Related Landforms	To familiarize the student with the concept of climate change, geomorphological responses, and tourism-related landforms.	Lecture	Short quiz at the end of the lecture
fourteenth	۳	Field methods, remote sensing, GIS, cartography, and process modeling in geomorphology.	Introducing the student to field methods, remote sensing, GIS, cartography, and process modeling in geomorphology.	Lecture illustrations.	Oral questions at the end of the lecture
fifteenth	۳	First-Term Monthly Exam			
Sixteenth		Applied geomorphology: definition, scope, and methods and tools relevant to engineering and environmental applications	Familiarizing the student with the concept of applied geomorphology—its definition, scope, and methods and tools relevant to engineering and environmental applications.	Lecture with an illustrative video presentation.	Short quiz at the end of the lecture.

Seventeenth	۳	Geomorphological processes and human interaction	To familiarize the student with the concepts of geomorphological processes and human interaction.	Lecture.	Oral questions at the end of the lecture
Eighteenth	۳	Fluvial Geomorphology and River Management	To familiarize the student with the concepts of fluvial geomorphology and river management	Lecture	Port quiz at the end of the lecture
Nineteenth	۳	Coastal Geomorphology and Erosion Control	To familiarize the student with the concepts of coastal geomorphology and erosion control	Lecture with illustrative presentation	Port quiz at the end of the lecture
Twentieth	۳	Aeolian Processes and Desertification Management	Introducing the student to the concepts of aeolian processes and desertification management	Lecture	Oral questions at the end of the lecture
Twenty-One	۳	Glacial and Periglacial Processes	Introducing the student to the concepts of glacial and periglacial processes	Lecture with illustrative diagrams	Port quiz at the end of the lecture
Twenty-Two	۳	Basic concepts of geomorphological hazards	Introducing the student to the basic concepts of geomorphological hazards	Lecture with illustrative diagrams	Port quiz at the end of the lecture
Twenty-Three	۳	Geomorphological hazards associated with surface processes (surface runoff, soil erosion, and slope material movement) and their impact on various human activities	To familiarize the student with geomorphological hazards associated with surface processes (surface runoff, soil erosion, and slope material movement) and their impact on various human activities.	Lecture with illustrative diagrams	Oral questions at the end of the lecture
Twenty-four	۳	Risks of floods, droughts and storms	Familiarizing the student with the risks of floods, droughts and storms	Lecture with illustrative diagrams	Oral questions at the end of the lecture
Twenty-five	۳	Groundwater, Hydrological, and Karst Hazards	To familiarize the student with groundwater, hydrological, karst hazards	Lecture	Oral questions at the end of the lecture
Twenty-six	۳	Geomorphological hazards in coastal areas	To familiarize the student with geomorphological hazards in coastal areas	Lecture with illustrative diagrams	Port quiz at the end of the lecture
Twenty-seven	۳	Applied Geomorphology and Engineering Projects	Familiarizing the student with applied geomorphology and engineering projects	Lecture	Oral questions at the end of the lecture
Twenty-eight	۳	Applied Geomorphology and Urban and Regional Planning	To familiarize the student with applied geomorphology in urban and regional planning	Lecture with illustrative diagrams	Port quiz at the end of the lecture

Twenty-nin	٣	Applied Geomorphology and the Construction of Reservoirs and Dams	To familiarize the student w applied geomorphology and the construction of reservoir and dams	Lecture with illustrative diagrams	Oral sessions the end the lecture
Thirty	٣	Monthly Exam	Monthly Exam for the Sec Semester		
١١. Course Evaluation ٢٠-٢٠-٦٠					
Distributing the score out of ١٠٠ according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc					
١٢. Learning and Teaching Resources					
Required textbooks (curricular books, if any)			٣		
Main references (sources)			١- Principles of Geomorphology – Hassan Ramadan Salama – ٢٠١٧ ٢- Science of Landforms – Abdul-Ilah Razuqi Karbal – ٢٠١١ ٣- Applied Geomorphology – Khalaf Hussein Al-Dulaimi – ٢٠١٢ ٤- Applied Geomorphology – Saad Ajeel Mubarak – ٢٠١٩		
Recommended books and references (scientific journals, reports...)			Introduction to Physical Geology, Thompson & Tuttle		
Electronic References, Websites			fundamental of Geomorphology, J H		

Second Stage

Approval of the Dean

٢٩. Program Vision

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

٣٠. Program Mission

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

٣١. Program Objectives

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

٣٢. Program Accreditation

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

٣٣. Other external influences

Is there a sponsor for the program

٣٤. 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.

۳۵. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

۳۶. Expected learning outcomes of the program	
Knowledge	
Learning Outcomes	Learning Outcomes Statement ۱
Skills	
Learning Outcomes ۲	Learning Outcomes Statement ۲
Learning Outcomes ۳	Learning Outcomes Statement ۳
Ethics	
Learning Outcomes ۴	Learning Outcomes Statement ۴

Learning Outcomes ◦	Learning Outcomes Statement ◦
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٣٧. Teaching and Learning Strategies

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

٣٨. Evaluation methods

Implemented at all stages of the program in general.

٣٩. 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.

٤٠. Acceptance Criterion

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

٤١. The most important sources of information about the program

State briefly the sources of information about the program.

٤٢. Program Development Plan

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 stag ٢٠٢٥/٢٠٢٦				*	*	*	*	*	*	*	*	*	*	*	*

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

Course Description Form

٢٥.	Course Name: Geotechniques
٢٦.	Course Code:
٢٧.	Semester / Year:
٢٠٢٥/٢٠٢٦	
٢٨.	Description Preparation Date:
١٧/٩/٢٠٢٥	
٢٩.	Available Attendance Forms:
٣٠.	Number of Credit Hours (Total) / Number of Units (Total
hours ٢ unite٢	
٣١.	Course administrator's name (mention all, if more than one name)
Name: ALI ABDULKAREEM SALEH	
Email: lbdalkrymsalh٧٥@gmail.com	
٣٢.	Course Objectives
Course Objectives	• Knowing the basics and principles of geographical technologies and addressing the most important foundations of building geographical technologies and their modern applications in the classroom.
٣٣.	Teaching and Learning Strategies

Strategy	Interest in modern geographic techniques in various human fields and activities.
-----------------	--

٣٤. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
One In week	٢	Theoretical and practical	Geotechniques	Descriptive and practical	Semester and final

٣٥. Course Evaluation

Distributing the score out of ١٠٠ according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

٣٦. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	a. Dr.. Iyad Ashour Al-Taie, A. M. Dr.. Thaer Mazhar, Modern Techniques in Geography.
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

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



Academic Program and Course Description Guide

٢٠٢٥

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 Prog The academic program description is a short summary of the 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 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 ٣/٢٩٠٦ on ٣/٥/٢٠٢٣ regarding the programs that In this regard, we can only emphasize the importance of writing academic programs and course description to ensure the proper functioning of the educational

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 strate

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

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

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)

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

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: . Diyala.....

Faculty/Institute: . Education for the humanities.....

Scientific Department: Geography.....

Academic or Professional Program Name:

Final Certificate Name:

Academic System:

Description Preparation Date:

File Completion Date:

Signature:

Signature:

Head of Department Name:

Scientific Associate Name:

Date:

Date:

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

١ – Program Vision

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

٢ – Program Mission

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

٣ – Program Objectives

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

٤ – Program Accreditation

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

٥ – Other external influences

Is there a sponsor for the program?

٦- 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.

٧- Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

٨- Expected learning outcomes of the program	
Knowledge	
Learning Outcomes ١	Learning Outcomes Statement ١
Skills	
Learning Outcomes ٢	Learning Outcomes Statement ٢
Learning Outcomes ٣	Learning Outcomes Statement ٣
Ethics	
Learning Outcomes ٤	Learning Outcomes Statement ٤
Learning Outcomes ٥	Learning Outcomes Statement ٥

٩ – Teaching and Learning Strategies

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

١٠ – Evaluation methods

Implemented at all stages of the program in general.

١١ – 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.
--

۱۲- Acceptance Criterion

(Setting regulations related to enrollment in the college or institute, whether central admission or others)
--

۱۳- The most important sources of information about the program
--

State briefly the sources of information about the program.

۱۴- Program Development Plan

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 stag ٢٠٢٥/٢٠٢٦		Geography of dry regions	Sassy	*	*	*	*	*	*	*	*	*	*	*	*

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

Course Description Form

١- Course Name: Applied climatology	
٢- Course Code:	
٣- Semester / Year:	
٢٠٢٥/٢٠٢٦	
٤- Description Preparation Date:	
١٧/٩/٢٠٢٥	
٥- Available Attendance Forms:	
٦- Number of Credit Hours (Total) / Number of Units (Total)	
hours ٢ unite٢	
٧- Course administrator's name (mention all, if more than one name)	
Name: Dr. Khaled Noman Muhammad Al-Hamdani	
Email: khalid.ge.hum@uodiyala.edu.iq	
٨- Course Objectives	
Course Objectives	Students are introduced to the concept of drought and its causes Knowing the distribution of dry lands in relation to the world and latitudes ٣-The importance of studying dry regions
٩- Teaching and Learning Strategies	
Strategy	

	Giving lectures and preparing reports by students on the subject
--	--

١٠- Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
One In week	٢	To be the student Familiar with related concepts Dry regions and locations Distributed geographically in Earth climatic	ography of dry regions	a lecture ow video visit	onthly exam Daily duty Presence Students And follow them For the lecture

١١- Course Evaluation

Distributing the score out of ١٠٠ according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

١٢- Learning and Teaching Resources

Required textbooks (curricular books, if any)	
in references (sources)	ography of dry regions book eo-environmental perspective uthor: Hassan Ramadan Salama,
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

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



Academic Program and Course Description Guide

٢٠٢٥

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 ٣/٢٩٠٦ on ٣/٥/٢٠٢٣ 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

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

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

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

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)

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

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

Academic Program Description Form

University Name:

Faculty/Institute:

Scientific Department:

Academic or Professional Program Name:

Final Certificate Name:

Academic System:

Description Preparation Date:

File Completion Date:

Signature:

Head of Department Name:

Date:

Signature:

Scientific Associate Name:

Date:

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Approval of the Dean

١ – Program Vision

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

٢ – Program Mission

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

٣ – Program Objectives

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

٤ – Program Accreditation

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

٥ – Other external influences

Is there a sponsor for the program?

٦ – 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.

٧ – Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

٨ – Expected learning outcomes of the program	
Knowledge	
Learning Outcomes ١	Learning Outcomes Statement ١
Skills	
Learning Outcomes ٢	Learning Outcomes Statement ٢
Learning Outcomes ٣	Learning Outcomes Statement ٣
Ethics	
Learning Outcomes ٤	Learning Outcomes Statement ٤
Learning Outcomes ٥	Learning Outcomes Statement ٥

٩ – Teaching and Learning Strategies

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

١٠ – Evaluation methods

Implemented at all stages of the program in general.

١١ – 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.

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

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

۱۴- Program Development Plan

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
fourth stag ٢٠٢٥/٢٠٢٦				*	*	*	*	*	*	*	*	*	*	*	*

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

Course Description Form

١- Course Name:					
Social geography					
٢- Course Code:					
٣- Semester / Year:					
٢٠٢٥/٢٠٢٦					
٤- Description Preparation Date:					
١٧/٩/٢٠٢٥					
٥- Available Attendance Forms:					
٦- Number of Credit Hours (Total) / Number of Units (Total					
٢ unite \ hours ١٢					
٧- Course administrator's name (mention all, if more than one name)					
Name: Omar Ghafil Hajji					
Email: omar.gev@uodiyala.edu.iq					
٨- Course Objectives					
Course Objectives		- he student knows what Social geography - Known as branches of Social geography - The importance of studying social geography			
٩- Teaching and Learning Strategies					
Strategy		iving lectures, preparing reports by students on the subject, and conducting a visit			
١٠- Course Structure					
Week	Hours	Required Learning	Unit or subject	Learning	Evaluation

		Outcomes	name	method	method
One In week	٢	to be versed With concepts Related Bysocial geography	cial georaphy	lecture Show video field visit	onthly exam Daily duty Presence Students d follow them Fo lecture

١١- Course Evaluation

Distributing the score out of ١٠٠ according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

١٢- Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	assem Abdulaziz Omar Al-Othman, ssein Aliwi Nasser Al-Zayadi, cial Geography: Principles, undations and Applications, Dar Al- ugah Publishing House, Amman, Jordan, ٢٠١٤
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

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



Academic Program and Course Description Guide

٢٠٢٥

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. The academic program description is a short summary of 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 ٣/٢٩٠٦ on ٣/٥/٢٠٢٣ 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

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

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

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

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

Academic Program Description Form

University Name:diyala.....

Faculty/Institute: College of Education for Human Sciences.....

Scientific Department:geography.....

Academic or Professional Program Name:

Final Certificate Name:

Academic System:annual.....

Description Preparation Date:

File Completion Date:

Signature:

Head of Department Name:

Date:

Signature:

Scientific Associate Name:

Date:

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

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

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

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

٥- Other external influences

Is there a sponsor for the program?

٦- 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.

٧- Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

٨- Expected learning outcomes of the program	
Knowledge	
Learning Outcomes ١	Learning Outcomes Statement ١
Skills	
Learning Outcomes ٢	Learning Outcomes Statement ٢
Learning Outcomes ٣	Learning Outcomes Statement ٣
Ethics	
Learning Outcomes ٤	Learning Outcomes Statement ٤
Learning Outcomes ٥	Learning Outcomes Statement ٥

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

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

١١- 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.

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

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

١٤- Program Development Plan

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
٢٠٢٥/٢٠٢٦ third stage		natural resources	basic	-	-	-	-	-	-	-	-				

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

Course Description Form

١٥-	Course Name:	
	natural resource	
١٦-	Course Code:	
١٧-	Semester / Year:	
	٢٠٢٥/٢٠٢٦	
١٨-	Description Preparation Date:	
	١٧/٩/٢٠٢٥	
١٩-	Available Attendance Forms:	
٢٠-	Number of Credit Hours (Total) / Number of Units (Total)	
	٢ hours ٢ units	
٢١-	Course administrator's name (mention all, if more than one name)	
	Name: assistant teacher. Younus Mahdi saleh	
	Email: younus.gev.hum@uodiyala.edu.iq	
٢٢-	Course Objectives	
	Course Objectives	Introducing students to natural resources and their relationship to geography Study the most important natural resources, the forms in which they are found in nature, and how to exploit them Study the most important natural resources available in Iraq and the Arab world and exploit them economically while preserving their sustainability for future generations.
٢٣-	Teaching and Learning Strategies	
	Strategy	ing lectures. Preparing reports by students on the topic

٢٤- Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
Lecture w			Natural Resources	ing the lecture method with interrogation and using the available teaching aids: blackboards and map	monthly exams, daily assignments and attendance
weekly	hours a week	e student must be familiar with the study material in all details through knowledge of natural resources and their geographical distribution			
٢٥- Course Evaluation					
Distributing the score out of ١٠٠ according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc					
٢٦- Learning and Teaching Resources					
Required textbooks (curricular books, if any)					
in references (sources)					
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites					

**Ministry of Higher Education and
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Evaluation Apparatus
Directorate of Quality Assurance and
Academic Accreditation
Accreditation Department**



Academic Program and Course Description Guide

٢٠٢٥

Introduction:

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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

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

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

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

Academic Program Description Form

University Name:diyala.....

Faculty/Institute: College of Education for Human Sciences.....

Scientific Department:geography.....

Academic or Professional Program Name:

Final Certificate Name:

Academic System:annual.....

Description Preparation Date:

File Completion Date:

Signature:

Signature:

Head of Department Name:

Scientific Associate Name:

Date:

Date:

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

١ – Program Vision

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

– ٢ Program Mission

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

– ٣ Program Objectives

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

٤ – Program Accreditation

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

٥ Other external influences

Is there a sponsor for the program?

⌞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.

