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

Introduction:

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

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

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

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

Concepts and terminology:

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

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

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

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

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

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

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

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

Scientific Department: Geography.....

Academic or Professional Program Name.....

Final Certificate Name.....

Academic System: .....-

Description Preparation Date 2025/9/7

File Completion Date2025/9/8

Signature	Signature
Head of Department Name	Scientific Associate Name
Prof Dr. Abdul Amir Ahmed Abdullah	Dr. Ghazwan Adnan
Data 2025/9/9	Data 2025/9/10

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

Data:2025/9/10

Signature

Approval of the Dean

Prof Dr :Luay Sayhood Fawaz Al-Tamimi

Data:

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

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

3. **Program Objectives**
General statements describing what the program or institution intends to achieve.

4. **Program Accreditation**
Does the program have program accreditation? And from which agency?

5. **Other external influences**
Is there a sponsor for the program?

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

College Requirements				
Department Requirements				
Summer Training				
Other				

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

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

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

9. Teaching and Learning Strategies

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

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

11. Faculty

Faculty Members

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

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

12. **Acceptance Criterion**

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

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

14. Program Development Plan

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A 4	B1	B2	B 3	B4	C1	C2	C3	C4
2024 / Fourth Stage		Transportation and International Trade Geography	Basic	√	√	√	√	√	√	√	√	√	√	√	√

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

Course Description Form

1. Course Name:
Transportation and International Trade Geography
2. Course Code:
3. Semester / Year:
Semesters 1 and 2 / Year 2026
4. Description Preparation Date:
20/9/2026
5. Available Attendance Forms:
6. Number of Credit Hours (Total) / Number of Units (Total)
Total Credit Hours: 10 / Total Units: Not specified
7. Course administrator's name (mention all, if more than one name)
Name: Dr. Wissam Mutaib Mohammed Email: Not provided in the Arabic source file
8. Course Objectives

Course Objectives	• To understand the foundations and principles of transportation geography, identify the most important means of transportation used in the past and at present, and explain the reasons for the emergence of international trade.
9. Teaching and Learning Strategies	
Strategy	Highlighting the importance of means of transportation and their influence on different fields and human activities.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
Wee 1–3	**2**	Theoreti	Transportati and Internationa Trade Geography	Descripti metho	Semeste and fina examinati s

				The concept transportatio and transportatio geography The developmen of transportatio geography Reasons for transportatio and its importance Elements of transportatio The route, vehicle, sou of movemen and route terminus Geographica factors affecting transportatio Natural and human facto Human and natural transportatio problems Transportati theories Road transportatio Historical developmen of automobi production Standards ar bases for roa		

			classificatio Rail transportatic Pipeline transportatic and its disadvantag Water, river and maritim transportatic Factors affecting maritime transportatic Maritime canals, strait harbors, and ports Air transportatic and airports Internationa trade		

11. Course Evaluation: 20–20–60
The grade is distributed out of 100 according to the tasks assigned to the student, including daily preparation, daily, oral, monthly, and written examinations, reports, etc.

12. Learning and Teaching Resources	
Required textbooks (curricular books, if a	Geographical distribution maps
Main references (sources)	Practical maps
Recommended books and references (scientific journals, reports…)	Digital maps
Electronic References, Websites	

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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: 7/9/2025

File Completion Date: 8/9/2025

Signature:

Head of Department Name:

Date:2025/9/9

Signature:

Scientific Associate Name:

Date:2025/9/10

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date: 2025/9/10

Signature:

Approval of the Dean

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17. Program Objectives

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

18. Program Accreditation

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

19. Other external influences

Is there a sponsor for the program?

20. 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.

21. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

22. 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

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

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

25. 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.

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

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

28. Program Development Plan

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A 4	B1	B2	B 3	B4	C1	C2	C3	C4
2025 First Stage		Development & Planning	optional	*	*	*	*	*	*	*	*				

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

Course Description Form

- Course Name: Development & Planning
Course Code:
Semester / Year:
2026-2025
Description Preparation Date:
7/9/2025
Available Attendance Forms:
Number of Credit Hours (Total) / Number of Units (Total
Development and planning / 6 hours 3 units
Course administrator's name (mention all, if more than one name)
Name: Awatif Tahseen Ahmed Email: **ge.hum@uodiyala.edu.iq.105** Name: Nawares Abdel Moneim Abdel Allah Email: Rfyfmr31@gmail.com
Course Objectives

Course Object	**Introduce the student to what is development in Iraq** **And what are their types** **And how to develop future plans to promote the country with develop**
Teaching and Learning Strategies	
Strategy	iving lectures, preparing reports by students on the subject, and conduc

Course Structure

Week	Hours	Required Learni	Unit or subject na	Learning m	Evaluation met
Chapter First wee Second w Third we Fourth w Fifth wee	4	Required The stude familiar w related to	The concept The relation Regional De Human Dev Spatial ineq Developmer	Lectu width video Visit Field	Monthly Daily dut Student and follo For the l

Week Six			Geographica developmer		
Week sev			Regional Pla		
Week eig			Concept of t		
Week Nir			Regional Pla		
Week Te			Stages of reg		
Week Ele			Job Planning		
Twelfth v			Planning an		
Thirteen			Probabilisti		
Fourteen			Linear regre		
Fifteenth					
Chapter '			Basic Compo		
First wee			Sustainable		
Second v			Elements of		
Third we			Theories in		
Fourth w			Heart and li		
Fifth wee			Leading Ind		
Week Six			Criticisms th		
Week sev			Developmer		
Week eig			Extra-urban		
Week Nir			Elements of		
Week Te			Developmer		
Week Ele			accordance		
Twelfth v			Advantages		
Thirteen			The concept		
Fourteen			Advantages		
Fifteenth			The role of g		

Course Evaluation	
Distributing the score out of 100 according to the tasks assigned to the student such as written exams, reports .... etc	
Learning and Teaching Resources	
Required textbooks (curricular books, if any)	
Main references (sources)	Dr. Ahmed Siraj Jaber Al-Asadi
Recommended books and references (scientific jo	
Electronic References, Websites	

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University Name: .....

Faculty/Institute: .....

Scientific Department: .....

Academic or Professional Program Name: .....

Final Certificate Name: .....

Academic System: .....

Description Preparation Date: 2025/9/7

File Completion Date: 2025/9/8

Signature:

Head of Department Name:

Prof. Dr. Abdul Amir Ahmed Abdullah

Date:2025/9/9

Signature:

Scientific Associate Name:

Assist. Lect. Ghazwan Adnan Mohammed

Date:2025/9/10

The file is checked by:

Department of Quality Assurance and University Performance Director of the Quality Assurance and University Performance Department: **Assoc. Prof. Zina Shaheed Ali**

Date:2025/9/10

Signature:

Approval of the Dean

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31. **Program Objectives**

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

32. **Program Accreditation**
Does the program have program accreditation? And from which agency?

33. **Other external influences**
Is there a sponsor for the program?

34. **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.

35. **Program Description**

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

36. 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

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

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

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State briefly the sources of information about the program.

42. Program Development Plan

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A 4	B1	B2	B 3	B4	C1	C2	C3	C4
fourth stag 2026-2025				*	*	*	*	*	*	*	*	*	*	*	*

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

Course Description Form

13. Course Name:
Social geography
14. Course Code:
15. Semester / Year:
2026-2025
16. Description Preparation Date:
7/9/2025
17.Available Attendance Forms:
18.Number of Credit Hours (Total) / Number of Units (Total
2 hours 2 unite
19. Course administrator's name (mention all, if more than one name)
Name: Omar Ghafil Hajji Email: omar.gev@uodiyala.edu.iq
20. Course Objectives

Course Objectives	• **he student knows wh Social geography** • **• Known as branches Social geography** • **The importance of studyi social geography**
21. Teaching and Learning Strategies	
Strategy	iving lectures, preparing reports by students on the subject, a conducting a visit
22 Course Structure	

Week	Required Learning Outcomes	Unit / Topic	Teaching Method	Assessment Method
1	The student should be familiar with concepts related to social geography.	Concept of Social Geography	Lecture; Video presentation	Monthly examination; Daily assignment; Attendance and follow-up of students during the lecture
2	The student should be familiar with the stages of development of social thought.	Development of Social Thought	Lecture; Video presentation	Oral questions at the end of the lecture
3	The student should be familiar with research methods in social geography.	Research Methods in Social Geography	Lecture; Video presentation	Oral questions at the end of the lecture
4	The student should be familiar with the fields of research in social geography.	Fields of Research in Social Geography	Lecture; Video presentation	Short examination at the end of the lecture
5	The student should be familiar with the relationship of social geography to other sciences.	Relationship of Social Geography to Other Sciences	Lecture; Video presentation	Oral questions at the end of the lecture

6	Introducing the student to the branches of social geography.	Branches of Social Geography	Lecture; Video presentation	Short examination at the end of the lecture
7	Introducing the student to the geography of religions and beliefs.	Geography of Religions and Beliefs	Lecture; Video presentation	Oral questions at the end of the lecture
8	Introducing the students to the concept of cultural geography.	Cultural Geography	Lecture; Video presentation	Oral questions at the end of the lecture
9	Introducing the students to the concept of behavioral geography.	Behavioral Geography	Lecture; Video presentation	Short examination at the end of the lecture
10	Introducing the student to the impact of the mosque on social life.	The Impact of the Mosque on Social Life	Lecture; Video presentation	Oral questions at the end of the lecture
11	Clarifying the impact of the environment on behavior.	The Impact of the Environment on Behavior	Lecture; Video presentation	Oral questions at the end of the lecture
12	Introducing the student to the concept of social neighborhoods.	Social Neighborhoods	Lecture; Video presentation	Short examination at the end of the lecture
13	Making the student familiar with the social effects of the residential neighborhood.	Social Effects of the Residential Neighborhood	Lecture; Video presentation	Oral questions at the end of the lecture

14	Introducing students to social mobility in cities and how it occurs.	Social Mobility in Cities	Lecture; Video presentation	Short examination at the end of the lecture
15	Making the student familiar with the effects of climatic factors on humans.	The Effects of Climatic Factors on Humans	Lecture; Video presentation	Oral questions at the end of the lecture
16	Making the student familiar with social variables and their impact on social problems.	Social Variables and Their Impact on Social Problems	Lecture; Video presentation	Oral questions at the end of the lecture
17	Clarifying the role of geography in solving social problems.	The Role of Geography in Solving Social Problems	Lecture; Video presentation	Oral questions at the end of the lecture
18	Introducing students to models of social phenomena.	Models of Social Phenomena	Lecture; Video presentation	Oral questions at the end of the lecture
19	Introducing migration, its types, and its causes.	Migration: Types and Causes	Lecture; Video presentation	Short examination at the end of the lecture
20	Making the student familiar with the effects of migration.	Social Effects of Migration	Lecture; Video presentation	Oral questions at the end of the lecture
21	Making the student familiar with	Demographic Consequences of Migration	Lecture; Video presentation	Short examination

	the demographic consequences of migration.			at the end of the lecture
22	Introducing students to the political consequences of migration.	Political Consequences of Migration	Lecture; Video presentation	Oral questions at the end of the lecture
23	Introducing urbanization.	Urbanization	Lecture; Video presentation	Oral questions at the end of the lecture
24	Introducing students to the concept of the city as a social phenomenon.	The City as a Social Phenomenon	Lecture; Video presentation	Short examination at the end of the lecture
25	Making the student familiar with the factors of social control.	Factors of Social Control	Lecture; Video presentation	Oral questions at the end of the lecture
26	Clarifying the concept of the social dimension of religion.	The Social Dimension of Religion	Lecture; Video presentation	Short examination at the end of the lecture
27	Introducing the geography of crime.	Geography of Crime	Lecture; Video presentation	Oral questions at the end of the lecture
28	Introducing students to the concept of crime.	The Concept of Crime	Lecture; Video presentation	Oral questions at the end of the lecture
29	Making the student familiar with types and levels of crime.	Crime and Its Levels	Lecture; Video presentation	Short examination at the end of the lecture

30	Introducing students to poverty and methods of measuring it.	Poverty and Methods of Measuring It	Lecture; Video presentation	Oral questions at the end of the lecture	

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

24. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	
Main references (sources)	Bassem Abdulaziz Omar Al-Othma Hussein Aliwi Nasser Al-Zayadi, Soc Geography: Principles, Foundatic and Applications, Dar Al-Doug Publishing House, Amman, Jorda 2014
Recommended books and references (scientific journals, reports…)	
Electronic References, Websites	

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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**.....

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

Academic System: ... annual .....

Description Preparation Date:**2025/9/7**

File Completion Date:**2025/9/8**

Signature:
Head of Department Name:
Ph.D.Eabd Alamir Ahmed Eabdallah
Date:**2025/9/9**

Signature:
Scientific Associate Name:
Ph.D.Khazwan Eadnan Muhamad
Date:**2025/9/10**

The file is checked by:
Department of Quality Assurance and University Performance
Director of the Quality Assurance and University Performance Department:
Date: **2025/9/10**
Signature: **Zeina Qutaiba Abdul Ali**

Approval of the Dean
Ph.D.Iuay Sihudi fwaz Aitamimiu

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

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

45. **Program Objectives**
General statements describing what the program or institution intends to achieve.

46. **Program Accreditation**
Does the program have program accreditation? And from which agency?

47. **Other external influences**
Is there a sponsor for the program?

48. **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.

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

50. 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

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

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

53. 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.

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

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

56. Program Development Plan

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A 4	B1	B2	B 3	B4	C1	C2	C3	C4
2027-2026		Geography of services	Basic	√	√	√	√	√	√	√	√	√	√	√	√

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

Course Description Form

25. Course Name:	
Geography of services	
26. Course Code:	
27. Semester / Year:	
The fourth stage	
28. Description Preparation Date:	
2027−2026	
29. Available Attendance Forms:	
Student attendance is an existing and essential matter, not distance learning	
30. Number of Credit Hours (Total) / Number of Units (Total)	
Total=60 Units=90	
31. Course administrator's name (mention all, if more than one name)	
Name: Mr. Dr. Israa Haitham Ahmed Email: asraa.ge.hum@uodiyala.edu.iq	
32. Course Objectives	
Course Objectives	• **Knows the concept of geography services** • **He pays attention during the lectu by asking some questions related t the lecture and prompting him to contribute and answer.** • **The student must be keen to atten and feel the importance of the subject in scientific and practical life……**

33. 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 th student.

34. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
From week 1 From week 3	2		The concept geography services and th development the relationshi of geography to the study of services Services and urban life in cit The developme of the study of services in geographical studies Data sources fo the geography services Government sources Field survey techniques Methods of studying servic	Lecture method	the exam

From weeks 11			in geographical studies Recent trends i the study of services Service concept The nature of urban services cities Determine t spatial framework of t service tudy the importance of service Evaluating the efficiency of services Service center concept Methods of determining th service center Classification o service centers Main service centers Secondary service centers Suburban servi centers Service Centers Region Classification o services Public services (road services) transport services		

From week 1 From weeks 15-19 From week 20-25 From week 26-			social services Education services Health services ecreation services Religious services Administrative services Sewage Drinking wa services Energy and fuel services The concept of the service standard, the cadastral standards f the service/the servic access distance standard Standard per cap share of services The concept of the basic plan and the periods for preparing the basic plans The volume of servic in the basic plans cities/planning servic within the basic plans cities Some contempora applications for urb services planning		

35. Course Evaluation	
Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports .... etc	
36. 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 urb management - Fouad bin Ghadhban
Main references (sources)	community services and infrastructure planning - Khalaf Hussein Ali Al-Dulaimi City services: A study developmental geography - Bas Ibrahim Latif - Mohsen Abdel Al Riyad Kazem Salman Al-Jumaili
Recommended books and references (scientific journals, reports…)	Geography of Services Mazen Abd 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

Introduction:

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

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

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

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

Concepts and terminology:

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

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

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

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

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

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

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

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

Academic Program Description Form

University Name: University of Diyala

Faculty/Institute: College of Education for Humanities Scientific

Department: Department of Geography

Academic or Professional Program Name: Bachelor's Degree

Final Certificate Name: Bachelor of Geography

Academic System: Annual

Description Preparation Date: 7/9/2025

File Completion Date: 8/9/2025

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

Date: 9/9/2025

Signature:
Scientific Associate Name:
Asst. Prof. Dr. Ghazwan Adnan Mohammed

Date: 10/9/2025

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Asst. Prof. Dr. Zeina Shahid Ali

Date: 10/9/2025

Signature:

Approval of the Dean

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A 4	B1	B2	B 3	B4	C1	C2	C3	C4
2025-2026 / Fourth stage	Basic	Geographic information systems		√	√	√	√	√	√	√	√	√	√	√	√

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

Course Description Form

37.Course Name:	
Geographic information systems	
38.Course Code:	
39.Semester / Year:	
Fourth stage	
40.Description Preparation Date:	
2025-2026	
41.Available Attendance Forms:	
Student attendance is essential, not distance learning	
42.Number of Credit Hours (Total) / Number of Units (Total)	
-Credit Hours (60) - Number of Units (90)	
43.Course administrator's name (mention all, if more than one name)	
-Name: Asst. Prof. Dr. Hisham Tawfiq Jameel Email: hisham.ge.hum@uodiyala.edu.iq -Name: Assist. Lect. Ali Shaalan Hussein Email: ali0123.gev.hum@uodiyala.edu.iq	
44.Course Objectives	
A-Cognitive objectives: Make the student able to	**A1- Knows the concept of Geographic Information Systems (GIS).** **A2- Identifies the most important components of Geographic Information Systems (GIS).** **A3- Classifies the most important types of geographical data** **A4- Distinguish between types of geographical phenomena**
B - The skills objectives of the course. Make the student able to	**B1 - He is proficient in using geographic information systems programs on computers and smartphones.** **B2 - The student can deal with various types of geographic data and information and manage them through programs specialized in geographic information systems.** **B3 - 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. **B4- Urging the student to write applied work papers in the prescribed subject**
C- Emotional and value-based goals - making the student able to:	**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.**

45.Teaching and Learning Strategies	
Strategy	Using several teaching methods, including lecture, discussion, field visits, and practical training Add to : 1- Using teaching and clarification tools such as maps, shapes, and illustrative models. 2- Using modern electronic teaching methods such as computers, data shoo, plasma, and smart boards. 3- Implementing some educational programs according to the stage assigned to the student.

46. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
From the week 1-2	2 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 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	-Lecture method - Supported by modern means of illustration	-Exam - Reports related to the subject matter of the article
From the week 6-11	2 hours a week	Identify the most important types of data and their sources	Chapter Three / Types of data and information and their sources in geographic	Mixing more than one way In a way that suits	-Exam - Field tests for the use of devices and

		- Identify how to collect information and data from their basic sources, whether they are (aerial photo maps - satellite visuals - field study)	information systems Spatial data 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	the time and topic of 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)	applications of maps, satellite images and location challenge (GPS))
From the week 12-14	2 hours a week	- Identify data entry devices and ways to use them.	Chapter Four: Entering Spatial and Descriptive Data in GIS The concept of entering spatial data into the computer Evaluation Criteria Methods of entering spatial data into the computer	- Lecture method and practical training Supported by modern means of illustration - Learn to use data entry devices in	-Exam - Practical tests on data entry devices

			Data entry using the numbering device	the GIS lab oratory	
			Direct on-screen numbering method		
From the week 15-19	2 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 20-25	2 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 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	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
26-28	2 hours a week	- Access to the practical applications of	Chapter VII: Practical Applications in	Use methods that suit the	- Recent thematic reports and

		GIS programs and applications in various fields such as (city management, transport and communications, risk management during natural disasters such as floods and earthquakes....)	Geographic Information Systems	time and topic of the lecture, such as the method of lecture or discussion or survey and exploration Supported by modern means of illustration	articles related to the subject of lectures -Practical application on the computer

47.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.	
48.Learning and Teaching Resources	
Required textbooks (curricular books, if an	
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.

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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.

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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: ..... **Daily**.....

Faculty/Institute: .....

Scientific Department: ..Geography.....

Academic or Professional Program Name: .....

Final Certificate Name: .....

Academic System: .....

Description Preparation Date: **2025/ 9 /7**

File Completion Date: **2025 /9 /8**

Signature:
Head of Department Name:

Date: 2025/ 9/9

Signature:
Scientific Associate Name:

Date: 2025/ 9 /10

The file is checked by:
Department of Quality Assurance and University Performance
Director of the Quality Assurance and University Performance Department:
Date: **2025/ 9/ 10**
Signature:

Approval of the Dean

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

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

3. **Program Objectives**

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

4. **Program Accreditation**
Does the program have program accreditation? And from which agency?

5. **Other external influences**
Is there a sponsor for the program?

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

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

7. **Program Description**

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

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

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

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

11. Faculty
Faculty Members

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

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

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

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

14. Program Development Plan

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A 4	B1	B2	B 3	B4	C1	C2	C3	C4
2026-2025 2		Geography of oil and energy		\	\	\	\	\	\	\	\	\	\	\	\

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

Course Description Form

1. Course Name:
Geography of oil and energy.
2. Course Code:
3. Semester / Year:
Academic year– 2026–2025
4. Description Preparation Date:
8 /9/ 2025
5. Available Attendance Forms:
In-class attendance rather than distance learning
6. Number of Credit Hours (Total) / Number of Units (Total)
Total credit hours: 60 / Total of units: 90
7. Course administrator's name (mention all, if more than one name)
Name: Dr. Nibras Saadoon Mutashar Email: nibras.ge.hum@uodiyala.edu.iq
8. Course Objectives

Course Objectives	**The objectives of the course:** **A: Cognitive objectives: Enable the student to:** **1. Understand the concept of oil and ener geography.** **2. Identify the main natural and human factc affecting the distribution and utilization of fos and renewable energy sources.** **3. Classify the main energy sources a differentiate between types of energy sources.**

	4. Justify the main problems arising from t use, extraction, and transportation of ener sources, particularly oil. 5. Anticipate the future geographi phenomena related to energy source exploitatic B – Specific skills objectives of the course: 1- Enable the student to: 1. Construct various forms, models, and illustrative representations of different energy sources for use in explanation and description of the scientific material in the practical and applied aspect. 2. Handle various data related to geographical phenomena and their impact on the distribution of oil and energy sources using thematic maps to represent and distribute renewable and non-renewable energy sources. 3. Encourage students to write practical work papers in the course. 4. Enable students to simulate the reality geographical phenomena surrounding them a their impact on the future investment of one ty of energy source.

	C – Emotional and values objectives: **1- Enable the student to:** **1. Pay attention during lectures throu changes in tone of voice and directing sor questions related to the lecture topic to stimula their attention for participation and response.** **2. Discuss geographical information relevant the lecture to assess their understanding of t scientific material.** **3. Participate in performing a scientific activ to determine their fondness for and acceptance this scientific material.** **4. Ensure that the student attends, emphasizi the importance of the subject in practical a professional life.**
9. Teaching and Learning Strategies	
Strategy	Utilizing various methods of learning and lecture delivery, as well practical training, includes employing all learning methods, such as: - Lecture method, discussions, and questioning to explain and clar the material. - Utilizing modern illustrative tools such as computers, data projecto plasma screens, scientific programs, and PowerPoint presentations. - Employing clarification tools like maps, diagrams, and illustrati models, and applying specialized software according to the studen designated stage.
10. Course Structure	

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
11.	2 per week	The concept of oil, its source, what energy is and its source	Chapter One / Concepts of Oil and Energy Geography	The lecture method is supported by modern means of illustration	Daily exam
12.	2	Classification based on shape and type	Classification of energy sources	Lecture, explanation of the course and presentation	Reports on the subject matter
13.	2	Identify energy sources (fossil, natural and artificial((	Classification of energy sources on physical basis	Using the method of discussion and interrogation supported by modern means of explanation	Questions and discussion
14.	2	Interpretation of the meaning of living and non-living	Classification of energy sources on organic and inorganic basis	Using the method of discussion and interrogation	Writing reports with questions and discussion

		energy by adopting the origin of its origin		supported by means of explanation	
15.	2	Introducing their source, such as oil and gas, and continuous such as sun, wind and water.	Classification of energy based on renewable and non-renewable sources	The method of lecture and delivery is supported by means of illustration	Daily exam
16.	2	The historical development of energy use and consumption through the ages	Evolution of energy use		First month exam, first semester
17.	2	Introducing the most important geographical characteristics of their sources	Chapter Two / Geographical characteristics of energy sources		Questions and discussion
18.	2	the explanation of	Theories of the origin of oil	Using the method of	writing reports

		the genesis of oil formation through the ages؟		discussion and interrogation supported by means of explanation	
19.	2	Study of natural and human factors in energy exploitation	Chapter Three/Geographic factors affecting the exploitation of energy sources	Using the method of discussion and interrogation supported by means of explanation	Questions and discussion
20.	2	Introducing the types affecting energy exploitation and distribution	Natural factors	Using the method of discussion and interrogation supported by means of explanation	Examination and writing reports
21.	2		Human factors	Use the method of discussion and interrogation	End of semester exam, first month, second month

22.	2	Knowledge of the technologies used in energy production	Technical factors	=	Questions and discussion
23.	2	Types of energy sources and their geographical distribution	Chapter Four / Classification of energy sources and their geographical distribution	Use the method of discussion and interrogation	Questions and discussion
24.	2	Analysis and interpretation of the distribution of coal production and international consumption areas	Coal types and origin	Use the method of discussion and interrogation	Questions and discussion
25.	2	Coal production and international consumption areas	Its geographical distribution, reserves and production	Use the method of discussion and interrogation	Questions and discussion

26.	2	Analyzing and interpreting the distribution of international oil production and consumption areas	Oil and its origins	Use the method of discussion and interrogation	writing reports
27.	2	Areas of international oil production and consumption	Its geographical distribution, reserves and production	Use the method of discussion and interrogation	Questions and discussion
28.	2	Analysis and interpretation of the distribution of gas production areas	Gas and its origin	Use the method of discussion and interrogation	Exam
29.	2	Gas production areas	Its geographical distribution, reserves and production	Method of presentation and interrogation	Questions and report writing
30.	2	Distribution of uranium	Uranium geographical distribution	Method of presentation	Examination and writing reports

		production areas		and interrogation	
31.	2	Clarifying the consumption of effective energy sources	Consumption of effective energy sources	Lecture and interrogation method	Second semester exam, month 1
32.	2	Knowing its types, such as the sun, tides, winds, and the temperature of the earth's interior	renewable energy		writing reports
33.	2	Analyze and interpret the distribution of renewable energy production areas	Geographical distribution of renewable energy types		Questions and discussion
34.	2	Interpretation of alternative renewable energy consumption	Renewable energy consumption	Method of presentation and interrogation	=

35.	2	Explaining the most important problems resulting from the production and consumption of energy sources	Problems arising from oil extraction and energy use	Use the method of discussion and interrogation	writing reports
36.	2	Statement of the economic importance of energy investment	Chapter Five: The future of investment and production of energy and oil and their economic importance	Use the method of discussion and interrogation	End of semester exam, month 2
37.	2	Explaining the economic importance of investing and producing energy sources in the world	Chapter Six: International conflict and competition over energy sources and uses	Lecture and interrogation method	Examination and writing reports

38.			Review of the article	=	

39. Course Evaluation	
Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports .... etc	
40. Learning and Teaching Resources	
Required textbooks (curricu books, if any)	1- Energy Geography / Kazem Abdel Wah Al-Asadi and / 2018
Main references (sources)	2- Geography of Renewable Energy / Marw Abdel Qader / Jordan / 2016
Recommended books and references (scientific journals, reports…)	3- Energy Geography / Nasri Diab Khater 2011
Electronic References, Websites	Recent books and reports issued by the Unit Nations and international organizations statistics of energy sources, their distributi and quantities in the world.

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

2025

Introduction:

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

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

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

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

Concepts and terminology:

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

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

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

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

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

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

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

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

Academic Program Description Form

University Name: . **Diyala**

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

Scientific Department: **Geography**

Academic or Professional Program : **Geography**

Final Certificate NameBachelor of Edcation in the Department of Geography

Academic System: Annual

Description Preparation Date: 2025/9/7

File Completion Date: 2025/9/ 8

Signature:
Head of Department Name:
prof.Abdul Amir Ahmed Abdullah
Date: 2025/ 9/10

Signature:
Scientific Associate Name:
Asst.M.Dr.Ghazwane Adnan Muhammad
Date: 2025/ 9/10

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:**Asst.M.zeina Shahid Ali**

Date:2025/ 9 / 10

Signature:

Approval of the Dean

Prof.Dr.Luay Sayhoud Fawaz Al– Tamimi

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

58. **Program Mission**

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

59. **Program Objectives**
General statements describing what the program or institution intends to achieve.

60. **Program Accreditation**
Does the program have program accreditation? And from which agency?

61. **Other external influences**
Is there a sponsor for the program?

62. **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.

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

64. 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

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

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

67. 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.

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

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

70.	Program Development Plan

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A 4	B1	B2	B 3	B4	C1	C2	C3	C4
2025/2026 Stage one		Arid regions		-	-	--	-	-	-	-	-				

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

Course Description Form

49. Course Name:
Detailed climate
50. Course Code:
51. Semester / Year:
2025/2026
52. Description Preparation Date:
7/9/2025
53.Available Attendance Forms:
54.Number of Credit Hours (Total) / Number of Units (Total)
Name: Dr. Khaled Noman Muhammad Al-Hamdani Email: khalid.ge.hum@uodiyala.edu.iq Name: M.M. Raghad Shamran Amanah Email: raghda1990sh@gmail.com
55. Course administrator's name (mention all, if more than one name)
56. Course Objectives

Course Objectives	**Knowledge of the basics and principles of detailed climatology** **Addressing the factors controllin t harsh climate in the classroom…..**

57. Teaching and Learning Strategies

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

58. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluat on method

		Theoretica and practical	Detailed climate	Descriptive and practic	In Semester and final

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

60. 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

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

2026

Introduction:

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

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

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

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

Concepts and terminology:

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

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

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

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

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

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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: University of Diyala
College/Institute: College of Education for Human Sciences
Scientific Department: Department of Geography
Academic or Professional Program Name: Bachelor's
Final Degree Name: Bachelor of Education in Geography
Academic System: Annual
Description Preparation Date: 7/9/2025
File Completion Date: 8/9/2025

Signature:
Head of Department Name:
Ph.D.Eabd Alamir Ahmed Eabdallah
Date:**2025/9/9**

Signature:
Scientific Associate Name:
Ph.D.Khazwan Eadnan Muhamad
Date:**2025/9/10**

The file is checked by:
Department of Quality Assurance and University Performance
Director of the Quality Assurance and University Performance Department:
Date: 10/9/2025
Signature: **Zeina Qutaiba Abdul Ali**

Approval of the Dean
Ph.D.Iuay Sihudi fwaz Aitamimiu

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

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

73. **Program Objectives**

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

74. **Program Accreditation**
Does the program have program accreditation? And from which agency?

75. **Other external influences**
Is there a sponsor for the program?

76. **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.

77. **Program Description**

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

78. 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

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

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

81. 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.

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

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

84. Program Development Plan

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A 4	B1	B2	B 3	B4	C1	C2	C3	C4
2026-2027 / Fourth Stage		Geography of Iraq	Basic	√	√	√	√	√	√	√	√	√	√	√	√

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

Course Description Form

61. Course Name:	
Geography of Iraq	
62. Course Code:	
Basic	
63. Semester / Year:	
Fourth Stage / Academic Year 2026-2027	
64. Description Preparation Date:	
September 2026	
65.Available Attendance Forms:	
In-person attendance	
66.Number of Credit Hours (Total) / Number of Units (Total)	
Total Credit Hours: 60 / Total Units: Not specified	
67. Course administrator's name (mention all, if more than one name)	
Name: Professor Dr. Hussein Abdul Majeed Hamid Email: Hussein33.gev.hum@uodiyala.edu.iq Name: Lecturer Dr. Marwan Abd Ibrahim Email: marwan.ge.hum@uodiyala.edu.iq	
68. Course Objectives	
Course Objectives	• Cognitive objectives: Identify Iraq's geographical and astronomical location, its position in relation to continents, sea oceans, neighboring countries, and wate bodies; distinguish the physical and human components of Iraq's geography and the divisions of its surface. Skill objectives: Describe Iraq's natural landscape; use population data and information sources; prepare maps, simulations, and models of population distributions; and write a report on the course. Affective and value objectives: Particip attentively in lectures, discuss geographical information, take part in activities, and recognize the subject's scientific and practical importance.

69. Teaching and Learning Strategies	
Strategy	Using lectures, discussion, field visits, and practical training, supported by maps, figures, photographs, illustrative models, computers, and modern electronic presentation tools.

70. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
Wee 1-3	**2**	Knowled of Iraq's physical, populatio and economic geograph with the ability to interpret spatial distributi s and influenci factors.	Geography Iraq 1. Iraq's astronomica and geographica location and its relation t seas 2. Landform and surface divisions of Iraq 3. Geographic factors responsible landforms 4. Geographic factors affecting Iraq's surfac divisions 5. Iraq's climate and the factors affecting it 6. Water resources in	Lecture and questioni	Daily and monthly examinati s and repo related to the course topics

				Iraq and the sustainabilit 7. Natural vegetation i Iraq and its sustainabilit 8. Iraq's population a the most important censuses 9. Geographica distribution Iraq's population 10. Populati density: concept, typ and measure 11. Populati structures ar their types 12. Human factors affecting population distribution and growth 13. Iraq's economy an the main factors affecting it 14. Agriculture Iraq and the geographica factors affecting it 15. Livestoc		

				in Iraq and t factors affecting it 16. Industry Iraq and the geographica factors affecting it 17. Trade in Iraq and the geographica factors affecting it 18. Transportati in Iraq and t factors affecting it 19. Mineral resources in Iraq 20. Iraq's environmen and its problems		

71. Course Evaluation
Written examinations; daily participation through answering classroom questions; and course reports that develop research skills and the ability to summarize information from reliable sources. First semester: 20%; second semester: 20%; final examination: 60%.

72. Learning and Teaching Resources	
Required textbooks (curricular books, if ar	No specific prescribed textbook
Main references (sources)	The Physical, Population and Economic Geography of Iraq Dr. Falah Jamal Maarouf, Dr. Bashir Ibrahim, and Dr. Salam Fadel Geography of Iraq - Dr. Abbas Fadel A Saadi

Recommended books and references (scientific journals, reports…)	The Arab Journal of Geographical Studies Scientific reports, research papers, and population studies Student reports on course topics
Electronic References, Websites	Electronic population information resources of the Central Statistical Organization

Ministry of Higher Education and Scientific Research
Scientific Supervision and Evaluation Authority
Department of Quality Assurance and Academic Accreditation
Accreditation Division
Academic Program and Course Description Guide
2024
Introduction
The educational program is a coordinated and organized package of academic courses that includes procedures and experiences arranged as individual course components. Its primary purpose is to build and refine graduates' skills so that they are qualified to meet the requirements of the labor market. The program is reviewed and evaluated annually through internal or external auditing procedures, such as the External Examiner Program.
The Academic Program Description provides a brief summary of the main characteristics of the program and its courses, identifying the skills intended to be acquired by students in accordance with the objectives of the academic program. The importance of this description lies in its role as a foundation for obtaining program accreditation. Teaching staff participate in preparing it under the supervision of the scientific committees in the academic departments.
In its second edition, this guide includes an updated description of the academic program following revisions to the items and sections of the previous guide in light of developments in the Iraqi educational system. It includes the traditional forms of academic program description under annual and semester systems, as well as the general academic program

description adopted pursuant to the Department of Studies letter No. T.M.3/2906 dated 3/5/2023 for programs that use the Bologna Process as the basis for their work.

In this regard, it is important to emphasize the significance of preparing descriptions of academic programs and courses to ensure the effective implementation of the educational process.

Concepts and Terminology

Academic Program Description: Provides a concise summary of the program's vision, mission, and objectives, including an accurate description of the intended learning outcomes in accordance with specified learning strategies.

Course Description: Provides a concise summary of the main characteristics of the course and the expected learning outcomes that the student should achieve, demonstrating whether the student has made maximum use of the available learning opportunities. It is derived from the academic program description.

Program Vision: An aspirational image of the future of the academic program, whereby it is developed, inspiring, motivating, realistic, and feasible.

Program Mission: Briefly explains the objectives and activities necessary to achieve them and identifies the program's development pathways and directions.

Program Objectives: Statements describing what the academic program intends to achieve within a specified period and which are measurable and observable.

Curriculum Structure: All courses/subjects included in the academic program according to the adopted learning system (semester, annual, or Bologna Process), whether they are Ministry, university, college, or department requirements, together with the number of academic units.

Learning Outcomes: A set of coherent knowledge, skills, and values acquired by the student after successfully completing the academic program. Learning outcomes should be specified for each course in a manner that contributes to achieving the program objectives.

Teaching and Learning Strategies: Strategies used by the faculty member to develop student teaching and learning.

They are plans followed to achieve learning objectives and describe all classroom and extracurricular activities required to achieve the program learning outcomes.

Academic Program Description Form

Field Details
University Name University of .....
College / Institute College of .....
Scientific Department Department of .....
Academic or Professional Program Name Bachelor's in .....
Final Degree Bachelor's Degree in .....
Study System
Description Preparation Date 2025/9/7
File Completion Date 2025/9/8
Head of Department – Name
Scientific Assistant – Name

Reviewed by:

Quality Assurance and University Performance Division
Name of Director of the Quality Assurance and University Performance Division: _____
Date: _____ Signature: _____

Approved by the Dean

1. Program Vision

State the program vision as published in the university bulletin and on its official website.

2. Program Mission

State the program mission as published in the university bulletin and on its official website.

3. Program Objectives

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

4. Program Accreditation

Is the program accredited? If so, by which body?

5. Other External Influences

Is there a sponsoring body for the program?

6. Program Structure

Program Structure Number of Courses Academic Units Percentage Notes*
Institution Requirements
College Requirements
Department Requirements
Summer Training
Other
* Notes may indicate whether the course is compulsory/core or elective.

7. Program Description

Year / Level Course Code Course Name
Credit Hours –

Theory
Credit Hours –
Practical

8. Expected Learning Outcomes of the Program

Domain Learning Outcome Outcome Statement
Knowledge Learning Outcome 1 Learning Outcome Statement 1
Skills Learning Outcome 2 Learning Outcome Statement 2
Skills Learning Outcome 3 Learning Outcome Statement 3
Values Learning Outcome 4 Learning Outcome Statement 4
Values Learning Outcome 5 Learning Outcome Statement 5

9. Teaching and Learning Strategies

Teaching and learning strategies and methods adopted for implementing the program in general.

10. Assessment Methods

Assessment methods implemented throughout all stages of the program in general.

11. Teaching Staff

Faculty Member Academic Rank Specialization
Specific Requirements / Skills (if
any)
Staff Type
Nadia Hassan Mohammed Assistant Lecturer
Educational and
Psychological Sciences
Methods of Teaching History Permanent Staff

Professional Development

Orientation of New Faculty Members: Briefly describe the process used to orient new, visiting, full-time, and part-time
faculty members at the institutional and departmental levels.

Professional Development of Faculty Members: Briefly describe the plan and arrangements for the academic and
professional development of faculty members, including teaching and learning strategies, assessment of learning
outcomes, and professional development.

12. Admission Criteria

Specify the regulations governing admission to the college or institute, whether through central admission or other forms of
admission.

13. Main Sources of Information about the Program

Provide a brief description.

14. Program Development Plan

Program Skills Matrix

The following matrix identifies the individual program learning outcomes addressed and assessed by each course.

Year / Level Course Code Course Name Core / Elective Knowledge A1–A4 Skills B1–B4 Values C1–2023/2024 – Fourth Educational Administration Core 3 3 3 3 3 3 3 3 3 3 3 3

Please place a check mark in the boxes corresponding to the individual program learning outcomes that are subject to assessment.

Course Description Form

Item Details

1. Course Name Educational Administration
2. Course Code Core
3. Semester / Year 2023/2024
4. Date of Preparation of this Description 1/10/2023
5. Available Attendance Forms Face-to-face
6. Total Study Hours / Total Units 60
7. Course Coordinator

Name: Assistant Lecturer Nadia Hassan Mohammed Email: NADIA ALDLUME1984@GMAIL.COM

8. Course Objectives

Course Learning Objectives

Cognitive Objectives

A1 – Define the concept of educational administration.

A2 – Explain the major functions of educational administration.

A3 – Distinguish between educational administration and educational supervision.

A4 – Explain the concept of leadership.

Skill Objectives

B1 – Demonstrate an understanding of educational administration in its comprehensive sense.

B2 – Enable the student to deal with different administrative styles.

B3 – Enable students to conduct simulations or models of different administrative styles.

B4 – Encourage the student to write a report on the assigned course material.

Affective and Value Objectives

C1 – Pay attention during the lecture through questions related to the lecture topic that stimulate attention and encourage participation and responses.

C2 – Discuss administrative information related to the lecture topic in order to assess the student's response to the content

presented.
C3 – Participate in a specific activity to assess the student's appreciation of and interest in the course.
C4 – Maintain regular attendance because of the student's awareness of the importance of the course in academic and
professional life.

9. Teaching and Learning Strategies

Strategy: Use several teaching methods, including lecture, discussion, field visits, and practical training.
In addition:
1. Use educational aids to communicate the scientific content.
2. Use modern electronic educational tools such as computers and data show/projectors.

10. Course Structure

Week Hours
Intended Learning
Outcomes
Unit / Topic Teaching Method Assessment Method
1
2 hours
weekly
Concept of Educational
Administration
Lecture; Questioning
Daily and monthly
examinations; reports
related to the course topic
2
2 hours
weekly
Types of Educational Administration Lecture; Questioning
Daily and monthly
examinations; reports
related to the course topic
Week Hours
Intended Learning
Outcomes
Unit / Topic Teaching Method Assessment Method
3
2 hours
weekly

School Administration Lecture; Questioning
Daily and monthly
examinations; reports
related to the course topic
4
2 hours
weekly
Classroom Management Lecture; Questioning
Daily and monthly
examinations; reports
related to the course topic
5
2 hours
weekly
Concept of Administration and
Leadership
Lecture; Questioning
Daily and monthly
examinations; reports
related to the course topic
6
2 hours
weekly
Concept of Educational Supervision Lecture; Questioning
Daily and monthly
examinations; reports
related to the course topic
7
2 hours
weekly
Functions of Educational
Supervision
Lecture; Questioning
Daily and monthly
examinations; reports
related to the course topic
8
2 hours
weekly
Discipline and School Order Lecture; Questioning
Daily and monthly

examinations; reports
related to the course topic
9
2 hours
weekly
Theories of Administration Lecture; Questioning
Daily and monthly
examinations; reports
related to the course topic
10
2 hours
weekly
Classroom Management Methods Lecture; Questioning
Daily and monthly
examinations; reports
related to the course topic
11
2 hours
weekly
Classroom Management Skills Lecture; Questioning
Daily and monthly
examinations; reports
related to the course topic
12
2 hours
weekly
Functions of Classroom
Management
Lecture; Questioning
Daily and monthly
examinations; reports
related to the course topic
13
2 hours
weekly
Characteristics of a Successful
Principal
Lecture; Questioning
Daily and monthly
examinations; reports
related to the course topic

14
2 hours
weekly
Types of Educational Supervision Lecture; Questioning
Daily and monthly
examinations; reports
related to the course topic

11. Course Assessment

Written examination.

• Daily student participation through answering classroom questions related to the lecture topic.

• Completion of course-related reports by students to encourage research and learning how to synthesize information from
various reliable sources.

First Semester: 20% Second Semester: 20% Final Examination: 60%

12. Learning and Teaching Resources

Category	Details
Required textbooks (if any)	There is no specified prescribed textbook.
Main references	References in Educational Administration by Dr. Ibrahim Mohammed Khudair.
Recommended supporting books and references (scientific journals, reports, etc.)	Introduction to Educational Administration, Fathi Mohammed Abu Nasser.
Category	Details
Electronic references / websites	Electronic information reference; Dar Al-Maysara website.

End of Document

Academic Program and Course Description Guide

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.

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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: … **University of Diyala**

Faculty/Institute College of Education for Human Sciences

Scientific Department of History

Academic or Professional Program Name: **Bachelor's degree in history**

Final Certificate Name: **Bachelor's degree in History**

Academic System: Annual system

Description Preparation Date: **7/9/2025**

File Completion Date: **8/9/2025**

Signature:
Head of Department Name:
Dr. Ghazwan Adnan Muhammad
Date 10/9/2025

Signature:
Scientific Associate Name:
Dr. Abdul Khaliq Khames Ali
Date 9/9/2025

The file is checked by:
Department of Quality Assurance and University Performance
Director of the Quality Assurance and University Performance Department:
Assist. Lecturer Zainab Qutayba Abd Ali
Date : 10**/ September/ 202**5 **AD**

Signature:

Approval of the Dean
21/9/2026

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

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

87. **Program Objectives**

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

88. **Program Accreditation**
Does the program have program accreditation? And from which agency?

89. **Other external influences**
Is there a sponsor for the program?

90. **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.

91. **Program Description**

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

92. 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

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

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

95. 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.

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

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

98. Program Development Plan

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A 4	B1	B2	B 3	B4	C1	C2	C3	C4

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

Course Description Form

73. Course Name:	
74. Course Code:	
75. Semester / Year:	
2026-2027	
76. Description Preparation Date: 7/9/2026	
77.Available Attendance Forms:	
78.Number of Credit Hours (Total) / Number of Units (Total)	
79. Course administrator's name (mention all, if more than one name)	
Name: : Dr. Zainab Kamil Tayah Email: : Zainab.gev.hum@uodiyala.edu.iq	
80. Course Objectives	
Course Objectives	Introduce students to regional studies a enable them to identify the boundaries regions. Enable students to identify the boundar of North America and its sources strength. Provide students with knowledge rela to the cultures of the two continer Enable students to understand boundaries and characteristics of No and South Ameri Identify the factors affecting clima Identify climatic and vegetation regio Enable students to identify the ma rivers in the two continer Enable students to understand

	importance and characteristics of trade the two continents.

81. Teaching and Learning Strategies	
Strategy	Use descriptive methods to explain the course mater 2- Use instructional aids such as maps and pictur 3- Use PowerPoint presentations and illustrations.

82. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method	
Daily and oral tests	Through lectures with questioning and the use of maps	The concept of regional studies and the geography of the Americas; understanding the similarities and differences between them; physical characteristics of North America; geological and topographic characteristics of North America	Students' understanding and comprehension, and their ability to explain and communicate information	6	Three weeks	
Daily and oral tests	Through lectures with questioning and the use of maps	Topographic characteristics and geographic distribution of landforms in the continent (Eastern Coastal Plains, Piedmont Plateau, Appalachian Highlands, Laurentian Shield, Central Plains, and Cordillera System); climatic	Students' understanding and comprehension,	8	Four weeks	

		characteristics; characteristics of the elements of climate in the continent; atmospheric pressure and winds; precipitation; climatic regions of the continent and their geographic distribution	and their ability to explain and communicate information		
Daily and oral tests	Through lectures with questioning and the use of maps	Natural vegetation in the continent and the geographic distribution of climatic regions; soil characteristics and geographic distribution of soil regions; water resources in North America; human factors and characteristics in North America; population origins, growth, density, and composition	Students' understanding and comprehension, and their ability to explain and communicate information	8	Four weeks
Daily and oral tests	Through lectures with questioning and the use of maps	Economic characteristics of the continent Agricultural activity and characteristics of American agriculture; livestock, mineral, and industrial resources Commercial activity in North America Regional study of the United States of America	Students' understanding and comprehension, and their ability to explain and communicate information	8	Four weeks

Daily and oral tests	Through lectures with questioning and the use of maps	Physical characteristics of South America (location; similarities and differences between the two continents; geological characteristics; topographic characteristics and geographic distribution of the Eastern Highlands, the Andes Mountains, and the Central Plains)	Students' understanding and comprehension, and their ability to explain and communicate information	8	Three weeks
Daily and oral tests	Through lectures with questioning and the use of maps	Climatic characteristics of South America (factors affecting climate and climatic characteristics of the continent; temperature and precipitation characteristics); natural vegetation and its geographic distribution; regions and soil characteristics and their distribution	Students' understanding and comprehension, and their ability to explain and communicate information	8	Four weeks
Daily and oral tests	Through lectures with questioning and the use of maps	Water resources in the continent and their geographic distribution; human characteristics, including population origins and population growth characteristics; economic characteristics; commercial transportation characteristics in South America; regional studies of Mexico, Brazil, and Chile	Students' understanding and comprehension, and their ability to explain	8	Four weeks

			and communicate information		
Daily and oral tests	Through lectures with questioning and the use of maps	Commercial transportation characteristics in South America; regional studies of Mexico, Brazil, and Chile	Students' understanding and comprehension, and their ability to explain and communicate information	8	Four weeks

83. Course Evaluation	
Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports .... etc Grade distribution: attendance 5, participation 5, monthly examinations 30, and final examinations 60	
84. Learning and Teaching Resources	
Required textbooks (curricular books, if a	Ali Sahib Talib Al-Mousawi, 2007 Mohammed Hamid Al-Taie, University o Basra Wafic Hussein Al-Khashab, University o Baghdad
Main references (sources)	
Recommended books and references (scientific journals, reports…)	
Electronic References, Websites	

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

Academic Program Description

Introduction:

The educational program is a coordinated and organized package of courses that includes procedures and experiences arranged as course units. Its main purpose is to build and refine graduates' skills so that they are qualified to meet labor market

requirements. It is reviewed and evaluated annually through internal or external audit procedures and programs, such as the External Examiner Program.
The Academic Program Description provides a concise summary of the main characteristics of the program and its courses, indicating the skills that students are expected to acquire in accordance with the academic program objectives. The importance of this description lies in the fact that it represents a cornerstone for obtaining program accreditation, and teaching staff participate in preparing it under the supervision of scientific committees in the academic departments.

This guide, in its second edition, includes the Academic Program Description after updating the contents and sections of the previous guide in light of recent developments in the educational system in Iraq. It includes the traditional form of Academic Program Description using an annual or semester system, in addition to the standardized Academic Program Description issued under the Department of Studies letter TM3/2906 dated 3/5/2023 for programs that adopt the Bologna Process as the basis of their work.
In this regard, we emphasize the importance of preparing descriptions of academic programs and courses to ensure the proper conduct of the educational process.

Concepts and Terminology:

Academic Program Description : The Academic Program Description provides a concise overview of its vision, mission, and objectives, including an accurate description of the intended learning outcomes in accordance with specified learning strategies.
Course Description : The Course Description provides a concise summary of the most important characteristics of the course and the expected learning outcomes that students are required to achieve, demonstrating whether they have made maximum use of the available learning opportunities. It is derived from the program description.
Program Vision: An ambitious image of the future of the academic program so that it becomes advanced, inspiring, motivating, realistic, and applicable.
Program Mission: It briefly explains the objectives and activities required to achieve them and identifies the program's development pathways and directions.
Program Objectives: Statements describing what the academic program intends to achieve within a specified period and that are measurable and observable.
Curriculum Structure: All courses / subjects included in the academic program according to the adopted learning system (semester, annual, or Bologna Process), whether they are institutional requirements (Ministry, University, College, or Academic Department), together with the number of credit units.

Learning Outcomes : A coherent set of knowledge, skills, and values acquired by the student after successfully completing the academic program. Learning outcomes must be specified for each course in a manner that achieves the program objectives.
Teaching and Learning Strategies These are the strategies used by teaching staff members to develop student teaching and learning. They are plans followed to achieve learning objectives and describe all classroom and extracurricular activities required to achieve the program learning outcomes.

Academic Program Description Form

University Name: University of Diyala
College/Institute: College of Education for Humanities
Scientific Department: Department of Geography
Name of Academic or Professional Program: Bachelor of Geography
Final Degree Name: Bachelor of Geography Education
Study System:Annual
Description Preparation Date:7/9/2025
File Completion Date:8/9/2025

Signature:	Signature :
Name of Head of Department	Name of Scientific Dean Assistant
9/9/2025	**10**/9/2025

Reviewed by
Quality Assurance and University Performance Division
Director of Quality Assurance and University Performance Division :Asst. Prof. Dr. Zeina Shaheed Ali

Date10 / 9/ 2025
Signature:

Dean's Approval

1. Program Vision
State the Program Vision as provided in the university bulletin and on its official .website

2. Program Mission
State the Program Mission as provided in the university bulletin and on its .official website

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

4. Program Accreditation
؟Does the program have program accreditation? If so, from which body

5. Other External Influences
؟Is there a sponsoring body for the program

6. Program Structure

* Notes	Percentage	Credit Units	Number of Courses	Program Structure
				Institution Requirements
				College Requirements
				Department Requirements
				Summer Training
				Other

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

7. Program Description				
Credit Hours		Course Name	Course Code	Year / Level
Practical	Theoretical			

8. Expected Learning Outcomes of the Program	
Knowledge	
Learning Outcome Statement 1	Learning Outcome 1
Skills	
Outcome Statement 2 Learning	Learning Outcome 2
Learning Outcome Statement 3	Learning Outcome 3
Values	
Learning Outcome Statement 4	Learning Outcome 4
Learning Outcome Statement 5	Learning Outcome 5

9. Teaching and Learning Strategies
ods adopted for implementing the The teaching and learning strategies and meth .program in general

10. Assessment Methods
.Implemented throughout all stages of the program in general

11. Teaching Staff						
Teaching Staff Members						
eaching Number of T Staff		Special Requirements/Sk (ills (if any		Specialization		Academic Rank
Lecturer	Permanent Staff			Special ized	Gene ral	

Professional Development
Orientation of New Teaching Staff
time –time, and part–Briefly describe the process used to orient new, visiting, full .nd departmental levelsteaching staff at the institutional a
Professional Development of Teaching Staff
Briefly describe the plan and arrangements for the academic and professional development of teaching staff, including teaching and learning strategies, .ofessional development, and so forthassessment of learning outcomes, pr

12. Admission Criteria
State the regulations governing admission to the college or institute, whether) (.through central admission or other forms

13. Main Sources of Information about the Program
.State briefly

14. am Development PlanProgr

Program Skills Map															
Required Program Learning Outcomes															
Values				Skills				Knowledge				Core or Elective	Course Name	Course Code	Level /Year
4C	3C	2C	1C	4B	B 3	2B	1B	A 4	3A	2A	1A				
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Core	Geographical Thought		**2026/2025** Fourth

- Please place a check mark in the boxes corresponding to the individual program learning outcomes subject to .essmentass

Course Description Form

1. :Course Name
Computers / Second Stage
2. :Course Code
3. Annual :Year /Semester
Annual
4. Date of Preparation of this Description
7/9/2025
5. Available Attendance Modes:
person only-In
6. :Total Study Hours / Total Credit Units
hours per week 3 .hours annually 90
7. (Course Coordinator Name (if more than one name, list all
Din Abed-Basim Najim Al.Prof. Dr :Name :Email purecomp.basim.abd@uodiyala.edu.iq
8. Course Objectives
- Teach students how to operate a computer and use its hardware and .software components - rating Encourage students to keep up with computers, their peripherals, ope software, and developments, and to follow contemporary technological and technical .advances
9. Teaching and Learning Strategies

1. .Teaching strategy: cooperative concept planning 2. .Teaching strategy: brainstorming 3. .ng sequencetaki-Teaching strategy: note	Strategy

10. Course Structure	

Assessment Method	Learning Method	Unit/Topic	Required Learning Outcomes	Hours	Week
Examinations Daily Weeandkly, monthly, and written Finaandl Examination	Lecture	Networking and Security: What .1 is a network? Types of networks. .Basic network components	Computer Fundamentals and Office Application s	3 hour	1
	Lecture	Networking and Security .2 continued): Basic network) .scomponent		3 hour	2
	Lecture	Networking and Security .3 continued): Fundamentals of) network security. Understanding network threats, troubleshooting, .and problem resolution		3 hour	3
	Lecture	Networking and Security .4 continued): Introduction to) network troubleshooting, common and symptoms, network problems network troubleshooting tools and .software		3 hour	4
	Lecture	Networking and Security .5 line -continued): Using command) tools for diagnostics, identifying and resolving connectivity problems, and diagnosing network .performance problems		3 hour	5
	Lecture + Laboratory	pts of Commerce: Conce-E .6 electronic banking, including online banking, ATM services, and .debit cards		3 hour	6
				3 hour	7
				3 hour	8
				3 hour	9

	Lecture + Laboratory	Commerce (continued): -E .7 Telephone banking, SMS banking, electronic alerts, and mobile .banking		3 hour	10
	Lecture + Laboratory	Computer Troubleshooting: .8 Introduction to computer ommon hardware troubleshooting, c problems and solutions, and .diagnosis of software problems		3 hour 3 hour	11 12
	Lecture + Laboratory	Computer Troubleshooting .9 continued): Hardware) components, diagnosis and repair, and using Safe Mode for .troubleshooting		hours 1	13
	Lecture + toryLabora	Computer Troubleshooting .10 stem continued): Operating sy) troubleshooting, identifying and screen errors, and -resolving blue dealing with slow computer .performance		hours 1 hours 1	14 15
	Lecture + Laboratory	Computer Troubleshooting .11 continued): Virus and malware) removal techniques, and updating .drivers and software		hours 1	Holida 16
	Lecture + Laboratory	ial Introduction to Artific .12 Intelligence: Definition of artificial intelligence, history of artificial intelligence, AI technologies .andmethodologies		hours 1	17
	Lecture + Laboratory	Introduction to Artificial .13 Intelligence (continued): Key characteristics of artificial intelligence, benefits of AI,		hours 1	18

	Lecture + Laboratory	ges and ethical challen .considerations		hours 1	19
	Lecture + Laboratory	Introduction to Artificial .14 Intelligence (continued): Challenges and limitations of AI, .and the role of data in AI systems		hours 1	20
	Lecture + Laboratory	Introduction to Artificial .15 Intelligence (continued): AI tools .and frameworks		hours 1	21
	Lecture + Laboratory	le of Artificial The Ro .16 Intelligence in Modern based mobile -Smartphones: AI technologies, virtual assistants .(Siri, Google Assistant, Alexa)		3 hour	22
	Lecture + Laboratory	The Role of Artificial .17 Intelligence in Modern Smartphones (continued): Adaptive time translation -learning and real .ervicess		3 hour	23
	Lecture + Laboratory	The Role of Artificial .18 Intelligence in Modern Smartphones (continued): The future of AI in smartphone technology and challenges of .applying AI in mobile devices		3 hour	24
	Lecture + Laboratory	AI Applications and Tools: An .19 overview of AI applications in ries, education, and various indust healthcare. Education and .advertising		3 hour	25
				3 hour	26
				3 hour	27
				3 hour	28

	Lecture + Laboratory	AI Applications and Tools .20 continued): Transportation and) .advertising		3 hour	29
	Lecture + Laboratory	AI Applications and Tools .21 continued): Finance, robotics, and) .automation technologies		3 hour	30
	Lecture + Laboratory	ls AI Applications and Too .22 continued): AI in marketing) .targeting and personalization			
	Lecture + Laboratory	AI Applications and Tools .23 continued): AI in image and video) .analysis, and smart cities			
	Lecture + Laboratory	AI Applications and Tools .24 continued):Future trends in AI) .applications and tools			
	Lecture + Laboratory	ial Intelligence and Artific .25 Society: Introduction to AI and its societal impact, and the role of AI .in enhancing public safety			
	Lecture + Laboratory	Artificial Intelligence and .26 Society (continued): Cultural perspectives on AI adoption and its implications for governance .policies			
	Lecture + Laboratory	Ethical Challenges in Artificial .27 Intelligence: Introduction to AI ethics, transparency and explainability of AI systems, and privacy concerns in the use of AI .data			
		Ethical Challenges in Artificial .28 Intelligence (continued): Ethical			

	Lecture + Laboratory	of autonomous implications based -systems, and ethics in AI .marketing and advertising Ethical Challenges in Artificial .29 Intelligence (continued): Ethical considerations in education, human .rights, and the application of AI The Future of Artificial .30 ce: Future trends in AI, Intelligen recent developments, research, and .emerging technologies			

11. Course Assessment

marks for monthly and daily examinations for the first 25 25 :is as followsibutionDistr
50 50 .marks for monthly and daily examinations for the second semester 25 25 .semester
marks for the final examinations

12. Learning and Teaching Resources

	(if any) Required Textbooks
1 Graham Brown, David Watson, "Cambridge IGCSE Information and Communication Technology", 3rd Edition (2020) 2 Alan Evans, Kendall Martın, Mary Anne Poatsy, "Technology In Action Complete", 16th Edition (2020). 3 Ahmed Banafa, "Introdiaction to Artificial Intellige nce (AI)", 1st Edition (2024). 4 Microsoft Office 2019 Step by Step 1 Edition by Curtis Frye && Joan Lambert Hadhar Bahath, "Computer –Khader Ali Al–Al Fundamentals", 2016, 5	

Dr. Adel Abdul Noor, "Introduction to the World of Artificial Intelligence", 2005, 6	
The Comprehensive Book for LearningWindows-10 https://meempoint.com/media/2022/08/%D9%83%D8%AA%D8%A7%D8%A8-%D8%A7%D9%84%D8%B4%D8%A7%D9%85%D9%84-%D9%81%D9%8A-%D8%AA%D8%B9%D9%84%D9%85-Windows-10.pdf	Electronic Refer ،Websites YouT

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

Academic Program and Course Description Guide

2025

Introduction:

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

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

This guide, in its second version, includes a description of the academic program after updating the subjects and paragraphs of the previous guide in light of the updates and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual, quarterly), as well as the adoption of the academic program description circulated according to the letter of the Department of Studies T 3/2906 on

3/5/2023 regarding the programs that adopt the Bologna Process as the basis for their work.

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

Concepts and terminology:

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

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

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

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

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

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

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

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

Academic Program Description Form

University Name: .....
Faculty/Institute: .....
Scientific Department: .....
Academic or Professional Program Name: .....
Final Certificate Name: .....
Academic System: ……
Description Preparation Date:7/9/2025
File Completion Date:8/9/2025

Signature: Abd al ammer abd alah
Head of Department Name:
Date:9/9/2025

Signature:gazwan adnan mohamad
Scientific Associate Name:
Date:10/9/2025

The file is checked by:
Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Assist. Prof. Dr. Zeina Shaheed Ali

Date: 10/9/2025

Signature:

Approval of the Dean

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

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

3. **Program Objectives**
General statements describing what the program or institution intends to achieve.

4. **Program Accreditation**
Does the program have program accreditation? And from which agency?

5. **Other external influences**
Is there a sponsor for the program?

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

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

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

8. Expected learning outcomes of the program
Knowledge

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

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

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

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

	al					

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

12. Acceptance Criterion

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

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

14. Program Development Plan

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
2023-2024 / Fourth stage	Basic	Geographic thought		√	√	√	√	√	√	√	√	√	√	√	√

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

Course Description Form

1. Course Name:
Geographic thought
2. Course Code:
3. Semester / Year:
Fourth stage
4. Description Preparation Date:7/9/2025
2025
5. Available Attendance Forms:
Student attendance is essential, not distance learning
6. Number of Credit Hours (Total) / Number of Units (Total)
-Credit Hours (60) - Number of Units (90)
7. Course administrator's name (mention all, if more than one name)
Name: Dr. Husam Najem aldein Abd Email: husamnagm5@gmail.com Nawras Abdul-Moneim Abdullah /rfyfmr31@gmail.com
8. Course Objectives

Course Objectives	**A1- Knows the concept of Geographic** **A2- Identifies the most important components of Geographic** **A3- Classifies the most important types of geographical data** **A4- 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 beca he feels the importance of the subject in scient and practical life.....**
9. Teaching and Learning Strategies	

Strategy	Using several teaching methods, including lecture, discussion, field visits, and practical training Add to : 1- Using teaching and clarification tools such as maps, shapes, and illustrative models. 2- Using modern electronic teaching methods such as computers, data shoo, plasma, and smart boards. 3- Implementing some educational programs according to the stage assigned to the studen

10. 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 betw linear and cadastral d and triangular	-What is geographi thought -The beginning of geographical though -Iraqi civilization -Egyptian civilization -Chinese civilization		-Exam - Reports related to the subject matter of the article

			-Phoenician civilization -Iran civilization -Roman Civilization - Greek civilizati on -Figures of geographical thought - civilization of America and Mexico -middle ages maps drawing - geographic thought before Islam -Islamic geographical thought - Islamic expansio ns -Trade and its role - geograph ic Excursion s -Media Arab Islamic thought -Modern geograp hy -geographic schools -Arab schools - geographic research methods		Exam -Reports Exam - Practical tests data entry device

			- geographic al discoveries		

			-Geographical detection factors - Geographical detecti on proble ms - Geographical thought the talk		

11. 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.

12. 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

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

Introduction:

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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: University of Diyala
College/Institute: College of Education for Human Sciences
Scientific Department: Department of Arabic Language
Academic or Professional Program Name: Bachelor's
Final Degree Name: Master of Arabic Language and Literature
Academic System:
Description Preparation Date: 7/9/2025
File Completion Date: 8/9/2025

Signature:
Head of Department Name:
Ph.D.Eabd Alamir Ahmed Eabdallah
Date:**2025/9/9**

Signature:
Scientific Associate Name:
Ph.D.Khazwan Eadnan Muhamad
Date:**2025/9/10**

The file is checked by:
Department of Quality Assurance and University Performance
Director of the Quality Assurance and University Performance Department:
Date: 10/9/2025
Signature: **Zeina Qutaiba Abdul Ali**

Approval of the Dean
Ph.D.Iuay Sihudi fwaz Aitamimiu

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

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

101. **Program Objectives**

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

102. **Program Accreditation**
Does the program have program accreditation? And from which agency?

103. **Other external influences**
Is there a sponsor for the program?

104. **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.

105.Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

106. 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

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

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

109. Faculty
Faculty Members

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

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.

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

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

112. Program Development Plan

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A 4	B1	B2	B 3	B4	C1	C2	C3	C4
2025-2026 / Second Stage		Arabic Language	Basic	√	√	√	√	√	√	√	√	√	√	√	√

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

Course Description Form

85. Course Name:	
Arabic Language	
86. **Course Code**	
Basic	
87. Semester / Year:	
Academic Year 2026-2027	
88. Description Preparation Date:	
1/9/2026	
89.Available Attendance Forms:	
In-person attendance	
90.Number of Credit Hours (Total) / Number of Units (Total)	
Total Credit Hours: 60	
91. Course administrator's name (mention all, if more than one name)	
Name: Assistant Lecturer Hussein Kanaan Ghaib Email: husain_k.ar.hum@uodiyala.edu.iq	
92. Course Objectives	
Course Objectives	• Cognitive objectives A1. Enable students to acquire knowled and understanding of the intellectual framework of the course subjects. A2. Prepare students psychologically an educationally for the teaching professio in secondary schools. A3. Prepare students psychologically an educationally for classroom teaching in secondary schools. A4. Enable students to acquire an appropriate vocabulary in morphology. Skill objectives B1. Identify mechanisms for transferrin theoretical knowledge into practical classroom application. B2. Apply teaching strategies in the classroom. B3. Apply appropriate methods to reduc the effects of forgetting.

	B4. Apply learning theories in educatior situations. Affective and value objectives C1. Pay attention during lectures by responding to questions related to the lecture topic. C2. Discuss information and texts from the Holy Qur'an or Arabic poetry related to the lecture topic. C3. Participate in activities that demonstrate appreciation for and interes in the subject. C4. Attend regularly in recognition of th subject's scientific and practical importance.

93. Teaching and Learning Strategies

Strategy	Use several teaching methods, including lectures, discussion, field visits, and practical training, in addition to: 1. Lectures and oral presentation to provide students with the fundamentals and knowledge related to the subject. 2. Modern electronic teaching tools such as computers and data projectors. 3. Assigning students reports on the presented topics. 4. Questioning students to stimulate their thinking and guide them toward the most accurate answers.

94. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
Wee 1-3	**2 hours weekly**	Students gain theoretica and practical command the subjec understan	Arabic Language 1. Verbal a nominal sentences 2. The subj and predica Types of	Lecture a questionir progressiv presentati ; practical demonstra on using t whiteboa	Daily and monthly examinati s; course reports; o tests; research assignme

		and absor its applied content, a develop th ability to comprehe , communi e, and transfer th knowledg to others.	predicates 3. Exercise 4. Writing alif mamdudah and alif maqsura 5. Writing dad and za Distinguish g between them 6. Distinguish g open ta from tied ta 7. Literatur in the Abbasid era Literary l and poets 8. Abbasid literature Abu al-Tayyib al-Mutanabbi 9. Al-Jawahiri: analysis of poem 10. Characteris s of Abbasi literature 11. Objects the direct object 12. Objects the adverbi object	discussion and dialogue.	; and student participati n in lectures.

			13. The cognate accusative 14. The object of purpose 15. The subject and predicate 16. The subject of t verb 17. The passive subject 18. Kana ar its sisters 19. Inna an its sisters 20. The circumstant accusative 21. Excepti 22. Punctuatior marks 23. Exercis 24. Dependents 25. Numbe 26. Commc linguistic errors 27. Exercis 28. Genitiv constructio 29. Accusative constructio 30. Exercis		
95. **Course Evaluation**					

Written examinations; daily participation through answering classroom questions related to the lecture topic; and course reports that encourage research and help students summarize information from reliable sources. First semester: 20%; second semester: 20%; final examination: 60%.	
96. Learning and Teaching Resources	
Required textbooks (curricular books, if ar	Ibn Aqil's Commentary on Ibn Malik's Alfiyyah Commentary on 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, theses, and dissertations that meet the latest academ requirements in Arabic grammar and literature.
Recommended books and references (scientific journals, reports…)	Arabic humanities journals specializing Arabic grammar and literature.
Electronic References, Websites	International electronic information resources.

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

Academic Program and Course Description Guide

2025

Introduction:

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

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

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

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

Concepts and terminology:

Academic Program Description: The academic program description provides a bri

ef 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: . **University of Diyala**
Faculty/Institute: **College of Education for Humanities**
Scientific Department: **Geography Department**
Final Certificate Name: . **quarterly**
Academic System: **quarterly**

Description Preparation Date: 7/9/ 2025

File Completion Date: 8/9 /2025

Signature:

Head of Department Name:

Prof Dr. Abdul Amir Ahmed Abdullah

Date : 9 - 9-2024

Signature:

Scientific Associate Name:

Prof. Dr. Ghazwane Adnan Mohammed

Date: 10- 9- 2024

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

A.M. Zeina Shahid Ali

Date: 10–9–2024

Signature:

Approval of the Dean

Professor Dr. Louay Sayhoud Al-Tamimi

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

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

17. **Program Objectives**
General statements describing what the program or institution intends to achieve.

18. **Program Accreditation**
Does the program have program accreditation? And from which agency?

19. **Other external influences**
Is there a sponsor for the program?

20. **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.

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

22. 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

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

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

25. Faculty						
Faculty Members						
Academic Rank	**Specialization**		**Special Requirements/Skills (if applicable)**		**Number of the teaching staff**	
	General	**Special**			**Staff**	**assistant professor**

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.

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

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

28. Program Development Plan

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A 4	B1	B2	B 3	B4	C1	C2	C3	C4
Annual - fourth	---	Geography of seas and oceans	Basic	•	•	•	•	•	•	•	•	•	•	•	•

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

Course Description Form

41. Course Name:	
Geography of seas and oceans	
42. Course Code:	
----	
43. Semester / Year:	
Annual	
44. Description Preparation Date:	
7-9-2025	
45. Available Attendance Forms:	
Fourth stage students - in attendance	
46. Number of Credit Hours (Total) / Number of Units (Total)	
60 hours, 2 hours for each section Number of units – 2 units	
47. Course administrator's name (mention all, if more than one name)	
Name : thikra adel Mahmoud Email: thakra.ada@gmial.com M. Suha salim Ali 79sahlim@gmail.com M. M Ahmed tlala Akram tlalakrma@gmail.com	
48. Course Objectives	
Course Objectives	**- Cognitive objectives -** **• Knows the importance of the geography of seas and oceans** **• Identifies the most important types of seas on the surface of the Earth.** **• Compare and distinguish between types of internal and external seas** **• Distinguishes between seas and oceans terms of geographical location, size, etc.** **-Skill goals--**

	• To know the concept of the geography o seas and oceans and study them from a natural perspective, and to introduce students to the types of seas, their geological importance, their historical origin, their classification according to th location and size, and to study their chemical composition, the degree of difference in their salinity, and the geological and geomorphological aspects they contain that distinguish each one fro the other. • 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 resear paper in the field of studying the geograp of seas and oceans – Emotional goals • To be interested in studying scientific material in the field of sea and ocean geography • Introducing the importance of scientific material and the most important pioneers the field of studying natural and human geography and the importance of their scientific opinions

	• Giving opinions on some wrong matters in the education and science process **• Active participation during the lecture through purposeful questions with the air of obtaining information.** **• Participate in various activities th develop students' skills towards introduci the subject in a practical way.**

49. Teaching and Learning Strategies

Strategy	1- Using the descriptive method and then presenting the materia (lecturer 2- Using educational tools such as maps, models, pictures, etc. 3- Presenting PowerPoint, pictures, and using the computer.

50. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
the week the first	2	Students' knowledge of th lesson topic Understanding not the possibil of transferri information a scientific knowledge abo the subject others	The concept geography of se and oceans	through - - Giving the lecture Interrogation - Use electroni offers -Identification forms	- Daily oral an written tests - Attending an participating the lecture Providing reports a research in t field of scienti material

second week	2	Students' knowledge of th lesson topic Understanding not the possibil of transferri information a scientific knowledge abo the subject others	Scientific definition of se and oceans.	through - - Giving the lecture Interrogation - Use electroni offers -Identification forms	- Daily oral an written tests - Attending an participating the lecture Providing reports and research in th field of scientific material
the third	2 2	Students' knowledge of th lesson topic Understanding not the possibil of transferri information a scientific knowledge abo the subject others	The beginning the geographi exploration of t seas and ocean	through - - Giving the lecture Interrogation - Use electroni offers -Identification forms	- Daily oral an written tests - Attending an participating the lecture Providing reports and research in th field of scientific material

the week the fourth	2 2	Students' knowledge of th lesson topic Understanding not the possibil of transferri information a scientific knowledge abo the subject others	Group trips of international nature	through - - Giving the lecture Interrogation - Use electroni offers -Identification forms	- Daily oral an written tests - Attending an participating the lecture Providing reports and research in th field of scientific material
the week the Fifth	2 2	Students' knowledge of th lesson topic Understanding not the possibil of transferri information a scientific knowledge abo the subject others	Theories of t origin of seas a oceans	through - - Giving the lecture Interrogation - Use electroni offers -Identification forms	- Daily oral an written tests - Attending an participating the lecture Providing reports and research in th field of scientific material
Seventh sixth	2 2 2	Students' knowledge of th lesson topic Understanding not the possibil	Theories of t formation oceanic basins	through - - Giving the lecture Interrogation - Use electroni offers	- Daily oral an written tests - Attending an participating the lecture

		of transferri information a scientific knowledge abo the subject others		-Identification forms	Providing reports and research in th field of scientific material
week for the seventh	2 2	Students' knowledge of th lesson topic Understanding not the possibil of transferri information a scientific knowledge abo the subject others	Lapworth's theory	through - - Giving the lecture Interrogation - Use electroni offers -Identification forms	- Daily oral an written tests - Attending an participating the lecture Providing reports and research in th field of scientific material
The eighth week	2 2	Students' knowledge of th lesson topic Understanding not the possibil of transferri information a scientific knowledge abo the subject others	Pressure difference theo	through - - Giving the lecture Interrogation - Use electroni offers -Identification forms	- Daily oral an written tests - Attending an participating the lecture Providing reports and research in th field of scientific material

the week the Ninth	2 2	Students' knowledge of th lesson topic Understanding not the possibil of transferri information a scientific knowledge abo the subject others	Tetradic theori	through - - Giving the lecture Interrogation - Use electroni offers -Identification forms	- Daily oral an written tests - Attending an participating the lecture Providing reports and research in th field of scientific material
The tenth week	2 2	Students' knowledge of th lesson topic Understanding not the possibil of transferri information a scientific knowledge abo the subject others	Moon subsider theory continental sh theory	through - - Giving the lecture Interrogation - Use electroni offers -Identification forms	- Daily oral an written tests - Attending an participating the lecture Providing reports and research in th field of scientific material

The eleventh wee	2 2	Students' knowledge of th lesson topic Understanding not the possibil of transferri information a scientific knowledge abo the subject others	Asteroid theory	through - - Giving the lecture Interrogation - Use electroni offers -Identification forms	- Daily oral an written tests - Attending an participating the lecture Providing reports and research in th field of scientific material
The twelfth week	2 2	Students' knowledge of th lesson topic Understanding not the possibil of transferri information a scientific knowledge abo the subject others	The theory of pla tectonics	through - - Giving the lecture Interrogation - Use electroni offers -Identification forms	- Daily oral an written tests - Attending an participating the lecture Providing reports and research in th field of scientific material
the thirteenth week	2 2	Students' knowledge of th lesson topic Understanding not the possibil	Classification seas and ocean	through - - Giving the lecture Interrogation - Use electroni offers	- Daily oral an written tests - Attending an participating the lecture

		of transferri information a scientific knowledge abo the subject others		-Identification forms	Providing reports and research in th field of scientific material
The fourteenth week	2	Students' knowledge of th lesson topic Understanding not the possibil of transferri information a scientific knowledge abo the subject others	Classification seas and ocea based on salinit	through - - Giving the lecture Interrogation - Use electroni offers -Identification forms	- Daily oral an written tests - Attending an participating the lecture Providing reports and research in th field of scientific material
The fifteenth wee	2 2	Students' knowledge of th lesson topic Understanding not the possibil of transferri information a scientific knowledge abo the subject others	Classification seas and ocea based geographical location	through - - Giving the lecture Interrogation - Use electroni offers -Identification forms	- Daily oral an written tests - Attending an participating the lecture Providing reports and research in th field of scientific material

The sixteenth we	2	Students' knowledge of th lesson topic Understanding not the possibil of transferri information a scientific knowledge abo the subject others	Classification seas and ocea based on locati and origin (tim of ancie geological seas	through - - Giving the lecture Interrogation - Use electroni offers -Identification forms	- Daily oral an written tests - Attending an participating the lecture Providing reports and research in th field of scientific material
The seventeenth week	2 2	Students' knowledge of th lesson topic Understanding not the possibil of transferri information a scientific knowledge abo the subject others	The importan of seas a oceans / the hu extent of th water cover	through - - Giving the lecture Interrogation - Use electroni offers -Identification forms	- Daily oral an written tests - Attending an participating the lecture Providing reports and research in th field of scientific material

The eighteenth week	2 2	Students' knowledge of th lesson topic Understanding not the possibil of transferri information a scientific knowledge abo the subject others	Natural characterist of sea and ocean wate temperature - density	through - - Giving the lecture Interrogation - Use electroni offers -Identification forms	- Daily oral an written tests - Attending an participating the lecture Providing reports and research in th field of scientific material
The nineteenth week	2	Students' knowledge of th lesson topic Understanding not the possibil of transferri information a scientific knowledge abo the subject others	Natural characteristics sea and oce water / col transparency.	through - - Giving the lecture Interrogation - Use electroni offers -Identification forms	- Daily oral an written tests - Attending an participating the lecture Providing reports and research in th field of scientific material
The twentieth week	2	Students' knowledge of th lesson topic Understanding not the possibil	Chemical properties sea and ocean water	through - - Giving the lecture Interrogation - Use electroni offers	- Daily oral an written tests - Attending an participating the lecture

	2	of transferri information a scientific knowledge abo the subject others		-Identification forms	Providing reports and research in th field of scientific material
Twenty-first wee	2 2	Students' knowledge of th lesson topic Understanding not the possibil of transferri information a scientific knowledge abo the subject others	The importance of se and oceans in t movement of hum races, waves and oce currents	through - - Giving the lecture Interrogation - Use electroni offers -Identification forms	- Daily oral an written tests - Attending an participating the lecture Providing reports and research in th field of scientific material
The twenty-seco week	2	Students' knowledge of th lesson topic Understanding not the possibil of transferri information a scientific knowledge abo the subject others	Marine inundation, effects a importance	through - - Giving the lecture Interrogation - Use electroni offers -Identification forms	- Daily oral an written tests - Attending an participating the lecture Providing reports and research in th field of scientific material

The twenty-third week	2 2	Students' knowledge of th lesson topic Understanding not the possibil of transferri information a scientific knowledge abo the subject others	Causes of marine submergence 1- Marine inundati due to ma subsidence movemen	through - - Giving the lecture Interrogation - Use electroni offers -Identification forms	- Daily oral an written tests - Attending an participating the lecture Providing reports and research in th field of scientific material
The twenty-fourt week	2 2	Students' knowledge of th lesson topic Understanding not the possibil of transferri information a scientific knowledge abo the subject others	2- The sea w flooded due to t rise in sea a ocean wa levels above t land	through - - Giving the lecture Interrogation - Use electroni offers -Identification forms	- Daily oral an written tests - Attending an participating the lecture Providing reports and research in th field of scientific material

The twenty-fifth week	2 2	Students' knowledge of th lesson topic Understanding not the possibil of transferri information a scientific knowledge abo the subject others	The geographi effects of t phenomenon of mari inundation	through - - Giving the lecture Interrogation - Use electroni offers -Identification forms	- Daily oral ar written tests - Attending ar participating the lecture Providing reports and research in th field of scientific material
Twenty-sixth we	2 2	Students' knowledge of th lesson topic Understanding not the possibil of transferri information a scientific knowledge abo the subject others	Effects of marine life land	through - - Giving the lecture Interrogation - Use electroni offers -Identification forms	- Daily oral ar written tests - Attending ar participating the lecture Providing reports and research in th field of scientific material
The twenty-seventh week	2 2	Students' knowledge of th lesson topic Understanding not the possibil	The defunct remains marine life on land	through - - Giving the lecture Interrogation - Use electroni offers	- Daily oral ar written tests - Attending ar participating the lecture

		of transferri information a scientific knowledge abo the subject others		-Identification forms	Providing reports and research in th field of scientific material
The twenty-eight week	2 2	Students' knowledge of th lesson topic Understanding not the possibil of transferri information a scientific knowledge abo the subject others	Effects associated w changing the area seas and oceans	through - - Giving the lecture Interrogation - Use electroni offers -Identification forms	- Daily oral an written tests - Attending an participating the lecture Providing reports and research in th field of scientific material
The twenty-nint week	2 2	Students' knowledge of th lesson topic Understanding not the possibil of transferri information a scientific knowledge abo the subject others	Eustatinian moveme and the population the world	through - - Giving the lecture Interrogation - Use electroni offers -Identification forms	- Daily oral an written tests - Attending an participating the lecture Providing reports and research in th field of scientific material

The thirtieth wee	2	Students' knowledge of th lesson topic Understanding not the possibil of transferri information a scientific knowledge abo the subject others	Historical backgroun of the phenomenon marine submergence	through - - Giving the lecture Interrogation - Use electroni offers -Identification forms	- Daily oral an written tests - Attending an participating the lecture Providing reports and research in th field of scientific material

51. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports .... etc
Daily oral and written tests - and students' actual participation in lectures, activities, research and reports
Monthly exams 20% Semester exams 40% Final exams 60%

52. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Talaat Ahmed Muhammad Abdo and Houria Muhammad Hussein Jadallah Geography of the Seas and Oceans, University Knowledge House, Egypt, 2008. Hassan Sayed Ahmed Abu Al-An Geography of the Seas and Ocea Oceanography, University House

	Printing and Publishing, Alexandr Egypt,
Main references (sources)	Muhammad Ibrahim Hass Geography of the Seas and Oceans a Their Basins, a Natural and Econon Study, Egyptian Library for Publishi and Distribution, Egypt, 2015.
Recommended books and references (scientific journals, reports…)	Theses, dissertations, methodologi books, and research in the field specialization
Electronic References, Websites	The Iraqi Virtual Library - t electronic library for colleges a universities - scientific websites

Ministry of Higher Educati
Scientific Supervision
Quality Assurance an

Academic Program and Course Description Guide

2026-2025

Introduction:

The educational program is a coordinated and structured package of courses that includes procedures and learning experiences organized into course topics. Its primary purpose is to build and refine graduates' skills, qualifying them to meet labor-market requirements. It is reviewed and evaluated annually through internal or external audit procedures and programs, such as the External Examiner Program.

The Academic Program Description provides a brief summary of the main characteristics of the program and its courses, identifying the skills students are expected to acquire in accordance with the objectives of the academic program. Its importance lies in serving as a foundation for obtaining program accreditation, and teaching staff contribute to its preparation under the supervision of the scientific committees in the academic departments.

In its second edition, this guide includes an Academic Program Description after updating the topics and sections of the previous guide in light of developments in the Iraqi education system. It includes the traditional forms of Academic Program Description (annual and semester systems), in addition to adopting the generalized Academic Program Description pursuant to the Studies Department letter No. T.M.3/2906 dated 3/5/2023 for programs that adopt the Bologna Process as the basis of their work.

In this regard, we emphasize the importance of preparing descriptions of academic programs and courses to ensure the proper functioning of the educational process.

Concepts and Terminology:

Academic Program Description: Provides a concise summary of its vision, mission, and objectives, including an accurate description of the intended learning outcomes according to specific learning strategies.

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

Program Vision: An ambitious image of the future of the academic program, making it a developed, inspiring, motivating, realistic, and applicable program.

Program Mission: Briefly explains the objectives and activities necessary to achieve them and identifies the program's development pathways and directions.

Program Objectives: Statements describing what the academic program intends to achieve within a specified period and that are measurable and observable.

Curriculum Structure: All courses/subjects included in the academic program according to the adopted learning system (semester, annual, or Bologna Process), whether they are ministry, university, college, or department requirements, together with the number of credit units.

Learning Outcomes: A coherent set of knowledge, skills, and values acquired by the student after successfully completing the academic program. Learning outcomes for each course should be specified in a way that contributes to achieving the program objectives.

Teaching and Learning Strategies: Strategies used by teaching staff to develop student teaching and learning. They are plans followed to achieve learning objectives and describe all classroom and extracurricular activities used to achieve the program learning outcomes.

Academic Program Description Form

Academic Program Description Model

University Name: Diyala University

College/Institute: College of Education for Human Sciences

Scientific Department: Department of Geography

Academic or Professional Program Name: Geography

Final Degree Name:–Bachelor's

Study system: Semester–based

Description Preparation Date: 7/9/2025

File Completion Date: 8/9/2025

:Signature

Scientific Assistant: Assoc. Prof. Dr. Ghazwan Adnan Mohammed

:Date 2025/9/9

:Signature

Head of Department: Prof. l Amir Ahmed Dr. Abdu Abdullah

:Date 2025/9/10

The file was verified by the Quality Assurance and University Performance Department.

Name of the Director Department Quality Assurance and University Performance: Dr. Zina Shaheed Ali

Date 10/9/2025

Signature

pproval of the Dean

Prof. Luay Sayhood Fawaz Al-Tamimi

Date

Program Vision
The University of Diyala seeks scientific leadership, excellence, and creativity in higher education and scientific research, serving the community and strengthening its local, regional, and international standing to achieve the highest levels of quality and international accreditation.

Program Mission
The University of Diyala seeks scientific leadership, excellence, and creativity in higher education and scientific research, serving the community and strengthening its local, regional, and international standing to achieve the highest levels of quality and international accreditation.

Program Objectives
1. Build an outstanding educational institution in accordance with international standards that meets the needs of the local, regional, and international community, in line with the directions of the Ministry of Higher Education and Scientific Research. 2. Create an environment that encourages education and creativity by developing and updating scientific curricula, training methods, and assessment methods to keep pace with labor-market requirements. 3. Keep pace with technological development in blended e-learning and develop educational and academic programs to support university students and teaching staff. 4. Develop the university's teaching and administrative staff through exchange of expertise and scientific cooperation with Arab and international research and academic institutions, and through academic twinning with reputable international universities. 5. Encourage the production of high-quality scientific research that contributes to enriching knowledge and building society. 6. Develop the university's scientific fields and advance them toward recognized international rankings. 7. Promote quality assurance and academic performance to achieve quality and excellence and obtain institutional accreditation.

8. Strengthen the university's societal impact by combining scientific and academic capabilities with different sectors to address challenges and propose effective solutions for developing state institutions. 9. Establish scientific, service, and consultancy research centers to serve state institutions and the public and mixed sectors, moving toward a productive university. 10. Graduate competent students who contribute to the intellectual, economic, and social development of society and support the public, private, and mixed sectors, enabling them to compete and innovate in the labor market. 11. Develop the university's infrastructure by establishing and building departments and laboratories and providing a healthy environment that supports its objectives and mission.
Program Accreditation
Adoption of international education quality standards and the standards of the Association of Arab Universities in the field of education quality.

Other External Influences
Ministry of Higher Education and Scientific Research, Ministry of Education, and Ministry of Tourism and Antiquities

Program Structure				
Notes *	Percentage	Credit Units	Number of Courses	Program Structure
Core				Institution Requirements
Core				College Requirements
Core				Department Requirements
				Summer Training
				Other

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

Program Description			
Credit Hours	Course/Subject Name	Course/Subject Code	Year / Level

Practical	Theoretical	Tourism Geography		2025-2026

Expected Learning Outcomes of the Program	
Knowledge	
Learning Outcome Statement 1	Learning Outcome 1
Skills	
Learning Outcome Statement 2	Learning Outcome 2
Learning Outcome Statement 3	Learning Outcome 3
Values	
Learning Outcome Statement 4	Learning Outcome 4
Learning Outcome Statement 5	Learning Outcome 5

Teaching and Learning Strategies
Teaching and learning strategies and methods adopted for implementing the program in general.

Assessment Methods
Implemented throughout all stages of the program in general.

Teaching Staff						
Teaching Staff Members						
Number of Teaching Staff		Special Requirements/Skills (if any)		Specialization		Academic Rank
Lecturer	Permanent Staff			Special	General	
	Permanent Staff			Human Geography	Geography	Lecturer (Ph.D.)

Professional Development
Orientation of New Teaching Staff
Organizing orientation seminars and introductory courses for new teaching staff, with periodic meetings to familiarize them with work procedures and provide advice and guidance.
Professional Development for Teaching Staff

1. 1. Provide an information brochure for the department containing its objectives, vision, mission, and level of commitment to them. 2. Have a department head with appropriate academic and administrative experience in the field of specialization to manage and advance the academic program and department. 3. Have a department council and supporting committees that meet regularly, document their work, and follow up their decisions. 4. Involve students in decision-making and obtain their feedback. 5. Provide sufficient and appropriate administrative staff to ensure the smooth operation of the department. 6. Provide qualified technical staff to support the academic program. 7. Develop the technical and professional skills and capabilities of support staff in the field of specialization to keep pace with modern developments. 8. Maintain a complete departmental archive. 9. Provide an orientation and guidance program for new students. 10. Provide academic support for students outside lectures. 11. Maintain academic and administrative independence to achieve the department's objectives.
Admission Criteria
First: College Admission Requirements: 1. Apply student admission requirements in accordance with the regulations of the Ministry of Higher Education and Scientific Research (central admission). 2. Successfully pass any special test or personal interview deemed appropriate by the College or University Council. 3. Be medically fit for the applied specialization. Second: Admission Requirements for the Scientific Department: 1. Select the student's preference from several choices according to priority. 2. High school admission average. 3. The admission average for the department in which the student wishes to study. 4. The scientific department's capacity.

Main Sources of Information about the Program
1. Textbooks prescribed by the Ministry of Higher Education and Scientific Research. 2. The university central library, college library, and department library. 3. Websites.

Program Development Plan
1. Encourage students to write reports and research papers. 2. Visit libraries inside and outside the college and university. 3. Use modern technologies to search for scientific sources and references.

Please place a check mark in the boxes corresponding to the individual program learning outcomes

Program Ski														
Required Program Learning Outcomes														
Values			Skills				Knowledge				Core or Elective	Course Name	Course Code	Ye
V3	V2	V1	S4	S3	S2	S1	K 4	K3	K2	K1				
											Core	Tourism Geography	---	2

subject to assessment.

Course Description Form

Course Name
Tourism Geography
Course Code

Semester / Year
Annual
Date of Preparation of this Description
2025-2026
Available Attendance Modes
Third-year students – in-person
Total Study Hours / Total Credit Units
60 hours, at 2 hours per section Number of credit units – 2 units
Course Coordinator(s)
Name: Assist. Lecturer Dr. Zikra Adel Mahmoud Email: Theakra.adal@gmail.com Assist. Lecturer Noor Hassan Ali Naseef Email: nnoorr96hassaan@gmail.com Assist. Lecturer Nahla Wathiq Mahmoud Abdul Qadir Al-Thabit Email: nhlhwathq4@gmail.com
Course Objectives

1. Cognitive Objectives • Understand the importance of Tourism Geography. • Identify the main types of ancient and modern tourism. • Compare archaeological tourism and ecotourism. • Distinguish the main natural and human factors associated with Tourism Geography. 2. Skill Objectives • Understand the concept of Tourism Geography and study it from physical and human perspectives; introduce students to types of tourism, their geographical and economic distribution, their historical development, and their classification according to geographical criteria; explain the relationship between tourism and geography and between Tourism Geography and recreation; and identify the main types of domestic tourism in Iraq. • Be able to use an effective method of teaching and presentation. • Be able to identify and analyze geographical data and conduct field study. • Prepare a report or research paper on Tourism Geography and tourist destinations around the world. 3. Affective Objectives • Develop an interest in studying the scientific subject matter of Tourism Geography. • Appreciate the importance of the subject matter and the major pioneers in the study of physical and human geography and the importance of their scientific ideas. • Be open to certain shortcomings in the processes of education and scientific learning. • Participate actively during lectures through purposeful questions aimed at obtaining	1. Cognitive Objectives • Understand the importance of Tourism Geography. • Identify the main types of ancient and modern tourism. • Compare archaeological tourism and ecotourism. • Distinguish the main natural and human factors associated with Tourism Geography. 2. Skill Objectives • Understand the concept of Tourism Geography and study it from physical and human perspectives; introduce students to

rious	information. activities that develop students' skills and introduce the subject through practical methods.	types of tourism, their geographical and economic importance, their historical development, and their classification according to geographical factors; study the relationship between tourism and geography and between Tourism Geography and recreation; and identify the main types of domestic tourism in Iraq. • Be able to use an effective method of teaching and presentation. • Be able to identify and analyze geographical data and conduct field study. • Be able to prepare a report or research paper on Tourism Geography and tourist destinations around the world. 3. Affective Objectives • Develop an interest in studying the scientific subject matter of Tourism Geography. • Recognize the importance of the subject matter and the major pioneers in the study of physical and human geography and the importance of their scientific ideas.

	• Express opinions on certain shortcomings in the processes of education and scientific learning. • Participate actively during lectures through purposeful questions aimed at obtaining information. • Participate in various activities that develop students' skills and introduce the subject through practical methods.