⌞– Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

– ⌞Expected learning outcomes of the program	
Knowledge	
Learning Outcomes ⌞	Learning Outcomes Statement ⌞
Skills	
Learning Outcomes ⌞	Learning Outcomes Statement ⌞
Learning Outcomes ⌞	Learning Outcomes Statement ⌞
Ethics	
Learning Outcomes ⌞	Learning Outcomes Statement ⌞
Learning Outcomes ⌞	Learning Outcomes Statement ⌞

١٢ Teaching and Learning Strategies

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

١٣ -Evaluation methods

Implemented at all stages of the program in general.

١٤ 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.

١٥ 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.

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

-١٥The most important sources of information about the program
State briefly the sources of information about the program.

-١٦Program Development Plan

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
٢٠٢٥/٢٠٢٦ First stage		Weather and climate	Basic	-	-	-	-	-	-	-	-				

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

Course Description Form

١- Course Name:	
Weather and climate	
٢- Course Code:	
٣- Semester / Year:	
٢٠٢٥/٢٠٢٦	
٤- Description Preparation Date:	
١٧/٩/٢٠٢٥	
٥- Available Attendance Forms:	
٦- Number of Credit Hours (Total) / Number of Units (Total)	
٢ hours ٢ units	
٧- Course administrator's name (mention all, if more than one name)	
Name: assistant teacher. Younus Mahdi saleh Email: younus.gev.hum@uodiyala.edu.iq	
٨- Course Objectives	
Course Objectives	- Introducing students to geography of weather and climate and their relationship to other types of geography - The student must be familiar with climatic phenomena, the mutual relationships between the phenomena, and the resulting effects - Study of the layers of atmosphere and their importance in weather fluctuations
٩- Teaching and Learning Strategies	
Strategy	Giving lectures. Preparing reports by students on the topic

١٠- Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
Weekly lecture	hours a week	the student must be familiar with weather, climate, and climatic elements and their impact on each other	Weather and climate	lecture method and use of teaching aids such as the blackboard and maps	monthly exams in addition to daily homework and attendance
١١- Course Evaluation					
Distributing the score out of ١٠٠ according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc					
١٢- Learning and Teaching Resources					
Required textbooks (curricular books, if any)					
Main references (sources)			علي عبد الزهرة الوائلي، اسس ومبادئ الطقس والمناخ، بغداد، مكتب زكي للطباعة الثانية، ٢٠١٨		
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites					

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Academic Program and Course Description Guide

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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

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

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)

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

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:

Faculty/Institute:

Scientific Department:

Academic or Professional Program Name:

Final Certificate Name:

Academic System:

Description Preparation Date:

File Completion Date:

Signature:

Signature:

Head of Department Name:

Scientific Associate Name:

Date:

Date:

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

١ Program Vision

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

٢ Program Mission

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

٣ Program Objectives

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

٤ Program Accreditation

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

٥ Other external influences

Is there a sponsor for the program?

٦ 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.

✓ Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

^ Expected learning outcomes of the program	
Knowledge	
Learning Outcomes ١	Learning Outcomes Statement ١
Skills	
Learning Outcomes ٢	Learning Outcomes Statement ٢
Learning Outcomes ٣	Learning Outcomes Statement ٣
Ethics	
Learning Outcomes ٤	Learning Outcomes Statement ٤
Learning Outcomes ٥	Learning Outcomes Statement ٥

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

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

۱۱ Faculty						
Faculty Members						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
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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.

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

١٣ The most important sources of information about the program

State briefly the sources of information about the program.

١٤ Program Development Plan

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
2025/2026 Stage three		Agro geography		-	-	--	-	-	-	-	-				

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

Course Description Form

١٣-	Course Name:	Agro geography			
١٤-	Course Code:				
١٥-	Semester / Year:	٢٠٢٥/٢٠٢٦			
١٦-	Description Preparation Date:	١٧/٩/٢٠٢٥			
١٧-	Available Attendance Forms:				
١٨-	Number of Credit Hours (Total) / Number of Units (Total)	^hours / ^ unite			
١٩-	Course administrator's name (mention all, if more than one name)				
	Name: Diyar Taher Yasen Email: diyertaher99@gmail.com				
	Name; abdul ameera ahmed Email; abdulameerahmed00@gmail.com				
	Name; nahla wathiq mahmod Email nhlwathq4@gmail.com				
٢٠-	Course Objectives				
	Course Objectives	roducing students to the nature of agricultural geography roducing him to agricultural patterns Introducing him to the most important Factors influencing agriculture			
٢١-	Teaching and Learning Strategies				
	Strategy	livering lectures. Students preparing reports on the topic			
٢٢-	Course Structure				
	Week	Hours	Required Learning	Unit or subject	Learning Evaluation

		Outcomes	name	method	method
One ecture per week		For the Student To be Familiar With the Concepts Related To the Agro ography	agro geo	Lecture Video pre	Month Exam Daily signments Student attendance And Their rticipation In Lectures

٢٣- Course Evaluation

Distributing the score out of ١٠٠ according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

٢٤- Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	Kadhim Abadi Hamadi Agro geography Geography ,college of education University of maysan. ٢٠١٣ uri Khalil Al-baraz .Abraham Abdul jabbar Al-mashhadani.Agro geography College og education .second editition .٢٠٠٠

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Academic Program and Course Description Guide

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Academic Program Description Form

University Name:

Faculty/Institute:

Scientific Department:

Academic or Professional Program Name:

Final Certificate Name:

Academic System:

Description Preparation Date:

File Completion Date:

Signature:

Head of Department Name:

Date:

Signature:

Scientific Associate Name:

Date:

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

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

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

٥- Other external influences

Is there a sponsor for the program?

٦- 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.

٧- Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

٨- Expected learning outcomes of the program	
Knowledge	
Learning Outcomes ١	Learning Outcomes Statement ١
Skills	
Learning Outcomes ٢	Learning Outcomes Statement ٢
Learning Outcomes ٣	Learning Outcomes Statement ٣
Ethics	
Learning Outcomes ٤	Learning Outcomes Statement ٤
Learning Outcomes ٥	Learning Outcomes Statement ٥

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

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Faculty Members						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
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(Setting regulations related to enrollment in the college or institute, whether central admission or others)

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State briefly the sources of information about the program.

١٤- Program Development Plan

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
٢٠٢٥/٢٠٢٦ Stage one		Arid regions		-	-	--	-	-	-	-	-				

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

Course Description Form

١- Course Name:	
Arid regions	
٢- Course Code:	
٣- Semester / Year:	
٢٠٢٥/٢٠٢٦	
٤- Description Preparation Date:	
١٧/٩/٢٠٢٥	
٥- Available Attendance Forms:	
٦- Number of Credit Hours (Total) / Number of Units (Total)	
٦ hours / ٦ unite	
٧- Course administrator's name (mention all, if more than one name)	
Name: Diyar Taher Yasen	
Email: diyertaher٩٩@gmail.com	
٨- Course Objectives	
Course Objectives	- Definition of arid regions for Students - Understanding of the climate of arid regions..... - Understanding of the Geomorphology of arid regions.....
٩- Teaching and Learning Strategies	
Strategy	Delivering lectures. Students preparing reports on the top

١٠- Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
One Lecture per week		For the Student To be Familiar With the concepts Related To the Arid regions	Arid re	Lecture Video pr	Month Exam Daily assignments Student attendance And Their participation In Lectures
١١- Course Evaluation					
Distributing the score out of ١٠٠ according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc					
١٢- Learning and Teaching Resources					
Required textbooks (curricular books, if any)					

Main references (sources)	Hassan Ramadan Salama, Geography Regions, Al Massira printing and publishing House, ٢٠١٥ Mohamed Mahmoud Mahmedeen Hassan Abdulaziz Ahmed , Dry Regions and Desrtification Lssue , Dar Al-Kharaji for Publishing and Distrbution . First Edition
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

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Academic Program and Course Description Guide

٢٠٢٥

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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

Diyala university University Name:

Faculty/Institute: college of Educationfor Humanities.....

Scientific Department: Geography Department.....

Academic or Professional Program Name: Human geography.....

Final Certificate Name:Bachelors degree in Geography

Academic System: Annual system.....

Description Preparation Date: ١\٩\٢٠٢٣

File Completion Date: ١\٩\٢٠٢٣

Signature:

Signature:

Head of Department Name:

Scientific Associate Name:

Date:

Date:

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

١- Program Vision

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

٢- Program Mission

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

٣- Program Objectives

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

٤- Program Accreditation

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

٥- Other external influences

Is there a sponsor for the program?

٦- 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.

٧- Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

٨- Expected learning outcomes of the program	
Knowledge	
Learning Outcomes ١	Learning Outcomes Statement ١
Skills	
Learning Outcomes ٢	Learning Outcomes Statement ٢
Learning Outcomes ٣	Learning Outcomes Statement ٣
Ethics	
Learning Outcomes ٤	Learning Outcomes Statement ٤
Learning Outcomes ٥	Learning Outcomes Statement ٥

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

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

۱۱ – 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.
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۱۲– Acceptance Criterion
(Setting regulations related to enrollment in the college or institute, whether central admission or others)

١٣- The most important sources of information about the program

State briefly the sources of information about the program.

١٤- Program Development Plan

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

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

Course Description Form

١- Course Name:	
iraq Geography	
٢- Course Code:	
٣- Semester / Year:	
٢٠٢٥/٢٠٢٦	
٤- Description Preparation Date:	
١٧/٩/٢٠٢٥	
٥- Available Attendance Forms:	
٦- Number of Credit Hours (Total) / Number of Units (Total)	
٨	
٧- Course administrator's name (mention all, if more than one name)	
Name: may thamer ragab Email: may.ge.hum@uodiyala.edu.iq Nebras Saadoun Mutshar nibrassadoon@gmail.com Name; diyar taher yassen Diyertaher99@gmail.com	
٨- Course Objectives	
Course Objectives	ching students the geography of Iraq

			tionally from all natural, economic and human aspects		
٩- Teaching and Learning Strategies					
Strategy					
١٠- Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
١١- Course Evaluation					
Distributing the score out of ١٠٠ according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc					
١٢- Learning and Teaching Resources					
Required textbooks (curricular books, if any)			bas Fadel Al-Saadi, Iraq, its natural network, its economic activity, its human side, Baghdad ٢٠٠٩		
Main references (sources)			ha Al-Hashemi, The Geography of Iraq, Al-Salam Press, Baghdad dul-Zahra Ali Al-Janabi, The Geography Iraq in its Contemporary Perspective, ٢٠٢٠		
Recommended books and references (scientific journals, reports...)			https ;//www.ketablink.com		
Electronic References, Websites			https;// .dijlabooksop.com		

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



Academic Program and Course Description Guide

٢٠٢٥

Introduction:

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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

Diyala university University Name:

Faculty/Institute: college of Educationfor Humanities.....

Scientific Department: Geography Department.....

Academic or Professional Program Name: Human geography.....

Final Certificate Name:Bachelors degree in Geography

Academic System: Annual system.....

Description Preparation Date ١٧/٩/٢٠٢٥

File Completion Date:

Signature:

Signature:

Head of Department Name:

Scientific Associate Name:

Date:

Date:

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

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

٥ – Other external influences

Is there a sponsor for the program?

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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.

٧- Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

٨- Expected learning outcomes of the program	
Knowledge	
Learning Outcomes ١	Learning Outcomes Statement ١
Skills	
Learning Outcomes ٢	Learning Outcomes Statement ٢
Learning Outcomes ٣	Learning Outcomes Statement ٣
Ethics	
Learning Outcomes ٤	Learning Outcomes Statement ٤
Learning Outcomes ٥	Learning Outcomes Statement ٥

٩ – Teaching and Learning Strategies

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

١٠ - Evaluation methods

Implemented at all stages of the program in general.

١١ – 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.

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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.

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

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

۱۴- Program Development Plan

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

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

Course Description Form

١- Course Name:	
Industrial Geography	
٢- Course Code:	
٣- Semester / Year:	
٢٠٢٥/٢٠٢٦	
٤- Description Preparation Date:	
١٧/٩/٢٠٢٥	
٥- Available Attendance Forms:	
٦- Number of Credit Hours (Total) / Number of Units (Total)	
٨	
٧- Course administrator's name (mention all, if more than one name)	
Name: may thamer ragab	
Email: may.ge.hum@uodiyala.edu.iq	
٨- Course Objectives	
Course Objectives	- Studying the geography of the industryExplaining the factors behind the establishment of the industry
٩- Teaching and Learning Strategies	
Strategy	

١٠- Course Structure

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

١١- Course Evaluation

Distributing the score out of ١٠٠ according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

١٢- Learning and Teaching Resources

Required textbooks (curricular books, if any)	dul Zahra Ali Al-Janabi, Industrial Geography, Dar Safaa for Publishing and Distribution, ١st edition, ٢٠١٣ hammad Azhar Al-Sammak and bas Al-Tamimi, Geography of Industry and its Applications,
Main references (sources)	hammad Azhar Al-Sammak, The Geography of Industry in a ntemporary Perspective, Dar Al-Yazouri, Jordan,
Recommended books and references (scientific journals, reports...)	Salem Humaidan, Industry and novation in Developed Countries, Al-Dar Al-Methodology – Cairo
Electronic References, Websites	https://coehumam.uodiyala.edu.iq

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Academic Program and Course Description Guide

٢٠٢٥

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Academic Program Description Form

University Name:

Faculty/Institute:

Scientific Department:

Academic or Professional Program Name:

Final Certificate Name:

Academic System:

Description Preparation Date:

File Completion Date:

Signature:

Head of Department Name:

Date:

Signature:

Scientific Associate Name:

Date:

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

١- Program Vision

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

٢- Program Mission

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٣- Program Objectives

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

٤- Program Accreditation

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

٥- Other external influences

Is there a sponsor for the program?

٦- 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.

٧- Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

٨- Expected learning outcomes of the program	
Knowledge	
Learning Outcomes ١	Learning Outcomes Statement ١
Skills	
Learning Outcomes ٢	Learning Outcomes Statement ٢
Learning Outcomes ٣	Learning Outcomes Statement ٣
Ethics	
Learning Outcomes ٤	Learning Outcomes Statement ٤
Learning Outcomes ٥	Learning Outcomes Statement ٥

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

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

١١- 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.
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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.

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

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

١٤- Program Development Plan

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
٢٠٢٥/٢٠٢٦ Stage one		Arid regions		-	-	--	-	-	-	-	-				

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

Course Description Form

١- Course Name:	
Detailed climate	
٢- Course Code:	
٣- Semester / Year:	
٢٠٢٥/٢٠٢٦	
٤- Description Preparation Date:	
١٧/٩/٢٠٢٥	
٥- Available Attendance Forms:	
٦- Number of Credit Hours (Total) / Number of Units (Total)	
٧- Course administrator's name (mention all, if more than one name)	
Name: Raghda Shamran Amanh	
Email: raghda1990sh@gmail.com	
٨- Course Objectives	
Course Objectives	Knowledge of the basics and principles of detailed climatology Addressing the factors controlling the harsh climate in the classroom.....

٩- Teaching and Learning Strategies

Strategy

Insight into the importance of detailed climate and climate metrics used in climate studies

١٠- Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
		theoretical and practical	Detailed climate	Descriptive and practical	1 Semester and final

١١- Course Evaluation

Distributing the score out of ١٠٠ according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

١٢- Learning and Teaching Resources

Required textbooks (curricular books, if any)	Detailed climate
Main references (sources)	Prof. Dr. Salam, hatf
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	WWIS world weather website

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Academic Program and Course Description Guide

٢٠٢٥

Introduction

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Academic Program Description Form

University Name:Diyala.....

Faculty/Institute:Uman colleges.....

Scientific Department: ...GEograghy.....

Academic or Professional Program Name:

Final Certificate Name:

Academic System:

Description Preparation Date:

File Completion Date:

Signature:

Signature:

Head of Department Name:

Scientific Associate Name:

Date:

Date:

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Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

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Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
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College Requirements				
Department Requirements				
Summer Training				
Other				

٢١. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

٢٢. Expected learning outcomes of the program	
Knowledge	
Learning Outcomes ١	Learning Outcomes Statement ١
Skills	
Learning Outcomes ٢	Learning Outcomes Statement ٢
Learning Outcomes ٣	Learning Outcomes Statement ٣
Ethics	
Learning Outcomes ٤	Learning Outcomes Statement ٤
Learning Outcomes ٥	Learning Outcomes Statement ٥

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State briefly the sources of information about the program.