Teaching and Learning Strategies	
1. Use the descriptive method followed by lecture delivery. 2. Use educational aids such as maps, models, photographs, and others. 3. Use PowerPoint presentations, images, and computers.	Strategy

Course Structure

Teaching Method	Unit or Topic	Required Learning Outcomes	Hours	Week
Through: - Lecture delivery Questioning - Use of electronic presentations - Illustrative models	Concept of Tourism	Students' knowledge of the lesson topic and understanding, enabling them to communicate the scientific information and knowledge on the topic to others	2	Week First
Through: - Lecture delivery Questioning - Use of electronic presentations - Illustrative models	Concept of Tourism and Tourist Movement	Students' knowledge of the lesson topic and understanding, enabling them to communicate the scientific information and knowledge on the topic to others	2	Week Second

- L	Through: ecture delivery Questioning - U	e of electronic presentations - Illustrative models	Importance of Tourism	Students' knowledge of the lesson topic and understanding, enabling them to communicate the scientific information and knowledge on the topic to others	2	Week Third
- L	Through: ecture delivery Questioning - U	e of electronic presentations - Illustrative models	Development of Tourist Movement – 1	Students' knowledge of the lesson topic and understanding, enabling them to communicate the scientific information and knowledge on the topic to others	2	Week Fourth
- L	Through: ecture delivery Questioning - U	e of electronic presentations - Illustrative models	Stages of Development of Tourist Movement	Students' knowledge of the lesson topic and understanding, enabling them to communicate the scientific information and knowledge on the topic to others	2	Week Fifth
- L	Through: ecture delivery Questioning - U	e of electronic presentations - Illustrative models	Concept of Tourism Geography	Students' knowledge of the lesson topic and understanding, enabling them to communicate the scientific information and knowledge on the topic to others	2	Week Sixth

- L	Through: ecture delivery Questioning - Us	e of electronic presentations - Illustrative models	Relationship between Tourism and Geography	Students' knowledge of the lesson topic and understanding, enabling them to communicate the scientific information and knowledge on the topic to others	2	Week Seventh
- L	Through: ecture delivery Questioning - Us	e of electronic presentations - Illustrative models	Patterns of Ancient Tourism – Part 1	Students' knowledge of the lesson topic and understanding, enabling them to communicate the scientific information and knowledge on the topic to others	2	Week Eighth
- L	Through: ecture delivery Questioning - Us	e of electronic presentations - Illustrative models	Patterns of Ancient Tourism – Part 2	Students' knowledge of the lesson topic and understanding, enabling them to communicate the scientific information and knowledge on the topic to others	2	Week Ninth
- L	Through: ecture delivery Questioning - Us	e of electronic presentations - Illustrative models	Patterns of Modern Tourism – Part 1	Students' knowledge of the lesson topic and understanding, enabling them to communicate the scientific information and knowledge on the topic to others	2	Week Tenth

- L	Through: ecture delivery Questioning - Us	e of electronic presentations - Illustrative models	Patterns of Modern Tourism – Part 2	Students' knowledge of the lesson topic and understanding, enabling them to communicate the scientific information and knowledge on the topic to others	2	Week Eleventh
- L	Through: ecture delivery Questioning - Us	e of electronic presentations - Illustrative models	Natural Factors of Tourist Attraction – Geographical Location	Students' knowledge of the lesson topic and understanding, enabling them to communicate the scientific information and knowledge on the topic to others	2	Week Twelfth
- L	Through: ecture delivery Questioning - Us	e of electronic presentations - Illustrative models	Natural Factors of Tourist Attraction – Water Resources and Natural Vegetation	Students' knowledge of the lesson topic and understanding, enabling them to communicate the scientific information and knowledge on the topic to others	2	Week Thirteenth
- L	Through: ecture delivery Questioning - Us	e of electronic presentations - Illustrative models	Natural Factors of Tourist Attraction Landforms – Soil	Students' knowledge of the lesson topic and understanding, enabling them to communicate the scientific information and knowledge on the topic to others	2	Week Fourteenth

- L	Through: ecture delivery Questioning - Us	e of electronic presentations - Illustrative models	Natural Factors of Tourist Attraction – Climate	Students' knowledge of the lesson topic and understanding, enabling them to communicate the scientific information and knowledge on the topic to others	2	Week Fifteenth
- L	Through: ecture delivery Questioning - Us	e of electronic presentations - Illustrative models	Human Factors of Tourist Attraction – Population	Students' knowledge of the lesson topic and understanding, enabling them to communicate the scientific information and knowledge on the topic to others	2	Week Sixteenth
- L	Through: ecture delivery Questioning - Us	e of electronic presentations - Illustrative models	Human Factors of Tourist Attraction – Archaeological, Historical, and Urban Areas	Students' knowledge of the lesson topic and understanding, enabling them to communicate the scientific information and knowledge on the topic to others	2	Week Seventeenth
- L	Through: ecture delivery Questioning - Us	e of electronic presentations - Illustrative models	Human Factors of Tourist Attraction – Transportation Routes and Markets	Students' knowledge of the lesson topic and understanding, enabling them to communicate the scientific information and knowledge on the topic to others	2	Week Eighteenth

- L	Through: ecture delivery Questioning - Us	e of electronic presentations - Illustrative models	Tourism Facilities and Services	Students' knowledge of the lesson topic and understanding, enabling them to communicate the scientific information and knowledge on the topic to others	2	Week Nineteenth
- L	Through: ecture delivery Questioning - Us	e of electronic presentations - Illustrative models	Positive Impacts of Tourism	Students' knowledge of the lesson topic and understanding, enabling them to communicate the scientific information and knowledge on the topic to others	2	Week Twentieth
- L	Through: ecture delivery Questioning - Us	e of electronic presentations - Illustrative models	Negative Impacts of Tourism	Students' knowledge of the lesson topic and understanding, enabling them to communicate the scientific information and knowledge on the topic to others	2	Week Twenty-first
- L	Through: ecture delivery Questioning - Us	e of electronic presentations - Illustrative models	Tourism Planning – Tourism Development	Students' knowledge of the lesson topic and understanding, enabling them to communicate the scientific information and knowledge on the topic to others	2	Week Twenty-second

- Lecture delivery Questioning - Use of electronic presentations - Illustrative models	Through:	Some Types of Tourism – Ecotourism	Students' knowledge of the lesson topic and understanding, enabling them to communicate the scientific information and knowledge on the topic to others	2	Week Twenty-third
- Lecture delivery Questioning - Use of electronic presentations - Illustrative models	Through:	Some Types of Tourism – Religious Tourism	Students' knowledge of the lesson topic and understanding, enabling them to communicate the scientific information and knowledge on the topic to others	2	Week Twenty-fourth
- Lecture delivery Questioning - Use of electronic presentations - Illustrative models	Through:	Religious Tourism in the Kingdom of Saudi Arabia	Students' knowledge of the lesson topic and understanding, enabling them to communicate the scientific information and knowledge on the topic to others	2	Week Twenty-fifth
- Lecture delivery Questioning - Use of electronic presentations - Illustrative models	Through:	Some Types of Tourism – Religious Tourism in Iraq	Students' knowledge of the lesson topic and understanding, enabling them to communicate the scientific information and knowledge on the topic to others	2	Week Twenty-sixth

- L	Through: ecture delivery Questioning - U	e of electronic presentations - Illustrative models	Importance of Seas and Oceans in the Movement of Human Populations – Waves and Ocean Currents	Students' knowledge of the lesson topic and understanding, enabling them to communicate the scientific information and knowledge on the topic to others	2	Week Twenty-seventh
- L	Through: ecture delivery Questioning - U	e of electronic presentations - Illustrative models	Geographical Distribution of International Tourism	Students' knowledge of the lesson topic and understanding, enabling them to communicate the scientific information and knowledge on the topic to others	2	Week Twenty-eighth
- L	Through: ecture delivery Questioning - U	e of electronic presentations - Illustrative models	Experiences in International Tourism	Students' knowledge of the lesson topic and understanding, enabling them to communicate the scientific information and knowledge on the topic to others	2	Week Twenty-ninth
- L	Through: ecture delivery Questioning - U	e of electronic presentations - Illustrative models	Tourism in Iraq	Students' knowledge of the lesson topic and understanding, enabling them to communicate the scientific information and knowledge on the topic to others	2	Week Thirtieth

Course Assessment	
of the	100 marks according to the tasks assigned to the student, such as daily preparation, daily oral and written tests, monthly written examinations, reports, etc.
oral a	nd written tests, active student participation in lectures and activities, research papers, and reports. Monthly examinations: 20% Semester examinations: 40% Final examination: 60%
Learning and Teaching Resources	
-Qaid	, Barakat Kamel, et al., Principles of a Pu lishing and Distribution, University Library, 1st ed., Amman, 2010. bdel Hakim and Hamdy Ahmed El-Deeb, ny, A nglo-Egyptian Library, Egypt, 2012. l-Ni nr Al-Mahairat, Tourism Geography Regi ns of the World), 1st ed., Al-Warraq g and Distribution, Amman, Jordan, 2011.	Required Textbooks (if applicable)
, Tou	rism Geography, 1st ed., Dar Osama g an Distribution, Amman, Jordan, 2010 el W ahab, International Tourism, Dar Al-Hana Printing House, Cairo, 1992.	Main References (Sources)
ons,	extbooks, and research papers in the field of specialization	Recommended Supporting Books and References (journals, reports, etc.)
brary	– electronic libraries of colleges and universities – scientific websites	Electronic References and 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

2025

Introduction:

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

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

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

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

Concepts and terminology:

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

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

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

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

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

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

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

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

Academic Program Description Form

University Name: University of Diyala
College/Institute: College of Education for Human Sciences
Scientific Department: Department of Arabic Language
Academic or Professional Program Name: Bachelor's
Final Degree Name: Master of Arabic Language and Literature

Academic System:
Description Preparation Date: 7/9/2025
File Completion Date: 8/9/2025

Signature:
Head of Department Name:
Ph.D.Eabd Alamir Ahmed Eabdallah
Date:**2025/9/9**

Signature:
Scientific Associate Name:
Ph.D.Khazwan Eadnan Muhamad
Date:**2025/9/10**

The file is checked by:
Department of Quality Assurance and University Performance
Director of the Quality Assurance and University Performance Department:
Date: 10/9/2025
Signature: **Zeina Qutaiba Abdul Ali**

Approval of the Dean
Ph.D.Iuay Sihudi fwaz Aitamimiu

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

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

115. **Program Objectives**
General statements describing what the program or institution intends to achieve.

116. **Program Accreditation**
Does the program have program accreditation? And from which agency?

117. **Other external influences**
Is there a sponsor for the program?

118. **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.

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

120. 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

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

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

123. Faculty
Faculty Members

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

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.

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

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

126. Program Development Plan

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A 4	B1	B2	B 3	B4	C1	C2	C3	C4
2025-2026 / Second Stage		Arabic Language	Basic	√	√	√	√	√	√	√	√	√	√	√	√

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

Course Description Form

97. Course Name:	
Arabic Language	
98. **Course Code**	
Basic	
99. Semester / Year:	
Academic Year 2025-2026	
100. Description Preparation Date:	
7/9/2025	
101. Available Attendance Forms:	
In-person attendance	
102. Number of Credit Hours (Total) / Number of Units (Total)	
Total Credit Hours: 60	
103. Course administrator's name (mention all, if more than one name)	
Name: Assistant Lecturer Hussein Kanaan Ghaib Email: husain_k.ar.hum@uodiyala.edu.iq	
104. Course Objectives	
Course Objectives	• Cognitive objectives A1. Enable students to acquire knowled and understanding of the intellectual framework of the course subjects. A2. Prepare students psychologically an educationally for the teaching professio in secondary schools. A3. Prepare students psychologically an educationally for classroom teaching in secondary schools. A4. Enable students to acquire an appropriate vocabulary in morphology. Skill objectives B1. Identify mechanisms for transferrin theoretical knowledge into practical classroom application. B2. Apply teaching strategies in the classroom. B3. Apply appropriate methods to reduc the effects of forgetting.

	B4. Apply learning theories in educatior situations. Affective and value objectives C1. Pay attention during lectures by responding to questions related to the lecture topic. C2. Discuss information and texts from the Holy Qur'an or Arabic poetry related to the lecture topic. C3. Participate in activities that demonstrate appreciation for and interes in the subject. C4. Attend regularly in recognition of th subject's scientific and practical importance.

105. Teaching and Learning Strategies

Strategy	Use several teaching methods, including lectures, discussion, field visits, and practical training, in addition to: 1. Lectures and oral presentation to provide students with the fundamentals and knowledge related to the subject. 2. Modern electronic teaching tools such as computers and data projectors. 3. Assigning students reports on the presented topics. 4. Questioning students to stimulate their thinking and guide them toward the most accurate answers.

106. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
Wee 1-3	**2 hours weekly**	Students gain theoretica and practical command the subjec understan	Arabic Language 1. Verbal a nominal sentences 2. The subj and predica Types of	Lecture a questionir progressiv presentati ; practical demonstra on using t whiteboar	Daily and monthly examinati s; course reports; o tests; research assignmer

		and absor its applied content, a develop th ability to comprehe , communi e, and transfer th knowledg to others.	predicates 3. Exercise 4. Writing alif mamdudah and alif maqsura 5. Writing dad and za Distinguish g between them 6. Distinguish g open ta from tied ta 7. Literatur in the Abbasid era Literary l and poets 8. Abbasid literature Abu al- Tayyib al- Mutanabbi 9. Al- Jawahiri: analysis of poem 10. Characteris s of Abbasi literature 11. Objects the direct object 12. Objects the adverbi object	discussion and dialogue.	; and student participati n in lectures.

			13. The cognate accusative 14. The object of purpose 15. The subject and predicate 16. The subject of t verb 17. The passive subject 18. Kana ar its sisters 19. Inna an its sisters 20. The circumstant accusative 21. Excepti 22. Punctuatior marks 23. Exercis 24. Dependents 25. Numbe 26. Commc linguistic errors 27. Exercis 28. Genitiv constructio 29. Accusative constructio 30. Exercis		
107. **Course Evaluation**					

Written examinations; daily participation through answering classroom questions related to the lecture topic; and course reports that encourage research and help students summarize information from reliable sources. First semester: 20%; second semester: 20%; final examination: 60%.	
108. Learning and Teaching Resources	
Required textbooks (curricular books, if ar	Ibn Aqil's Commentary on Ibn Malik's Alfiyyah Commentary on 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, theses, and dissertations that meet the latest academ requirements in Arabic grammar and literature.
Recommended books and references (scientific journals, reports…)	Arabic humanities journals specializing Arabic grammar and literature.
Electronic References, Websites	International electronic information resources.

Ministry of Higher Education and Scientific Research
Scientific Supervision and Scientific Evaluation Apparatus
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Academic Program and Course Description Guide

2025

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College/Institute: College of Education for Human Sciences
Scientific Department: Department of Arabic Language
Academic or Professional Program Name: Bachelor's
Final Degree Name: Master of Arabic Language and Literature

Academic System:
Description Preparation Date: 7/9/2025
File Completion Date: 8/9/2025

Signature:
Head of Department Name:
Ph.D.Eabd Alamir Ahmed Eabdallah
Date:**2025/9/9**

Signature:
Scientific Associate Name:
Ph.D.Khazwan Eadnan Muhamad
Date:**2025/9/10**

The file is checked by:
Department of Quality Assurance and University Performance
Director of the Quality Assurance and University Performance Department:
Date: 10/9/2025
Signature: **Zeina Qutaiba Abdul Ali**

Approval of the Dean
Ph.D.Iuay Sihudi fwaz Aitamimiu

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

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

129. **Program Objectives**
General statements describing what the program or institution intends to achieve.

130. **Program Accreditation**
Does the program have program accreditation? And from which agency?

131. **Other external influences**
Is there a sponsor for the program?

132. **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.

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

134. 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

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

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

137. Faculty
Faculty Members

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

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.

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

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

140. Program Development Plan

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A 4	B1	B2	B 3	B4	C1	C2	C3	C4
2025-2026 / First Stage		Arabic Language	Basic	√	√	√	√	√	√	√	√	√	√	√	√

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

Course Description Form

109. Course Name:	
Arabic Language	
110. **Course Code**	
Basic	
111. Semester / Year:	
Academic Year 2025-2026	
112. Description Preparation Date:	
7/9/2025	
113. Available Attendance Forms:	
In-person attendance	
114. Number of Credit Hours (Total) / Number of Units (Total)	
Total Credit Hours: 60	
115. Course administrator's name (mention all, if more than one name)	
Name: Assistant Lecturer Hussein Kanaan Ghaib Email: husain_k.ar.hum@uodiyala.edu.iq	
116. Course Objectives	
Course Objectives	• Cognitive objectives A1. Enable students to acquire knowled and understanding of the intellectual framework of the course subjects. A2. Prepare students psychologically an educationally for the teaching professio in secondary schools. A3. Prepare students psychologically an educationally for classroom teaching in secondary schools. A4. Enable students to acquire an appropriate vocabulary in morphology. Skill objectives B1. Identify mechanisms for transferrin theoretical knowledge into practical classroom application. B2. Apply teaching strategies in the classroom. B3. Apply appropriate methods to reduc the effects of forgetting.

	B4. Apply learning theories in educatior situations. Affective and value objectives C1. Pay attention during lectures by responding to questions related to the lecture topic. C2. Discuss information and texts from the Holy Qur'an or Arabic poetry related to the lecture topic. C3. Participate in activities that demonstrate appreciation for and interes in the subject. C4. Attend regularly in recognition of th subject's scientific and practical importance.

117. Teaching and Learning Strategies

Strategy	Use several teaching methods, including lectures, discussion, field visits, and practical training, in addition to: 1. Lectures and oral presentation to provide students with the fundamentals and knowledge related to the subject. 2. Modern electronic teaching tools such as computers and data projectors. 3. Assigning students reports on the presented topics. 4. Questioning students to stimulate their thinking and guide them toward the most accurate answers.

118. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
Wee 1-3	**2 hours weekly**	Students gain theoretica and practical command the subjec understan	Arabic Language 1. Parts of speech 2. Noun, verb, and particle 3. Verb typ	Lecture ar questionir progressiv presentati ; practical demonstra on using t whiteboar	Daily and monthly examinati s; course reports; o tests; research assignmer

		and absor its applied content, a develop th ability to comprehe , communi e, and transfer th knowledg to others.	past, preser and imperative 4. Exercise 5. Writing hamzat al-wasl and hamzat al-c 6. Writing dad and za and distinguishi them 7. Distinguish g open ta from tied ta 8. Pre-Islan literature: Zuhayr ibn Abi Sulma 9. Analysis a poem by Zuhayr ibn Abi Sulma 10. Solar ar lunar letters and how to distinguish them 11. Characteris s of pre-Islamic literature 12. Andalusian literature: I Zaydun 13. Objects the direct	discussion and dialogue.	; and student participati n in lectures.

			object 14. The cognate accusative 15. Declinable and indeclinabl words 16. The object of purpose 17. The adverbial object 18. The subject of t verb 19. The passive subject 20. Particle affecting nominal sentences 21. Verbal particles affecting nominal sentences 22. Literatu in the early Islamic era 23. Literatu in the Umayyad e 24. Punctuatio marks 25. Nomina particles		

			affecting nominal sentences 26. Forms o the past-ten verb 27. Forms o the present-tense verb 28. Forms o the imperative verb 29. Exercis 30. Sound and weak verbs; weak nouns and verbs		

119. **Course Evaluation**
Written examinations; daily participation through answering classroom questions related to the lecture topic; and course reports that encourage research and help students summarize information from reliable sources. First semester: 20%; second semester: 20%; final examination: 60%.

120. Learning and Teaching Resources	
Required textbooks (curricular books, if ar	Ibn Aqil's Commentary on Ibn Malik's Alfiyyah Commentary on 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, theses, and dissertations that meet the latest academ requirements in Arabic grammar and literature.
Recommended books and references (scientific journals, reports…)	Arabic humanities journals specializing Arabic grammar and literature.

Electronic References, Websites	International electronic information resources.

Scientific searchRe High
Scientific and calendar Su
Academic and reliance Quali
Accreditatio



Guide to Academic Program and Course Specifications

:the introduction

The educational program is a coordinated and organized package of courses that includes procedures and experiences organized into course vocabulary. Its main m qualified to meet purpose is to build and refine the skills of graduates, making the the requirements of the labor market. It is reviewed and evaluated annually through internal or external audit procedures and programs, such as the external examiner .program

the program's main The academic program description provides a brief summary of features and courses, indicating the skills that students are working to acquire based on the academic program's objectives. The importance of this description is evident itation, and it is in that it represents the cornerstone for obtaining program accred written by the teaching staff under the supervision of the scientific committees in the .academic departments

This second edition of the guide includes a description of the academic program s of the previous guide in light of the after updating the vocabulary and paragraph developments and changes in the educational system in Iraq, which included a description of the academic program in its traditional form (annual, semester system), description according to the as well as adopting the generalized academic program Department of Studies' letter T M3/2906 dated 3/5/2023 with regard to programs that .adopt the Bologna Process as the basis for their work

In this regard, we cannot but emphasize the importance of writing descriptions of mic programs and courses to ensure the smooth running of the educational acade .process

:Concepts and terminology

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

This provides a concise summary of the course's key features **: Course description**
dent has made the and expected learning outcomes, demonstrating whether the stu most of the available learning opportunities. It is derived from the program .description

An ambitious vision for the future of the academic program to be **:Program Vision**
.ograma sophisticated, inspiring, motivating, realistic and applicable pr

Briefly outlines the goals and activities necessary to achieve **:Program Mission**
.them, and identifies the program's development paths and directions

These are statements that describe what the academic **:Program objectives**
within a specific time period and are measurable and program intends to achieve .observable

All courses/study materials included in the academic **:Curriculum structure**
program according to the approved learning system (semester, annual, Bologna versity, College and Scientific Department), track), whether required (Ministry, Uni .with the number of study units

A consistent set of knowledge, skills, and values acquired by **:Learning outcomes**
the student after the successful completion of the academic program. The learning h course must be defined in a way that achieves the program's outcomes for eac .objectives

Teaching and learning strategies are the strategies used by faculty members to enhance student teaching and learning. They are plans followed to achieve learning objectives. In other words, they describe all classroom and extracurricular activities aimed at achieving the program's learning outcomes.

Academic Program Description Template

...University Name: University of Diyala

.....nitiesCollege/Institute: College of Education for Huma

Scientific Department: Geography Department

...Name of academic or professional program: Bachelor's degree

Final degree title: Bachelor of Science in Geography

Academic system: Annual

Description prepared on : 7/9/2025

e was filled out: 8/9/2025Date the fil

Signature:

Name of Scientific Assistant: **Asst. Prof. Dr. Ghazwan Adnan Mohammed**

Date: **10/9/2025**

Signature:

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

Date: **9/9/2025**

The file was reviewed by

Quality Assurance and University Performance Division

rmance Name of the Director of the Quality Assurance and University Perfo

:Division Dr. Zeina Shahid Ali

Date: **10/9/2025**

the signature

Dean's approval

Program Vision .141
niversity's newsletter and Remember to view the program as stated in the u .website

Program message .142
Remember the program's message as stated in the university's newsletter and .website

Program objectives .143
General statements that describe what the program or organization intends to .achieve

m accreditationProgra .144
؟Is the program accredited ? And by which body

Other external influences .145
؟Is there a sponsor for the program

Program structure .146				
* comments	Percentage	Study unit	Number of courses	Program structure
				Institutional requirements
				ollege C requirements
				Department requirements
				Summer training
				Other

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

Program Description.147			
Credit Hours	Course name	Course code	Year / Level

practical	theoretical	Population Geography		2026-2025

Expected learning outcomes of the program .148	
Knowledge	
Learning Outcomes Statement 1	Learning Outcomes 1
Skills	
Learning Outcomes Statement 2	Learning Outcomes 2
Learning Outcomes Statement 3	Learning Outcomes 3
Values	
Learning Outcomes Statement 4	arning Outcomes 4Le
Learning Outcomes Statement 5	Learning Outcomes 5

Teaching and learning strategies .149
Strategies and methods of teaching and learning adopted in the implementation of the program in general.

ethodsAssessment m .150
.Implementing it in All stages of the program in general

Faculty .151					
Faculty members					
Faculty preparation		**Special requirements/skills (if any)**	**Specialization**		**academic rank**
lecturer	**angel**		**private**	**general**	

Professional Development
rienting new faculty membersO
time –time and part–Briefly describe the process used to orient new, visiting, full .faculty members at the institutional and departmental levels
Professional development of faculty members
gements for the academic and professional Briefly describe the plan and arran development of faculty members, including teaching and learning strategies, .assessment of learning outcomes, professional development, etc

Admission standard .152
in the college or Establishing the regulations related to enrollment) **(institute, whether central admission or other mentioned**

Key sources of information about the program .153
. To summarize

Program development plan .154

Program Skills Plan															
Learning outcomes required from the program															
Values				Skills				Knowledge				Essential or optional	Course Name	rse Cou code	Year / Level
Q4	Part 3	Part 2	Part 1	B4	B 3	B2	B1	A 4	A3	A2	A1				
√	√	√	√	√	√	√	√	√	√	√	√	essential	geography Population		2026/2025 Stage Second

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

-

Course description template

Course Name .121	
geography Population	
Code 9 Course .122	
essential	
Semester/Year .123	
2026/2025	
Date this description was prepared .124	
2025/9/7	
Available forms of attendance .125	
My presence	
(Number of study hours (total) / Number of units (total .126	
60	
me Name of course coordinator (if applicable) More than one na .127 (is mentioned	
Dr. Faisal Omar : Name Name: Dr. Wissam Wahib Mahdi. Faisal.ge.hum@uodiyala.edu.iq	
Course objectives .128	
Cognitive objectives of geography Define the concept −A1 Population actors Identify the most important f −A affecting population distribution Distinguish between population −A3 structures Distinguish between types of − population density Skill objectives	**Course objectives**

Proficient in defining population structures and demographic geographic information –B1 udent will be able to The st handle various types of demographic and geographic data and information sources to study the population phenomenon and its spatial variation . –B2 B3 Students will be able to create simulations or models of different ons to predict population distributi the future path that these .population phenomena will take Encouraging the student to write a report on the assigned subject based objectives–Affective and value – **He pays attention during the lecture by asking some o the topic of questions related t the lecture, which attract his attention and motivate him to .contribute and answer –A1** **He discusses the geographical information related to the topic of the lecture to determine the extent of his –Q2**	

response to what was stated in .the lecture He participates in performing –Q3 a specific activity to determine his appreciation and love for this .subject should be keen to The student – attend because he feels th importance of the subject in academ .and practical life	

trategiesTeaching and learning s .129	
Using several teaching methods, including Lecture and discussion Field visit and practical training :In addition to -1 Using teaching and illustrative aids such as maps Shapes, .images, and illustrative models -2 ning tools Modern computers andUsing electronic learData shoo	strategy

Course structure .130

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
The exam-Daily Shahri-Al Reports pertaining to the subject	Lecture, questioning	Population Geography Concept development geography Population relationship geography	concept of The population geography and its development is known know Sources Data geography Population	2 hour weekly	1 2 3 4 5 6 7 8 9

matter of the article		**Population In science The other Data sources geography Population Census Year For the population Statistics Life Records Immigration** **Births lityferti. Their meaning and ways and measuring it factors Influential In their diversity.** **Deaths. Their and ways concept and measuring it factors Influential In their diversity.** **density Population.Its concept And its types And its measurements. Structures And Population its types Composition -Al Omari. Composition Qualitative. Composition Economic Pyramid Population And its types**	Census Year For the population Statistics Life Records Immigration Understanding the importance of fertility and births as variables affecting on size populati and methods of measuring them Understanding the importance of mortality as a variable affecting population size and methods of measuring it Understanding the of importance density Population: Its Concept And its types And its standards ing the Understand age, gender, and economic composition and how to differentiate between them Understanding the population pyramid, its types, population and		10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

		Population And dependency its types Immigration Population: Its Concept Types Population migration. Motives igrationImm Population. bearings Immigration Population. antiquities Immigration Population distribution geographer For the population. Factors Influential distribution Population. province the world Population . **Politics Population: Its Concept Its es and typ importance Studying it. The Politics For cheerleader growth Population. Political Specific For growth Population**	dependency and its types Understanding the **of** concept **migration** **Population: Its Concept Types Population gration mi.** Understanding the **of factors** concept **in Influential distribution Population.** Understanding the **of politics** concept **Population: Its Concept Its types and importance Studying it.** Understanding the of concept population ،Food d the food gap, an the factors affecting it		

		Population And food...			

Course evaluation .131
Written test elated to the Daily participation of the student by answering classroom questions r - .lecture topic Completing reports related to the subject by the student to encourage him to - .research and learn summarization Information from Its various reliable sources First semester 20 %, Second semester 20 %, Final exam 60%

and teaching resources Learning .132	
There is no specific textbook	Required textbooks (methodology, (applicable
Population Geography book. Dr. Taha Hamadi. Part 1.	(Main references (sources

Population Geography Book. Taha Hammadi. Vol. 2.	
Arab Journal of Geographical Stud Scientific reports, research, a population studies: Students a assigned to write a report on t .subject	porting books and Recommended sup (…references (scientific journals, reports
for population Electronic referer information. / Central Agency f .Statistics and Information	references , websites

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

2025

Academic Program and Course Description Guide

Introduction:

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

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

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

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

Concepts and terminology:

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

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

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

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

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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: .....**Uman colleges**.....

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

Academic or Professional Program Name: .....

Final Certificate Name: .....

Academic System: .....

Description Preparation Date: 7/9/2025

File Completion Date: 8/9/2025

Signature: **Abd al ammer abd alah**
Head of Department Name:

Date:**9/9/2025**

Signature:**gazwan adnan mohamad**
Scientific Associate Name:

Date:10/9/2025

The file is checked by:
Department of Quality Assurance and University Performance
Director of the Quality Assurance and University Performance Department:
Assist. Prof. Dr. Zeina Shaheed Ali

Date: **10/9/2025**
Signature:

Approval of the Dean

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

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

31. **Program Objectives**
General statements describing what the program or institution intends to achieve.

32. **Program Accreditation**
Does the program have program accreditation? And from which agency?

33. **Other external influences**
Is there a sponsor for the program?

34. **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.

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

36. 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

37. **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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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
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.

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

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

42. Program Development Plan

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A 4	B1	B2	B 3	B4	C1	C2	C3	C4
2024 \2		Applied thematic. map	Basic	-	-	-	-	-	-	-	-	-	-	-	-

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

Course Description Form

53.	Course Name: Applied thematic map
54.	Course Code:
55.	Semester / Year: 2\2025
56.	Description Preparation Date:7/9/2025
57.Available Attendance Forms:	
58.Number of Credit Hours (Total) / Number of Units (Total)	
2 hour 2 unit	
59.	Course administrator's name (mention all, if more than one name)
Name khlood Ali.Hadi.khlood.ge.@uodiyala.edu.iq Nawras Abdul-Moneim Abdullah /rfyfmr31@gmail.com	
60.	Course Objectives

Course Objectives	**y** **land forms** **thematic map..... scien of maps**
61.	Teaching and Learning Strategies
Strategy	Enlightenment of the importance of land forms and th applications in various fields and human activities

62. Course Structure

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

1-3	2	Theoretical and practical	aplied of map- kind of map aera map Map land use Method symbole quality Proplem of point in land use Method distrution symbole on map Line and applied it on map Method ofdistrubution on map Rectangle and applied it on map Relative columans Anylises columans Distrubits columan on map Problem of columan	descriptive a practical -	l 2 3 4 5 6 7 8 9 10 11 12 13 14 15

					Course 2
			Line quality		1
			Applied line		2
			Cotour line		3
			Map surfas of land		4
			Anylises of map land		5
			Maps of diestrubution ratio		6
			Broblem map distrubution		7
			Geographic information system		8
			Applied gis		9
			Symble map		10
			Kind of symble map		11
			Applied symble shap		12
			symble mapmap		13
			meathod drow shape and applied it		14

			map denisty		15

63. Course Evaluation 20-20-60	
Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports .... etc	
64. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	Applied of basic.map 2012
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

Introduction:

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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: University of Diyala
College/Institute: College of Education for Human Sciences
Scientific Department: Department of Geography
Academic or Professional Program Name: Bachelor's
Final Degree Name: Bachelor's
Academic System: Annual
Description Preparation Date: 7/9/2025
File Completion Date: 8/9/2025

Signature:
Head of Department Name:
Ph.D.Eabd Alamir Ahmed Eabdallah
Date:**2025/9/9**

Signature:
Scientific Associate Name:
Ph.D.Khazwan Eadnan Muhamad
Date:**2025/9/10**

The file is checked by:

Name of the Director of Quality Assurance and University Performance: Assoc. Prof. Dr. Zeina Shahid Ali

Director of the Quality Assurance and University Performance Department:

Date: 10/9/2025

Signature: **Zeina Qutaiba Abdul Ali**

Approval of the Dean
Ph.D.Iuay Sihudi fwaz

Aitamimiu

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

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

157. **Program Objectives**
General statements describing what the program or institution intends to achieve.

158. **Program Accreditation**
Does the program have program accreditation? And from which agency?

159. **Other external influences**
Is there a sponsor for the program?

160. **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.

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

162. 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

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

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

165. Faculty
Faculty Members

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

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.

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

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

168. Program Development Plan

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A 4	B1	B2	B 3	B4	C1	C2	C3	C4
2025-2026 / Second Stage		Applied Climatology	Basic	√	√	√	√	√	√	√	√	√	√	√	√

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

Course Description Form

133. Course Name:	
Applied Climatology	
134. **Course Code**	
135. Semester / Year:	
Academic Year 2025-2026	
136. Description Preparation Date:	
1/9/2025	
137. Available Attendance Forms:	
In-person attendance	
138. Number of Credit Hours (Total) / Number of Units (Total)	
2 Hours / 2 Units	
139. Course administrator's name (mention all, if more than one name)	
Name: Prof. Dr. Azhar Salman Hadi Email: dr.azharslman@gmail.com Name: Assistant Lecturer Diyar Taher Yaseen Name: Assistant Lecturer Nahla Wathiq Mahmoud - Evening Studies	
140. Course Objectives	
Course Objectives	Introduce students to the nature and meanin of applied climatology. Introduce students to the branches of applie climatology. Explain the benefits and applications of applied climatology in different aspects of life.
141. Teaching and Learning Strategies	
Strategy	Lectures, student reports on the course topics, field visits, and vid presentations.