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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
٢٠٢٥/٢٠٢٦		Applied yofthemati. map	Basic												

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

Course Description Form

١٣.	Course Name: Basics of weather and climate science
١٤.	Course Code:
١٥.	Semester / Year ٢٠٢٥/٢٠٢٦
١٦.	
١٧.	Available Attendance Forms:
١٨.	Number of Credit Hours (Total) / Number of Units (Total)
١٩.	Course administrator's name (mention all, if more than one name)
Teacher Dr. Marwa Salim Mohammad marwa.ge.hum@uodiyala.edu.iq	
٢٠.	Course Objectives
Course Objectives	Knowledge of the basics and principles of weather and climate science and the branches of climatology Climate elements, components, composition, and properties of the gaseous atmosphere in the classroom
٢١.	Teaching and Learning Strategies
Strategy	Recognizing the importance of detailed climate and climate measurements used in climate studies

--	--

٢٢. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
١-٢	٢	theoretical and practical	Basics of weather and climate science	descriptive and practical -	quarterly and final

٢٣. Course Evaluation ٢٠-٢٠-٦٠

Distributing the score out of ١٠٠ according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

٢٤. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Basics of weather and climate science
Main references (sources)	Professor Dr. Ali Abdel Zahra Al-Waeli
Recommended books and references (scientific journals, reports...)	Noman Shehadeh - Ali Ahmed Ghanem

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Scientific Research
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Academic Program and Course Description Guide

٢٠٢٥

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University Name:Diyala.....

Faculty/Institute:Uman colleges.....

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Academic or Professional Program Name:

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Description Preparation Date:

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Head of Department Name:

Date:

Signature:

Scientific Associate Name:

Date:

The file is checked by:

Department of Quality Assurance and University Performanc

Director of the Quality Assurance and University Performance Department:

Date:

Signature

Approval of the Dean

١- Program Vision

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

٢- Program Mission

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

٣- Program Objectives

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

٤- Program Accreditation

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

٥- Other external influences

Is there a sponsor for the program?

٦- 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.

٧- Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

٨- Expected learning outcomes of the program	
Knowledge	
Learning Outcomes ١	Learning Outcomes Statement ١
Skills	
Learning Outcomes ٢	Learning Outcomes Statement ٢
Learning Outcomes ٣	Learning Outcomes Statement ٣

Ethics	
Learning Outcomes ε	Learning Outcomes Statement ε
Learning Outcomes ρ	Learning Outcomes Statement ρ

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

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

١١ – 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.

۱۲- Acceptance Criterion

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

۱۳- The most important sources of information about the program

State briefly the sources of information about the program.

۱۴- Program Development Plan

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
٢٠٢٥/٢٠٢٦		Applied yofthemati. map	Basic												

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

Course Description Form

١- Course Name: Microclimatology	
٢- Course Code:	
٣- Semester / Year ٢٠٢٥/٢٠٢٦	
٤- Description Preparation Date ١٧/٩/٢٠٢٥	
٥- Available Attendance Forms:	
٦- Number of Credit Hours (Total) / Number of Units (Total)	
٧- Course administrator's name (mention all, if more than one name)	
Teacher Dr. Marwa Salim Mohammad	
marwa.ge.hum@uodiyala.edu.iq	
٨- Course Objectives	
Course Objectives	Knowledge of the basics and principles of detailed climatology Addressing the factors controlling the harsh climate in the classroom
٩- Teaching and Learning Strategies	
Strategy	Knowledge of the basics and principles of detailed climatology Addressing the factors controlling the harsh climate in the classroom
١٠- Course Structure	

We ek	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
	٢	theoretical and practical	Microclimatology	script and actica l -	quarterly and final
١١- Course Evaluation ٢٠-٢٠-٦٠					
Distributing the score out of ١٠٠ according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc					
١٢- Learning and Teaching Resources					
Required textbooks (curricular books, if any)			Microclimatology		
Main references (sources)			f. Dr. Salam, phone: Ahmed Al-Jubouri/Ahmed Saeed Hadid and others		
Recommended books and references (scientific journals, reports...)			Noman Shehadeh - Ali Ahmed Ghanem		
Electronic References, Websites			world weather موقع WWIS		

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



Academic Program and Course Description Guide

٢٠٢٥

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 ٣/٢٩٠٦ on ٣/٥/٢٠٢٣ regarding the programs that adopt the Bologna Process as the basis for their work. In this regard, we

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

Academic Program Description For

University Name:

Faculty/Institute:

Scientific Department:

Academic or Professional Program Name:

Final Certificate Name:

Academic System:

Description Preparation Date:

File Completion Date:

Signature:

Head of Department Name:

Date:

Signature:

Scientific Associate Name:

Date:

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

٥- Other external influences

Is there a sponsor for the program?

٦- Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements				
College Requirements				
Department Requirements				
Summer Training				
Other				

٧- Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

٨- Expected learning outcomes of the program	
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Learning Outcomes ١	Learning Outcomes Statement ١
Skills	
Learning Outcomes ٢	Learning Outcomes Statement ٢
Learning Outcomes ٣	Learning Outcomes Statement ٣
Ethics	
Learning Outcomes ٤	Learning Outcomes Statement ٤
Learning Outcomes ٥	Learning Outcomes Statement ٥

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

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

١١ – Faculty						
Faculty Members						
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(Setting regulations related to enrollment in the college or institute, whether central admission or others)
--

۱۳- The most important sources of information about the program
--

State briefly the sources of information about the program.

۱۴- Program Development Plan

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
2020/2021		Arid regions		-	-	--	-	-	-	-	-				
Stage one															

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

Course Description Form

١- Course Name:	
Arid regions	
٢- Course Code:	
٣- Semester / Year:	
٢٠٢٥/٢٠٢٦	
٤- Description Preparation Date:	
١٧/٩/٢٠٢٥	
٥- Available Attendance Forms:	
٦- Number of Credit Hours (Total) / Number of Units (Total)	
٧- Course administrator's name (mention all, if more than one name)	
Name: Raghda Shamran Amanh	
Email: raghda١٩٩٠sh@gmail.com	
٨- Course Objectives	
Course Objectives	- Definition of arid regions for Students - Understanding of the climate of arid regions..... - Understanding of the - Geomorphology of arid regions.....
٩- Teaching and Learning Strategies	

Strategy		Delivering lectures. Students preparing reports on the topic			
١٠- Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
One ecture per week		For the Student To be Familiar With the Concepts Related To the Arid regions	Arid regions	Lecture Video presentation	Month Exam Daily signments Student attendance And Their rticipation In lectures

١١- Course Evaluation	
Distributing the score out of ١٠٠ according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc	
١٢- Learning and Teaching Resources	
Required textbooks (curricular books, if any)	
Main references (sources)	Hassan Ramadan Salama, Geography Regions, Al Massira printing and publishing House, ٢٠١٥ Mohamed Mahmoud Mahmedeen Hassan Abdulaziz Ahmed , Dry Regions and Desrtification Lssue , Dar Al-Kharaji for Publishing and Distrbution . First Edition
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

**Ministry of Higher Education and
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Academic Program and Course Description Guide

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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-

Academic Program Description Form

University Name: . Diyala.....

Faculty/Institute: . Education for the humanities.....

Scientific Department: Geography.....

Academic or Professional Program Name:

Final Certificate Name:

Academic System:

Description Preparation Date:

File Completion Date:

Signature:

Head of Department Name

Date:

Signature:

Scientific Associate Name:

Date:

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

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

٤- Program Accreditation

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

٥- Other external influences

Is there a sponsor for the program?

٦- 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.

Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	Practical

Expected learning outcomes of the program	
Knowledge	
Learning Outcomes ١	Learning Outcomes Statement ١
Skills	
Learning Outcomes ٢	Learning Outcomes Statement ٢
Learning Outcomes ٣	Learning Outcomes Statement ٣
Ethics	
Learning Outcomes ٤	Learning Outcomes Statement ٤
Learning Outcomes ٥	Learning Outcomes Statement ٥

Teaching and Learning Strategies

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

Evaluation methods

Implemented at all stages of the program in general.

Faculty

Faculty Members

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

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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 stag ٢٠٢٥/٢٠٢٦		Environm ental geography and pollution	Sassy	*	*	*	*	*	*	*	*	*	*	*	*

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

Course Description Form

١. Course Name: Environmental geography and pollution					
٢. Course Code:					
٣. Semester / Year:					
٢٠٢٥/٢٠٢٦					
٤. Description Preparation Date:					
١٧/٩/٢٠٢٥					
٥. Available Attendance Forms:					
٦. Number of Credit Hours (Total) / Number of Units (Total					
ξ hours ξ units					
٧. Course administrator's name (mention all, if more than one name)					
Name: Dr. Nsreen Hadi Rshed Email: nsreen.ge.hum@uodiyala.edu.iq					
٨. Course Objectives					
Course Objectives			١-Introducing students to the concept of environment ٢-Knowledge of pollution and its effects on the environment ٣-The importance of studying environmental geography and pollution		
٩. Teaching and Learning Strategies					
Strategy		Giving lectures and preparing reports by students on the subject			
١٠. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
FOF	ξ	To be the student	Environmen	a lecture	onthly

In We		Familiar with related concepts Environmental geography And pollution	geography and pollution	Show visit	video exam Daily duty Presence Students And follow them For the lecture
-------	--	--	-------------------------	------------	--

١١. Course Evaluation

Distributing the score out of ١٠٠ according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

١٢. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	Environmental geography and pollution book
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

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Academic Program and Course Description Guide

٢٠٢٥

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Academic Program Description Form

University Name:

Faculty/Institute:

Scientific Department:

Academic or Professional Program Name:

Final Certificate Name:

Academic System:

Description Preparation Date:

File Completion Date:

Signature:

Head of Department Name:

Date:

Signature:

Scientific Associate Name:

Date:

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Other				

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Learning Outcomes ١	Learning Outcomes Statement ١
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Learning Outcomes ٢	Learning Outcomes Statement ٢
Learning Outcomes ٣	Learning Outcomes Statement ٣
Ethics	
Learning Outcomes ٤	Learning Outcomes Statement ٤
Learning Outcomes ٥	Learning Outcomes Statement ٥

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State briefly the sources of information about the program.

١٤- Program Development Plan

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
first stag ٢٠٢٥/٢٠٢٦				*	*	*	*	*	*	*	*	*	*	*	*
fuor stag				*	*	*	*	*	*	*	*	*	*	*	*

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

Course Description Form

١- Course Name: Applied climatology					
٢- Course Code:					
٣- Semester / Year:					
٢٠٢٥/٢٠٢٦					
٤- Description Preparation Date:					
١٧/٩/٢٠٢٥					
٥- Available Attendance Forms:					
٦- Number of Credit Hours (Total) / Number of Units (Total					
hours ٢ unite٢					
٧- Course administrator's name (mention all, if more than one name)					
Name: Awatif Tahseen Ahmed					
Email: ge.hum@uodiyala.edu.iq ١٠٥					
٨- Course Objectives					
		Course Objectives - Introducing students to what biogeography is and their knowledge of the branches of biogeography and what is the benefit of biogeography for life - Introducing students to what transportation geography is and defining the branches of transportation geography and the benefits of transportation geography for life			
٩- Teaching and Learning Strategies					
Strategy	giving lectures, preparing reports by students on the subject, and conducting a visit				
١٠- Course Structure					
Week	Hours	Required Learning	Unit or subject	Learning	Evaluation

		Outcomes	name	method	method
One In we		Introducing students to what transportation geography is and defining the branches of transportation geography and benefits of transportation geography in life	Transport geography and biogeography	lecture show video field visit	monthly exam Daily duty Presence Students and follow them For the lecture

١١- Course Evaluation

Distributing the score out of ١٠٠ according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

١٢- Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	geography Idris Sultan Saleh - Abdel Abbas Al-urairah - Issam Abbas Babakir Karar - Al-Mutairi
Recommended books and references (scientific journals, reports...)	

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Signature:

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Date:

Signature:

Scientific Associate Name:

Date:

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

١ – Program Vision

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

٢ – Program Mission

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٣ – Program Objectives

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

٤ – Program Accreditation

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

٥ – Other external influences

Is there a sponsor for the program?

٦- 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.

٧- Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

٨- Expected learning outcomes of the program	
Knowledge	
Learning Outcomes ١	Learning Outcomes Statement ١
Skills	
Learning Outcomes ٢	Learning Outcomes Statement ٢
Learning Outcomes ٣	Learning Outcomes Statement ٣
Ethics	
Learning Outcomes ٤	Learning Outcomes Statement ٤
Learning Outcomes ٥	Learning Outcomes Statement ٥

٩- Teaching and Learning Strategies

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

١٠- Evaluation methods

Implemented at all stages of the program in general.

١١- Faculty

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

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۱۲- Acceptance Criterion

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

۱۳- The most important sources of information about the program

State briefly the sources of information about the program.

۱۴- Program Development Plan

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 stag ٢٠٢٥/٢٠٢٦				*	*	*	*	*	*	*	*	*	*	*	*

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

Course Description Form

١- Course Name: Applied climatology	
٢- Course Code:	
٣- Semester / Year:	
٢٠٢٠/٢٠٢٦	
٤- Description Preparation Date:	
١٧/٩/٢٠٢٠	
٥- Available Attendance Forms:	
٦- Number of Credit Hours (Total) / Number of Units (Total)	
hours ٢ unite٢	
٧- Course administrator's name (mention all, if more than one name)	
Name: AZHAR SALMAN HADI Nahla Wathiq mahmod Email: dr.azharslman@gmail.com nhlhwathq@gmail.com	
٨- Course Objectives	
Course Objectives	- he student knows what applied climate is - Known as branches of medical climate - What is the benefit of applying climate in aspects of life?....
٩- Teaching and Learning Strategies	
Strategy	g lectures, preparing reports by students on the subject, and

conducting a visit

١٠- Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
One In week	٢	to be requester versed With concepts Related By geography climatic	Applied climatology	lecture Show video field visit	onthly exam Daily duty Presence Students d follow them r the lecture

١١- Course Evaluation

Distributing the score out of ١٠٠ according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

١٢- Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	Saheb Talib Al-Musawi, Abdul ssan Madfoun Abu Rahil, Applied matology, Dar Al-Diyaa Printing, jaf, ٢٠١١ ---- Ali Hassan Musa plied Climate, Arab Community blishing and Distribution Library, sman, ٢٠١٥ ----- Applied Climatology, Salam Hatf Ahmed,
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

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Scientific Supervision and Scientific
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Accreditation Department**



Academic Program and Course Description Guide

٢٠٢٥

- 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 ٣/٢٩٠٦ on ٣/٥/٢٠٢٣ 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.

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

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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

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:

Faculty/Institute:

Scientific Department:

Academic or Professional Program Name:

Final Certificate Name:

Academic System:

Description Preparation Date:

File Completion Date:

Signature:

Head of Department Name:

Date:

Signature:

Scientific Associate Name:

Date:

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

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

٥- Other external influences

Is there a sponsor for the program?

٦- 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.

٧- Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

٨- Expected learning outcomes of the program	
Knowledge	
Learning Outcomes ١	Learning Outcomes Statement ١
Skills	
Learning Outcomes ٢	Learning Outcomes Statement ٢
Learning Outcomes ٣	Learning Outcomes Statement ٣
Ethics	

Learning Outcomes ξ	Learning Outcomes Statement ξ
Learning Outcomes °	Learning Outcomes Statement °

٩- Teaching and Learning Strategies

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

١٠- Evaluation methods

Implemented at all stages of the program in general.

١١- Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
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Mentoring new faculty members

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Professional development of faculty members
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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.
--

١٢- Acceptance Criterion

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

١٣- The most important sources of information about the program
--

State briefly the sources of information about the program.

١٤- Program Development Plan

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
Three stag ٢٠٢٥/٢٠٢٦		Hydrological		-	-	-	-	-	-	-	-				

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

Course Description Form

١- Course Name:	
Hydrological	
٢- Course Code:	
٣- Semester / Year:	
٢٠٢٥/٢٠٢٦	
٤- Description Preparation Date:	
١٧/٩/٢٠٢٥	
٥- Available Attendance Forms:	
٦- Number of Credit Hours (Total) / Number of Units (Total)	
٦ hours / ٦ unite	
٧- Course administrator's name (mention all, if more than one name)	
Name; sahad shalash khalf suhad.ge.hum@uodiyala.edu.iq Name ; Ahmed Talal Akram tlalakra@gmail.com	
٨- Course Objectives	
Course Objectives	- Introducing stunts to the - Importance of hydrological - The student recognizes - The importance of hydrological - And methods of measurement - And estimation - He knows the importance of - Relying on advanced scientific - Technologies

٩- Teaching and Learning Strategies

Strategy delivering lectures. Students preparing reports on the topic

١٠- Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
	٦ hours	For the Student To be Familiar With the Concepts Related To the hydrological	hydrological	Lecture Video presentation	Month Exam Daily Assignments Student Attendance And Their Participation In lectures

١١- Course Evaluation

Distributing the score out of ١٠٠ according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

١٢- Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	Kassan Abo samour, Hamed ALkhatib, geography of water resoures ,Oman ١٩٩٩ Joudah fathi AL-Turkmani, Geography of water Resources Alcontemporary sudy,Saudi Publishing house ,٢٠٠٥
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

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Academic Program and Course Description Guide

٢٠٢٥

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University Name:

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Scientific Department:

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Final Certificate Name:

Academic System:

Description Preparation Date:

File Completion Date:

Signature:

Head of Department Name:

Date:

Signature:

Scientific Associate Name:

Date:

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

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Is there a sponsor for the program?

٦- Program Structure				
Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
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College Requirements				
Department Requirements				
Summer Training				
Other				

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٧- Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

٨- Expected learning outcomes of the program	
Knowledge	
Learning Outcomes ١	Learning Outcomes Statement ١
Skills	
Learning Outcomes ٢	Learning Outcomes Statement ٢

Learning Outcomes ٣	Learning Outcomes Statement ٣
Ethics	
Learning Outcomes ٤	Learning Outcomes Statement ٤
Learning Outcomes ٥	Learning Outcomes Statement ٥

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

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

١١ – Faculty						
Faculty Members						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
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State briefly the sources of information about the program.

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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
٢٠٢٥/٢٠٢٦	-----	Geomorphology	Basic	*	*	*	*	*	*	*	*	*	*	*	*
The first stage															

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

Course Description Form

١- Course Name:	
Geomorphology	
٢- Course Code:	
٣- Semester / Year:	
٢٠٢٥/٢٠٢٤	
٤- Description Preparation Date:	
١٧/٩/٢٠٢٥	
٥- Available Attendance Forms:	
٦- Number of Credit Hours (Total) / Number of Units (Total)	
٢ hours ٢ unite	
٧- Course administrator's name (mention all, if more than one name)	
Name: Dr. Yaser Mohammed Abd	
Email: yaserabd٤٧@yahoo.com	
٨- Course Objectives	
Course Objectives	student to the concept of geomorphology, its branches, and natural processes such as the movement of tectonic plates and earthquakes Introducing the student to the processes of rivers that lead to the formation of the shapes of the Earth's surface and the factors that help in this, according to the states of liquid, solid and gaseous matter.

٩- Teaching and Learning Strategies					
Strategy		Giving lectures, preparing reports by students on the subject, and conducting a visit Field			
١٠- Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
		to be requester mm ith concepts Related to science shapes The earth's surface			

			concept of geomorphology	lecture Show video Zia Field	monthly exam Daily duty Presence Students And follow them for the lecture
	ureurs				

۱۱- Course Evaluation

Distributing the score out of ۱۰۰ according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

۱۲- Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	Principles of Geomorphology - Hassan Ramadan Salama - ۲۰۱۷ Earth's surface morphology - Abdul-Ilah Razouki Karbal – ۲۰۱۱
Recommended books and references (scientific journals, reports...)	Introduction to Physical Geology, Thompson & Turk
Electronic References, Websites	fundamental of Geomorphology, J H

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Academic Program and Course Description Guide

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Date:

The file is checked by

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

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Year/Level	Course Code	Course Name	Credit Hours	
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Knowledge	
Learning Outcomes ١	Learning Outcomes Statement ١
Skills	
Learning Outcomes ٢	Learning Outcomes Statement ٢
Learning Outcomes ٣	Learning Outcomes Statement ٣
Ethics	
Learning Outcomes ٤	Learning Outcomes Statement ٤
Learning Outcomes ٥	Learning Outcomes Statement ٥

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Implemented at all stages of the program in general.

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Faculty Members					
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff
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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
Three stag ٢٠٢٥/٢٠٢٦		Hydrological		-	-	-	-	-	-	-	-				

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

Course Description Form

١- Course Name:	
Hydrological	
٢- Course Code:	
٣- Semester / Year:	
٢٠٢٥/٢٠٢٦	
٤- Description Preparation Date:	
١٧/٩/٢٠٢٥	
٥- Available Attendance Forms:	
٦- Number of Credit Hours (Total) / Number of Units (Total)	
٧- Course administrator's name (mention all, if more than one name)	
Name: Raghda Shamran Amanh	
Email: raghda1990sh@gmail.com	
٨- Course Objectives	
Course Objectives	• Introducing stunts to the • Importance of hydrological • • The student recognizes • The importance of hydrological • And methods of measurement • And estimation • • He knows the importance of • Relying on advanced scientific

- **Technologies** ..
-
-

٩- Teaching and Learning Strategies

Strategy	delivering lectures. Students preparing reports on the topic
-----------------	--

١٠- Course Structure

--	--	--	--	--	--

١١- Course Evaluation

Distributing the score out of ١٠٠ according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

١٢- Learning and Teaching Resources

Required textbooks (curricular books, if any)	
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Main references (sources)	ssan Abo samour, Hamed khatib, geography of water resoures ,Oman ,١٩٩٩ Joudah fathi AL-Turkmani, ography of water Resources Alcontemporary sudy,Saudi Publishing house ,٢٠٠٥
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Recommended books and references (scientific journals, reports...)	
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Electronic References, Websites	
---------------------------------	--

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Academic Program and Course Description Guide

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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:

Faculty/Institute:

Scientific Department:

Academic or Professional Program Name:

Final Certificate Name:

Academic System:

Description Preparation Date:

File Completion Date:

Signature:

Head of Department Name:

Date

Signature:

Scientific Associate Name:

Date:

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

١- Program Vision

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

٢- Program Mission

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

٣- Program Objectives

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

٤- Program Accreditation

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

٥- Other external influences

Is there a sponsor for the program?

٦- 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.

٧- Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

٨- Expected learning outcomes of the program	
Knowledge	
Learning Outcomes ١	Learning Outcomes Statement ١
Skills	
Learning Outcomes ٢	Learning Outcomes Statement ٢
Learning Outcomes ٣	Learning Outcomes Statement ٣
Ethics	
Learning Outcomes ٤	Learning Outcomes Statement ٤
Learning Outcomes ٥	Learning Outcomes Statement ٥

٩- Teaching and Learning Strategies

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

١٠- Evaluation methods

Implemented at all stages of the program in general.

١١- 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.

۱۲- Acceptance Criterion

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

۱۳- The most important sources of information about the program

State briefly the sources of information about the program.

۱۴- Program Development Plan

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 stag ٢٠٢٥/٢٠٢٦				*	*	*	*	*	*	*	*	*	*	*	*

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

Course Description Form

١- Course Name:	
Geography population	
٢- Course Code:	
٣- Semester / Year:	
٢٠٢٥/٢٠٢٦	
٤- Description Preparation Date:	
١٧/٩/٢٠٢٥	
٥- Available Attendance Forms:	
٦- Number of Credit Hours (Total) / Number of Units (Total)	
٢ hours ٢ unite	
٧- Course administrator's name (mention all, if more than one name)	
Name: Omar Ghafil Hajji	
Email: omar.gev@uodiyala.edu.iq	
٨- Course Objectives	
Course Objectives	- he student knows what geogra population - Known as branches of geogra population - The importance of study Geography

٩- Teaching and Learning Strategies					
Strategy		g lectures, preparing reports by students on the subject, and conducting a visit			
١٠- Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1		to be requester versed With concepts Related By population geography	social geography	lecture Show video field visit	monthly exam Daily duty Presence Students d follow them r the lecture
١١- Course Evaluation					
Distributing the score out of ١٠٠ according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc					
١٢- Learning and Teaching Resources					

Required textbooks (curricular books, if any)	
Main references (sources)	ha Hammadi al-Hadithi, Population Geography, second edition, ٢٠٠٠
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

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



Academic Program and Course Description Guide

۲۰۲۰

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 ٣/٢٩٠٦ on ٣/٥/٢٠٢٣ regarding the programs that adopt the Bologna Process as the basis for their work.

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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.

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Academic Program Description Form

University Name:

Faculty/Institute:

Scientific Department:

Academic or Professional Program Name:

Final Certificate Name:

Academic System:

Description Preparation Date:

File Completion Date:

Signature:

Head of Department Name:

Date:

Signature:

Scientific Associate Name:

Date:

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

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

٥ – Other external influences

Is there a sponsor for the program?

٦- 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.

٧- Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

٨- Expected learning outcomes of the program	
Knowledge	
Learning Outcomes ١	Learning Outcomes Statement ١

Skills	
Learning Outcomes ٢	Learning Outcomes Statement ٢
Learning Outcomes ٣	Learning Outcomes Statement ٣
Ethics	
Learning Outcomes ٤	Learning Outcomes Statement ٤
Learning Outcomes ٥	Learning Outcomes Statement ٥

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

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

١١ – 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.

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

١٣- The most important sources of information about the program

State briefly the sources of information about the program.

١٤- Program Development Plan

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
first stag ٢٠٢٥/٢٠٢٦				*	*	*	*	*	*	*	*	*	*	*	*

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

Course Description Form

١- Course Name:	
Geography of Africa and Australia	
٢- Course Code:	
٣- Semester / Year:	
٢٠٢٥/٢٠٢٦	
٤- Description Preparation Date:	
١٧/٩/٢٠٢٥	
٥- Available Attendance Forms:	
٦- Number of Credit Hours (Total) / Number of Units (Total)	
unite٦hours ٦ .	
٧- Course administrator's name (mention all, if more than one name)	
Name: Omar Ghafil Hajji Email: omar.gev@uodiyala.edu.iq	
٨- Course Objectives	
Course Objectives	- he student knows what Geogra of Africa and Australia • Known as branches Geography of Africa Australia
٩- Teaching and Learning Strategies	
Strategy	

	ng lectures, preparing reports by students on the subject, and conducting a visit
--	---

١٠- Course Structure

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

One In week		to be requester versed With concepts Related By eography Africa and Australia	ography of Africa and Australia	ecture Show video field visit	onthly exam Daily duty Presence Students d follow them r the lecture
۱۱- Course Evaluation					
Distributing the score out of ۱۰۰ according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc					
۱۲- Learning and Teaching Resources					
Required textbooks (curricular books, if any)					

Main references (sources)	rahim Abdul Jabbar Al-Mashhadani, med Najmuddin Faliya, Geography of b-Saharan Africa, University of Baghdad, Faculty of Education Ibn Rushd bhi Ahmed Al-Dulaimi, Rod Ali dulaziz, Geography of Africa and stralia, Dar Efficiency Knowledge for Publishing and Distribution, ٢٠٢٠
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

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



Academic Program and Course Description Guide

٢٠٢٥

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 ٣/٢٩٠٦ on ٣/٥/٢٠٢٣ 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

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Academic Program Description Form

University Name: Diyala University

College of Education for Human Sciences: Faculty/Institute

Scientific Department: Department of Geography

Bachelor's degree in Geography: Academic or Professional Program Name

بكالوريوس في الجغرافية Final Certificate Name:

سنوي Academic System:

Description Preparation Date:

File Completion Date:

Signature:

Head of Department Name:

Date:

Signature:

Scientific Associate Name

Date:

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Departmen

Approval of the Dean

١ – Program Vision

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

٣ – Program Objectives

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

٤ – Program Accreditation

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

٥ – Other external influences

Is there a sponsor for the program?

٦- 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.

٧- Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

٨- Expected learning outcomes of the program	
Knowledge	
Learning Outcomes ١	Learning Outcomes Statement ١
Skills	
Learning Outcomes ٢	Learning Outcomes Statement ٢

Learning Outcomes ٣	Learning Outcomes Statement ٣
Ethics	
Learning Outcomes ٤	Learning Outcomes Statement ٤
Learning Outcomes ٥	Learning Outcomes Statement ٥

٩ – Teaching and Learning Strategies

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

١٠ – Evaluation methods

Implemented at all stages of the program in general.

١١ – Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)	Number of the teaching staff	
Prof. Dr. Firas Abdel-Jabbar Abdullah					
Prof. Dr. Hussein Abdel Majeed Hamid	General	Special		Staff	Lecturer
Teacher..Dia Madloul Faraj	Human geography	Political geography		٣	

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.

١٢- Acceptance Criterion

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

١٣- The most important sources of information about the program

State briefly the sources of information about the program.

١٤- Program Development Plan

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

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

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



Academic Program and Course Description Guide

٢٠٢٥

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 department. 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 ٣/٢٩٠٦ on ٣/٥/٢٠٢٣ 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

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Teaching and learning strategies: They are the strategies used by the faculty

Academic Program Description Form

University Name:Diyala.....

Faculty/Institute:Uman colleges.....

Scientific Department: ...GEograghy.....

Academic or Professional Program Name:

Final Certificate Name:

Academic System:

Description Preparation Date:

File Completion Date:

Signature:

Signature:

Head of Department Name:

Scientific Associate Name:

Date:

Date:

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Approval of the Dean

١- Program Vision

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

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

٤- Program Accreditation

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

٥- Other external influences

Is there a sponsor for the program?

٦- 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.

٧- Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

٨- Expected learning outcomes of the program	
Knowledge	
Learning Outcomes ١	Learning Outcomes Statement ١
Skills	
Learning Outcomes ٢	Learning Outcomes Statement ٢
Learning Outcomes ٣	Learning Outcomes Statement ٣
Ethics	
Learning Outcomes ٤	Learning Outcomes Statement ٤
Learning Outcomes ٥	Learning Outcomes Statement ٥

٩- Teaching and Learning Strategies

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

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١١- Faculty**Faculty Members**

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
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Professional Development**Mentoring new faculty members**

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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
٢٠٢٥/٢٠٢٦		Applied yofthemati. map	Basic												

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

Course Description Form

١- Course Name: Applied thematic map	
٢- Course Code:	
٣- Semester / Year: ٢\٢٠٢٤	
٤- Description Preparation Date: ١٦\٣\٢٠٢٤	
٥- Available Attendance Forms:	
٦- Number of Credit Hours (Total) / Number of Units (Total)	
٧- Course administrator's name (mention all, if more than one name)	
Name khlood Ali.Hadi.khlood.ge.@uodiyala.edu.iq	
٨- Course Objectives	
Course Objectives	y land forms thematic map..... scien of maps
٩- Teaching and Learning Strategies	
Strategy	lightenment of the importance of land forms and their

applications in various fields and human activities

١٠- Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
١-١٠	٢٠	Theoretical and practical	Applied of map-	scriptive and practical -	partially and final

١١- Course Evaluation ٢٠-٢٠-٦٠

Distributing the score out of ١٠٠ according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

١٢- Learning and Teaching Resources

Required textbooks (curricular books, if any)	Applied of basic.map ٢٠١٢
Main references (sources)	Applied of map
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

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



Academic Program and Course Description Guide

٢٠٢٥

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Academic Program Description Form

University Name: Diyala.....

Faculty/Institute: College of Education for Human Sciences.....

Scientific Department: geography.....

Academic or Professional Program Name: .. Bachelor's.....

geography..... Final Certificate Name: . Bachelor's

Academic System: ... annual

٢٠٢٤-٢٠٢٣ Description Preparation Date:

٢٠٢٣/٩/١ File Completion Date:

Signature:

Signature:

Head of Department Name:

Scientific Associate Name:

Date:

Date:

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

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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.

V – Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

Λ – Expected learning outcomes of the program
Knowledge

Learning Outcomes ١	Learning Outcomes Statement ١
Skills	
Learning Outcomes ٢	Learning Outcomes Statement ٢
Learning Outcomes ٣	Learning Outcomes Statement ٣
Ethics	
Learning Outcomes ٤	Learning Outcomes Statement ٤
Learning Outcomes ٥	Learning Outcomes Statement ٥

٩ – Teaching and Learning Strategies

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

١٠ – Evaluation methods

Implemented at all stages of the program in general.

١١ – 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.

١٢- Acceptance Criterion

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

١٣- The most important sources of information about the program

State briefly the sources of information about the program.

١٤- Program Development Plan

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
٢٠٢٥/٢٠٢٦		Geography of services	Basic	√	√	√	√	√	√	√	√	√	√	√	√

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

Course Description Form

١- Course Name:	
Geography of services	
٢- Course Code:	
٣- Semester / Year:	
٢٠٢٥/٢٠٢٦	
٤- Description Preparation Date:	
١٧/٩/٢٠٢٥	
٥- Available Attendance Forms:	
Ident attendance is an existing and essential matter, not distance learning	
٦- Number of Credit Hours (Total) / Number of Units (Total)	
=٦٠ Total =٩٠ Units	
٧- Course administrator's name (mention all, if more than one name)	
Name: Mr. Dr. Israa Haitham Ahmed Email: asraa.ge.hum@uodiyala.edu.iq	
٨- Course Objectives	
Course Objectives	- Knows the concept of geography of services - He pays attention during the lecture by asking some questions related to the

	lecture and prompting him to contribute to the answer. • The student must be keen to attend and feel the importance of the subject in scientific and practical life.....
--	---

٩- Teaching and Learning Strategies

Strategy	Using several methods for learning, including lecture, discussion, and training, in addition to using some educational programs according to the stage assigned to the student.
-----------------	---

١٠- Course Structure

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

from week 1-2			the concept of geography of services and their development	lecture method	the exam
from week 3-5			the relationship of geography to the study of services Services and urban life in cities The development of the study of services in geographical studies Data sources for the geography of services Government sources Field survey techniques Methods of studying services in geographical studies		

recent trends

١١- Course Evaluation	
Distributing the score out of ١٠٠ according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc	
١٢- Learning and Teaching Resources	
Required textbooks (curricular books, if any)	Geography of Services book - Mazen Abdel Rahman Al-Hiti Geography of Services - Fouad bin Ghadhban Service activities and urban management - Fouad bin Ghadhban
Main references (sources)	community services and infrastructure planning - Khalaf Hussein Ali Al-Dulaimi City services: A study in developmental geography - Bashir Ibrahim Latif - Mohsen Abdel Ali - Riyadh Kazem Salman Al-Jumaili
Recommended books and references (scientific journals, reports...)	Geography of Services Mazen Abdel Rahman Al-Hiti
Electronic References, Websites	

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



Academic Program and Course Description Guide

٢٠٢٥

Introduction:

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Concepts and terminology:

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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:

Faculty/Institute:

Scientific Department:

Academic or Professional Program Name:

Final Certificate Name:

Academic System:

Description Preparation Date:

File Completion Date:

Signature:

Head of Department Name:

Date:

Signature:

Scientific Associate Name:

Date:

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

١ – Program Vision

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

٢ – Program Mission

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

٣ – Program Objectives

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

٤ – Program Accreditation

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

٥ – Other external influences

Is there a sponsor for the program?

٦– 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.

٧– Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

٨- Expected learning outcomes of the program	
Knowledge	
Learning Outcomes ١	Learning Outcomes Statement ١
Skills	
Learning Outcomes ٢	Learning Outcomes Statement ٢
Learning Outcomes ٣	Learning Outcomes Statement ٣
Ethics	
Learning Outcomes ٤	Learning Outcomes Statement ٤
Learning Outcomes ٥	Learning Outcomes Statement ٥

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

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

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

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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.

۱۲- Acceptance Criterion

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

۱۳- The most important sources of information about the program

State briefly the sources of information about the program.

۱۴- Program Development Plan

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
٢٠٢٥/٢٠٢٦ / Fourth stage	Basic	Geographic information systems		√	√	√	√	√	√	√	√	√	√	√	√

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

Course Description Form

١٥- Course Name:	
Geographic information systems	
١٦- Course Code:	
١٧- Semester / Year:	
٢٠٢٥/٢٠٢٦	
١٨- Description Preparation Date:	
١٧/٩/٢٠٢٥	
١٩- Available Attendance Forms:	
Student attendance is essential, not distance learning	
٢٠- Number of Credit Hours (Total) / Number of Units (Total)	
-Credit Hours (٦٠)	
- Number of Units (٩٠)	
٢١- Course administrator's name (mention all, if more than one name)	
Name: Dr. Hisham Tawfiq Jameel	
Email: hisham.ge.hum@uodiyala.edu.iq	
٢٢- Course Objectives	
A-Cognitive objectives: Make the student able to	A١ - Knows the concept of Geographic Information Systems (GIS). A٢ - Identifies the most important components of Geographic Information Systems (GIS). A٣ - Classifies the most important types of geographical data A٤ - Distinguish between types of geographical phenomena
B - The skills objectives of the course. Make the student able to	B١ - He is proficient in using geographic information systems programs on computers and smartphones. B٢ - The student can deal with various types of geographic data and information and manage them through programs specialized in geographic information systems. B٣ - Students will have the ability to create

	simulations or models of various geographical phenomena using geographic information systems programs and their applications to anticipate the future path these phenomena will take. B٤- Urging the student to write applied work papers in the prescribed subject
C- Emotional and value-based goals - making the student able to:	C١- He pays attention during the lecture by asking some questions related to the topic of the lecture that attract his attention and motivate him to contribute and answer. C٢- Discusses geographical information related to the lecture topic to determine the extent of its response to what was stated in the lecture. C٣- He participates in performing a specific activity to know the extent of his appreciation and love for this subject. C٤- The student must be keen to attend because he feels the importance of the subject in scientific and practical life.

٢٣- Teaching and Learning Strategies	
Strategy	Using several teaching methods, including lecture, discussion, field visits, and practical training Add to : ١- Using teaching and clarification tools such as maps, shapes, and illustrative models. ٢- Using modern electronic teaching methods such as computers, data shoo, plasma, and smart boards. ٣- Implementing some educational programs according to the stage assigned to the student.

፶፭- Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
From the week ፩-፶	፶ hours a week	Identify the most important components, uses and benefits of geographic information systems in daily life - distinguish between linear and cadastral data and triangular grid	Chapter One: The Concept and Development of GIS	-Lecture method - Supported by modern means of illustration	-Exam - Reports related to the subject matter of the article
			The concept of geographic information systems		
			The evolution of geographic information systems		
			Elements (components) of geographic information systems		
			GIS Jobs		
			Benefits of Using GIS		
			Chapter Two: Data Structure and Methods of Representation in GIS		
			Synthesis of data in linear model		
			Installation of cadastral data		
			Structure of triangle grid data		
			Metadata		
From the week ፭-፻፩	፶ hours a week	Identify the most important types of data and their sources - Identify how to	Chapter Three / Types of data and information and their sources in geographic information systems	Mixing more than one way In a way that suits the time and topic of	-Exam - Field tests for the use of

		collect information and data from their basic sources, whether they are (aerial photo maps - satellite visuals - field study)	Spatial data	the lecture, such as the method of lecture, discussion or field study - Supported by modern means of illustration - Field tours to learn about the applications and devices of maps and global positioning (GPS)	devices and applications of maps, satellite images and location challenge (GPS))
			Non-spatial data		
			Temporal data		
			Spatial data sources in GIS		
			Linear data sources		
			Cadastral data sources		
			Sources of triangular grid data		
			Primary sources		
			Secondary sources		
			Maps of all kinds		
			Aerial photos		
			Satellite Imagery		
			Global cosmic order		
			Non-spatial data sources		
			Field and Field Studies		
			Temporal data sources		
From the week ١٢-١٤	٧ hours a week	- Identify data entry devices and ways to use them.	Chapter Four: Entering Spatial and Descriptive Data in GIS	- Lecture method and practical training Supported by modern means of illustration - Learn to use data entry devices in the GIS laborat	-Exam - Practical tests on data entry devices
			The concept of entering spatial data into the computer		
			Evaluation Criteria		
			Methods of entering spatial data into the computer		

			Data entry using the numbering device	ory	
			Direct on-screen numbering method		
From the week 10-19	7 hours a week	- Identify the concept of geographical models and databases and methods of designing them according to the studied geographical phenomena	Chapter Five: Geographical Database	-Mix between more than one way In a way that suits the time and topic of the lecture such as the method of the lecture or discussion - Supported by modern means of illustration	-Exam -Reports
			The concept of a geographic database		
			The goal of building a geographical database		
			Requirements for designing a geographic database		
			The need for a geographic database in geographic information systems		
			Entity Relationships Model and Geodatabase Management System		
			Designs the geographic database		
			Stages of the geodatabase		
			Base components		
			Geographical indications		
			Geodatabase Structure		
			Geographic database hierarchy		
			Geodatabase network architecture		

			Relational structure of the geographic database		
From the week ٢٠-٢٥	٢ hours a week	- Learn how to analyze and extrapolate data from models for any geographical phenomenon	Chapter Six: Spatial Analysis of Data in Geographic Information Systems	Using more than one method In a way that suits the time and topic of the lecture such as the method of the lecture or discussion or practical training Supported by modern means of illustration Using GIS programs on the computer	-Exam - Practical tests on GIS programs - Writing reports related to chapter topics
			Spatial analysis of linear data		
			Topological matching		
			Types of topological matching		
			Spatial analysis in the cadastral system		
			Digital Height Model and its Applications		
			Digital Elevation Model Building Methods		
			Uniform grid structure and irregular triangle grid		
			Extrapolating data from a digital elevation model		

٢٦-٢٨	٢ hours a week	- Access to the practical applications of GIS programs and applications in various fields such as (city management, transport and communications, risk management during natural disasters such as floods and earthquakes....)	Chapter VII: Practical Applications in Geographic Information Systems	Use methods that suit the time and topic of the lecture, such as the method of lecture or discussion or survey and exploration Supported by modern means of illustration	- Recent thematic reports and articles related to the subject of lectures -Practical application on the computer
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٢٥- Course Evaluation

-The written test
- The student's daily participation by answering class questions related to the lecture topic.
- Completing reports related to the subject by the student to encourage him to research and learn to summarize information from various reliable sources.

٢٦- Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	- Muhammad Ali Rajab Al-Sayed, Modern Geographic Information Systems (GIS). - Najeeb Abdul Rahman Al-Zaidi, Geographic Information Systems (GIS). - Diaa Abdel Mohsen Muhammad, study in geographic information systems (GIS). - Samih Ahmed Odeh, basics of geographic information systems and their applications in a geographical vision. Shujaa bin Hadi Al-Qahtani, the geographical introduction to geographic information systems

Recommended books and references (scientific journals, reports...)	- Arab Journal of Geographical Studies - Arab Journal of Geographic Information Systems.
Electronic References, Websites	- Esri website, which specializes in geographic information systems software - https://www.esri.com/ - Arab Forum for Geographic Information Systems.

**Ministry of Higher Education and
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Scientific Supervision and Scientific
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Accreditation Department**



Academic Program and Course Description Guide

٢٠٢٥

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 ٣/٢٩٠٦ on ٣/٥/٢٠٢٣ 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.

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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.

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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.

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Academic Program Description Form

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Faculty/Institute: . Education for the humanities.....

Scientific Department: Geography.....

Academic or Professional Program Name:

Final Certificate Name:

Academic System:

Description Preparation Date:

File Completion Date:

Signature:

Signature:

Head of Department Name:

Scientific Associate Name

Date:

Date:

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

١ – Program Vision

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

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٣ – Program Objectives

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

٤ – Program Accreditation

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

٥ – Other external influences

Is there a sponsor for the program?

٦ – 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.

٧- Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	Practical

٨- Expected learning outcomes of the program	
Knowledge	
Learning Outcomes ١	Learning Outcomes Statement ١
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Teaching and learning strategies and methods adopted in the implementation of the program in general.

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

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State briefly the sources of information about the program.

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Signature:

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Scientific Associate Name:

Date:

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Director of the Quality Assurance and University Performance Department:

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Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

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Learning Outcomes ١	Learning Outcomes Statement ١
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Learning Outcomes ٢	Learning Outcomes Statement ٢
Learning Outcomes ٣	Learning Outcomes Statement ٣
Ethics	
Learning Outcomes ٤	Learning Outcomes Statement ٤
Learning Outcomes ٥	Learning Outcomes Statement ٥

٩ – Teaching and Learning Strategies

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

١٠ – Evaluation methods

Implemented at all stages of the program in general.

١١ – Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
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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
2020/2021		Geography of Eurasia	Sassy	*	*	*	*	*	*	*	*	*	*	*	*

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

Course Description Form

١- Course Name: Applied cliamatology					
٢- Course Code:					
٣- Semester / Year:					
٢٠٢٥/٢٠٢٦					
٤- Description Preparation Date:					
١٧/٩/٢٠٢٥					
٥- Available Attendance Forms:					
٦- Number of Credit Hours (Total) / Number of Units (Total)					
^ hours ^ units					
٧- Course administrator's name (mention all, if more than one name)					
Name: Dr. Khaled Noman Muhammad Al-Hamdani Email: khalid.ge.hum@uodiyala.edu.iq					
٨- Course Objectives					
Course Objectives			١- Familiarize students with the continent of Asia ٢- You know him in Europe ٣- The importance of studying the geography of Eurasia		
٩- Teaching and Learning Strategies					
Strategy		Giving lectures and preparing reports by students on the subject			
١٠- Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

Four lectures per week		be the student Familiar with related concepts Geography Eurasia	Geography of Eurasia	a lecture Show video vis	monthly exam Daily duty Presence Students And follow the For the lecture
---------------------------------	--	---	-------------------------	--------------------------------	--

١١- Course Evaluation

Distributing the score out of ١٠٠ according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

١٢- Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	The Geography of Eurasia book: A study in geography General and regional Author: Hashem Khudair Al-Janabi
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

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 stag ٢٠٢٥/٢٠٢٦		Environm ental geography and pollution	Sassy	*	*	*	*	*	*	*	*	*	*	*	*

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

Course Description Form

١- Course Name: Applied climatology					
٢- Course Code:					
٣- Semester / Year:					
٢٠٢٥/٢٠٢٦					
٤- Description Preparation Date:					
١٧/٩/٢٠٢٥					
٥- Available Attendance Forms:					
٦- Number of Credit Hours (Total) / Number of Units (Total					
ξ hours ξ units					
٧- Course administrator's name (mention all, if more than one name)					
Name: Dr. Khaled Noman Muhammad Al-Hamdani Email: khalid.ge.hum@uodiyala.edu.iq					
٨- Course Objectives					
Course Objectives			١-Introducing students to the concept of environment ٢-Knowledge of pollution and its effects on the environment ٣-The importance of studying environmental geography and pollution		
٩- Teaching and Learning Strategies					
Strategy		Giving lectures and preparing reports by students on the subject			
١٠- Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
FO In		To be the student	Environmental geography	a lecture a Show	monthly exam Daily duty

We		familiar with related concepts environmental geography And pollution	pollution	video vis	Presence Students And follow them For the lecture
----	--	--	-----------	-----------	--

١١- Course Evaluation

Distributing the score out of ١٠٠ according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

١٢- Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	Environmental geography and pollution book
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

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



Academic Program and Course Description Guide

٢٠٢٥

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 ٣/٢٩٠٦ on ٣/٥/٢٠٢٣ regarding the programs that adopt the Bologna Process as

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:diyala.....

Faculty/Institute: College of Education for Human Sciences.....

Scientific Department:geography.....

Academic or Professional Program Name:

Final Certificate Name:

Academic System:annual.....