142. Course Structure

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

One lectu week	**2 hour s**	Students should understar the concepts associate with climatic geograph	Applied Climatolo	Lecture, video presentatic and field visit	Monthly examinatic daily assignmen attendance and lecture participati

11. Course Evaluation	
The grade of 100 is distributed according to daily preparation, daily, oral, monthly and written examinations, reports, and other assigned tasks.	
12. Learning and Teaching Resources	
Required textbooks (curricular books, if a	No specific prescribed textbook
Main references (sources)	Applied Climatology - Ali Sahib Talib A Mousawi and Abdul Hassan Madfoon Abu Raheel, Dar Al-Diyaa Printing, Najaf, 2011 Applied Climatology - Ali Hassan Musa Arab Community Library for Publishing and Distribution, Amman, 2015 Applied Climatology - Salam Hatif Ahmed
Recommended references	

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

Introduction:

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

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

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

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

Concepts and terminology:

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

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

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

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

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

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

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

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

Academic Program Description Form

University Name: …… **Diyala university**

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 Date2025/9/7

File Completion Date:**2025/9/8**

Signature:

Head of Department Name:

Date:**2025/9/9**

Signature:

Scientific Associate Name:

Date:**2025/9/10**

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date: **2025/9/10**

Signature:

Approval of the Dean

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

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

171. **Program Objectives**
General statements describing what the program or institution intends to achieve.

172. **Program Accreditation**
Does the program have program accreditation? And from which agency?

173. **Other external influences**
Is there a sponsor for the program?

174. **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.

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

176. 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

177. **Teaching and Learning Strategies**

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

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

179. 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.

180. **Acceptance Criterion**

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

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

182. Program Development Plan

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A 4	B1	B2	B 3	B4	C1	C2	C3	C4

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

Course Description Form

143. Course Name:	
Industrial Geography	
144. Course Code:	
145. Semester / Year:	
2024/2025	
146. Description Preparation Date:	
٢٠٢٥	
147. Available Attendance Forms:	
148. Number of Credit Hours (Total) / Number of Units (Total)	
2	
149. Course administrator's name (mention all, if more than one name)	
Name: may thamer ragab Email: may.ge.hum@uodiyala.edu.iq Name: Omar Ghafil Hajji Email: omar.gev@uodiyala.edu.iq	
150. Course Objectives	
Course Objectives	• **Studying the geography of t industry …..** • **…..Explaining the facto behind** • **….. the establishment of t industry**
151. Teaching and Learning Strategies	
Strategy	

152. Course Structure					
Week	**Hours**	**Required Learning Outcomes**	**Unit or subject name**	**Learning method**	**Evaluation method**

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

154. Learning and Teaching Resources	
Required textbooks (curricular books any)	Abdul Zahra Ali Al-Janabi, Industr Geography, Dar Safaa for Publishing a Distribution, 1st edition, 2013 Muhammad Azhar Al-Sammak a Abbas Al-Tamimi, Geography Industry and its Applications,
Main references (sources)	Muhammad Azhar Al-Sammak, T Geography of Industry in Contemporary Perspective, Dar Yazouri, Jordan,
Recommended books and references (scientific journals, reports…)	Ali Salem Humaidan, Industry a Innovation in Developed Countries, Dar Al-Methodology - Cairo
Electronic References, Websites	https;///coehumam.uodiyala.edu.iq

ministry education High Research Scientific

device Supervision and calendar Scientific
circle a guarantee Quality and reliance Academic
to divide Accreditation

Academic Program and Course Specification Manual

2026

:the introduction

The educational program is a coordinated and organized package of courses that includes procedures and experiences organized into course d and refine the skills of graduates, vocabulary. Its main purpose is to buil making them qualified to meet the requirements of the labor market. It is reviewed and evaluated annually through internal or external audit procedures .and programs, such as the external examiner program

program description provides a brief summary of the program's The academic main features and courses, indicating the skills that students are working to acquire based on the academic program's objectives. The importance of this nts the cornerstone for obtaining description is evident in that it represe program accreditation, and it is written by the teaching staff under the .supervision of the scientific committees in the academic departments
This second edition of the guide includes a description of the academic gram after updating the vocabulary and paragraphs of the previous guide in pro light of the developments and changes in the educational system in Iraq, which included a description of the academic program in its traditional form (annual, ell as adopting the generalized academic program semester system), as w description according to the Department of Studies' letter T M3/2906 dated with regard to programs that adopt the Bologna Process as the basis 2023/3/5 .for their work
the importance of writing descriptions In this regard, we cannot but emphasize of academic programs and courses to ensure the smooth running of the .educational process

:Concepts and terminology

The academic program description : **Academic Program Description**
e summary of its vision, mission, and objectives, including provides a concis

an accurate description of the targeted learning outcomes according to .specific learning strategies

Course description : This provides a concise summary of the course's key learning outcomes, demonstrating whether the student features and expected has made the most of the available learning opportunities. It is derived from .the program description

Program Vision : An ambitious vision for the future of the academic spiring, motivating, realistic and applicable program to be a sophisticated, in .program

Program message : The goals and activities necessary to achieve them are explained, and the paths and directions of program development are briefly .identified

Program objectives : These are statements t hat describe what the academic program intends to achieve within a specific time period and are measurable .and observable

Curriculum structure : All courses/study materials included in the academic r, annual, program according to the approved learning system (semeste Bologna track), whether required (Ministry, University, College and .Scientific Department), with the number of study units

Learning outcomes : A consistent set of knowledge, skills, and values ion of the academic acquired by the student after the successful complet program. The learning outcomes for each course must be defined in a way .that achieves the program's objectives

and learning strategies : These are the strategies used by faculty members to e plans followed to achieve They ar ؛and learning enhance student teaching learning objectives. In other words, they describe all classroom activities. Extracurricular activities are used to achieve the learning outcomes of the .program

Scientific Research High education ministry
Scientific and calendar Supervision device
Academic and reliance Quality a guarantee circle
Accreditation to divide



Guide to Academic Program and Course Specifications

:the introduction

The educational program is a coordinated and organized package of courses that includes procedures and experiences organized into course vocabulary. Its main purpose is to build and refine the skills of graduates, making them qualified to meet uirements of the labor market. It is reviewed and evaluated annually through the req internal or external audit procedures and programs, such as the external examiner .program

The academic program description provides a brief summary of the program's main and courses, indicating the skills that students are working to acquire based features on the academic program's objectives. The importance of this description is evident in that it represents the cornerstone for obtaining program accreditation, and it is by the teaching staff under the supervision of the scientific committees in the written .academic departments

This second edition of the guide includes a description of the academic program light of the after updating the vocabulary and paragraphs of the previous guide in developments and changes in the educational system in Iraq, which included a description of the academic program in its traditional form (annual, semester system), he as well as adopting the generalized academic program description according to t Department of Studies' letter T M3/2906 dated 3/5/2023 with regard to programs that .adopt the Bologna Process as the basis for their work

In this regard, we cannot but emphasize the importance of writing descriptions of ensure the smooth running of the educational academic programs and courses to .process

:Concepts and terminology

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

This provides a concise summary of the course's key features **: Course description**
and expected learning outcomes, demonstrating whether the student has made the
he available learning opportunities. It is derived from the program most of t
.description

An ambitious vision for the future of the academic program to be **:Program Vision**
.a sophisticated, inspiring, motivating, realistic and applicable program

efly outlines the goals and activities necessary to achieve Bri **:Program Mission**
.them, and identifies the program's development paths and directions

These are statements that describe what the academic **:Program objectives**
od and are measurable and program intends to achieve within a specific time peri
.observable

All courses/study materials included in the academic **:Curriculum structure**
program according to the approved learning system (semester, annual, Bologna
ific Department), track), whether required (Ministry, University, College and Scient
.with the number of study units

A consistent set of knowledge, skills, and values acquired by **:Learning outcomes**
the student after the successful completion of the academic program. The learning
a way that achieves the program's outcomes for each course must be defined in
.objectives

Teaching and learning strategies are the strategies used by faculty members to enhance student teaching and learning. They are plans followed to achieve learning lassroom and extracurricular activities objectives. In other words, they describe all c .aimed at achieving the program's learning outcomes

Academic Program Description Template

University Name: University of Diyala
.....College/Institute: College of Education for Humanities
cientific Department: Geography DepartmentS
...Name of academic or professional program: Bachelor's degree
..... Final Certificate Title: Bachelor of Science in
Academic system: Annual
Date the description was prepared : 7/9/2025
: ut :8 / 9/2025Date the file was filled o

Signature:
Head of Department Name:
Prof. Dr. Abdul-Amir Ahmed Abdullah
Date 2025/9/ 9 :

Signature:
Name of Scientific Assistant:
Asst. Prof. Dr. Ghazwan Adnan Mohammed
Date: 2025/9/10 :

The file was reviewed by
Quality Assurance and University Performance Division

Name of the Director of the Quality Assurance and University Performance Division :DR. Zeina Shaheed Ali

the date10/9/2025
the signature

ean's approvalD

183. **Program Vision**
Remember to view the program as stated in the university's newsletter and website.

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

185. **Program objectives**
ments that describe what the program or organization intends to General state .achieve

186. **Program accreditation**
؟Is the program accredited ? And by which body

187. **Other external influences**
؟Is there a sponsor for the program

188. **Program structure**

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

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

189.Program Description				
Credit Hours		Course name	Course code	ear / LevelY
practical	theoretical			

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

191. Teaching and learning strategies
entation Strategies and methods of teaching and learning adopted in the implem .of the program in general

192. Assessment methods
.Implementing it in All stages of the program in general

193. Faculty
Faculty members

Faculty preparation		Special requirements/skills (if any)		Specialization		academic rank
lecturer	gelan			private	general	

Professional Development
Orienting new faculty members
time –time and part–Briefly describe the process used to guide new, visiting, full .faculty members at the institutional and departmental levels
aculty membersProfessional development of f
Briefly describe the plan and arrangements for the academic and professional development of faculty members, including teaching and learning strategies, .assessment of learning outcomes, professional development, etc

194. **Admission standard**
Establishing the regulations related to enrollment in the college or) **(institute, whether central admission or other mentioned**

195. **Key sources of information about the program**
. To summarize

196.	Program development plan

Program Skills Plan															
utcomes required from the programLearning o															
Values				Skills				Knowledge				Essential or optional	Course Name	Course code	Year / Level
Q4	Part 3	Part 2	Part 1	B4	B 3	B2	B1	A 4	A3	A2	A1				
√	√	√	√	√	√	√	√	√	√	√	√	**Basic**	Human rights and public democracy		**2025/2026 Stage first**

- **Please check the boxes corresponding to the individual learning outcomes from the program that are being .assessed**

ption templateCourse descri

155.	Course Name
Human rights and public democracy	
156.	Course Code 9
157.	Semester/Year
2025/2026	
158.	Date this description was prepared
"7/9/2025	
159.	Available forms of attendance
My presence	
160.	(Number of study hours (total) / Number of units (total
30	
161.	Name of course coordinator (if applicable) More than one (name is mentioned

.**Assistant Lecturer**

Haider Abdulsalam Mohammed

Haider.gev.hum@uodiyala.edu.iq :Email

162.	Course objectives
Enabling the student to identify huma rights and their concept and the most important characteristics tha distinguish human rights, as well a explaining human rights in Iraqi la and legislations and international conventions, which is meant by democracy and its concept.	**sCourse objective** Identifying public freedoms, and the typ of freedoms regulated by Iraqi law.

r .	

163. Teaching and learning strategies

Using several teaching methods, including Lecture and discussic **Field visit and practical training** **:In addition to** **–1 Using teaching and illustrative aids such as maps Shapes,** **.images, and illustrative models** **–2 Using electronic learning tools Modern computers andDa** **shoo**	**strategy**

164. Course structure

165.

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
The – exam Daily iShahr–Al Reports pertaining to the subject	**Class Lectu**	**The concept of human rights. Definition of human rights. Characteristics of human rights Types of human rights The human Historical development of rights**		1 hour weekly	1 2 3 4 5 6 7 8 9

matter of the article		Human rights in the countryRafidain Human rights for Greeks and Romans Human rights in Islam National and procedural mechanisms To protect human rights The concept of the International Bill of Human Rights Universal Declaration of Human Rights National. mechanisms for the application of the international charaf in Iraq. International humanitarian law. The concept of democracy. Patterns of democracy. Characteristics of democracy			10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
166. Course evaluation					
Written test					

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	
167. Learning and teaching resources	
The subject of human rights a general democracy / assignment o specialized committee in the Minis of Higher Education and Scienti Research	Required textbooks (methodology, (applicable
The subject of human rights and gene democracy.	(Main references (sources
All books, researches and reports related to human rights and public freedoms	Recommended supporting books and references (scientific journals, (…reports
All websites that contain information about human rights and their types and protection.	references , websites

Scientific Research High education ministry
Scientific and calendar Supervision device
Academic reliance and Quality a guarantee circle
Accreditation to divide

Guide to Academic Program and Course Specifications

:the introduction

rses that The educational program is a coordinated and organized package of cou includes procedures and experiences organized into course vocabulary. Its main purpose is to build and refine the skills of graduates, making them qualified to meet gh the requirements of the labor market. It is reviewed and evaluated annually throu internal or external audit procedures and programs, such as the external examiner .program

The academic program description provides a brief summary of the program's main ased features and courses, indicating the skills that students are working to acquire b on the academic program's objectives. The importance of this description is evident in that it represents the cornerstone for obtaining program accreditation, and it is n the written by the teaching staff under the supervision of the scientific committees i .academic departments

This second edition of the guide includes a description of the academic program after updating the vocabulary and paragraphs of the previous guide in light of the hich included a developments and changes in the educational system in Iraq, w description of the academic program in its traditional form (annual, semester system), as well as adopting the generalized academic program description according to the rograms that Department of Studies' letter T M3/2906 dated 3/5/2023 with regard to p .adopt the Bologna Process as the basis for their work

In this regard, we cannot but emphasize the importance of writing descriptions of academic programs and courses to ensure the smooth running of the educational .process

:terminology Concepts and

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

: Course description This provides a concise summary of the course's key features and expected learning outcomes, demonstrating whether the student has made the most of the available learning opportunities. It is derived from the program .ptiondescri

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

:Program Mission Briefly outlines the goals and activities necessary to achieve .tifies the program's development paths and directionsthem, and iden

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

:Curriculum structure udy materials included in the academic All courses/st program according to the approved learning system (semester, annual, Bologna track), whether required (Ministry, University, College and Scientific Department), .with the number of study units

:Learning outcomes sistent set of knowledge, skills, and values acquired by A con the student after the successful completion of the academic program. The learning outcomes for each course must be defined in a way that achieves the program's .objectives

are the strategies used by faculty members to **egiesTeaching and learning strat** enhance student teaching and learning. They are plans followed to achieve learning objectives. In other words, they describe all classroom and extracurricular activities .earning outcomesaimed at achieving the program's l

Academic Program Description Template

University Name: University of Diyala

.....College/Institute: College of Education for Humanities

Scientific Department: Geography Department

...l program: Bachelor's degreeName of academic or professiona

..... Final Certificate Title: Bachelor of Science in

Academic system: Annual

Date the description was prepared : 7/9/2025

: Date the file was filled out :8 / 9/2025

Signature:
Head of Department Name:
Prof. Dr. Abdul-Amir Ahmed Abdullah
Date 2025/9/ 9 :

Signature:
Name of Scientific Assistant:
Asst. Prof. Dr. Ghazwan Adnan Mohammed
Date: 2025/9/10 :

The file was reviewed by
Quality Assurance and University Performance Division

Name of the Director of the Quality Assurance and University Performance Division :DR. Zeina Shaheed Ali

the date10/9/2025
the signature

Dean's approval

197. **Program Vision**
n the university's newsletter and Remember to view the program as stated i .website

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

199. **Program objectives**
General statements that describe what the program or organization intends to achieve.

200. **Program accreditation**
؟Is the program accredited ? And by which body

201. **Other external influences**
؟Is there a sponsor for the program

202. **Program structure**

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

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

203.Program Description				
Credit Hours		Course name	Course code	Year / Level
practical	theoretical			

204. Expected learning outcomes of the program	
Knowledge	
Learning Outcomes Statement 1	Learning Outcomes 1
Skills	
Learning Outcomes Statement 2	Learning Outcomes 2
Learning Outcomes Statement 3	Learning Outcomes 3
Values	
ning Outcomes Statement 4Lear	Learning Outcomes 4
Learning Outcomes Statement 5	Learning Outcomes 5

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

206. Assessment methods
.t in All stages of the program in generalImplementing i

207. Faculty
Faculty members

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

Professional Development
embersOrienting new faculty m
time –time and part–Briefly describe the process used to guide new, visiting, full .faculty members at the institutional and departmental levels
Professional development of faculty members
c and professional Briefly describe the plan and arrangements for the academi development of faculty members, including teaching and learning strategies, .assessment of learning outcomes, professional development, etc

208. Admission standard
Establishing the regulations related to enrollment in the college or) (tute, whether central admission or other mentionedinsti

209. Key sources of information about the program
. To summarize

210. Program development plan

Program Skills Plan															
Learning outcomes required from the program															
Values				Skills				Knowledge				sential or Es optional	Course Name	Course code	Year / Level
Q4	Part 3	Part 2	Part 1	B4	B 3	B2	B1	A 4	A3	A2	A1				
√	√	√	√	√	√	√	√	√	√	√	√	essential	Crimes of the Baath regime in Ira		2025/2026 Stage Second

- **Please check the boxes corresponding to the individual learning outcomes from the program that are being assessed.**

Course description template

168.	Course Name
Crimes of the Baath regime in Iraq	
169.	e Code 9Cours
170.	Semester/Year
2025/2026	
171.	Date this description was prepared
"7/9/2025	
172.	Available forms of attendance
My presence	
173.	(Number of study hours (total) / Number of units (total
30	
174.	Name of course coordinator (if applicable) More than one (mentioned name is

.**Assistant Lecturer**

Haider Abdulsalam Mohammed

Haider.gev.hum@uodiyala.edu.iq :Email

175.	Course objectives

TheThe course on the crimes of the Baath regime in Iraq aims to define the concept of crime.s	**Course objectives**
Developing the researcher's skills in analyzing events and their interdependence using a scientific methodology (the problematic approach)	

Enabling them to understand the outputs of these crimes and provoke Identifying the most important crimes committed by the previous regime r .	

176. Teaching and learning strategies

Using several teaching methods, including Lecture and discussic **Field visit and practical training** **:In addition to** **–1 ids such as maps Shapes, Using teaching and illustrative a** **.images, and illustrative models** **–2 Using electronic learning tools Modern computers andDa** **shoo**	**strategy**

177. Course structure

178.

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
The – exam Daily Shahri–Al Reports pertaining	**Class Lectu**	The concept of crime Types of crim**es** Supreme Criminal Court Crimes committed by the previous regime		1 hour weekly	1 2 3 4 5 6

to the subject matter of the article		The crime of fighting traders and the crime of Al-Dajil The crime of Friday prayer. The crime of fighting clerics Psychological crimes. Mechanisms for committing psychological crimes. The concept of psychological crimes. The effects of psychological crimes. Social Crimes Militarization of society. The position of the Baath regime on religio. The effects of the uprising against the regime. Violations of Iraqi laws. Photos of human rights violations. Decisions on political and military violations of the Baath regime.			7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

		Places of prisons and detention. Environmental Crimes. Environmental Crimes. War and radioactive pollutio. Destruction of cities and villages The effects of drying the marshe Drying palm orchards.			

179. Course evaluation
Written test 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

180. esourcesLearning and teaching r	
There is no specific textbook	Required textbooks (methodology, (applicable
Crimes of the Baath regime in Irac Ministry of Higher Education Scienti Research	(Main references (sources
ArabAll sources that talk about violations of the Baath regime	Recommended supporting books and (…fic journals, reportsreferences (scienti
The website competent to state the crimes committed by the previous regime	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

Introduction:

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

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

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

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

Concepts and terminology:

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

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

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

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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: . **Education for the humanities**

Scientific Department: **Geography**

Academic or Professional Program : **Geography**

Final Certificate NameBachelor of Edcation in the Department of Geography

Academic System: Annual

Description Preparation Date 2025/9/7

File Completion Date: **2025/9/ 8**

Signature:
Head of Department Name:
Asst.M.Dr.Ghazwane Adnan Muhammad
Date: 2025/ 9/10

Signature:
Scientific Associate Name:**prof.Abdul Amir Ahmed Abdullah**
Date: 2025/ 9/9

The file is checked by:
Department of Quality Assurance and University Performance
Director of the Quality Assurance and University Performance Department:**Asst.M.zeina Shahid Ali**
Date:**2025/ 9 / 10**
Signature:

Approval of the Dean
Prof.Dr.Luay Sayhoud Fawaz Al- Tamimi

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

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

213. **Program Objectives**

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

214. **Program Accreditation**
Does the program have program accreditation? And from which agency?

215. **Other external influences**
Is there a sponsor for the program?

216. **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.

217. **Program Description**

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

218. 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

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

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

221. 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.

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

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

224. Program Development Plan

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A 4	B1	B2	B 3	B4	C1	C2	C3	C4
Second Stage 2025-2026		Geography of Eurasia	Basic	*	*	*	*	*	*	*	*	*	*	*	*

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

Course Description Form

Course Name	
Geography of Eurasia	
Course Code	
Semester / Year	
2025-2026	
Description Preparation Date	
1/10/2025	
Available Attendance Forms	
In-person attendance	
Number of Credit Hours (Total) / Number of Units (Total)	
8 hours / 2 units	
Course Administrator's Name (mention all names, if more than one)	
Assistant Lecturer Ahmed Talal Akram Email: ahmed.ge.hum@uodiyala.edu.iq	
Course Objectives	
1. Introduce students to the concept of the Geography of Eurasia. 2. Explain the physical and human characteristics of Asia and Europe. 3. Highlight the importance of studying the countries of both continents.	Course Objectives
Teaching and Learning Strategies	
Lectures and student-prepared reports on the course topics.	Strategy

Course Structure

Evaluation Method	**Learning Method**	**Unit or Subject**	**Required Learning Outcomes**	**Hours**	**Week**
Monthly test, daily assignment, attendance, and class participation.	Lecture, questioning, aerial imagery, films, and video clips.	Overview of the continent of Asia	Students will understand the concepts related to the Geography of Eurasia.	2	First week
Monthly test, daily assignment, attendance,	Lecture, questioning, aerial imagery,	Geological structure of Asia	Students will understand the concepts related to the	2	Second week

and class participation.	films, and video clips.		Geography of Eurasia.		
Monthly test, daily assignment, attendance, and class participation.	Lecture, questioning, aerial imagery, films, and video clips.	Landforms of Asia	Students will understand the concepts related to the Geography of Eurasia.	2	Third week
Monthly test, daily assignment, attendance, and class participation.	Lecture, questioning, aerial imagery, films, and video clips.	Climate of Asia	Students will understand the concepts related to the Geography of Eurasia.	2	Fourth week
Monthly test, daily assignment, attendance, and class participation.	Lecture, questioning, aerial imagery, films, and video clips.	Natural vegetation of Asia	Students will understand the concepts related to the Geography of Eurasia.	2	Fifth week
Monthly test, daily assignment, attendance, and class participation.	Lecture, questioning, aerial imagery, films, and video clips.	Surface water in Asia	Students will understand the concepts related to the Geography of Eurasia.	2	Sixth week
Monthly test, daily assignment, attendance, and class participation.	Lecture, questioning, aerial imagery, films, and video clips.	Impact of climate change on Asia	Students will understand the concepts related to the Geography of Eurasia.	2	Seventh week
Monthly test, daily assignment, attendance, and class participation.	Lecture, questioning, aerial imagery, films, and video clips.	Agriculture in Asia	Students will understand the concepts related to the Geography of Eurasia.	2	Eighth week
Monthly test, daily assignment,	Lecture, questioning, aerial	Mining and energy in Asia	Students will understand the concepts	2	Ninth week

attendance, and class participation.	imagery, films, and video clips.		related to the Geography of Eurasia.		
Monthly test, daily assignment, attendance, and class participation.	Lecture, questioning, aerial imagery, films, and video clips.	Industry in Asia	Students will understand the concepts related to the Geography of Eurasia.	2	Tenth week
Monthly test, daily assignment, attendance, and class participation.	Lecture, questioning, aerial imagery, films, and video clips.	Transportation and trade in Asia	Students will understand the concepts related to the Geography of Eurasia.	2	Eleventh week
Monthly test, daily assignment, attendance, and class participation.	Lecture, questioning, aerial imagery, films, and video clips.	Population of Asia	Students will understand the concepts related to the Geography of Eurasia.	2	Twelfth week
Monthly test, daily assignment, attendance, and class participation.	Lecture, questioning, aerial imagery, films, and video clips.	East Asia: Japan	Students will understand the concepts related to the Geography of Eurasia.	2	Thirteenth week
Monthly test, daily assignment, attendance, and class participation.	Lecture, questioning, aerial imagery, films, and video clips.	West Asia: Iran	Students will understand the concepts related to the Geography of Eurasia.	2	Fourteenth week
Monthly test, daily assignment, attendance, and class participation.	Lecture, questioning, aerial imagery, films, and video clips.	South Asia: India	Students will understand the concepts related to the Geography of Eurasia.	2	Fifteenth week
Monthly test, daily	Lecture, questioning,	Overview of Europe:	Students will understand	2	Sixteenth week

assignment, attendance, and class participation.	aerial imagery, films, and video clips.	location and area	the concepts related to the Geography of Eurasia.		
Monthly test, daily assignment, attendance, and class participation.	Lecture, questioning, aerial imagery, films, and video clips.	Geological structure of Europe	Students will understand the concepts related to the Geography of Eurasia.	2	Seventeenth week
Monthly test, daily assignment, attendance, and class participation.	Lecture, questioning, aerial imagery, films, and video clips.	Landforms of Europe	Students will understand the concepts related to the Geography of Eurasia.	2	Eighteenth week
Monthly test, daily assignment, attendance, and class participation.	Lecture, questioning, aerial imagery, films, and video clips.	Climate of Europe	Students will understand the concepts related to the Geography of Eurasia.	2	Nineteenth week
Monthly test, daily assignment, attendance, and class participation.	Lecture, questioning, aerial imagery, films, and video clips.	Natural vegetation of Europe	Students will understand the concepts related to the Geography of Eurasia.	2	Twentieth week
Monthly test, daily assignment, attendance, and class participation.	Lecture, questioning, aerial imagery, films, and video clips.	Surface water in Europe	Students will understand the concepts related to the Geography of Eurasia.	2	Twenty-first week
Monthly test, daily assignment, attendance, and class participation.	Lecture, questioning, aerial imagery, films, and video clips.	Impact of climate change on Europe	Students will understand the concepts related to the Geography of Eurasia.	2	Twenty-second week

Monthly test, daily assignment, attendance, and class participation.	Lecture, questioning, aerial imagery, films, and video clips.	Agriculture in Europe	Students will understand the concepts related to the Geography of Eurasia.	2	Twenty-third week
Monthly test, daily assignment, attendance, and class participation.	Lecture, questioning, aerial imagery, films, and video clips.	Mining and energy in Europe	Students will understand the concepts related to the Geography of Eurasia.	2	Twenty-fourth week
Monthly test, daily assignment, attendance, and class participation.	Lecture, questioning, aerial imagery, films, and video clips.	Industry in Europe	Students will understand the concepts related to the Geography of Eurasia.	2	Twenty-fifth week
Monthly test, daily assignment, attendance, and class participation.	Lecture, questioning, aerial imagery, films, and video clips.	Transportation and trade in Europe	Students will understand the concepts related to the Geography of Eurasia.	2	Twenty-sixth week
Monthly test, daily assignment, attendance, and class participation.	Lecture, questioning, aerial imagery, films, and video clips.	Population of Europe	Students will understand the concepts related to the Geography of Eurasia.	2	Twenty-seventh week
Monthly test, daily assignment, attendance, and class participation.	Lecture, questioning, aerial imagery, films, and video clips.	Selected European country: France	Students will understand the concepts related to the Geography of Eurasia.	2	Twenty-eighth week
Monthly test, daily assignment, attendance,	Lecture, questioning, aerial imagery,	Selected European country: Spain	Students will understand the concepts related to the	2	Twenty-ninth week

and class participation.	films, and video clips.		Geography of Eurasia.		
Monthly test, daily assignment, attendance, and class participation.	Lecture, questioning, aerial imagery, films, and video clips.	Selected European country: Sweden	Students will understand the concepts related to the Geography of Eurasia.	2	Thirtieth week
Course Evaluation					
The grade is distributed out of 100 according to the tasks assigned to the student, including daily preparation, daily, oral, monthly, and written examinations, reports, and other activities.					
Learning and Teaching Resources					
Mohammed Ahmed Oqla Al-Moumani and Abdul Ali Al-Khaffaf, Geography of the Continents, Dar Al-Kindi for Publishing and Distribution, Jordan, 1998.			Required textbooks (curricular, if any)		
			Main References (Sources)		
			Recommended Supporting Books and References (scientific journals, reports, etc.)		
			Electronic References and Websites		

Academic Program and Course Description Guide
2025-2026
Introduction:

The educational program is a coordinated and organized package of courses that includes procedures and experiences arranged as academic subjects. Its main purpose is to build and refine graduates' skills, qualifying them to meet labor-market requirements. It is reviewed and evaluated annually through internal or external audit procedures and programs, such as the External Examiner Program.

The academic program description provides a brief summary of the main features of the program and its courses, identifying the skills students are expected to acquire in accordance with the program objectives. This description is fundamental to program accreditation and is prepared jointly by the teaching staff under the supervision of the scientific committees in the academic departments.
This second edition of the guide describes the academic program after updating the items and sections of the previous guide in light of developments in Iraq's educational system. It covers traditional annual and semester systems and the academic program description circulated under Department of Studies letter T.M.3/2906 dated 3/5/2023 for programs adopting the Bologna Process.
In this context, we emphasize the importance of preparing academic program and course descriptions to ensure the proper conduct of the educational process.

Concepts and Terminology:

Academic Program Description: Provides a concise overview of the program vision, mission, and objectives, including an accurate description of the intended learning outcomes according to defined learning strategies.

Course Description: Provides a concise overview of the main characteristics of the course and the learning outcomes students are expected to achieve, demonstrating

whether they have made optimal use of the available learning opportunities. It is derived from the program description.
Program Vision: An ambitious image of the future of the academic program as an advanced, inspiring, motivating, realistic, and applicable program.
Program Mission: Briefly explains the objectives and the activities needed to achieve them and identifies the program's development paths and directions.
Program Objectives: Statements describing what the academic program intends to achieve within a specified period; they must be measurable and observable.
Curriculum Structure: All courses and subjects included in the academic program according to the adopted learning system (semester, annual, or Bologna Process), whether they are ministry, university, college, or academic-department requirements, together with the number of credit units.
Learning Outcomes: A coherent set of knowledge, skills, and values acquired by students after successfully completing the academic program. Learning outcomes must be specified for each course in a way that achieves the program objectives.
Teaching and Learning Strategies: The strategies used by faculty members to develop student teaching and learning. They are plans followed to reach learning objectives and describe all classroom and extracurricular activities used to achieve the program learning outcomes.

Academic Program Description Form

University Name: .....
College / Institute: .....
Scientific Department: .....
Academic or Professional Program Name: Bachelor's Degree in .....
Final Certificate Name: Bachelor's Degree in .....
Academic System:
Description Preparation Date: **2025**/**9**/**7**
File Completion Date: **2025**/**9**/ **8**

Signature:

Head of Department Name:
Asst.M.Dr.Ghazwane Adnan Muhammad
Date: **2025**/ **9**/**10**

Scientific Associate Name:**prof.Abdul Amir Ahmed Abdullah**
Date: **2025**/ **9**/**9**

The file was reviewed by:
Quality Assurance and University Performance Division
Name of the Director of the Quality Assurance and University Performance Division:
Date: **2025**/ **9** / **10**
Signature:

Approval of the Dean

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

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

• **Program Objectives**
General statements describing what the program or institution intends to achieve.

• **Program Accreditation**
Does the program have program accreditation? And from which agency?

• **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				

* Notes may indicate 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 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

• **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**

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.

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

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

• Program Development Plan

Program Skills Outline															
				Required Program Learning Outcomes											
Year / Level	Course Code	Course Name	Basic or Optional	Knowledge				Skills				Values			
				A1	A2	A3	A 4	B1	B2	B 3	B4	C1	C2	C3	C4
2025/2026 Third Stage		Agricultural Geography	Basic	-	-	-	-	-	-	-	-				

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

Course Name
Agricultural Geography
Course Code
Semester / Year
2025/2026
Description Preparation Date
2025/10/1
Available Attendance Forms
Number of Credit Hours (Total) / Number of Units (Total)
8 hours / 8 units

Course Administrator's Name (mention all names, if more than one)
Name: Assistant Lecturer Diyar Taher Yaseen Arheem Email: diyertaher99@gmail.com Name: Prof. Dr. Abdul Amir Ahmed Abdullah Email: abdulameerahmed00@gmail.com

Course Objectives	
Course Objectives	Introduce students to the nature of Agricultural Geography. Familiarize students with agricultural patterns. Explain the most important factors affecting agriculture.