Description Preparation Date:

File Completion Date:

Signature:

Head of Department Name:

Date:

Signature:

Scientific Associate Name:

Date:

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

١ – Program Vision

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

٢ – Program Mission

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

٣ – Program Objectives

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

٤ – Program Accreditation

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

٥ – Other external influences

Is there a sponsor for the program?

٦- 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.

٧- Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

٨- Expected learning outcomes of the program	
Knowledge	
Learning Outcomes ١	Learning Outcomes Statement ١

Skills	
Learning Outcomes ٢	Learning Outcomes Statement ٢
Learning Outcomes ٣	Learning Outcomes Statement ٣
Ethics	
Learning Outcomes ٤	Learning Outcomes Statement ٤
Learning Outcomes ٥	Learning Outcomes Statement ٥

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

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

١١ – 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.

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

١٣- The most important sources of information about the program

State briefly the sources of information about the program.

١٤- Program Development Plan

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
۲۰۲۵/۲۰۲۶ third stage		natural resources	basic	-	-	-	-	-	-	-	-				

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

Course Description Form

١- Course Name:	
natural resources	
٢- Course Code:	
٣- Semester / Year:	
٢٠٢٥/٢٠٢٦	
٤- Description Preparation Date:	
١٧/٩/٢٠٢٥	
٥- Available Attendance Forms:	
٦- Number of Credit Hours (Total) / Number of Units (Total)	
٢ hours ٢ units	
٧- Course administrator's name (mention all, if more than one name)	
Name: dr. asmaa abed alameer khelifa	
Email: asmaa.gev@uodiyala.edu.iq	
٨- Course Objectives	
Course Objectives	- Introducing students to natural resources and their relationship to geography - Study the most important natural resources, the forms in which they are found in nature, and how to exploit them - Study the most important natural resources available in Iraq and the Arab world

	world and exploit them economic while preserving their sustainability future generations.
--	---

٩- Teaching and Learning Strategies

Strategy	Giving lectures. Preparing reports by students on the topic
-----------------	---

١٠- Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
Lecture w			Natural Resource	ing the lecture method with interrogation d using the available aching aids: blackboards and maps	Monthly exams, daily signments and attendan

weekly	hours a week	the student must be familiar with the study material in all details through knowledge of natural resources and their geographical distribution			
--------	--------------	--	--	--	--

١١- Course Evaluation

Distributing the score out of ١٠٠ according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

١٢- Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	سلام هاتف احمد الجبوري، الموارد الطبيعية، بغة الطبعة الثانية، ٢٠١٦
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

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Academic Program and Course Description Guide

٢٠٢٥

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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-

Academic Program Description Form

University Name:diyala.....

Faculty/Institute: College of Education for Human Sciences.....

Scientific Department:geography.....

Academic or Professional Program Name:

Final Certificate Name:

Academic System:annual.....

Description Preparation Date:

File Completion Date:

Signature:

Head of Department Name:

Date:

Signature:

Scientific Associate Name

Date:

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

١- Program Vision

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٢- Program Mission

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

٣- Program Objectives

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

٤- Program Accreditation

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

٥- Other external influences

Is there a sponsor for the program?

٦- 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.

٧- Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

٨- Expected learning outcomes of the program	
Knowledge	
Learning Outcomes ١	Learning Outcomes Statement ١
Skills	
Learning Outcomes ٢	Learning Outcomes Statement ٢
Learning Outcomes ٣	Learning Outcomes Statement ٣
Ethics	
Learning Outcomes ٤	Learning Outcomes Statement ٤
Learning Outcomes ٥	Learning Outcomes Statement ٥

٩ – Teaching and Learning Strategies

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

١٠ – Evaluation methods

Implemented at all stages of the program in general.

١١ – 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.

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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.

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

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

۱۴- Program Development Plan

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
٢٠٢٥/٢٠٢٦ third stage		Developpe mement planificatio n	basic	-	-	-	-	-	-	-	-				

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

Course Description Form

١- Course Name:					
natural resources					
٢- Course Code:					
٣- Semester / Year:					
٢٠٢٥/٢٠٢٦					
٤- Description Preparation Date:					
١٧/٩/٢٠٢٥					
٥- Available Attendance Forms:					
٦- Number of Credit Hours (Total) / Number of Units (Total)					
-٢ hours ٢ units					
٧- Course administrator's name (mention all, if more than one name)					
Name: dr. asmaa abed alameer khlifa					
Email: asmaa.gev@uodiyala.edu.iq					
٨- Course Objectives					
Course Objectives			dying the importance of development l planning knowing the most important ojects approved in Iraq and trackink elopment projects and their successes in Iraq٥٥٥٦٦		
٩- Teaching and Learning Strategies					
Strategy		Giving lectures. Preparing reports by students on the topic			
١٠- Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

ture weekly					monthly exams, daily assignments and attendance
	hours a week	a student must be familiar with the study material in all its details through knowledge of development et nificacation ces and ir geographical distribution	Natural Resources	ng the lecture thod with interrogation and ng the available ching aids: ckboards and maps	
۱۱- Course Evaluation					
Distributing the score out of ۱۰۰ according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc					
۱۲- Learning and Teaching Resources					
quired textbooks (curricular books, if any)					
in references (sources)			۶۶۶		
Recommended books and references (scientific journals, reports...)					
ctronic References, Websites					

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Academic Program and Course Description Guide

٢٠٢٥

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Academic Program Description Form

University Name:

Faculty/Institute:

Scientific Department:

Academic or Professional Program Name:

Final Certificate Name:

Academic System:

Description Preparation Date:

File Completion Date:

Signature:

Head of Department Name:

Date:

Signature:

Scientific Associate Name

Date:

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

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

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Is there a sponsor for the program?

٦ – Program Structure				
Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
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College Requirements				
Department Requirements				
Summer Training				
Other				

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

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Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

٨- Expected learning outcomes of the program	
Knowledge	
Learning Outcomes ١	Learning Outcomes Statement ١
Skills	
Learning Outcomes ٢	Learning Outcomes Statement ٢
Learning Outcomes ٣	Learning Outcomes Statement ٣
Ethics	
Learning Outcomes ٤	Learning Outcomes Statement ٤
Learning Outcomes ٥	Learning Outcomes Statement ٥

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

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Implemented at all stages of the program in general.

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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
٢٠٢٥/٢٠٢٦		Measurement and evaluation	secondary	-	-	-	-	-	-	-	-				
Fourth stage															

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

Course Description Form

١- Course Name:					
Measurement and evaluation					
٢- Course Code:					
٣- Semester / Year:					
٢٠٢٥/٢٠٢٦					
٤- Description Preparation Date:					
١٧/٩/٢٠٢٥					
٥- Available Attendance Forms:					
٦- Number of Credit Hours (Total) / Number of Units (Total)					
٧ hours for each division ٣ people ٦ hours ٣ units					
٧- Course administrator's name (mention all, if more than one name)					
Name: alaa saeed hrath					
Email: lasyd308@gmail.com					
٨- Course Objectives					
Course Objectives			- Students know the nature measurement and evaluation - Students understand the levels educational objectives understand - the construction of tests		
٩- Teaching and Learning Strategies					
Strategy	muhadarat , tahdir taqarir min qibal altulaab hawl almawdue , munaqasha				
١٠- Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

		the student must be familiar with the concepts and topics related to measurement and evaluation	Measurement and evaluation	Lecture discussion the video presentation	monthly exam and a daily requirement students attend and follow the lecture
--	--	---	----------------------------	---	---

١١- Course Evaluation

Distributing the score out of ١٠٠ according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

١٢- Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	eh, Ahmed, measurement and evaluation in the educational process
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

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Academic Program and Course Description Guide

٢٠٢٥

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University Name:

Faculty/Institute:

Scientific Department:

Academic or Professional Program Name:

Final Certificate Name:

Academic System:

Description Preparation Date:

File Completion Date:

Signature:

Head of Department Name:

Date:

Signature:

Scientific Associate Name:

Date:

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

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Is there a sponsor for the program?

٦ – 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.

٧ – Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

٨- Expected learning outcomes of the program	
Knowledge	
Learning Outcomes ١	Learning Outcomes Statement ١
Skills	
Learning Outcomes ٢	Learning Outcomes Statement ٢
Learning Outcomes ٣	Learning Outcomes Statement ٣
Ethics	
Learning Outcomes ٤	Learning Outcomes Statement ٤
Learning Outcomes ٥	Learning Outcomes Statement ٥

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

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

۱۱ – 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.
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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.

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

١٣- The most important sources of information about the program

State briefly the sources of information about the program.

١٤- Program Development Plan

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
٢٠٢٥/٢٠٢٦ Second stage		Developmental psychology	secondary	-	-	-	-	-	-	-	-				

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

Course Description Form

١- Course Name:	
Developmental psychology	
٢- Course Code:	
٣- Semester / Year:	
٢٠٢٥/٢٠٢٦	
٤- Description Preparation Date:	
١٧/٩/٢٠٢٥	
٥- Available Attendance Forms:	
٦- Number of Credit Hours (Total) / Number of Units (Total)	
٧ hours for each division ٣ people ٦ hours ٣ units	
٧- Course administrator's name (mention all, if more than one name)	
Name: alaa saeed hrath	
Email: lasyd٣٥٨@gmail.com	
٨- Course Objectives	
Course Objectives	- Introduces students to the nature developmental psychology - Understands the stages of human developmen - Introduces students to their stage development
٩- Teaching and Learning Strategies	

Strategy	muhadarat , tahdir taqarir min qibal altulaab hawl almawdue , munaqasha
-----------------	--

١٠- Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
		the student must be familiar with concepts related to developmental	developmental psychology	Lecture discussion the video presentation of theorist	monthly exam and a daily requirement students attend and follow the lecture

١١- Course Evaluation

Distributing the score out of ١٠٠ according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

١٢- Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	developmental Psychology, Zahran, mid Abdel Salam, World of Books, developmental Psychology, Ibrahim, Isouma Ahmed, Nobel Library Publishing House, Kuwait ٢٠٠٥
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

**Ministry of Higher Education and
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Academic Program and Course Description Guide

٢٠٢٥

Introduction:

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Concepts and terminology:

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Academic Program Description Form

University Name:

Faculty/Institute:

Scientific Department:

Academic or Professional Program Name:

Final Certificate Name:

Academic System:

Description Preparation Date:

File Completion Date:

Signature:

Head of Department Name

Date:

Signature:

Scientific Associate Name:

Date:

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

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٣ – Program Objectives

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

٤ – Program Accreditation

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

٥ – Other external influences

Is there a sponsor for the program?

٦– 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.

٧– Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

٨- Expected learning outcomes of the program	
Knowledge	
Learning Outcomes ١	Learning Outcomes Statement ١
Skills	
Learning Outcomes ٢	Learning Outcomes Statement ٢
Learning Outcomes ٣	Learning Outcomes Statement ٣
Ethics	
Learning Outcomes ٤	Learning Outcomes Statement ٤
Learning Outcomes ٥	Learning Outcomes Statement ٥

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

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

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

١٣- The most important sources of information about the program

State briefly the sources of information about the program.

١٤- Program Development Plan

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
			Basic												

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

Course Description Form

١- Course Name:	
Geography of services	
٢- Course Code:	
٣- Semester / Year:	
٢٠٢٥/٢٠٢٦	
٤- Description Preparation Date:	
١٧/٩/٢٠٢٥	
٥- Available Attendance Forms:	
٦- Number of Credit Hours (Total) / Number of Units (Total)	
Tow hour	
٧- Course administrator's name (mention all, if more than one name)	
Name: Zainab kamel taeh	
Email: zainb.gev.hum@uodiyala.edu.iq	
٨- Course Objectives	
Course Objectives	Enabling students to obtain knowledge and understanding of services and their importance in Preparing students to teach in secondary schools
٩- Teaching and Learning Strategies	
Strategy	Strategies for teaching and learning methods adopted in implementing program in general, with reports submitted by students on the subject

١٠- Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
Structure Weekly	Week Hour	The student Must be Familiar with the Subject of Geography of services	Geography of services	Using Modern Means	Monthly Exam With Daily Assignments
١١- Course Evaluation					
Distributing the score out of ١٠٠ according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc					
١٢- Learning and Teaching Resources					
Required textbooks (curricular books, if any)					
in references (sources)					
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites					

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Academic Program and Course Description Guide

٢٠٢٥

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Faculty/Institute:

Scientific Department:

Academic or Professional Program Name:

Final Certificate Name:

Academic System:

Description Preparation Date:

File Completion Date:

Signature:

Signature:

Head of Department Name:

Scientific Associate Name:

Date:

Date:

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

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٤ – Program Accreditation

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

٥ – Other external influences

Is there a sponsor for the program?

٦– 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.

٧– Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

٨- Expected learning outcomes of the program	
Knowledge	
Learning Outcomes ١	Learning Outcomes Statement ١
Skills	
Learning Outcomes ٢	Learning Outcomes Statement ٢
Learning Outcomes ٣	Learning Outcomes Statement ٣
Ethics	
Learning Outcomes ٤	Learning Outcomes Statement ٤
Learning Outcomes ٥	Learning Outcomes Statement ٥

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

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

١١ – Faculty					
Faculty Members					
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff
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(Setting regulations related to enrollment in the college or institute, whether central admission or others)

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١٤- Program Development Plan

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
٢٠٢٥/٢٠٢٦		Applied geomorphology	Basic												

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

Course Description Form

١- Course Name: Applied geomorphology	
٢- Course Code:	
٣- Semester / Year ٢٠٢٥/٢٠٢٦	
٤- Description Preparation Date: ١٦/٣/٢٠٢٤	
١٧/٩/٢٠٢٥	
٥- Available Attendance Forms:	
٦- Number of Credit Hours (Total) / Number of Units (Total)	
٧- Course administrator's name (mention all, if more than one name)	
Name: Halah M.S.Majeed	
Email: iraqprof@yahoo.com	
٨- Course Objectives	
Course Objectives	Knowledge of the basics and principles of applied geomorphology • Addressing the most important geomorphic processes and land forms • Relationship of these processes and forms to human activities and risks •
٩- Teaching and Learning Strategies	
Strategy	Lightenment of the importance of land forms and their

applications in various fields and human activities

١٠- Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
١-٣٠	٢	Theoretical and practical	Applied geomorphology-	scriptive and practical -	art erly and nal

١١- Course Evaluation ٢٠-٢٠-٦٠

Distributing the score out of ١٠٠ according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

١٢- Learning and Teaching Resources

Required textbooks (curricular books, if any)	Applied geomorphology Khalaf Al-Dulaimi ٢٠١٨
Main references (sources)	plied geomorphology Taglub Garzis
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

**Ministry of Higher Education and
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Academic Program and Course Description Guide

٢٠٢٥

Introduction:

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Academic Program Description Form

University Name: Diyala.....

Faculty/Institute: College of Education for Human Sciences.....

Scientific Department: Gographic.....

Academic or Professional Program Name:

Final Certificate Name:

Academic System: ٢٠٢٣-٢٠٢٤

Description Preparation Date:

File Completion Date: ١-٤-٢٠٢٤

Signature:

Signature:

Head of Department Name:

Scientific Associate Name:

Date:

Date:

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

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

٥ – Other external influences

Is there a sponsor for the program?

٦- 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.

٧- Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
٢٠٢٥/٢٠٢٦		Baath Party crimes in Iraq	theoretical	practical

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.

١١ – Faculty						
Faculty Members						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
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Assis : Atyaf I. khaleel	Modern history				staff	

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Program Skills Outline															
				Required program Learning outcomes											
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				A ¹	A ²	A ³	A ⁴	B ¹	B ²	B ³	B ⁴	C ¹	C ²	C ³	C ⁴

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

Course Description Form

١- Course Name:	
٢- Course Code:	
٣- Semester / Year:	
٢٠٢٥/٢٠٢٦	
٤- Description Preparation Date:	
١٧/٩/٢٠٢٥	
٥- Available Attendance Forms:	
٦- Number of Credit Hours (Total) / Number of Units (Total)	
٧- Course administrator's name (mention all, if more than one name)	
Name: Assis : Atyaf I. Khaleel Email: atiafalbayatii.gev.hum@uodiyala.edu.iq	
٨- Course Objectives	
Course Objectives	
٩- Teaching and Learning Strategies	
Strategy	

١٠- Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

١١- Course Evaluation
Distributing the score out of ١٠٠ according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

١٢- Learning and Teaching Resources	
Required textbooks (curricular books, if any)	
Main references (sources)	
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Scientific Department:

Academic or Professional Program Name:

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Description Preparation Date:

File Completion Date:

Signature:

Head of Department Name:

Date:

Signature:

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Year/Level	Course Code	Course Name	Credit Hours	
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Learning Outcomes ١	Learning Outcomes Statement ١
Skills	
Learning Outcomes ٢	Learning Outcomes Statement ٢
Learning Outcomes ٣	Learning Outcomes Statement ٣
Ethics	
Learning Outcomes ٤	Learning Outcomes Statement ٤
Learning Outcomes ٥	Learning Outcomes Statement ٥

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

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

١١ – 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.