Teaching and Learning Strategies	
Strategy	Lectures and student-prepared reports on the subject.

Course Structure

Week	**Hours**	**Required Learning Outcomes**	**Unit or Subject**	**Learning Method**	**Evaluation Method**
One lecture per week	8 hours	Students will understand the concepts related to Agricultural Geography.	Agricultural Geography	Lecture Video presentation	Monthly test Daily assignment Attendance and class participation

Course Evaluation
The grade is distributed out of 100 according to the tasks assigned to the student, including daily preparation, daily, oral, monthly, and written examinations, reports, and other activities.

Learning and Teaching Resources	
Required Textbooks (curricular, if any)	
Main References (Sources)	Kadhim Abadi Hamadi, Agricultural Geography, College of Education,

	University of Maysan, 2013. Nouri Khalil Al-Barazi and Ibrahim Abdul-Jabbar Al-Mashhadani, College of Education, 2nd ed., 2000.
Recommended Supporting Books and References (scientific journals, reports, etc.)	
Electronic References and 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

Introduction:

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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.

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Concepts and terminology:

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

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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: University of Diyala
College/Institute: College of Education for Human Sciences
Scientific Department: Department of Geography
Academic or Professional Program Name: Bachelor's
Final Degree Name: Bachelor's
Academic System:
Description Preparation Date: 7/9/2025
File Completion Date: 8/9/2025

Signature:
Head of Department Name:
Ph.D.Eabd Alamir Ahmed Eabdallah
Date: **2025/9/9**

Signature:
Scientific Associate Name:
Ph.D.Khazwan Eadnan Muhamad
Date:**2025/9/10**

The file is checked by:

Name of the Director of Quality Assurance and University Performance: Assoc. Prof. Dr. Zeina Shahid Ali

Director of the Quality Assurance and University Performance Department:

Date: 10/9/2025

Signature: **Zeina Qutaiba Abdul Ali**

Approval of the Dean
Ph.D.Iuay Sihudi fwaz

Aitamimiu

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

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

227. **Program Objectives**
General statements describing what the program or institution intends to achieve.

228. **Program Accreditation**
Does the program have program accreditation? And from which agency?

229. **Other external influences**
Is there a sponsor for the program?

230. **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.

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

232. 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

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

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

235. Faculty
Faculty Members

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

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Mentoring new faculty members
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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.

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

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

238. Program Development Plan

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A 4	B1	B2	B 3	B4	C1	C2	C3	C4
2024-2025 / Second Stage		Geographic Technologies	Basic	√	√	√	√	√	√	√	√	√	√	√	√

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

Course Description Form

1. Course Name
Geographic Technologies
2. Course Code
3. Semester / Year
Academic Year 2025-2026
4. Description Preparation Date
7/9/2025
5. Available Attendance Forms
In-person attendance
6. Number of Credit Hours / Total Units
2 Hours / 2 Units
7. Course Administrators
Assistant Lecturer Raghda Shamran Amanah - raghda.gev.hum@uodiyala.edu.iq Lecturer Dr. Ali Abdul Karim Saleh - ali.ge.hum@uodiyala.edu.iq Assistant Lecturer Hanaa Ali Numan - hanaa.hum.ge@uodiyala.edu.iq Lecturer Dr. Ali Shaalan Hussein - ali0123.gev.hum@uodiyala.edu.iq
8. Course Objectives

1. Introduce students to the concept an types of geographic technologies. 2. Explain the tools used in geographic technology applications.	**Course Objectives**

9. Teaching and Learning Strategies	
Lectures and student reports on the course topics.	**Strategy**

10. Course Structure

Evaluation Method	Learning Method	Unit or Subject Name	Required Learning Outcomes	Hours	Week
Exams and	Lecture and	Digital maps:	Apply geographic	2	Week
Exams and	Lecture and	Digital map	Apply geographic	2	Week
Exams and	Lecture and	Digital map	Apply geographic	2	Week
Exams and	Lecture and	Digital map	Apply geographic	2	Week
Exams and	Lecture and	Total station and	Apply geographic	2	Week
Exams and	Lecture and	Surveying	Apply geographic	2	Week
Exams and	Lecture and	GPS: historical	Apply geographic	2	Week
Exams and	Lecture and	Benefits of GPS	Apply geographic	2	Week
Exams and	Lecture and	Remote sensing:	Apply geographic	2	Week
Exams and	Lecture and	Remote sensing	Apply geographic	2	Week
Exams and	Lecture and	Remote sensing	Apply geographic	2	Week
Exams and	Lecture and	Geographic	Apply geographic	2	Week
Exams and	Lecture and	Concept of GIS	Apply geographic	2	Week
Exams and	Lecture and	GIS and other	Apply geographic	2	Week
Exams and	Lecture and	Advantages of GIS	Apply geographic	2	Week
Exams and	Lecture and	Components of GI	Apply geographic	2	Week

Exams and	Lecture and	Coordinates in	Apply geographic	2	Week 1
Exams and	Lecture and	Types of geograph	Apply geographic	2	Week 1
Exams and	Lecture and	Raster and vector	Apply geographic	2	Week 1
Exams and	Lecture and	Color in geograph	Apply geographic	2	Week 2
Exams and	Lecture and	Physical properties	Apply geographic	2	Week 2
Exams and	Lecture and	Psychological	Apply geographic	2	Week 2
Exams and	Lecture and	Satellite imagery	Apply geographic	2	Week 2
Exams and	Lecture and	Program interface	Apply geographic	2	Week 2
Exams and	Lecture and	Satellite image	Apply geographic	2	Week 2
Exams and	Lecture and	Supported data typ	Apply geographic	2	Week 2
Exams and	Lecture and	Satellites	Apply geographic	2	Week 2
Exams and	Lecture and	Types of advanced	Apply geographic	2	Week 2
Exams and	Lecture and	Advantages of	Apply geographic	2	Week 2
Exams and	Lecture and	Atmospheric effec	Apply geographic	2	Week 2

11. Course Evaluation

The grade of 100 is distributed according to daily preparation, daily, oral, monthly and written examinations, reports, and other assigned tasks.

12. Learning and Teaching Resources

Modern Technologies in Geography - Prof. Dr. Ayad Ashour Hamza Al-Taie a Asst. Prof. Dr. Thaer Mazhar Fahmi Al-Azzawi	**Required textbook**
	Main references and sources
	Recommended references

Ministry of Higher Education and Scientific Research

Scientific Supervision and Evaluation Authority

Assurance and Academic Accreditation Department Quality

استمارة وصف البرنامج الأكاديمي للكليات والمعاهد/

Diyala :University

Education for Humanities :College/Institute

Geography :Scientific Department

2025-11-8 : date completion

:Signature: Signature

Name of the :med AbdullahProf. Dr. Abdul Amir Ah :Name of the Head of Department

Prof. Dr. Ghazwan Adnan Mohammed :Scientific Assistant

2025/9/10 :Date 2025/9/9 :Date

The file was reviewed by

ionQuality Assurance and University Performance Divis

Name of the Director of the Quality Assurance and University Performance

Dr. Zeina Shahid Ali :Division

2025/9/10 : the date

the signature

Dean's approval

Tamimi-ayhood AlLuay S .Prof. Dr

program higher education institutions (academic Performance review of (review

for the Geography Department Description of the academic program

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

Ministry of Higher Education and Scientific College of / of Diyala search / UniversityRe Education for Humanities	1. Educational institution
Geography	2. University Department / Center
Geography	3. Academic Program Name
Bachelor's degree in Geography	4. Name of final certificate
Annual system	5. Study system

Accreditation standards of the Association of Arab Universities	6. Accredited Accreditation Program
Student training courses to develop professional practical application in middle – field visits – skills and high schools	7. Other external influences
2026-9-10	8. Date of preparation onof descripti
9. to provide graduates (as learning are The objectives of the academic program : outcomes) with the following .Preparing students for the teaching profession in secondary schools -1	
ical subjects, especially geograph Preparing students for the profession of teaching -2 .in secondary schools the practical aspect	
as a solution He described the land in geography Conducting research and studies -3 .facing society and challenges to the problems	
especially topics related to ،searchPreparing scientific researchers in the field of re -4 .life and society and how they can be utilized	

10.Required learning outcomes, teaching and learning methods, and assessment
، which includes: remembering, understanding ،and understanding Knowledge -A .evaluating and ، synthesizing ، nganalyzi ، applying To enable students to acquire knowledge and understanding of the intellectual -1 of geographical sciences framework Preparing students psychologically and educationally for the teaching - 2 .sprofession in secondary school Preparing students psychologically and educationally for the profession of - 3 .in secondary schools applied geography teaching to relevant institutions and land use and projects Providing advice on - 4 .departments in ministries

To in applied fields such as construction and building Conducting research – 5 .solve the problems facing society in different sectors
skills specific-b) Subject .Participating in committees with relevant authorities -1 natural and face in Contributing to addressing the problems that students – 2 .Professionally .and guiding them in the right direction human geographical life applied geography Preparing scientific researchers in the field of – 3
Teaching and learning methods
questioning, and discussion, as well as ،All educational methods include lecturing :providing the student with ، To provide students with the fundamentals and topics related to knowledge -1 structure, and the natural and human composition of life .als by the academic staffClarification and explanation of the study materi -2 Providing students with knowledge through homework assignments for course -3 .vocabulary Requiring students to visit the library to obtain academic knowledge related to -4 .course vocabulary ion and facts from the International Guiding students to obtain informat -5 .(Information Network (the Internet
Assessment methods
semester, 60% final %40 choice questions or general classroom questions for -Daily tests with multiple -1 .the study materials .ng in challenging competitive questionsGrades for students participati -2 .Assigning grades to the assigned homework -3 .Giving grades for the reports assigned to students on the topics of the subject -4

.solving skills-Practical problem : Thinking skills -C

of e problems related to the intellectual frameworkTo enable students to solv -1

physical geography, especially landforms such as plains, mountains, plateaus, rivers, and human aspects such as population distribution, agriculture, industry, trade, and politics.

.solve problems related to teacher preparation standards Enabling students to -2

Enabling students to solve problems related to the standards for preparing -3 geography teachers

Related to the standards for writing Enabling students to solve problems -4 ies in the natural and human fieldsapplied stud research and

Teaching and learning methods

To provide students with the basics and additional topics related to the prior - 1 .solving skills-learning outcomes of scientific problem

.academic staff Solving a set of practical examples by the -2

.Asking students to solve some practical problems during the lecture -3

.Visits to secondary schools by the academic staff -4

Assessment methods

.choice questions that require practical skills-Daily exams with multiple - 1

with practical questions to develop creative thinking among Daily exams -2 students.

.Grades for participating in questions that compete with the study topics -3

.Assigning grades for homework -4

lity andother skills related to employabi) and transferable skills General - D . (personal development

the Enabling students to use modern teaching methods and techniques in -1 subject of Landforms, Human Population and Economic Knowledge

.(Enabling students to pass practical tests in schools (application -2

Earth ents to conduct scientific research and studies related toEnabling stud -3 surface problems and related issues, in addition to the human, agricultural, .industrial and commercial aspects spatial to take advantage of the Enabling students to use their personal skills - 4 in a way that is easy for the recipient variation in the shape of the Earth and interpreting its spatial distribution Understanding
Teaching and learning methods
.Developing teaching curricula in coordination with higher authorities -1 veloping teaching curricula by the department that are similar to the work De -2 .environment for practical or to the natural field Sending students to secondary schools -3 .training Training students with experiences that simulate the educational, social and -4 .professional reality .Encouraging innovation and creativity among students -5
Assessment methods
.Conducting tests during the application period in secondary schools -1 termine Conducting tests (research discussions) at the end of the semester to de -2 .students' choices in courses Writing reports after the completion of the application period to determine -3 the in geographical problems the extent to which students are able to diagnose ."according to the "studied school curriculum natural Earth Following up with the graduate (educational product) after his graduation -4 .from the educational institution

12.rtificates and Ce hours credit hours 102	**11.set in the Geography The structure of the program Department, which was implemented from the year .(and its duration is (four years 2018-2017**			
	Credit Hours	**Course name**	Course code	Level/Year
	2	**Weather and climate science**		First stage

A bachelor's degree requires (102) credit hours	3	Cartography and remote sensing		
	2	Geography of Africa and Australia		
	2	Earth's surface features		
	2	Educational Psychology		
	2	Ancient Arab history		
	1	Human rights and democracy		
	2	Computer Principles		
	2	Foundations of Education		
	2	Arabic		
	2	arid regions		
	2	Biogeography		
	1	English language		
	24	the total		
	Credit Hours	Course name	Course code	Level/Year
A bachelor's degree requires (102) credit hours	2	Applied climatology		Phase Two

	2	Applied Geomorphology		
	2	Geography of Eurasia		
	2	Population Geography		
	2	Secondary education		
	2	Growth in psychology		
	2	History of the Arab Islamic State		
	2	Hydrology		
	2	Geographical techniques		
	2	Geography of Development and Planning		
	2	Oil and Energy Geography		
	2	Thematic cartography		
	2	Rural Geography		
	1	English age 2Langu		
	27	the total		

	Credit Hours	Course name	Course code	Level/Year
bachelor's degree A **requires** (102) **credit hours**	**2**	**Industrial Geography**		**Phase Three**
	2	**Geography of Agriculture**		
Detailed description attached	**2**	**Urban Geography**		
	2	**y of Geograph the Americas**		
	2	**Geography of natural resources**		
	2	**Guidance and mental health**		
	2	**Statistics and Geographic Modeling**		
	2	**Curricula and teaching methods**		
	2	**Modern and contemporary history of Iraq and the Arab world**		
	2	**Tourism Geography**		
	2	**Soil geography**		

	2	Methods of the scientific research methodology		
	1	English Language 3		
	2	Detailed climatology		
	27	the total		
	Credit Hours	Course name	Course code	Level/Year
	2	Geography of Iraq		Phase Four
	2	Political geography		
	2	Geography of the Arab World		
	2	Geography of Transport and Trade		
	2	Geographical thought		
	2	Geography elective course		
	2	Viewing and applying		
	2	Geographic Information Systems		

	2	**Graduation research**		
	2	**Measurement and evaluation**		
	2	**Social Geography**		
	2	**Geography of Services**		
	2	**Geography of seas and oceans**		
	1	**English Language 4**		
	27	**the total**		

13.Planning for personal development
1- Good education is based on helping students learn by providing suitable circumstances for that, and not through direct teaching or conditions and c instruction.
2- The true value of the information that students study and the skills they acquire depends on the extent to which they use it and benefit from it in life situations.
3- The curriculum denies taking into account the students' inclinations, trends, needs, and problems, and aims to bring about changes in their behavior.
4- The curriculum should be adapted to the students' present and future, and be e for its implementation can reconcile the flexible so that the teachers responsibl best learning methods with the characteristics of students' development.
5- The instructor should have an influential personality among his students, since en the latter adds a special the student is influenced first by the instructor, and th style to the student's personality in teaching.
14. regulations related to enrollment in a college or establishing) Admission criteria (institute

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

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

2- The student's desire.

3- The capacity of each department.

15. Key sources of information about the program

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

2- It provides students with the requirements and skills necessary for their success in the labor market.

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

Curriculum Skills Plan																			
.boxes corresponding to the individual learning outcomes from the program that are being assessed the Please check																			
Learning outcomes required from the program																			
General and transferable skills or) other skills) related to employability and personal development				thinking skills				–Subject specific skills				Knowledge and understanding				essential My choice	Course Name	Course code	Year / Level
D4	D 3	D 2	D 1	Q 4	aPrt 3	Part 2	Part 1	B 4	B 3	B 2	B 1	A 4	A 3	A 2	A 1				
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	essential	Weather and		First

																	climate science		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	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 ementrequirs	Human rights and democracy		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	University requirements	Computer		

																Principles		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	educational	Foundations of Education		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	University requirements	Arabic		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	Basic	arid regions		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	Basic	Biogeography		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	University requirements	English Language 1		

*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**essential**	Applied climatology		**Second**
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**essential**	Applied Geomorphology		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**Sassi**	Geography of Eurasia		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**Sassi**	Population Geography		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**educational**	Secondary education		

*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**educational**	Psychology		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**Social Studies**	History of the Arab Islamic State		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**University requirements**	English Language 2		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**essential**	iGeographical techniques		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**essential**	Hydrology		

*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**essential**	Geography of Development and Planning		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**essential**	Oil and Energy Geography		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**essential**	Rural Geography		
*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	**essential**	Thematic cartography		

*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	essential	Industrial Geography		Third
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	essential	Geography of Agriculture		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	essential	Urban Geography		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	essential	Geography of the Americas		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	Sassi	Geography of		

																natural resources		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	educational	Guidance and mental health		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	essential	Statistics and Geographic Modeling		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	educational	Curricula and teaching methods		

*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	Social Studies	Modern and contemporary history of Iraq and b the Ara world		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	essential	Tourism Geography		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	essential	Soil geography		

*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**Basic skills**	**Geographical research methods**		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**University requirements**	**English Language 3**		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**essential**	Geography of Iraq		**Fourth**
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**essential**	Political geography		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**essential**	Geography of the Arab World		

*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**essential**	Geography of Transport and Trade		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**essential**	Geographical thought		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**Basic**	Geography of 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 trequirements**	English Language 4		

Grade 3 ،Geographical Research Methods – Description Template Course

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

headquarters Description of the

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

Ministry of Higher / University of Diyala Education and Scientific Research	1. onEducational instituti
..... College of Education for Humanities	2. University Department / Center
Geographical research methods	3. Course Name/Code
amReporting Progr-Self	4. Programs that he enters
grade students Third	5. Available forms of attendance
annual	6. Semester/Year
hours (90)	7. number of study hours Total
22- 3- 202 6	8. Date this description was prepared
9. To prepare secondary school teachers equipped with the -1 : Course objectives skills that raise the level of education in line with scientific progress in means and .the most advanced universities in the world Preparing researchers with scientific spatial research techniques that enable -2 s adding practical application them to contribute to solving societal problems, thu .to their work, which is done through planning	

Dr. Tanzeeh Majeed Hameed Dr. Saif Mohammed Abdul	: Name
Cartography and remote sensing	:Subject name
	the Decision :chapter
the subject students to the importance of Introducing and equipping them with the practical skills necessary .for drawing and reading maps	Course :objectives
Study of cartography and remote sensing techniques	Basic details of the :material
-Cartography and Field Study by Dr. Ahmed Najm Al lijahDin Fa Principles and Applications of Remote Sensing by Dr. Jumaa Muhammad Dawood	:Textbooks
Principles of remote sensing Dr. Muhammad Ahmad Mayas	External :sources

Final exam	laboratories	Chapter Two	Chapter One	semester	Chapter :assessments
%60		%20	%20	the first the dsecon	

	Additional : information

semester First Weekly lesson schedule

Notes	Practical material	Theoretical material	the date	Week
		The historical development of maps	2026-11-21	1
		Types of maps	2 8-1 1-202 6	2
		Tools and materials for drawin	5-1 2-202 6	3
		scale drawing	12-1 2-202 6	4
		The relationship d areabetween scale an	19-1 2-202 6	5
		Measuring dimensions and distances on maps	2 6-1 2-202 6	6
		Measuring areas on maps	2- 1-202 7	7
		Zoom in and out on maps	9- 1-202 7	8
		Cartographic summary	16- 1-202 7	9
		Set directions	23- 1-202 7	10
		r determining Methods f geographic north	30- - 1202 7	11
		Map navigation	6- 2- 202 7	12
		Map projections	13- 2-202 7	13
		Representing topographic features on maps	2027	14
		Measuring slopes on maps	2027-2-27	15
		topographic sectors	6- 3- 202 7	16
year break–Mid				

:Professor's signature: Dean's signature

sterseme Second Weekly lesson schedule

Notes	Practical material	Theoretical material	the date	Week
		Map design	13- 3- 202 7	**1**
		Color theory	2027-3-20	**2**
		Balance of map components	2027-3-27	**3**
		Graphic shapes	3- 4-202 7	**4**
		Distribution maps	1 0- 4-202 7	**5**
		cept of remote The con sensing	2027-4-17	**6**
		History of remote sensing	2027-4-24	**7**
		Remote sensing applications	30-4-2027	**8**

:**Professor's signature**: **Dean's signature**

Field For the visit The typical Table

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

It .Two or three days For the duration Prepared Ordinary Field Visit table He is -1 and Preparing for it responsible Located -pre stomach meetings includes Quality Assurance University Ateq on circumstances with The model compatibility .The high one education In institutions and Performance Department .the first today morning The ninth of the hour Usually when Field Visits It begins -2 more usually It takes no Which -pre stomach Start of meetings times to set And it is It is but rather meetings The entire table times be that It should no .one hour no

that Additional Experts Reviewers For activities Field to leave from necessary and drafting and records Notes For meetings and updates Preparation include .The program review report a draft paragraphs

Activity -	the time -	session -
-	Day 1 -	
Welcome and appreciation. Provide a brief -1 overview of the review (its objectives, desired outcomes, Program -assessment report) -use of evidence, and self Team	9:00 -	1 -
ion with members of the Curriculum: Discuss -1 teaching staff	9:30 -1	2 -1
Meeting with a group of students -1	11:00 -1	3 -1
Program efficiency: A look at the resources -1	12:30 -1	4 -1
Review Committee Meeting: Review of additional -2 documents, including a sample of corrected student .work	14:00 -2	5 -2
Program efficiency: Meeting with faculty members -2 -2	15:00 -2	6 -2
Review Committee Meeting: Review of evidence -2 up-and any gaps or matters requiring follow	16:00 -2	7 -2
Meeting with stakeholders (sample of graduates, -3 (employers, and other partners	17:00 -3	8 -3
-3	Day Two -3	
eting with the Head of Review, its Coordinator, Me -3 and the Program Leader: Summary of the first day's findings, addressing gaps, and adjusting the second day's .schedule if necessary	8:45 -3	9 -3
Academic standards for graduates: Meeting with -4 faculty members	9:00 -3	10 -3

Effectiveness of quality assurance and management processes: A meeting with members of the educational staff.	-4	10:30	-4	11	-4
Review Committee Meeting: Review of evidence and matters that need to be addressed.	-4	12:00	-4	12	-4
Free time to follow up on new issues	-4	14:00	-4	13	-4
Final meeting of the review committee: making decisions regarding the results and preparing oral feedback.	-5	14:30	-5	14	-5
The head of the review provides verbal feedback to the review coordinator and members of the teaching staff.	-5	14:30	-5	15	-5
The End	-5	15:00	-5	16	-5

(Table No. 1)

For the The typical For the table and plan Report Preparation up-Follow practical model\ up-Follow Okay from field visit

up-Follow a report model\

Quality Assurance and Academic Accreditation Department / International Accreditation Section

:The institution

:College

:Program

up report-Follow

On the date of It happened that up-Follow visit results Report this Shows The aimful arrangements of the Quality from part which is ،20____/____/____ Continuous Support provide to to Assurance and University Performance Department .Continuous and improvement Internal quality a guarantee Operations To develop up are to assess the progress made in the program since the -The purposes of this follow nformation and support preparation of the program review report and to provide more i for the continued improvement of academic standards and the quality of higher education .in Iraq

:It comes On what up-Follow This is amazing in Used Evidence The base includes for him Support formationIn with Academic For the program Self Evaluation a report The review a report numbers since And the executor stomach Improvement plan . The academic program

Academic The program review a report

I found that) Institutional strategy The plan High education quality review a report
. up-Follow visit during the introduction l evidenceAdditiona
This is from To her Reaching It was completed that Total Conclusions It is represented
:As follows up-Follow amazing
The name) in (academic) The program name) program He stands did not / He did
.To improve plan By applying (Educational) nFoundatio
For review Field Visit since the introduction Indicators in good deed practices Includes
.(It is coming: (mention it what on The program
ting it fromTrea Educational The Foundation on He should that The mission Cases It is
And (Mention it) :The following in Academic program Continuous Improving it during
.(no or To him It touches Improvement plan She was if what between

. the favorite Report a) Below) Appendix It includes
(Appendix (A
:tionalEduca The Foundation name
:Academic The program For review Primary Field Visit date
:up visit-Follow date
:up-Follow a report date
up-Follow Run that Reviewers names

the signature Job title Job

user Interior Quality a guarantee system :the first Part	-5

What action should be taken؟	comments	Yes (✓)؟	Question	
			assessment - self report for the academic program been completed؟	
			-Do recent self reports show assessment the extent to which the assessment framework criteria have been met and/or addressed؟	
			Is there an improvement plan based on an external and internal review؟	
			Are there any important gaps that have not been addressed؟	
			Is progress in implementing the improvement plan being monitored؟	
			Are any major obstacles expected in implementing the improvement plan؟	
			How much time does the educational institution expect to need to complete the improvements to the program؟	
			How long do reviewers expect it to take to complete the program improvements in order to meet the indicators؟	

Part Two: Improvement Achieved in Indicators -10			
General -10 conclusion	New -10 information obtained from -the field follow up visit	Items of the -10 improvement plan (in terms of their conformity with the recommendations contained in the academic program review (report	Indicators (see -10 assessment (framework
-11	-11	-11	Course of Study -11 Goals and -11 required learning outcomes) Course syllabus -11 (content Progress from -11 ryear to yea Education and -11 learning Student Calendar -11
-12	-12	-12	Program -11 efficiency General picture -12 of accepted students Human -12 Resources Material -12 resources Uses of available -12 resources Student support -12 Graduation rates -12 of accepted students

-13	-13	-13	Academic -12 standards rdsClear standa -13 Use appropriate -13 measurement standards Graduates' -13 achievement Student -13 Assessment Standards
-14	-14	-14	Program -13 management and assurance Arrangements -13 necessary for program management Policies and -13 procedures followed Collected -14 methodological observations user and the -14 Employee -14 improvement needs Which are -14 identified and processed Improvement -14 planning procedures Followed -14

Criteria for successful review and process evaluation

Successful audit criteria

And Academic ogramThe pr review arrangements in Successful Review Standards It is following in its evaluation:

existing Interior With systems Supported Review it It is done that The program He is that culture to Based on Specifications and review It includes Improvement Under or

Review features Availability Because . ousContinu and improvement Self Evaluation . Foreign Ministry For review strong Basically This interior .Suitable Foreign Ministry Review timing He is that public For the picture Overall Matching Review Experts Committee public Image be that . eign MinistryFor For review :from all before from Preparation Planning in In detail taking care It is that in It continues that :Quality Assurance and Academic Accreditation Department and Educational The Foundation Working with Private Its procedures application .Foreign Ministry For review And necessary Suitable Support And it provides ewersrevi It produces that Evidence a base be that on He is careful Review: that coordinator For Suitable the time in Available Reports Interior and preparation Review systems information or ؟Any clarifications Meeting It is and that Visitors Experts sreviewer .Required Additional For the program Self For evaluation Report Availability The educational institution: that .For external review He will be subject that Academic reading that in In what For the visit Preparation They do that :rtsExpe Reviewers in In it which is guided Primary Preparing comments the introduction Documents .The visit procedure before from and protocols Announced Review style application in match there He is that And it supports The process and philosophy message Respect Participants including lla .Continuing and improvement For review it Open, dialogue Educational The Foundation and representatives Reviewers Holds that .riodReview pe throughout mutual Respect on growing .regular In a way and blog Available Evidence Based on clear Reviewers rulings be that and standard According to Suitable the time in Review a report numbers It is that omfr In it Reply The validity of The Foundation Confirms and that Reports structure .facts Raya presents a fair offer constructive Review from Derived Conclusions group be that .The academic program on and balanced Its Study Foreign Ministry Review from Benefit on Capable The Foundation be that For improvement Realism plan and preparation Consideration Eye And he took it results .Necessity when :Rating

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

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

Glossary of Academic Program Review Terms

Programs review guide in Used minologyTer identification

Interior Review wow The guide this in Used Terminology some It is possible may It is that Context Different according Meanings Reports Preparation Foreign Ministry wing definitions have been mentioned therein. To remove any ambiguity, the follo :provided for those terms

Academic fields / Areas of specialization / Disciplines

Like the study area or and interconnected Specific Fields academy Fields Classified to divide It is twha And often . And philosophy Engineering Medicine mathematics Topics such on Includes Example Way on Humanity The studies :Wide Field The Fields The Arts From it separate Specializations on Arts Includes And ،And literature as history Two fields ogramsPr some Curricula And it has gathered . And photography beautiful in Like mathematics different and specializations Topics It includes may or ،more or .Business administration in Accounting Engineering or

academy Standards

By taking advantage Educational The Foundation She puts it Specific Standards she Knowledge from Lowest or limit Level on It includes . External Reference points from And it is possible Academic The program from Graduates He acquires it that and skills .Evaluation and review in Using it

Accreditation

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Improvement or the job Plans

and ratings Evidence in Looking from Derived realism Improvement Plans she He should that it xceptOne e year from For more Applying it It is And .Available And the academy and programs Courses level on year all and review it Preparing it . Educational institution

accepted students

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Standard / Reference points

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The course Goals

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Study Curricula or Academic Curriculum

Educational She designs it that leThe who The organization Educational The process she The For outputs According to Accepted For the student And it is managed by institution Learning and education and arrangements Content from It consists of ،required learning from Using a group possibility to In addition Students Achievements assessment For arrangements According to And outside of it the university in Available Facilities ،And sports social and studies ،Computer studies ،Libraries that in In what ؛Specific .Training and field experience

(ndent learning (acquired skillsdirected/indepe-Self

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learning-e

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External Assessor/Assessment

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luationEva framework

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(General (Regulations Concepts

within Educational For the institution Necessary Instructions and systems Principles she .Her works rolcont that Policies

Higher Education Institution

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Required Learning outputs

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Quality Guarantee Management Interior order

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Jobs/Work market

Orientation and the and commercial Professional Employment Fields Availability he after In it Qualified for work graduate He is that Fields from and others Research . Graduation

message statement

and its role Instruction The Foundation a task clearly He specifies summary statement he around Brief support Message statement data Shows may as .the society evelopmentd in .The strategy and its goals And its values Educational The Foundation vision

Specialist the reviewer

He has atth or Administrative and experience Professional Level With He is a person Educational The same institution from not (Meaning (except that the topic in expertise The program Review Contribution He can So that ،Interests in conflict He has Not Reliance For the purposes of or Foreign Ministry Internal quality To ensure Educational .

Academic The program

Educational The program He knows Academic The program review For the purpose on Completed successfully after They get Those Students Accepts that that That he . Academy degree

The program Goals

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Academic The program viewre

Institutions all in Educational Programs all on Academic The program review Apply from more Learn in The programs that condition And in .The high one education .By review Included Entirely The program He is Educational institution

:These are ،Iraq Programs in For review Goals three And there

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around With information Interior Quality a guarantee Process development to support . Continuous improvement Assessment of compliance and challenges Good practices . And international regional Level on Iraq in High education reputation Strengthening

quality assurance

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Review Coordinator

review For coordination Educational The institution nominates him that He is the person and Information and its interpretation collection in To help Academic The program . tised oneThe adver Review Methods application

Report

His and ratings Academic The program Reviews Based on stomach Regular Reports .Educational program

assessment-Self

As specific academic program By evaluation Educational The Foundation Standing he For management and internal system And within The program review from part . Quality guarantee

field visit

The The program review within Out For expert reviewers she has intended visit she Table (1) includes .Two or three days Usually for Field Visit And it continues .academic .eTherefor Typically

Description

and outputs And its structure The program For the purposes detailed Description he It Incoming resources or Specific amenities or Decisions Aya From him Required program The Design Necessary Information Description And it provides . contains it . And review it And presenting it

relationship The Entities

Activities in legitimate Interest The Individuals or Groups or Organizations that she and Education and its standards quality where from For the institution Educational practical It includes .And its procedures Quality ntee systemsGuara effectiveness And it .The parties involved Groups Most important The active one strategy Review on different and their interests The concerned Parties For groups flour range depends and its Its educational activities and extent ucationalEd The Foundation message The To determine Usually by studying range It is determined . Local circumstances And and graduates For current students legitimate Interest The Groups It includes .scope The staff of or their families Their affairs .And guardians By joining students who wish Government Employment and Ministries the educational institution and the community and unions Organizations Funded Organizations from and others agencies and sponsors .I found it Professionalism

Strategic plans strategy oalsG

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Student assessment

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Reviews Availability As well as . ecisionsAnd its d Academic For the program Required For their achievements, and he strives Students according to To classify Means In and his skills student For acquaintances present range to set to Diagnostic Evaluation formative Evaluation And provides . leSuitab Curriculum development behind pursuit Don Learning To follow support And its progress student performance on Information So he holistic Evaluation But . Necessarily Graduation Okay A sign of Calculation that End of course when or ramThe prog in student To obtain Final Level determines . The academic For the program Approved Hours in Enter

Student reviews

structure in Their program quality around Students opinions collection practical she collect To Methods used more And from .For the outputs analysis with standard The other mechanisms And from ،And questionnaires Christian Opinions: Studies in And representation Concentrated the job Bodies and groups Electronic conferences .The other and the circles Councils

Teaching and learning methods

outputs investigation on Students To help Instructors It uses hatt Methods group she Groups Education ،Lectures that Examples include .It is scheduled Required Learning for you condition and study ،And seminars Educational Like the sessions The small As writing and duties ،Decisions to and access Information isanalys About how student And the trips And the presentation learning-self skills Students Research to gain papers and procedure The process Skills Students To gain The process and sessions ،Field Specific Conclusions to and access Results analysis on training For student Experiments .Stickers or Offers or Reports Preparation

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

2026

Introduction:

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

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

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

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

Concepts and terminology:

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

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

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

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

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

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

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

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

Academic Program Description Form

University Name: .....**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: **7–9–2025**

File Completion Date: **8–9–2025**

Signature:

Head of Department Name:

Prof. Dr. Abdul Amir Ahmed Abdullah

9–9–2025

Signature:

Scientific Associate Name:

Prof. Dr. Ghazwan Adnan Muhammad

Date: **10–9–2025**

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date: **12–11–2025**

Signature:

Approval of the Dean 11 –9–2025

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

2. **Program Mission**

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

3. **Program Objectives**
General statements describing what the program or institution intends to achieve.

4. **Program Accreditation**
Does the program have program accreditation? And from which agency?

5. **Other external influences**
Is there a sponsor for the program?

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

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

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

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

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

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

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

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

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

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

14. Program Development Plan

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A 4	B1	B2	B 3	B4	C1	C2	C3	C4
2025-2026 First Grade		Geomorphology and its Applications	essential	*	*	*	*	*	*	*	*	*	*	*	*

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

Course Description Form

1. Course Name: geography of transport and international trade	
Geomorphology and its Applications	
2. Course Code:	
3. Semester / Year:	
2025–2026	
4. Description Preparation Date:	
9–11–2025	
5. Available Attendance Forms:	
Attendance of first-year students in the Geography Department classrooms.	
6. Number of Credit Hours(Number of Units (Total)	
3 hours / 5 units	
7. Course administrator's name (mention all, if more than one name)	
Prof. Dr. Yaser Mohammad Abd E; yasir.ge.hum@uodiyala.edu.iq	
8. Course Objectives	
Objectives of the study subject	**To introduce the student to the conce of geomorphology and its branches, a 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.**

9. Teaching and Learning Strategies	
Strategy	Delivering lectures, having students prepare reports on the topic, and conducting a field visit.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
The first	3	he student should familiar with the basic concepts related to .geomorphology	The concept geomorphology	lecture	short uiz at e end f the cture
e second	3	Rock Structure Characteristics	The student should be familiar with th types of rocks.	lecture	Oral estio ns at e end f the cture
he third	3	Igneous Rocks dimentary Rocks Metamorphic Rocks	The student shou be familiar with t properties and typ of igneo sedimentary, a metamorphic roc	lecture featuring an illustrative vid presentation a samples of igneous, sedimentary, and metamorphic rocks	Oral estio ns
Fourth	3	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 a illustrative vid presentation	Oral questions at the end of the lecture

Fifth	3	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 vid and whiteboar diagrams demonstrating plate convergence a divergence, as well as types c folds and fault	Oral questions at the end of the lecture.
Sixth	3	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/reference	Oral questions at the end of the lecture.
Seventh	3	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	3	Fluvial geomorphology: drainage basins, river systems, drainage patterns, fluvial erosion, transport and	Introducing students to terminology and concepts related to fluvial geomorphology—	Lecture w illustrative diagrams.	Oral questions at the end of the lecture.

		deposition, resulting landforms, floods, and river-related hazards.	including drainage basins, river systems, drainage patterns, fluvial erosion, transport and deposition, resulting landforms, floods, and river-related hazards.		
Ninth	3	River Classification	The student should be familiar with the classification of rivers based on their orders, systems, origins, and drainage patterns.	Lecture w illustrative diagrams	Oral questions at the end of the lecture
tenth	3	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 an illustrat video presentation.	Oral questions at the end of the lecture
eleventh	3	geomorphological processes and the resulting landforms	Introducing the student to wind erosion processes and the resulting landforms Aeolian	Lecture w illustrative diagrams	Short quiz at the end of the lecture
twelfth	3	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	Lecture accompanied an illustrat video presentation.	Oral questions at the end of the lecture

			landforms, and urban geomorphology.		
thirteenth	3	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	3	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 w illustrations.	Oral questions at the end of the lecture
fifteenth	3	First-Term Month Exam	Monthly Exam		
Sixteenth		Applied geomorphology: definition, scope, and methods and tools relevant to engineering and environmental applications	Familiarizing t student with t concept of appl geomorphology—it definition, scope, a the methods and to relevant engineering a environmental applications.	Lecture with a illustrative vid presentation.	Short uiz at e end of the cture.
Seventeenth	3	eomorphological processes and uman interaction	To familiarize the student with the concepts of geomorphological processes and huma interaction.	Lecture.	Oral uestio ns at e end of the ecture
Eighteenth	3	Fluvial Geomorphology and River Management	To familiarize the student with the concepts of fluvial	Lecture	Short uiz at e end

			geomorphology and river management		of the cture
Nineteenth	3	Coastal Geomorphology and Erosion Control	To familiarize the student with the concepts of coastal geomorphology and erosion control	Lecture with illustrative vi presentation	Short uiz at e end of the cture
Twentieth	3	Aeolian Processes and Desertification Management	Introducing the student to the concepts of aeolian processes and desertification management	Lecture	Oral uestio at the l of the cture
Twenty-One	3	Glacial and Periglacial Processes	Introducing the student to the concepts of glacial and periglacial processes	Lecture w illustrative diagrams	Short uiz at e end of the cture
Twenty-Two	3	asic concepts of eomorphological hazards	Introducing the student to the basic concepts of geomorphological hazards	Lecture w illustrative diagrams	Short z at end the cture
Twenty-Three	3	Geomorphologica hazards associate with surface processes (surfac runoff, soil erosic and slope materia movement) and their impact on various human activities	To familiarize the student with geomorphological hazards associated with surface process (surface runoff, soil erosion, and slope material movement) and their impact on various human activities.	Lecture w illustrative diagrams.	Oral uestio at the l of the cture
Twenty-four	3	Risks of floods droughts, and storms	Familiarizing the student with the risk of floods, droughts, and storms	Lecture w illustrative diagrams	Oral estio s at e end f the cture

Twenty-five	3	Groundwater, ydrological, and Karst Hazards	To familiarize the student with groundwater, hydrological, and karst hazards	Lecture	Oral uestio at the l of the cture
Twenty-six	3	eomorphol gical hazards in coastal areas	To familiarize the student with geomorphological hazards in coastal areas	Lecture w illustrative diagrams	Short z at end the cture
Twenty-seven	3	Applied Geomorphology nd Engineering Projects	Familiarizing the student with applied geomorphology and engineering projects	Lecture	Oral uestio at the l of the cture
Twenty-eight	3	Applied Geomorpholo and Urban and Regio Planning	To familiarize student with appli geomorphology a urban and regio planning	Lecture w illustrative diagrams	Short z at end the cture
Twenty-nin	3	Applied Geomorpholog and the Construction of Reservoirs and Dams	To familiarize the student with applied geomorphology and the construction of reservoirs and dams	Lecture with illustrative diagrams	Oral uestio at the l of the cture
Thirty	3	Monthly Exam	Monthly Exam for Second Semester		

11. Course Evaluation 20−20−60	
Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports .... etc	
12. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	3
Main references (sources)	- Principles of Geomorphology – Hassan Ramadan Salama – 2017

	- Science of Landforms – Abdul-Ila Razuqi Karbal – 2011 - Applied Geomorphology – Khala Hussein Ali Al-Dulaimi – 2012 - Applied Geomorphology – Saad Ajeel Mubarak – 2019
Recommended books and references (scientific journals, reports…)	**Introduction to Physi Geology,Thompson&Turk**
Electronic References, Websites	**fundamental of Geomorphology H**

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

Academic Program Specification Form for Colleges and Institutes

University:	Diyala
College/Institute:	College of Education for Human Sciences
Scientific Department:	Geography
Date of Form Completion:	September 8, 2025

Signature: **Date:**

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

Signature: **Date:**

Scientific Assistant Name: Asst. Prof. Dr. Ghazwan Adnan Mohammed

File Verified by

Quality Assurance and University Performance Division

Quality Assurance and University Performance Division Manager Name: Asst. Lect. Zainab Qutaiba Abdul-Ali

Date:

Signature

Endorsement by the Dean

Prof. Dr. Luay Saihood Fawaz Al-Tamimi

Higher Education Performance Review (Academic Program Review)

Academic Program Specification for the Geography Department

This Academic Program Specification provides a concise summary of the main features of the program and the learning outcomes that a student is expected to achieve, demonstrating whether they have made the most of the available opportunities. It is accompanied by a description of each course within the program.

Educational Institution: University of Diyala / College of Education for Human Sciences - Ministry of Higher Education and Scientific Research

University Department / Center: Geography Department

Academic Program Name: Geography

Final Qualification Awarded: Bachelor of Arts in Geography

Study System: Annual System

Accreditation Program Approved: Accreditation Standards of the Association of Arab Universities

Other External Factors: Training courses for students to develop professional skills – Field visits – Teaching practice in secondary schools

Date of Specification Preparation: September 7, 2025

Academic Program Objectives

1. Preparing students for the teaching profession in secondary schools.
2. Preparing students for teaching geographical subjects, especially the practical aspect, in secondary schools.
3. Conducting research and studies in geography and earth description to solve problems and challenges facing society.

4. Preparing scientific researchers in the field of research, especially topics related to life and society, and how to benefit from them.

Intended Learning Outcomes, Teaching, Learning, and Assessment Methods

A. Knowledge and Understanding

1. Enabling students to acquire knowledge and understanding of the conceptual framework of geographical sciences.

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

3. Preparing students psychologically and pedagogically for teaching applied geography in secondary schools.

4. Providing advice in the field of land use and projects for institutions and departments in relevant ministries.

5. Conducting research in applied fields such as construction and building to solve problems facing society in various sectors.

B. Subject-Specific Skills

1. Participating in committees with relevant authorities.

2. Contributing to addressing problems facing students in physical and human geographical aspects, and providing professional guidance.

3. Preparing scientific researchers in the field of applied geography.

Teaching and Learning Methods:

• Providing students with fundamentals and topics related to knowledge, structure, and physical/human characteristics of life.

• Explaining and clarifying academic materials by the academic staff.

• Providing students with knowledge through homework assignments related to course topics.

• Requiring students to visit the library to obtain academic knowledge related to course syllabus.

• Directing students to gather information and facts from the internet.

Assessment Methods (40% Coursework / 60% Final Exam):

• Daily quizzes with multiple-choice questions or in-class exploratory questions.

• Marks for participating in challenging competitive questions.

• Assigning marks for homework duties.

• Allocating marks for reports assigned to students on subject topics.

C. Thinking Skills (Practical Problem-Solving Skills)

1. Enabling students to solve problems related to physical geography (landforms like plains, mountains, plateaus, rivers) and human geography (population distribution, agriculture, industry, trade, politics).

2. Enabling students to solve problems related to teacher preparation standards.

3. Enabling students to solve problems related to geography teacher preparation standards.

4. Enabling students to solve problems related to writing standards for applied research and studies.

D. General and Transferable Skills

1. Enabling students to use modern teaching methods in teaching landforms, spatial human knowledge, and economic geography.

2. Enabling students to pass practical teaching evaluations in schools (teaching practice).

3. Enabling students to conduct scientific research regarding land surface problems and human activities.

4. Enabling students to utilize personal skills to leverage spatial variations of landforms.

Institution	**University of Diyala / College of Education for Human Sciences**
Department	Geography Department
Program Name	Bachelor of Arts in Geography
Final Award	B.A. in Geography
Study System	Annual System (Four Years)
Accreditation	Association of Arab Universities Accreditation Standards
Date of Preparation	07/09/2025

1. Program Aims

The program aims to provide graduates with the following learning outcomes:

- **1.** Preparing students for teaching careers in secondary schools.
- **2.** Preparing students to teach geography subjects, especially the practical and applied aspects, in secondary schools.
- **3.** Conducting scientific research and geographical studies (land description) to solve community challenges and problems.

- **4.** Training scientific researchers focusing on topics related to daily life, society, and practical applications.

2. Learning Outcomes, Teaching, Learning, and Assessment Methods

A. Knowledge and Understanding

- **1.** Enabling students to acquire knowledge and understanding of the intellectual framework of geographical sciences.
- **2.** Preparing students psychologically and educationally for secondary school teaching.
- **3.** Preparing students for teaching applied geography in secondary schools.
- **4.** Providing consulting services in land use and projects for relevant ministry departments.
- **5.** Conducting research in applied fields such as construction to solve community problems.

B. Subject-Specific Skills

- **1.** Participating in committees with relevant authorities.
- **2.** Contributing to solving physical and human geography problems faced by students and providing professional guidance.
- **3.** Preparing scientific researchers in applied geography.

Teaching and Learning Methods

- **1.** Delivering lectures, conducting Q&A sessions, and leading discussions.
- **2.** Providing students with foundational concepts regarding the physical and human structure of life.
- **3.** Explaining study materials clearly through academic staff.
- **4.** Assigning homework and library research tasks.
- **5.** Directing students to gather facts and data from online digital resources.

Assessment Methods

Grading breakdown: 40% Continuous Assessment (Mid-term / Quizzes) | 60% Final Exam

- **1.** Daily multiple-choice or analytical class quizzes.
- **2.** Participation and performance in challenging question sessions.

- **3.** Homework assignment evaluations.
- **4.** Reports and presentations on specific course topics.

C. Thinking Skills (Practical Problem-Solving)

- **1.** Solving problems related to the intellectual framework of physical geography (landforms: plains, mountains, plateaus, rivers) and human geography (population distribution, agriculture, industry, trade, politics).
- **2.** Solving problems related to teacher preparation standards.
- **3.** Solving problems related to geography teacher preparation standards.
- **4.** Solving problems related to writing applied research and studies in physical and human domains.

D. General and Transferable Skills

- **1.** Enabling students to apply modern teaching methods in geomorphology and spatial-economic human knowledge.
- **2.** Passing practical teaching exams in schools (practicum/field training).
- **3.** Conducting research and studies regarding land surface problems, agricultural, industrial, and commercial human aspects.
- **4.** Utilizing soft skills to interpret spatial variation of landforms for better public comprehension.

3. Program Structure (102 Credit Hours)

The Geography Department program was implemented starting in the 2017-2018 academic year with a duration of four years.

Stage 1 (First Year) - Total: 24 Credit Hours

Course Code / Name	Category	Credit Hours
Weather and Climate	Core	2
Cartography and Remote Sensing	Core	2
Geography of Africa and Australia	Core	2
Geomorphology	Core	2
Educational Psychology	Educational	2
History of the Ancient Arab Homeland	Social	2
Human Rights and Democracy	University Requirement	1

Computer Principles	University Requirement	2
Foundations of Education	Educational	2
Arabic Language	University Requirement	2
Arid Regions	Core	2
Biogeography	Core	2
English Language 1	University Requirement	1

Stage 2 (Second Year) - Total: 27 Credit Hours

Course Code / Name	Category	Credit Hours
Applied Climatology	Core	2
Applied Geomorphology	Core	2
Geography of Eurasia	Core	2
Population Geography	Core	2
Secondary Education	Educational	2
Psychology	Educational	2
History of the Arab-Islamic State	Social	2
Hydrology	Core	2
Geographical Techniques	Core	2
Development and Planning Geography	Core	2
Geography of Oil and Energy	Core	2
Thematic Cartography	Core	2
Rural Geography	Core	2
English Language 2	University Requirement	1

Stage 3 (Third Year) - Total: 27 Credit Hours

Course Code / Name	Category	Credit Hours
Industrial Geography	Core	2
Agricultural Geography	Core	2
Urban Geography	Core	2
Geography of the Americas	Core	2
Natural Resources Geography	Core	2
Counseling and Mental Health	Educational	2
Statistics and Geographical Modeling	Core	2

Curricula and Methods of Teaching	Educational	2
Modern and Contemporary History of Iraq and the Arab World	Social	2
Tourism Geography	Core	2
Soil Geography	Core	2
Methods of Scientific Research	Core	2
Detailed Climatology	Core	2
English Language 3	University Requirement	1

Stage 4 (Fourth Year) - Total: 27 Credit Hours

Course Code / Name	Category	Credit Hours
Geography of Iraq	Core	2
Political Geography	Core	2
Geography of the Arab World	Core	2
Transport and Trade Geography	Core	2
Geographical Thought	Core	2
Elective Geography Course	Elective	2
Observation and Practicum	Educational	2
Geographic Information Systems (GIS)	Core	2
Graduation Research Project	Core	2
Measurement and Evaluation	Educational	2
Social Geography	Core	2
Services Geography	Core	2
Seas and Oceans Geography	Core	2
English Language 4	University Requirement	1

4. Course Specification Sample: Geography of Africa and Australia (Stage 1)

Institution / Department	**University of Diyala / College of Education for Human Sciences - Geography Department**
Course Name / Code	Geography of Africa and Australia
Target Program	Self-Assessment Report Program / First Year Students
Academic System	Annual System
Total Study Hours	90 Hours
Instructor	Asst. Prof. Dr. Talal Munihel Karim (talal.ge.hum@oudiyala.edu.iq)

Course Objectives	Studying the physical and human geography of the continents of Africa and Australia scientifically using electronic display tools such as PowerPoint.
Prescribed Textbooks	Al-Meshhadani, Ibrahim Abdul-Jabbar & Ahmed Najm الدين Fleijah, Sub-Saharan Africa, Baghdad University Press, Baghdad, 2010.
External References	Fleijah, Ahmed Najm El-Din, Africa: General and Regional Study of Non-Arab Countries, Alexandria, 1980; Sabri, Salah, Sub-Saharan Africa, European Renaissance Library, Cairo, 1990.
Grade Distribution	Final Exam: 60% | First Term: 20% | Second Term: 20%

Weekly Schedule — First Term (Africa)

Week & Date	Theoretical Material / Topic	Notes
Week 1 (20-11-2025)	Concept of the continent of Africa and location study	
Week 2 (27-11-2025)	Continent area and geological structure	
Week 3 (4-12-2025)	Topography of the African continent: Mountains	
Week 4 (11-12-2025)	Topography of the African continent: Plains and Plateaus	
Week 5 (18-12-2025)	Climate of the continent and climatic elements	
Week 6 (25-12-2025)	Climatic regions in the African continent	
Week 7 (1-1-2026)	New Year Holiday	New Year Holiday
Week 8 (8-1-2026)	Natural vegetation and its geographical distribution in Africa	
Week 8 (15-1-2026)	Vegetation regions in the African continent	
Week 9 (22-1-2026)	Soil and its geographical distribution in Africa	
Week 10 (29-1-2026)	Types of soils in Africa and their geographical distribution	
Week 11 (5-2-2026)	Water resources and their types in Africa	
Week 12 (12-2-2026)	Major rivers in Africa and optimal investment methods	

Week 13 (19-2-2026)	Methods for optimal investment of African rivers	
Week 14 (26-2-2026)	Review of previous topics	

Weekly Schedule — Second Term (Africa & Australia)

Week & Date	Theoretical Material / Topic	Notes
Week 1 (12-3-2026)	Population in Africa: Origins and early population groups	
Week 2 (19-3-2026)	Demographic features of the African population	
Week 3 (26-3-2026)	Economic situation in the African continent	
Week 4 (2-4-2026)	Agriculture and grazing in Africa	
Week 5 (9-4-2026)	Mineral wealth in Africa	
Week 6 (16-4-2026)	West Africa Region: Federal Republic of Nigeria	
Week 7 (23-4-2026)	Continent of Australia: Naming and location study	
Week 8 (30-4-2026)	Geological structure of Australia	
Week 9 (7-5-2026)	Topography of the Australian continent	
Week 10 (14-5-2026)	Climate of the Australian continent	
Week 11 (21-5-2026)	Climatic regions in the continent	
Week 12 (28-5-2026)	Eid Holiday	Eid Holiday
Week 13 (4-6-2026)	Soil types in the Australian continent	
Week 14 (4-6-2026)	Monthly Exam	Monthly Exam

Criteria for a Successful Review and Process Evaluation

Criteria for a Successful Review

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

The program under review must be supported by existing (or improving) internal systems—including specifications and review mechanisms—grounded in a culture of self-evaluation and continuous improvement; such internal review characteristics provide a robust foundation for the external review.

The timing of the external review must be appropriate.

The composition of the expert review panel must generally align with the overall scope and nature of the external review.

Meticulous attention to planning and preparation must be exercised by all parties:

Quality Assurance and Academic Accreditation Department: Continuing to implement procedures for collaboration with the educational institution and reviewers, while providing the necessary support for the external review.
Review Coordinator: Ensuring that the evidence base—generated through internal review and reporting systems—is available to visiting expert reviewers in a timely manner, and that any requests for clarification or additional information are addressed.
Educational Institution: Providing a self-evaluation report for the academic program undergoing external review.
Expert Reviewers: Preparing for the visit by reviewing submitted documentation and formulating preliminary comments to guide the conduct of the visit.
Consistent application of the announced review methodology and protocols by all participants, respecting and upholding the process's mission and philosophy regarding continuous review and improvement. Reviewers and representatives of the educational institution shall engage in an open dialogue characterized by mutual respect throughout the review process.
Reviewers' judgments shall be clear, evidence-based, and formally documented.
The review report shall be prepared in a timely manner, adhering to established reporting standards and structures, and the institution shall verify the accuracy of the facts contained therein.
The conclusions drawn from the review shall be constructive, offering a fair and balanced assessment of the academic program.
The institution shall be capable of leveraging the external review by analyzing its findings, taking them into account, and—where necessary—developing a realistic improvement plan.
Evaluation:
The Quality Assurance and Academic Accreditation Department aims to establish and implement procedures for the systematic evaluation of all external reviews of academic programs that it organizes. The educational institution, the review chair, and the subject-specific reviewers will be required to evaluate each external review by completing a brief questionnaire. The Department will analyze the feedback and, where necessary, follow up on any difficulties identified.
Furthermore, the Department will examine the feedback to produce summary reports highlighting key operational aspects of the review process—including overall participant satisfaction levels—as well as examples of good practice and opportunities for continuous improvement. Academic Program Review Glossary
Definitions of Terms Used in the Program Review Guide
Some terms used in this guide—as well as in internal and external reviews and reporting—may carry different meanings depending on the context. To avoid ambiguity, the following definitions have been established:
Academic Fields / Fields of Specialization / Disciplines

Academic fields are classified as specific, interrelated areas or fields of study, such as mathematics, medicine, engineering, and philosophy. Broad fields are often subdivided; for instance, the humanities encompass subjects like history and literature, while the arts may include distinct disciplines such as fine arts and photography. Some program curricula may combine two or more fields or incorporate diverse subjects and disciplines—such as mathematics within engineering or accounting within business administration.

Academic Standards

These are specific standards established by the educational institution, drawing upon external reference points. They define the level or minimum threshold of knowledge and skills acquired by graduates of an academic program and serve as a basis for assessment and review.

Accreditation

This is the recognition granted by an agency or organization to an educational program or institution, confirming its ability to demonstrate that the program(s) meet(s) accepted standards and that the institution possesses effective systems to ensure the quality and continuous improvement of its academic activities in accordance with published standards.

Action or Improvement Plans

These are realistic improvement plans derived from an analysis of available evidence and evaluations. While they may be implemented for a period exceeding one year, they must be prepared and reviewed annually at the levels of the course, the academic program, and the educational institution.

Admitted Students

These are students enrolled in an academic program, including those admitted with credit hours earned prior to admission for entry beyond the first year.

Reference/Standard Points

Standard statements represent the general expectations regarding levels of achievement and general skills expected of graduates in a specific field or subject. Reference standards may be either external or internal. External reference points allow for the comparison of academic standards and the quality of an academic program against similar programs in Iraq and globally. Internal reference points, meanwhile, can be used to compare academic fields or to identify trends over a specific period.

Constituency/Target Group

This refers to the specific segment of the community served by the educational institution in accordance with its mission and internal regulations. This group may be defined geographically or by the organizations, groups, and individuals involved in the institution's activities.

Course Objectives

The general objectives of a course must be expressed as outcomes to be achieved by students upon completion of the course—specifically as significant, measurable attributes. They must contribute to the achievement of the specific objectives of one or more educational programs.

Curriculum (or Curricula)

This refers to the entire organized educational process that...

Designed and managed by the educational institution for the admitted student in alignment with required learning outcomes, this component comprises content, teaching and learning arrangements, and the assessment of student achievement. It also includes access to a range of facilities—both on and off-campus—subject to specific arrangements; these encompass libraries, as well as resources for computer studies, social activities, sports, training, and fieldwork.

Directed Self-Directed/Independent Learning (Acquired Skills)

This involves the active reinforcement of personal skills embedded in the curriculum, supporting students and graduates in seeking out, internalizing, and learning from both structured and unstructured experiences. Reinforcement methods include e-learning, personalized and self-directed learning, fieldwork, assignments, training, and reflective learning. Tools used to support directed self-directed learning outside formal lectures include periodic logs, self-assessment reports, interactive learning tools, and the like.

E-Learning

E-learning—utilizing information technology—may serve as either a primary or secondary component of an academic program or course. It can function as a standalone activity or be integrated into other teaching and learning approaches. It may involve the self-determination of goals, required learning outcomes, and materials through personal choice, and typically incorporates self-assessment. Generally, it enhances learner autonomy and personal responsibility for the learning process. Simply converting existing texts or lectures into a website or a pre-recorded medium does not, in itself, constitute e-learning. External Assessor/Evaluation

This involves the institution appointing an individual for a specific academic program, part of a program, or a course to provide an independent external opinion regarding the academic standards established and upheld in degree-awarding examinations.

Evaluation Framework

The evaluation framework provides a standardized structure for assessing academic programs. It serves as the basis for self-evaluation, site visits by specialist reviewers, and the academic program review report; it is designed for use across all academic fields and educational institutions, and for application in both internal and external reviews.

General Concepts (Regulations)

These are the principles, systems, and instructions required by the educational institution within the policies governing its operations.

Higher Education Institution

A college, institute, or university that offers higher education programs leading to a first university degree (Bachelor's/Diploma) or any higher degree.

Required Learning Outcomes

These are the knowledge-related results that the educational institution aims to achieve through its programs. They must be aligned with the institution's mission, measurable (assessable), and reflect appropriate external reference standards.

Internal Quality Management and Assurance System

The system adopted by the educational institution to ensure that its academic programs—and their constituent elements—meet specified requirements and undergo continuous review and improvement. The output-based quality management system encompasses specific quality specifications—spanning from design to delivery—as well as evaluation; the identification of best practices, shortcomings, and obstacles; performance monitoring; improvement and enhancement proposals; and the systematic review and refinement of processes to establish effective policies, strategies, and priorities that support continuous improvement.

Job/Labor Market

This refers to the availability of professional, commercial, research-oriented, and other employment sectors for which a graduate is qualified upon completion of their studies.

Mission Statement

A concise statement that clearly defines the educational institution's mission and its role in community development. The mission statement may also present brief supporting information regarding the institution's vision, values, and strategic goals.

Specialist Reviewer

An individual possessing the requisite professional standing and administrative or subject-matter expertise—and who is neither affiliated with the educational institution in question nor subject to any conflict of interest—capable of contributing to the review of an educational program to ensure internal and external quality or to facilitate accreditation.

Academic Program

For the purposes of academic program review, an educational program is defined as one that admits students and awards them an academic degree upon successful completion.

Program Objectives

The overarching goals for offering the academic program; these guide the development and implementation of strategic objectives (to ensure the goals are met) and the definition of required learning outcomes (to ensure students work toward achieving the desired results).

Academic Program Review
Academic program review applies to all educational programs across all higher education institutions. In cases where a program is taught across multiple educational institutions, the review encompasses the program in its entirety.
There are three objectives for program review in Iraq:
Providing decision-makers (including higher education institutions, the Ministry's Quality Assurance and Academic Accreditation Department, parents, students, and other stakeholders) with evidence-based assessments regarding the quality of educational programs.
Supporting the development of internal quality assurance processes by providing information on best practices and challenges, and by evaluating commitment to continuous improvement.
Enhancing the reputation of higher education in Iraq at both regional and international levels.
Quality Assurance
Ensuring that the educational institution possesses the necessary mechanisms to establish academic standards for each educational program in alignment with comparable international standards, and to ensure the quality of the curriculum and infrastructure. ...is appropriate and meets the expectations of the relevant parties; that its graduates possess a specific set of skills; and that the educational institution is capable of continuous improvement.
Review Coordinator
The person nominated by the educational institution to coordinate the academic program review, assist in gathering and interpreting information, and apply the established review methods.
Report
Regular reports prepared based on academic program reviews and evaluations of the educational program.
This refers to the process by which an educational institution evaluates a specific academic program as part of a program review and within an internal quality management and assurance system.
Site Visit
A planned visit by external specialist reviewers conducted as part of the academic program review. The site visit typically lasts for two or three days. Table (1) provides a typical schedule for such a visit.
Description (Program Specification)
A detailed description of the program's objectives, structure, intended learning outcomes, and any specific courses, facilities, or resources involved. The specification provides the information necessary for designing, delivering, and reviewing the program.
Stakeholders

Organizations, groups, or individuals with a legitimate interest in the institution's educational activities—specifically regarding the quality and standards of education and the effectiveness of quality assurance systems and procedures. An effective strategic review process engages key stakeholder groups. The precise range of stakeholder groups and their respective interests depends on the educational institution's mission, the scope of its educational activities, and its local context. This scope is usually determined through a scoping study. Stakeholders include current students, alumni, prospective students, parents or families, institutional staff, employers, relevant government ministries, sponsors and other funding bodies, as well as professional organizations and associations, where applicable.

Strategic Objectives / Strategic Plans

A set of objectives for the educational institution, derived from its mission and translated into a realistic plan based on evidence-supported assessments. Objectives focus on the means by which the institution seeks to achieve its mission. The plan specifies the issues to be addressed, the timeframe, the person responsible, and estimated costs; it is accompanied by an implementation plan that includes arrangements for monitoring progress and evaluating impact.

Student Assessment

This refers to a set of procedures—including examinations and other activities conducted by the educational institution—designed to measure the extent to which the required learning outcomes of an academic program and its courses have been achieved. Assessments also provide a means to classify students based on their achievements. Diagnostic assessment seeks to determine the current level of a student's knowledge and skills in order to design an appropriate curriculum. Formative assessment provides information on student performance and progress to support the learning process, without necessarily counting towards graduation grades. Summative assessment determines the final level of student achievement within the program or at the conclusion of a course that contributes to the academic program's credit hours.

Student Evaluations

This is the process of gathering student feedback on the quality of their program using a standardized structure, followed by an analysis of the results. Common methods for gathering feedback include surveys and questionnaires; other mechanisms include electronic conferences, committees, focus groups, and representation on councils and other bodies.

Teaching and Learning Methods

These are the methods employed by instructors to assist students in achieving the learning outcomes required for a course. Examples of this include lectures; small-group instruction—such as educational sessions and seminars; individual case studies focused on information analysis and decision-making; assignments—like writing research papers—to foster self-learning and presentation skills; field trips;

and practical sessions designed to impart hands-on skills and provide experience in conducting experiments, analyzing results, drawing specific conclusions, and preparing reports, presentations, or posters.

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

Introduction:

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

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

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

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

Concepts and terminology:

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

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

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

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

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

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

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

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

Academic Program Description Form

University Name: .. **Diyala**

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

Scientific Department: .. **Department of Educational and Psychological Sciences**

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

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

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

241. **Program Objectives**

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

242. **Program Accreditation**
Does the program have program accreditation? And from which agency?

243. **Other external influences**
Is there a sponsor for the program?

244. **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.