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

١٣- The most important sources of information about the program

State briefly the sources of information about the program.

١٤- Program Development Plan

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
٢٠٢٥/٢٠٢٦		Geography of Africa and Australia	Basic												

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

Course Description Form

١- Course Name: Geography of Africa and Australia	
٢- Course Code:	
٣- Semester / Year ٢٠٢٥/٢٠٢٦	
٤- Description Preparation Date: ١٧/٩/٢٠٢٥	
٥- Available Attendance Forms:	
٦- Number of Credit Hours (Total) / Number of Units (Total)	
٧- Course administrator's name (mention all, if more than one name)	
Name: Talal Munihel Karim Email : talal٢٢mnehil٢٢@gmail.com	
٨- Course Objectives	
Course Objectives	studying the continents of Africa and Australia from the physical • human sides scientifically using electronic presentation means such as Power Point
٩- Teaching and Learning Strategies	
Strategy	The geography of Africa is a study in terms of location, geology, topography, soil, water resources, population and human activities related to economic aspects, as well as the study of the continent of Australia.
١٠- Course Structure	

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
٢٠-٢١	٢	Theoretical	Geography of Africa and Australia -	descriptive	partially oral and written

١١- Course Evaluation ٢٠٢٠-٢٠٢١

Distributing the score out of ١٠٠ according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

١٢- Learning and Teaching Resources

Required textbooks (curricular books, if any)	Al-Mashhadani, Ibrahim Abdul-Jabbar and Ahmed Najm Al-Din Fulaija, Sub-Saharan Africa, Baghdad University Press, Baghdad, ٢٠١٠.
Main references (sources)	Fulaija, Ahmed Najm al-Din, Africa: General and Regional Study of its Non-Arab Countries, Alexandria, ١٩٨٠. Sabry, Salah, Africa Beyond the desert, European Renaissance Library, Cairo, ١٩٩٠.
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

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



Academic Program and Course Description Guide

٢٠٢٥

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 ٣/٢٩٠٦ on ٣/٥/٢٠٢٣ 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.

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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.

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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: Diyala

Faculty/Institute: College of Education for Human Sciences

Scientific Department: Geography

Academic or Professional Program Name: Geography

Final Certificate Name: Bachelor's degree in Geography

Academic System: Annual system

Description Preparation Date: ٢٠٢٣

File Completion Date: ٢٠٢٤

Signature:

Head of Department Name:

Date:

Signature:

Scientific Associate Name:

Date:

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

١ – Program Vision

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

٢ – Program Mission

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

٣ – Program Objectives

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

٤ – Program Accreditation

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

٥ – Other external influences

Is there a sponsor for the program?

٦- 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.

٧- Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

٨- Expected learning outcomes of the program	
Knowledge	
Learning Outcomes ١	Learning Outcomes Statement ١
Skills	
Learning Outcomes ٢	Learning Outcomes Statement ٢
Learning Outcomes ٣	Learning Outcomes Statement ٣
Ethics	
Learning Outcomes ٤	Learning Outcomes Statement ٤
Learning Outcomes ٥	Learning Outcomes Statement ٥

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

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

١١ – 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.

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

١٣- The most important sources of information about the program

State briefly the sources of information about the program.

١٤- Program Development Plan

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
٢٠٢٥/٢٠٢٦ Fourth stage		Geographic statistics and modeling	optional	√	√	√	√	√	√	√	√	√	√	√	√

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

Course Description Form

١- Course Name:	
Geographic statistics and modeling	
-٢ Course Code:	
٢- Semester / Year:	
٢٠٢٥/٢٠٢٦	
٣- Description Preparation Date:	
١٧/٩/٢٠٢٥	
٤- Available Attendance Forms:	
Student attendance is essential, not distance learning	
٥- Number of Credit Hours (Total) / Number of Units (Total)	
-Credit Hours (٦٠) - Number of Units (٩٠)	
٦- Course administrator's name (mention all, if more than one name)	
Name: Dr. Yasser Fakhri Sabri Email: physicsyasser@gmail.com	
٧- Course Objectives	
Course Objectives	Introducing students to statistical methods and methods and how to apply them in geographical research The nature of geographical data Tabulation and graphical representation are measures of central tendency Measures of dispersion and spatial averaging Samples and links.
٨- Teaching and Learning Strategies	
Strategy	Using several teaching methods, including lecture, discussion, field visits, and practical training

Add to : ١- Using teaching and clarification tools such as maps, shapes, and illustrative models. ٢- Using modern electronic teaching methods such as computers, data shoo, plasma, and smart boards. ٣- Implementing some educational programs according to the stage assigned to student					
٩- Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
From the week		Identify the most important components, uses and benefits of geographic in daily life - distinguish between linear and cadastral d and triangular	Definition statistics and importance The nature geographic data Geographic d sources Scheduling Regular tables Frequency tables Graphical representation Rectangle and graphs Histogram, cur and iterative polyg Measurement central tendency		-Exam - Reports related to the subject matter of the article
					Exam -Reports

					Exam - Practical tests data entry device
			SMA Mediator Loom Measures dispersion Range and deviation Variance and standard deviation Measures of central tendency for spatial distributions		
			----- Dispersion measures for spatial distributions Standard distance		
			Link The relationship between variables Pearson correlation coefficient Spearman correlation coefficient		

			Samples Samples Statistical tests T-test X² test Modeling concept Modeling in geography		
١٠ - Course Evaluation					
-The written test - The student's daily participation by answering class questions related to the lecture topic. - Completing reports related to the subject by the student to encourage him to research and learn to summarize information from various reliable sources.					
١١ - Learning and Teaching Resources					
Required textbooks (curricular books, if any)			Lectures on geographical statistics, written by Assistant Professor Dr. Saeed Fa Ahmed, University of Diyala / College Education for Human Sciences ٢٠٢٠		
Main references (sources)			Noman Shehada / Quantitative Methods Geography Mudar Khalil Al-Omar/Geography Statistics Abdul Razzaq Al-Butaihi / Geography Statistics		
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites					

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Academic Program and Course Description Guide

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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: Diyala University

Faculty/Institute: College of Education for Human Sciences

Scientific Department: History

Academic or Professional Program Name: History

Final Certificate Name: BSC

Academic System: Annual study system

Description Preparation Date:

File Completion Date: ٢٠/٣/٢٠٢٤

Signature:

Head of Department Name:

Date:

Signature:

Scientific Associate Name:

Date:

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

١ – Program Vision

Diyala University seeks scientific leadership, excellence and creativity in the fields of higher education and scientific research to serve the community and enhance its local, regional and international standing to reach the highest levels of quality and international accreditation.

٢ – Program Mission

Providing effective academic university education through continuous development of academic programs in many specializations in light of the requirements of development plans to serve the labor market and contribute to promoting sustainable development.

٣ – Program Objectives

١. Building a distinguished educational institution within international standards that meets the requirements of the local, regional and international community in accordance with the directions of the Ministry of Higher Education and Scientific Research.
٢. Creating a stimulating environment for education and creativity by developing and updating scientific curricula and training and evaluation methods to keep pace with the requirements of the labor market.
٣. Keeping pace with technological development in the fields of blended e-learning and developing educational and academic programs to adapt university students and teaching staff.

٤. Developing the teaching and administrative staff at the university through the exchange of experiences and scientific cooperation between the university, scientific research institutions, and the Arab, international, and twinning academy.

Scientific studies with reputable international universities.

٥. Encouraging the production of sound scientific research that contributes to enriching knowledge and building society.

٦. Developing the university's scientific fields and advancing them to reach the approved international classifications.

٧. Paying attention to ensuring quality and academic performance to achieve quality and excellence and obtain favorable accreditation.

٨. Activating the university's societal impact through combining scientific and academic capabilities with various sectors to address and propose successful solutions for developing state institutions.

٩. Establishing scientific, service and advisory research centers to serve state institutions, the private and mixed sectors, all the way to the productive university.

١٠. Graduating competent students who contribute to the development of society cognitively, economically and socially to support the public, private and mixed sectors so that they are able to compete and innovate in the labor market.

١١. Developing the university's infrastructure by creating and building departments and laboratories and providing a healthy environment to serve the achievement of its goals and mission.

ξ – Program Accreditation

Adopting international education quality standards and the standards of the Union of Arab Universities in the field of education quality

ο – Other external influences

Ministry of Higher Education and Scientific Research, Ministry of Education, Ministry of Tourism and Antiquities

ϖ – 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.

٧- Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

٨- Expected learning outcomes of the program	
Knowledge	
١- The student should discuss the importance of human rights. ٢- To make a comparison between human rights in Islam and other religions. ٣- Instilling confidence in students ٤- Make the student interested in the scientific subject ٥- Clarifying the most prominent definitions related to the scientific subject ٦- Urging students to participate objectively in constructive dialogue	Learning Outcomes Statement ١

Skills	
Developing students' deduction skills ٢ – Urging students to write reports ٣ – Developing students' analysis skills	Learning Outcomes Statement ٢
	Learning Outcomes Statement ٣
Ethics	
Strengthening the skills of observation, perception, analysis and deduction Self-development Linking the study material to reality	Learning Outcomes Statement ٤
	Learning Outcomes Statement ٥

٩ – Teaching and Learning Strategies
١ – Giving lectures explaining and clarifying. ٢ – Self-education method. ٣ – Asking students to submit reports and research.

١٠- Evaluation methods
Oral exams
Liberal tests
Daily posts
Completing reports and assignments

١١- 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
Preparing seminars and introductory courses for new teachers, and holding periodic meetings to introduce them to work contexts and give advice and guidance.

Professional development of faculty members

The presence of an introductory brochure for the department that contains the department's goals, vision, mission, and the extent of commitment to them.

٢. The presence of a department head with appropriate academic and administrative experience in the field of specialization to manage and advance the academic program and department.

٣. The presence of a department council and support committees that meet regularly, document their work, and follow up on their decisions.

٤. Participate with students in the decision-making process and obtain feedback from them.

٥. Availability of sufficient and appropriate administrative staff to ensure the smooth functioning of the department.

٦. Providing qualified technical personnel to serve the academic program.

٧. Developing and developing the technical and professional skills and capabilities of support staff in the field of specialization to keep pace with modern developments.

٨. Provides an integrated archive for the department.

٩. There is an induction and orientation program for new students.

١٢- Acceptance Criterion

Firstly, the conditions for admission to the college: -

١- Adopting admission conditions for students in accordance with the regulations of the Ministry of Higher Education and Scientific Research (central admission)

٢- To successfully pass any special test or personal interview deemed appropriate by the college or university council.

٣- He must be medically fit for the specialty applied for.

Secondly, the conditions for admission to the scientific department: -

- ١- Choose the student's desire from more than one desire arranged according to preference.
- ٢- High school acceptance rate.
- ٣- **The course average of the department in which the student wishes to study.**
- ٤- **Absorptive capacity of the scientific department.**

١٣- **The most important sources of information about the program**

- ١- The central library at the university and the college and department library.
- ٢- Websites.
- ٣- Methodological books prescribed by the Ministry of Higher Education and Scientific Research

١٤- **Program Development Plan**

- ١- Urging students to write reports and research.
- ٢- Visiting libraries inside and outside the college and university.
- ٣- Taking advantage of modern technologies in searching for scientific sources and references

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
				☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
				☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
				☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
				☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
				☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
				☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
				☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
				☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

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

Course Description Form

١- Course Name:	
Human rights and democracy	
٢- Course Code:	
HUR١٤٩	
٣- Semester / Year:	
٢٠٢٥/٢٠٢٦	
٤- Description Preparation Date:	
١٧/٩/٢٠٢٥	
٥- Available Attendance Forms:	
Students	
٦- Number of Credit Hours (Total) / Number of Units (Total)	
٦٠	
٧- Course administrator's name (mention all, if more than one name)	
Name: Ahmed Ali Mansour	
Email:	
٨- Course Objectives	
Giving students a complete idea about human rights and democracy. Comparing human rights in ancient civilizations, especially the Mesopotamian and Nile Valley civilizations. Identify the development of human rights under three monotheistic religions: Judaism, Christianity, and Islam. Knowledge of the most important international human rights declarations and conventions. Explaining the concept of democracy, its forms,	• • •

and its most important features.	
The importance of implementing democracy in society through expressing one's opinion and participating in building the state.	

٩- Teaching and Learning Strategies

Strategy	١- Giving lectures (explanation and clarification). ٢- Self-education method. ٣- Asking students to submit reports and research.
----------	---

١٠- Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
١٠			Curriculum vocabulary in sequence	Lecture, discussion and que	Monthly, quarterly and final specialized tests

١١- Course Evaluation

Distributing the score out of ١٠٠ according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

١٢- Learning and Teaching Resources

Required textbooks (curricular books, if any)	human rights, democracy and public freedoms Maher Sabri Kazem
Main references (sources)	Ad Aziz Hadi Human rights: their development - their contents - their protection
Recommended books and references (scientific journals, reports...)	Ad Matar Al-Moussawi, human rights between globalization and Islam
Electronic References, Websites	Science Way Library, the New Library, and the comprehensive library

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Academic Program Description Form

University Name:

Faculty/Institute:

Scientific Department:

Academic or Professional Program Name:

Final Certificate Name:

Academic System:

Description Preparation Date:

File Completion Date:

Signature:

Head of Department Name:

Date:

Signature:

Scientific Associate Name:

Date:

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

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

٢ – Program Mission

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

٣ – Program Objectives

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

٤ – Program Accreditation

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

٥ – Other external influences

Is there a sponsor for the program?

٦ – 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.

٧ – Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

٨- Expected learning outcomes of the program	
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Learning Outcomes ١	Learning Outcomes Statement ١
Skills	
Learning Outcomes ٢	Learning Outcomes Statement ٢
Learning Outcomes ٣	Learning Outcomes Statement ٣
Ethics	
Learning Outcomes ٤	Learning Outcomes Statement ٤
Learning Outcomes ٥	Learning Outcomes Statement ٥

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

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

۱۱ – 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.

۱۲- Acceptance Criterion

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

۱۳- The most important sources of information about the program

State briefly the sources of information about the program.

۱۴- Program Development Plan

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
Annual - Third	---	Geography of tourism	Basic	•	•	•	•	•	•	•	•	•	•	•	•

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

Course Description Form

١- Course Name:	Geography of tourism
٢- Course Code:	----
٣- Semester / Year:	٢٠٢٥/٢٠٢٦
٤- Description Preparation Date:	١٧/٩/٢٠٢٥
٥- Available Attendance Forms:	Third stage students - in attendance
٦- Number of Credit Hours (Total) / Number of Units (Total)	٦٠ hours, ٢ hours for each section Number of units – ٢ units
٧- Course administrator's name (mention all, if more than one name)	
ame : thikra adel Mahmoud M. M. Nawares Abdel Moneim Abdullah Rashid mail: thakra.ada@gmial.com rifyfmr٣١@gmail.com	
٨- Course Objectives	

Course Objectives	– Cognitive objectives – Knows the importance of tourism geography • Determines the most important types of ancient and modern tourism. • Compares archaeological tourism and environmental tourism Distinguishes the most important components associated with the geography of natural and human tourism.
	–Skill goals-- • To know the concept of the geography of tourism and study it from the natural human perspective, and to introduce students to the types of tourism, their geographical and economic importance, their historical origin, and their classification according to geographical factors, and to establish the relationship between tourism and geography on the one hand, and between tourism geography and entertainment on the other hand, and show the most important types of local tourism in Iraq.

	The possibility of using a distinctive method in teaching and delivering the ability to know geographical data, analyze it, and encourage field study • The ability to submit a report or research paper in the field of studying the geography of tourism and tourist places around the world – ۳– Emotional goals to be interested in studying scientific material in the field of tourism geography • Introducing the importance of scientific material and the most important pioneers in the field of studying natural and human geography and the importance of their scientific ideas giving opinions on some wrong matters in the education and science process active participation during the lecture through purposeful questions with the aim of obtaining information. participate in various activities that develop students' skills towards introducing the subject in a practical way.
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٩- Teaching and Learning Strategies					
Strategy		Using the descriptive method and then presenting the material (lecturer ٢- Using educational tools such as maps, models, pictures, etc. Presenting PowerPoint, pictures, and using the computer.			
١٠- Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
the week the first		Students' knowledge of the lesson topic Understanding not the possibility of transferring information and scientific knowledge about subject to others	the concept of tourism	through - - Giving the lecture - Interrogation - Use of electronic offers - Identification forms	- Daily oral and written tests - Attending and participating the lecture - Providing reports and search in the field of scientific material

second week	٢	Students' knowledge of the lesson topic Understanding not the possibility of transferring information and scientific knowledge about subject to others	the concept of tourism and tourist movement	through - - Giving the lecture interrogation - Use electronic offers - Identification forms	- Daily oral and written tests - Attending and participating the lecture Providing reports and research in the field of scientific material
VIII The tenth					

the third	٢	Students' knowledge of the lesson topic Understanding not the possibility of transferring information and scientific knowledge about subject to others	e importance of tourism	through - - Giving the lecture interrogation - Use electronic offers - Identification forms	- Daily oral and written tests - Attending and participating the lecture Providing reports and research in the field of scientific material
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the week the fourth		Students' knowledge of the lesson topic ٢ Understanding not the possibility of transferring information and scientific knowledge about subject to others	development of tourism movement -١	through - - Giving the lecture interrogation - Use electronic offers - Identification forms	- Daily oral and written tests - Attending and participating the lecture Providing reports and research in the field of scientific material
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the week the Fifth		Students' knowledge of the lesson topic Understanding not the possibility of transferring information and scientific knowledge about subject to others	ages of development of tourism movement	through - Giving the lecture interrogation - Use electronic offers - Identification forms	- Daily oral and written tests - Attending and participating the lecture Providing reports and research in the field of scientific material
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Seventh sixth		Students' knowledge of the lesson topic Understanding not the possibility of transferring information and scientific knowledge about subject to others	e concept of tourism geography	through - - Giving the lecture interrogation - Use electronic offers - Identification forms	- Daily oral and written tests - Attending and participating the lecture Providing reports and research in the field of scientific material
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week for the seventh		Students' knowledge of the lesson topic Understanding not the possibility of transferring information and scientific knowledge about subject to others	relationship between tourism and geography	through - - Giving the lecture interrogation - Use electronic offers - Identification forms	- Daily oral and written tests - Attending and participating the lecture Providing reports and research in the field of scientific material
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e eighth week		Students' knowledge of the lesson topic Understanding not the possibility of transferring information and scientific knowledge about subject to others	cient tourism terns - Part ١	through - - Giving the lecture interrogation - Use electronic offers entification forms	- Daily oral and written tests - Attending and participating the lecture Providing reports and research in the field of scientific material
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the week the Ninth		Students' knowledge of the lesson topic Understanding not the possibility of transferring information and scientific knowledge about subject to others	cient tourism terns - Part ٢	through - - Giving the lecture interrogation - Use electronic offers - Identification forms	- Daily oral and written tests - Attending and participating the lecture Providing reports and research in the field of scientific material
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the tenth week		Students' knowledge of the lesson topic Understanding not the possibility of transferring information and scientific knowledge about subject to others	Modern tourism patterns - Part 1	through - - Giving the lecture interrogation - Use electronic offers entification forms	- Daily oral and written tests - Attending and participating the lecture Providing reports and research in the field of scientific material
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The twelfth week		Students' knowledge of the lesson topic Understanding not the possibility of transferring information and scientific knowledge about subject to others	tural components tourist attraction - geographical location	through - - Giving the lecture interrogation - Use electronic offers - Identification forms	- Daily oral and written tests - Attending and participating the lecture Providing reports and research in the field of scientific material
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the thirteenth week		Students' knowledge of the lesson topic Understanding not the possibility of transferring information and scientific knowledge about subject to others	the natural components of tourist attraction include water sources and natural plants	through - - Giving the lecture interrogation - Use electronic offers - Identification forms	- Daily oral and written tests - Attending and participating the lecture Providing reports and research in the field of scientific material
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the fourteenth week		Students' knowledge of the lesson topic Understanding not the possibility of transferring information and scientific knowledge about subject to others	Natural elements of tourist attraction andforms – soil	through - - Giving the lecture interrogation - Use electronic offers - Identification forms	- Daily oral and written tests - Attending and participating the lecture Providing reports and research in the field of scientific material
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The fifteenth week		Students' knowledge of the lesson topic Understanding not the possibility of transferring information and scientific knowledge about subject to others	Natural components of tourist attraction – climate	through - - Giving the lecture interrogation - Use electronic offers - Identification forms	- Daily oral and written tests - Attending and participating the lecture Providing reports and research in the field of scientific material
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The sixteenth week		Students' knowledge of the lesson topic Understanding not the possibility of transferring information and scientific knowledge about subject to others	Human components of tourist attraction - population	through - - Giving the lecture interrogation - Use electronic offers - Identification forms	- Daily oral and written tests - Attending and participating the lecture Providing reports and research in the field of scientific material
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The seventeenth week		Students' knowledge of the lesson topic Understanding not the possibility of transferring information and scientific knowledge about subject to others	Human components of tourist attraction - archaeological, historical and urban areas	through - - Giving the lecture - interrogation - Use electronic offers - Identification forms	- Daily oral and written tests - Attending and participating the lecture - Providing reports and research in the field of scientific material
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the eighteenth week		Students' knowledge of the lesson topic Understanding not the possibility of transferring information and scientific knowledge about subject to others	man components tourist attraction - transportation methods – markets	through - - Giving the lecture interrogation - Use electronic offers - Identification forms	- Daily oral and written tests - Attending and participating the lecture Providing reports and research in the field of scientific material
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the nineteenth week		Students' knowledge of the lesson topic Understanding not the possibility of transferring information and scientific knowledge about subject to others	Tourism facilities and services	through - - Giving the lecture interrogation - Use electronic offers - Identification forms	- Daily oral and written tests - Attending and participating the lecture Providing reports and research in the field of scientific material
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The twentieth week		Students' knowledge of the lesson topic Understanding not the possibility of transferring information and scientific knowledge about subject to others	sitive effects of tourism	through - - Giving the lecture interrogation - Use electronic offers - Identification forms	- Daily oral and written tests - Attending and participating the lecture Providing reports and research in the field of scientific material
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Twenty-first week		Students' knowledge of the lesson topic Understanding not the possibility of transferring information and scientific knowledge about subject to others	negative effects of tourism	through - - Giving the lecture interrogation - Use electronic offers - Identification forms	- Daily oral and written tests - Attending and participating the lecture Providing reports and research in the field of scientific material
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The twenty-second week		Students' knowledge of the lesson topic Understanding not the possibility of transferring information and scientific knowledge about subject to others	Tourism planning - tourism development	through - - Giving the lecture interrogation - Use electronic offers - Identification forms	- Daily oral and written tests - Attending and participating the lecture Providing reports and research in the field of scientific material
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The twenty-third week	۲	Students' knowledge of the lesson topic Understanding not the possibility of transferring information and scientific knowledge about subject to others	me types of tourism – ecotourism	through - - Giving the lecture interrogation - Use electronic offers - Identification forms	- Daily oral and written tests - Attending and participating the lecture Providing reports and research in the field of scientific material
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The twenty-fourth week		Students' knowledge of the lesson topic Understanding not the possibility of transferring information and scientific knowledge about subject to others	me types of tourism - religious tourism	through - - Giving the lecture interrogation - Use electronic offers entification forms	- Daily oral and written tests - Attending and participating the lecture Providing reports and research in the field of scientific material
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the twenty-fifth week		Students' knowledge of the lesson topic Understanding not the possibility of transferring information and scientific knowledge about subject to others	Religious tourism in the Kingdom of Saudi Arabia	through - - Giving the lecture - Interrogation - Use of electronic offers - Identification forms	- Daily oral and written tests - Attending and participating in the lecture - Providing reports and research in the field of scientific material
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Twenty-sixth week		Students' knowledge of the lesson topic Understanding not the possibility of transferring information and scientific knowledge about subject to others		through - - Giving the lecture interrogation - Use electronic offers - Identification forms	- Daily oral and written tests - Attending and participating the lecture Providing reports and research in the field of scientific material
	٢		Some types of tourism - religious tourism in Iraq		

The twenty-s		Students' knowledge of the lesson topic Understanding not the possibility of transferring information and scientific knowledge about subject to others	the importance of seas and oceans in the movement of human masses, waves and ocean currents	through - - Giving the lecture interrogation - Use electronic offers - Identification forms	- Daily oral and written tests - Attending and participating the lecture - Providing reports and research in the field of scientific material
The twenty- eighth week		Students' knowledge of the lesson topic Understanding not the possibility of transferring information and scientific knowledge about subject to others	Geographical distribution of int	through - - Giving the lecture interrogation - Use electronic offers - Identification forms	- Daily oral and written tests - Attending and participating the lecture - Providing reports and research in the field of scientific material

The twenty- ninth week		Students' knowledge of the lesson topic Understanding not the possibility of transferring information and scientific knowledge about subject to others		through - - Giving the lecture interrogation - Use electronic offers - Identification forms	- Daily oral and written tests - Attending and participating the lecture Providing reports and research in the field of scientific material
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The thirtieth week		Students' knowledge of the lesson topic Understanding not the possibility of transferring information and scientific knowledge about subject to others	Tourism in Iraq	through - - Giving the lecture interrogation - Use electronic offers - identification forms	- Daily oral and written tests - Attending and participating the lecture Providing reports and research in the field of scientific material
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١١- Course Evaluation

Distributing the score out of ١٠٠ according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

Daily oral and written tests - and students' actual participation in lectures, activities, research and reports

Monthly exams ٢٠% Semester exams ٤٠% Final exams ٦٠%

١٢- Learning and Teaching Resources

Required textbooks (curricular books, if any)	Farzouq Ayed Al-Qaid, Barakat Kamel, and others, Principles of Tourism, Ithraa Publishing and Distribution, University Library, 1st edition, Amman, ٢٠١٠. Muhammad Sobhi Abdel Hakim and Hamdi Ahmed Al-Deeb, Geography of Tourism, Egyptian Anglo Library, Egypt, ٢٠١٢. Barakat Kamel Al-Nimr Al-Nairat, Tourism Geography (Tourist Regions in the World), 1st edition, Al-Warraq Publishing and Distribution, Amman, Jordan, ٢٠١١.
Main references (sources)	Hana Abu Hajar, Tourism Geography, 1st edition, Dar Al-Hana for Publishing and Distribution, Amman, Jordan, ٢٠١٠. Salah El-Din Abdel-Wahhab, International Tourism, Dar Al-Hana Printing, Cairo, ١٩٩٢.
Recommended books and references (scientific journals, reports...)	theses, dissertations, methodological books, and research in the field of specialization

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



Academic Program and Course Description Guide

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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 ٣/٢٩٠٦ on ٣/٥/٢٠٢٣ 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:

Faculty/Institute:

Scientific Department:

Academic or Professional Program Name:

Final Certificate Name:

Academic System:

Description Preparation Date:

File Completion Date:

Signature:

Head of Department Name:

Date:

Signature:

Scientific Associate Name:

Date:

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

١ – Program Vision

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

٢ – Program Mission

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

٣ – Program Objectives

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

٤ – Program Accreditation

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

٥ – Other external influences

Is there a sponsor for the program?

٦ – 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.

٧ – Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

٨- Expected learning outcomes of the program	
Knowledge	
Learning Outcomes ١	Learning Outcomes Statement ١
Skills	
Learning Outcomes ٢	Learning Outcomes Statement ٢
Learning Outcomes ٣	Learning Outcomes Statement ٣
Ethics	
Learning Outcomes ٤	Learning Outcomes Statement ٤
Learning Outcomes ٥	Learning Outcomes Statement ٥

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

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

۱۱ – 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.

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

١٣- The most important sources of information about the program

State briefly the sources of information about the program.

١٤- Program Development Plan

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
٢٠٢٥/٢٠٢٦	Basic	Geographic thought		√	√	√	√	√	√	√	√	√	√	√	√

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

Course Description Form

١- Course Name:	
Geographic thought	
٢- Course Code:	
٣- Semester / Year:	
٢٠٢٥/٢٠٢٦	
٤- Description Preparation Date:	
١٧/٩/٢٠٢٥	
٥- Available Attendance Forms:	
Student attendance is essential, not distance learning	
٦- Number of Credit Hours (Total) / Number of Units (Total)	
-Credit Hours (٦٠) - Number of Units (٩٠)	
٧- Course administrator's name (mention all, if more than one name)	
Name: Dr. Husam Najem aldein Abd Email: husamnagm٥@gmail.com	
٨- Course Objectives	
Course Objectives	A١- Knows the concept of Geographic A٢- Identifies the most important components of Geographic A٣- Classifies the most important types of geographical data A٤- Distinguish between types of geographical phenomena

	B¹ - He is proficient in using geographic programs on computers and smartphones. B² - The student can deal with various types of geographic data and in Geographic thought B³ - Students will have the ability to create simulations or models of various geographical phenomena using geographic and their applications to anticipate the future path these phenomena will take. B⁴ - Urging the student to write applied work papers in the prescribed subject C¹ - He pays attention during the lecture by asking some questions related to the topic of the lecture that attract his attention and motivate him to contribute and answer. C² - Discusses geographical information related to the lecture topic to determine the extent of its response to what was stated in the lecture. C³ - He participates in performing a specific activity to know the extent of his appreciation and love for this subject. C⁴ - The student must be keen to attend because he feels the importance of the subject in scientific and practical life.....
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٩- Teaching and Learning Strategies

Strategy	Using several teaching methods, including lecture, discussion, field visits, and practical training Add to : ١- Using teaching and clarification tools such as maps, shapes, and illustrative models. ٢- Using modern electronic teaching methods such as computers, data show, plasma, and smart boards. ٣- Implementing some educational programs according to the stage assigned to the student
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١٠- Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
From the week		Identify the most important components, uses and benefits of geographic in daily life - distinguish between linear and cadastral and triangular	-What is geographical thought -The beginning of geographical thought -Iraqi civilization -Egyptian civilization -Chinese civilization -Phoenician civilization -Iran civilization -Roman Civilization - Greek civilization -Figures of geographical		-Exam - Reports related to the subject matter of the article

			thought		Exam
			- civilization of America and Mexico		-Reports
			-middle ages maps drawing		
			- geographic thought before Islam		
			-Islamic geographical thought		
			- Islamic expansions		
			-Trade and its role		
			- geographic Excursions		
			-Media Arab Islamic thought		Exam
			-Modern geography		- Practical tests
			-geographic schools		data entry device
			-Arab schools		
			- geographic research methods		
			- geographical discoveries		
			-Geographical detection factors		

			- Geographical detection problems - Geographical thought the talk		
١١- Course Evaluation					
-The written test - The student's daily participation by answering class questions related to the lecture topic. - Completing reports related to the subject by the student to encourage him to research and learn to summarize information from various reliable sources.					
١٢- Learning and Teaching Resources					
Required textbooks (curricular books, if any)					
Main references (sources)					
Recommended books and references (scientific journals, reports...)			- Arab Journal of Geographical Studies - Arab Journal of Geographic		
Electronic References, Websites			- Esri website, which specializes in geographic software - https://www.esri.com/ - Arab Forum for Geographic		