245.Program Description

Year/Level	Course Code	Course Name	Credit Hours	
2023-2024		Teaching methods	theoretical	practical
			2	1

246. Expected learning outcomes of the program	
Knowledge	
Learning Outcomes 1 The student should know teaching methods Explains the importance of methods	Learning Outcomes Statement 1 Preparing the student to be a future teacher
Skills	
Learning Outcomes 2 Designs educational lessons	Learning Outcomes Statement 2 Preparing a student who has scientific potential in his specialty
Learning Outcomes 3 Compares modern methods with ancient methods	Learning Outcomes Statement 3 Enabling the student in the future to use modern methods and strategies
Ethics	
Learning Outcomes 4 Preparing an enthusiastic student who loves his specialty	Learning Outcomes Statement 4 The student's love for his future profession
Learning Outcomes 5	Learning Outcomes Statement 5 Positive interaction with students

Good preparation for the student to be proficient in teaching	

247. **Teaching and Learning Strategies**
Teaching and learning strategies and methods adopted in the implementation of the program in general. (Lecturer method, interrogation, discussion, information processing, investigation)

248. **Evaluation methods**
Implemented at all stages of the program in general. Achievement tests of various kinds, extracurricular activities

249. Faculty

Faculty Members

Academic Rank	**Specialization**		**Special Requirements/Skills (if applicable)**		**Number of the teaching staff**	
	General	**Special**			**Staff**	**Lecturer**
Lecturer Mustafa Fadel Abbas	Teaching Methods	History Teaching Methods			stuff	

Professional Development
Mentoring new faculty members

Holding courses to familiarize new staff with modern methods and strategies for use in teaching
Professional development of faculty members
Holding seminars and discussions and exchanging experiences with other corresponding colleges for development

250. **Acceptance Criterion**
(The student's average in the preparatory stage in addition to his desire)

251. **The most important sources of information about the program**
Remember briefly. References and sources from books, research, studies, periodicals, various means of communication from the Internet and others

252. Program Development Plan
Developing the curriculum vocabulary by (20%) of modern topics in line with the developments of the times

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A 4	B1	B2	B 3	B4	C1	C2	C3	C4
2023-2024		Teaching methods	Basic	2	2	2	2	2	2	2		2	2	2	

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

Course Description Form

181.	Course Name: **Teaching methods**
182.	Course Code:
183.	Semester / Year:2024-2023
184.	Description Preparation Date:
185.	Available Attendance Forms:
186.	Number of Credit Hours (Total) / Number of Units (Total)
187.	Course administrator's name (mention all, if more than one name)
	Name: Email:
188.	Course Objectives

Course Objectives	• ….. • ….. • …..
189.	Teaching and Learning Strategies
Strategy	

190. Course Structure

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

191. Course Evaluation	
Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports .... etc	
192. Learning and Teaching Resources	
Required textbooks (curricular books, if a	
Main references (sources)	
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

2026

Introduction:

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

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

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

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

Concepts and terminology:

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

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

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

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

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

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

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

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

Academic Program Description Form

University Name: .. **Diyala**

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

Scientific Department: .. **Department of Educational and Psychological Sciences**

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

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

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

255. **Program Objectives**

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

256. **Program Accreditation**
Does the program have program accreditation? And from which agency?

257. **Other external influences**
Is there a sponsor for the program?

258. **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.

259. **Program Description**

Year/Level	Course Code	Course Name	Credit Hours	
2027-2026		Practical Training	theoretical	practical
			2	1

260. Expected learning outcomes of the program	
Knowledge	
Learning Outcomes: 1. The student defines practical training. Explains the importance of practical training	Learning Outcome Statement 1: Preparing the student to become a successful teacher who is proficient in the classroom teaching process.
Skills	
Learning Outcomes 2. Designs educational lessons.	He has the ability to understand students.
A paternal view of the student	Understanding and Processing
Ethics	
Adherence to ethics	Learning Outcomes Statement 4 The student's love for his future profession
Maintaining everyone's confidentiality	Creating a healthy educational environment

261. **Teaching and Learning Strategies**
Teaching and learning strategies and methods adopted for the program's implementation in general: Enhanced university lectures, discussion and dialogue, the questioning method, and cooperative learning.

262. Evaluation methods
Implementation throughout all stages of the program in general. Oral, preliminary, and monthly tests.

263. Faculty						
Faculty Members						
Academic Rank	**Specialization**		**Special Requirements/Skills (if applicable)**		**Number of the teaching staff**	
	General	**Special**			**Staff**	**Lecturer**
Lecturer Mustafa Fadhil Abbas	Teaching Methods	History Teaching Methods			Staff	

Professional Development
Orientation for new faculty members
Conducting training sessions to familiarize new staff with modern methods and strategies for student assessment and testing
Professional development for faculty members
Organizing seminars and activities related to the Qualification and Employment Unit

264. **Acceptance Criterion**
(The student's average in the preparatory stage in addition to his desire)

265. **The most important sources of information about the program**
Remember briefly. References and sources from books, research, studies, periodicals, various means of communication from the Internet and others

266. Program Development Plan
Developing the curriculum vocabulary by (20%) of modern topics in line with the developments of the times

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A 4	B1	B2	B 3	B4	C1	C2	C3	C4
2025-2026		Practical Training	Basic	2	2	2	2	2	2	2		2	2	2	

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

Course Description Form

193. Course Name: **Practical Training**	
194. Course Code:	
195. Semester / Year:2026-2025	
196. Description Preparation Date:	
197. Available Attendance Forms:	
198. Number of Credit Hours (Total) / Number of Units (Total)	
199. Course administrator's name (mention all, if more than one name)	
Name: M. Mustafa Fadhil Abbas Email: Email: mustafa.ps.hum@uodiyala.edu.iq	
200. Course Objectives	
Course Objectives	• ….. • ….. • …..
201. Teaching and Learning Strategies	
Strategy	
202. Course Structure	

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

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

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

Ministry of Higher Education and Scientific Research
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2025/2026

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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:**7/9/2025**

File Completion Date:**8/9/2025**

Signature:

Head of Department Name:

Date:9/9/2025

Signature:

Scientific Associate Name:

Dr. Ghazwan Adnan Mohammed

Date:10/9/2025

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Dr. Zeina Shahid Ali

Date: **10/9/2025**

Signature:

Approval of the Dean

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

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

3. **Program Objectives**
General statements describing what the program or institution intends to achieve.

4. **Program Accreditation**
Does the program have program accreditation? And from which agency?

5. **Other external influences**
Is there a sponsor for the program?

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

Summer Training				
Other				

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

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

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

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

10. Evaluation methods

Implemented at all stages of the program in general.

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

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

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

13. **The most important sources of information about the program**

State briefly the sources of information about the program.

14. Program Development Plan

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A 4	B1	B2	B 3	B4	C1	C2	C3	C4
Second stag 2023-2024		Environmental geography and pollution	Sassy	*	*	*	*	*	*	*	*	*	*	*	*

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

Course Description Form

1. Course Name: Environmental geography and pollution

2. Course Code:

3. Semester / Year:

2023-2024

4. Description Preparation Date:

1/10/2023

5. Available Attendance Forms:

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

4 hours 4 units

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

Name: Dr. Nsreen Hadi Rshed
Email: nsreen.ge.hum@uodiyala.edu.iq

8. Course Objectives

Course Objectives	**1-Introducing students to the concept environment** **2-Knowledge of pollution and its effec on the environment** **3-The importance of studyi environmental geography and pollution**

9. Teaching and Learning Strategies

Strategy	Giving lectures and preparing reports by students on the subject

10 Course Structure

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

FOR In week	4	To be the studen Familiar with related concepts Environmental geography And pollution	Environmental geography a pollution	a lecture Show vid visit	onthly exam Daily duty Presence Students And follow them For the lecture

11. Course Evaluation	
Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports .... etc	
12. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	
Main references (sources)	Environmental geography and pollution bo
Recommended books and references (scientific journals, reports…)	
Electronic References, Websites	

Ministry of Higher Education and Scientific Research
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Academic Program Description Form

University Name: University of Diyala
College/Institute: College of Education for Human Sciences
Scientific Department: Department of Geography
Academic or Professional Program Name: Bachelor's Program in Geography
Final Degree Name: Bachelor of Arts in Geography
Academic System: Annual System
Description Preparation Date: 7/9/2025
File Completion Date: 8/9/2025

Signature:
Head of Department Name:
Ph.D.Eabd Alamir Ahmed Eabdallah
Date:**2025/9/9**

Signature:
Scientific Associate Name:
Ph.D.Khazwan Eadnan Muhamad
Date:**2025/9/10**

Name of Department Head: Assoc. Prof. Dr. Abdul Amir Ahmed Abdullah
Name of Scientific Assistant: Assoc. Prof. Dr. Ghazwan Adnan Mohammed

The file is checked by:

Name of the Director of Quality Assurance and University Performance: Assoc. Prof. Dr. Zeina Shahid Ali

Director of the Quality Assurance and University Performance Department:

Date: 10/9/2025

Signature: **Zeina Qutaiba Abdul Ali**

Approval of the Dean
Ph.D.Iuay Sihudi fwaz

Aitamimiu

15. **Program Vision**
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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?

19. **Other external influences**
Is there a sponsor for the program?

20. **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.

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

22. 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

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

24. Evaluation methods
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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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			
				A1	A2	A3	A 4	B1	B2	B 3	B4	C1	C2	C3	C4
2025-2026 / Third Stage		Geography of Natural Resources	Basic	√	√	√	√	√	√	√	√	√	√	√	√

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

Course Description Form

1. Course Name
Geography of Natural Resources
2. Course Code
3. Semester / Year
Academic Year 2025-2026
4. Description Preparation Date
7/9/2025
5. Available Attendance Forms
In-person attendance
6. Number of Credit Hours / Total Units
60 Hours / 2 Units
7. Course Administrator
Lecturer Dr. Lamis Saad Hamid - Lames.ge.hum@uodiyala.edu.iq
8. Course Objectives

1. Explain the geographical distributic of natural resources. 2. Identify water, mineral and renewal resources, energy sources and animal wealth. 3. Analyze the problems facing natura resources and methods for their conservation.	**Course Objectives**

9. Teaching and Learning Strategies	
Lectures, discussion, questioning, student assignments, reports, libra work and guided use of online academic resources.	**Strategy**

10. Course Structure

Evaluation Method	Learning Method	Unit or Subject Name	Required Learning Outcomes	Hours	Week
Exams and assignments	Lecture and discussion	Concept of natural resources	Identify, classify a geographically analyze natural resources.	2	Week 1
Exams and assignments	Lecture and discussion	Historical overvie of global natural resources	Identify, classify a geographically analyze natural resources.	2	Week 2

Exams and assignments	Lecture and discussion	Classification of natural resources	Identify, classify a geographically analyze natural resources.	2	Week 3
Exams and assignments	Lecture and discussion	Non-renewable resources	Identify, classify a geographically analyze natural resources.	2	Week 4
Exams and assignments	Lecture and discussion	Mineral resources	Identify, classify a geographically analyze natural resources.	2	Week 5
Exams and assignments	Lecture and discussion	Classification of mineral resources	Identify, classify a geographically analyze natural resources.	2	Week 6
Exams and assignments	Lecture and discussion	Factors affecting t exploitation of mineral resources	Identify, classify a geographically analyze natural resources.	2	Week 7
Exams and assignments	Lecture and discussion	Geographical distribution of mineral resources	Identify, classify a geographically analyze natural resources.	2	Week 8
Exams and assignments	Lecture and discussion	Mineral resources Iraq	Identify, classify a geographically analyze natural resources.	2	Week 9
Exams and assignments	Lecture and discussion	Soil resources	Identify, classify a geographically analyze natural resources.	2	Week 1
Exams and assignments	Lecture and discussion	Physical and chemical propertie of soil	Identify, classify a geographically analyze natural resources.	2	Week 1
Exams and assignments	Lecture and discussion	Types of soil	Identify, classify a geographically analyze natural resources.	2	Week 1

Exams and assignments	Lecture and discussion	Soil classification	Identify, classify a geographically analyze natural resources.	2	Week 1
Exams and assignments	Lecture and discussion	Soil problems	Identify, classify a geographically analyze natural resources.	2	Week 1
Exams and assignments	Lecture and discussion	Soil conservation	Identify, classify a geographically analyze natural resources.	2	Week 1
Exams and assignments	Lecture and discussion	Water resources	Identify, classify a geographically analyze natural resources.	2	Week 1
Exams and assignments	Lecture and discussion	Freshwater resour	Identify, classify a geographically analyze natural resources.	2	Week 1
Exams and assignments	Lecture and discussion	Seas and oceans	Identify, classify a geographically analyze natural resources.	2	Week 1
Exams and assignments	Lecture and discussion	Water-resource problems	Identify, classify a geographically analyze natural resources.	2	Week 1
Exams and assignments	Lecture and discussion	Natural vegetation	Identify, classify a geographically analyze natural resources.	2	Week 2
Exams and assignments	Lecture and discussion	Factors affecting natural vegetation	Identify, classify a geographically analyze natural resources.	2	Week 2
Exams and assignments	Lecture and discussion	Forests and grasslands	Identify, classify a geographically analyze natural resources.	2	Week 2

Exams and assignments	Lecture and discussion	Desert and tundra vegetation	Identify, classify a geographically analyze natural resources.	2	Week 2
Exams and assignments	Lecture and discussion	Natural vegetation Iraq	Identify, classify a geographically analyze natural resources.	2	Week 2
Exams and assignments	Lecture and discussion	Renewable resour	Identify, classify a geographically analyze natural resources.	2	Week 2
Exams and assignments	Lecture and discussion	Renewable energy solar, wind and hydropower	Identify, classify a geographically analyze natural resources.	2	Week 2
Exams and assignments	Lecture and discussion	Renewable energy tidal, ocean therma and wave energy	Identify, classify a geographically analyze natural resources.	2	Week 2
Exams and assignments	Lecture and discussion	Geothermal, lightning and bioenergy	Identify, classify a geographically analyze natural resources.	2	Week 2
Exams and assignments	Lecture and discussion	Food and water in Iraq and the Arab world	Identify, classify a geographically analyze natural resources.	2	Week 2
Exams and assignments	Lecture and discussion	Economic growth and the limitations of natural resource	Identify, classify a geographically analyze natural resources.	2	Week 3

11. Course Evaluation

The grade of 100 is distributed across daily preparation, oral and written tests, participation, reports, assignments and the final examination.

12. Learning and Teaching Resources

Salam Hatif Ahmed Al-Jubouri, Natural Resources, 2nd ed., Dler Office, Bab Al Muadham, 2016.	**Required textbook**

Kamal Al-Sheikh Hussein, Soil Geography, 2nd ed., Dar Al-Manh Al-Lubnani, Beirut, 2012.	**Main references and sources**
Khalis Husni Al-Ashab and Anwa Mahdi Saleh, Natural Resources and Their Conservation, Universit of Mosul, 1988. Electronic references: Iraqi academic journals.	**Recommended references**

Ministry of Higher Education and Scientific Research
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Directorate of Quality Assurance and Academic Accreditation
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College/Institute: College of Education for Human Sciences
Scientific Department: Department of Geography
Academic or Professional Program Name: Bachelor's Program in Geography
Final Degree Name: Bachelor of Arts in Geography
Academic System: Annual System
Description Preparation Date: 7/9/2025
File Completion Date: 8/9/2025

Signature:
Head of Department Name:
Ph.D.Eabd Alamir Ahmed Eabdallah
Date:**2025/9/9**

Signature:
Scientific Associate Name:
Ph.D.Khazwan Eadnan Muhamad
Date:**2025/9/10**

Name of Department Head: Assoc. Prof. Dr. Abdul Amir Ahmed Abdullah
Name of Scientific Assistant: Assoc. Prof. Dr. Ghazwan Adnan Mohammed

The file is checked by:

Name of the Director of Quality Assurance and University Performance: Assoc. Prof. Dr. Zeina Shahid Ali

Director of the Quality Assurance and University Performance Department:

Date: 10/9/2025

Signature: **Zeina Qutaiba Abdul Ali**

Approval of the Dean
Ph.D.Iuay Sihudi fwaz

Aitamimiu

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

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

31. **Program Objectives**
General statements describing what the program or institution intends to achieve.

32. **Program Accreditation**
Does the program have program accreditation? And from which agency?

33. **Other external influences**
Is there a sponsor for the program?

34. **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.

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

36. 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

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

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

39. 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.

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

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

42. Program Development Plan

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A 4	B1	B2	B 3	B4	C1	C2	C3	C4
2025-2026 / Second Stage		Hydrology	Basic	√	√	√	√	√	√	√	√	√	√	√	√

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

Course Description Form

1. Course Name
Hydrology
2. Course Code
3. Semester / Year
Academic Year 2025-2026
4. Description Preparation Date
7/9/2025
5. Available Attendance Forms
In-person attendance
6. Number of Credit Hours / Total Units
90 Hours / 3 Units
7. Course Administrator
Lecturer Dr. Lamis Saad Hamid - Lames.ge.hum@uodiyala.edu.iq
8. Course Objectives

1. Introduce surface-water and groundwater resources and the factors governing their formation. 2. Study water measurement and estimation through applied methods. 3. Use modern scientific programs and technologies in hydrologic study.	**Course Objectives**

9. Teaching and Learning Strategies	
Applied lectures using scientific software, PowerPoint presentations, the interactive board and data projector, supported by discussion and assignments.	**Strategy**

10. Course Structure

Evaluation Method	Learning Method	Unit or Subject Name	Required Learning Outcomes	Hours	Week
Exams and assignments	Lecture and discussion	Water in the atmosphere: conce scope, hydrologic cycle, water balanc estimates, methods conservation laws and rates of motion	Apply fundamenta hydrologic concep	3	Week 1

Exams and assignments	Lecture and discussion	Fluid mechanics below the atmosphere: fluid motion, atmospher stability and turbulence in wate vapor transport	Apply fundamenta hydrologic concep	3	Week 2
Exams and assignments	Lecture and discussion	Atmospheric layer boundaries and similarity of turbulence	Apply fundamenta hydrologic concep	3	Week 3
Exams and assignments	Lecture and discussion	Surface-layer conditions and energy-balance disruption	Apply fundamenta hydrologic concep	3	Week 4
Exams and assignments	Lecture and discussion	Forms of precipitation, majo precipitation syste and global distribution	Apply fundamenta hydrologic concep	3	Week 5
Exams and assignments	Lecture and discussion	Interception, obstruction and accuracy of precipitation measurements	Apply fundamenta hydrologic concep	3	Week 6
Exams and assignments	Lecture and discussion	Evaporation: mechanics and water-vapor transf formulas	Apply fundamenta hydrologic concep	3	Week 7
Exams and assignments	Lecture and discussion	Energy balance, related formulas, water-balance method and climat evaporation	Apply fundamenta hydrologic concep	3	Week 8
Exams and assignments	Lecture and discussion	Surface water: surface-flow mechanics, free-surface flow and flow theories	Apply fundamenta hydrologic concep	3	Week 9

Exams and assignments	Lecture and discussion	Shallow-water equation and slope friction	Apply fundamenta hydrologic concep	3	Week 1
Exams and assignments	Lecture and discussion	General considerations and properties of free-surface flow	Apply fundamenta hydrologic concep	3	Week 1
Exams and assignments	Lecture and discussion	Governing equations, nature c wave motion and kinematic method	Apply fundamenta hydrologic concep	3	Week 1
Exams and assignments	Lecture and discussion	River-channel routing	Apply fundamenta hydrologic concep	3	Week 1
Exams and assignments	Lecture and discussion	Two limiting cases of broad flood wav	Apply fundamenta hydrologic concep	3	Week 1
Exams and assignments	Lecture and discussion	Aggregated-motio method	Apply fundamenta hydrologic concep	3	Week 1
Exams and assignments	Lecture and discussion	Subsurface water: flow mechanics in porous media, wat filling with air present, transport and field equations of mass and momentum	Apply fundamenta hydrologic concep	3	Week 1
Exams and assignments	Lecture and discussion	Vertical infiltratio and unsaturated flow: general properties, absorption without gravity and infiltration capacit	Apply fundamenta hydrologic concep	3	Week 1
Exams and assignments	Lecture and discussion	Rainfall infiltratio watersheds, measurement and losses, capillarity, soil-surface evaporation and runoff-response functions	Apply fundamenta hydrologic concep	3	Week 1

Exams and assignments	Lecture and discussion	Hydrologic analys random and probabilistic variables, probabil and distribution functions, discrete and continuous distributions	Apply fundamenta hydrologic concep	3	Week 1
Exams and assignments	Lecture and discussion	Groundwater outflow and subsurface flow in unconfined aquifer preliminary free-surface-flow estimates	Apply fundamenta hydrologic concep	3	Week 2
Exams and assignments	Lecture and discussion	Groundwater-flow theories: linear flo and free-wave flow on a sloping aquife	Apply fundamenta hydrologic concep	3	Week 2
Exams and assignments	Lecture and discussion	Watersheds and flo measurements	Apply fundamenta hydrologic concep	3	Week 2
Exams and assignments	Lecture and discussion	Runoff and watershed respons to precipitation; stream generation, mechanisms and scales	Apply fundamenta hydrologic concep	3	Week 2
Exams and assignments	Lecture and discussion	Riparian zones and river basins: flow mechanics, scales, options and watershed runoff response	Apply fundamenta hydrologic concep	3	Week 2
Exams and assignments	Lecture and discussion	Historical theories the natural water cycle: early concepts, ancient Greek views and th Latin era	Apply fundamenta hydrologic concep	3	Week 2
11. Course Evaluation					

Semester work: 40% (20% first semester and 20% second semester); final examination: 60%.	
12. Learning and Teaching Resources	
Khalifa Dardaka, Surface Water and Groundwater Hydrology, Amman, 2006	**Required textbook**
Hassan Abu Samour and Hamed A Khatib, Geography of Water Resources, Amman, 1999.	**Main references and sources**
Jouda Fathi Al-Turkmani, Geography of Water Resources: A Contemporary Study in Foundatio and Applications, Saudi Publishin House, 2005.	**Recommended references**

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

Introduction:

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

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

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

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

Concepts and terminology:

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

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

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

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

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

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

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

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

Academic Program Description Form

University Name: University of Diyala
College/Institute: College of Education for Human Sciences
Scientific Department: Department of Geography
Academic or Professional Program Name: Bachelor's Program in Geography
Final Degree Name: Bachelor of Arts in Geography
Academic System: Annual System
Description Preparation Date: 7/9/2025
File Completion Date: 8/9/2025

Signature:

Head of Department Name:

Ph.D.Eabd Alamir Ahmed Eabdallah

Date:**2025/9/9**

Signature:

Scientific Associate Name:

Ph.D.Khazwan Eadnan Muhamad

Date:**2025/9/10**

Name of Department Head: Abdul Amir Ahmed

Name of Scientific Assistant: Ghazwan Adnan Mohammed

The file is checked by:

Name of the Director of Quality Assurance and University Performance: Assoc. Prof. Dr. Zeina Shahid Ali

Director of the Quality Assurance and University Performance Department:

Date: 10/9/2025

Signature: **Zeina Qutaiba Abdul Ali**

Approval of the Dean

Ph.D.Iuay Sihudi fwaz Aitamimiu

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

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

45. **Program Objectives**
General statements describing what the program or institution intends to achieve.

46. **Program Accreditation**
Does the program have program accreditation? And from which agency?

47. **Other external influences**
Is there a sponsor for the program?

48. **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.

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

50. 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

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

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

53. 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.

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

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

56. Program Development Plan

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A 4	B1	B2	B 3	B4	C1	C2	C3	C4
2025-2026 / Fourth Stage		Political Geography	Basic	√	√	√	√	√	√	√	√	√	√	√	√

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

Course Description Form

1. Course Name
Political Geography
2. Course Code
3. Semester / Year
Academic Year 2025-2026
4. Description Preparation Date
5. Available Attendance Forms
In-person attendance
6. Number of Credit Hours / Total Units
2 Hours / 2 Units
7. Course Administrators
Prof. Dr. Firas Abdul Jabbar Al-Rubaie - fairas.ge.hum@uodiyala.edu.iq Assoc. Prof. Dr. Hussein Abdul Majeed Hamid - hhamid@uodiyala.edu.iq Lecturer Diaa Madlool Faraj - diyaa.ge.hum@uodiyalq.edu.iq
8. Course Objectives

1. Develop students' skills in political analysis. 2. Examine the relationship between geographical and political factors. 3. Introduce students to recent developments in the international political situation.	**Course Objectives**

9. Teaching and Learning Strategies	
Lectures and classroom discussion.	**Strategy**

10. Course Structure

Evaluation Method	Learning Method	Unit or Subject Name	Required Learning Outcomes	Hours	Week
Oral questior	Theoretical lecture	Concept of politica geography	Understand and analyze key concepts in politic geography.	2	Week 1
Oral questior	Theoretical lecture	Human componen of the state	Understand and analyze key	2	Week 2

			concepts in politic geography.		
Oral questior	Theoretical lecture	Natural componen of the state	Understand and analyze key concepts in politic geography.	2	Week 3
Oral questior	Theoretical lecture	Geopolitical theori	Understand and analyze key concepts in politic geography.	2	Week 4

11. Course Evaluation	
The grade of 100 is distributed according to daily preparation, daily, oral, monthly and written examinations, reports, and other assigned tasks.	
12. Learning and Teaching Resources	
Mahmoud Tawfiq Mahmoud, The Concept and Scope of Political Geography, Kuwait University, 1998.	**Required textbook**
Azhar Al-Sammak, Political Geography from a Twenty-First-Century Perspective, Al-Sammak Scientific Encyclopedia.	**Main references and sources**
	Recommended references

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

2026

Introduction:

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

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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

University Name: **Diyala**.....

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

Scientific Department: **Gographic**.....

Academic or Professional Program Name: .....

Final Certificate Name: .....

Academic System: **2025-2026**.....

Description Preparation Date:

File Completion Date:**1-9-2026**

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

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

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

59. **Program Objectives**

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

60. **Program Accreditation**
Does the program have program accreditation? And from which agency?

61. **Other external influences**
Is there a sponsor for the program?

62. **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.

63. **Program Description**

Year/Level	Course Code	Course Name	Credit Hours	
2025-2026		Modern Arab Homeland History	theoretical	practical

64. Expected learning outcomes of the program	
Knowledge	
Enabling students to acquire knowledge and understanding of peoples, their civilizations, and the history of nations.	Enabling students to understand and acquire knowledge of modern and contemporary history.
Skills	
Enabling students to acquire the skills of a scientific researcher and apply them in conveying and presenting historical information.	Enabling students to learn skills related to dialogue, discussion, listening to others, and accepting their opinions.
Enabling students to acquire skills in preparing and constructing examinations.	Enabling students to acquire lesson planning skills at all levels.
Ethics	

Fostering a spirit of cooperation and teamwork among students.	Fostering students' sense of pride in their history.
Developing a sense of responsibility among students.	Instilling in students respect for human dignity.

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

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

67. Faculty

Faculty Members

Academic Rank	**Specialization**		**Special Requirements/Skills (if applicable)**		**Number of the teaching staff**	
	General	**Special**			**Staff**	**Lecturer**
Assis : Atyaf I. khaleel	Modern history				staff	

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.

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

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

70. Program Development Plan

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A 4	B1	B2	B 3	B4	C1	C2	C3	C4

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

Course Description Form

13. Course Name:	
14. Course Code:	
15. Semester / Year:	
16. Description Preparation Date:	
17.Available Attendance Forms:	
18.Number of Credit Hours (Total) / Number of Units (Total)	
19. Course administrator's name (mention all, if more than one name)	
Name: Assis : Atyaf I. Khaleel Email: atiafalbayatii.gev.hum@uodiyala.edu.iq	
20. Course Objectives	
Course Objectives	• ….. • ….. • …..
21. Teaching and Learning Strategies	
Strategy	

22. Course Structure

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

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

24. Learning and Teaching Resources	
Required textbooks (curricular books, if a	
Main references (sources)	
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

2026

Introduction:

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Academic Program Description Form

University Name: University of Diyala
College/Institute: College of Education for Human Sciences
Scientific Department: Department of Geography
Academic or Professional Program Name: Bachelor's Program in Geography
Final Degree Name: Bachelor of Arts in Geography
Academic System: Annual System
Description Preparation Date: 2025/9/7
File Completion Date:2025/9/8

Signature:
Head of Department Name:
Ph.D.Eabd Alamir Ahmed Eabdallah
Date:**2025/9/9**

Signature:
Scientific Associate Name:
Ph.D.Khazwan Eadnan Muhamad
Date:**2025/9/10**

The file is checked by:

Name of the Director of Quality Assurance and University Performance: Assoc. Prof. Dr. Zeina Shahid Ali

Director of the Quality Assurance and University Performance Department:

Date: 10/9/2025

Signature: **Zeina Qutaiba Abdul Ali**

Date: 27/3/2026

Ph.D.Iuay Sihudi fwaz

Aitamimiu

71. **Program Vision**
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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?

75. **Other external influences**
Is there a sponsor for the program?

76. **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.

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

78. 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

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

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

81. Faculty
Faculty Members

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

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

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

84. Program Development Plan

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A 4	B1	B2	B 3	B4	C1	C2	C3	C4
2026-2027 / Second Stage		History of the Arab Islamic State	Basic	√	√	√	√	√	√	√	√	√	√	√	√

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

Course Description Form

1. Course Name
History of the Arab Islamic State
2. Course Code
3. Semester / Year
Academic Year 2025-2026
4. Description Preparation Date
22/9/2026
5. Available Attendance Forms
In-person attendance
6. Number of Credit Hours / Total Units
12 Hours / 12 Units
7. Course Administrator
Assoc. Prof. Dr. Alaa Oraibi Saba - alaaoraiby75@gmail.com
8. Course Objectives

Introduce students to the importance o the history of the Arab Islamic State across the Prophetic, Rashidun, Umayyad and Abbasid eras, enabling them to understand the foundations of Arab Islamic civilization and supporti sustainable human development.	**Course Objectives**

9. Teaching and Learning Strategies	
Descriptive approach, lectures, maps, PowerPoint presentations, images and computer-assisted instruction.	**Strategy**

10. Course Structure

Evaluation Method	Learning Method	Unit or Subject Name	Required Learning Outcomes	Hours	Week
Short quiz	Lecture and video presentation	Importance of the geographical location of the Arabian Peninsula	Understand the significance of the Arabian Peninsula location.		Week 1
Oral questior	Lecture and video presentation	Lineage of the Prophet Muhamma and his ancestors	Recognize the Prophet's lineage and ancestors.		Week 2

Oral questior	Lecture and video presentation	The Prophet's early life, the Fijar War and Hilf al-Fudul	Understand the Prophet's early life and major pre-Islamic events.		Week 3
Short quiz	Lecture and video presentation	His youth, work in Mecca and marriag to Khadija	Understand the Prophet's youth, work and marriag		Week 4
Oral questior	Lecture and video presentation	The Islamic missic and its stages	Explain the Islami mission and its stages.		Week 5
Short quiz	Lecture and video presentation	Migration to Abyssinia, boycott of Banu Hashim, t two Pledges of Aqaba and migrati to Medina	Explain early migrations, the boycott and the Pledges of Aqaba.		Week 6
Oral questior	Lecture and video presentation	The Medinan phas of the Prophetic mission and the Prophet's wars wit Quraysh	Understand the Medinan phase an conflicts with Quraysh.		Week 7
Oral questior	Lecture and video presentation	Conquest of Mecc Battle of Hunayn i 8 AH and the Year of Delegations in 9 AH	Explain the Conquest of Mecc Hunayn and the Year of Delegatio		Week 8
Short quiz	Lecture and video presentation	Farewell Pilgrimag in 10 AH, the Prophet's illness ar death in 11 AH	Understand the Farewell Pilgrima and the Prophet's death.		Week 9
Oral questior	Lecture and video presentation	Rashidun Caliphat (11-40 AH): Caliphate of Abu Bakr al-Siddiq	Identify the Rashidun era and the Caliphate of Abu Bakr.		Week 1
Oral questior	Lecture and video presentation	Caliphate of Umar ibn al-Khattab (13 23 AH)	Identify the Caliphate of Uma ibn al-Khattab.		Week 1
Short quiz	Lecture and video presentation	Caliphate of Uthm ibn Affan (23-25 AH)	Identify the Caliphate of Uthman ibn Affar		Week 1

Oral questior	Lecture and video presentation	Caliphate of Imam Ali ibn Abi Talib (35-40 AH)	Understand the Caliphate of Iman Ali ibn Abi Talib.		Week 1
Short quiz	Lecture and video presentation	Battle of the Came in 36 AH	Explain the events of the Battle of the Camel.		Week 1
Oral questior	Lecture and video presentation	Battle of Siffin in AH	Explain the events of the Battle of Siffin.		Week 1
Oral questior	Lecture and video presentation	Martyrdom of Ima Ali and the end of the Rashidun Caliphate in 40 AH	Explain the end of the Rashidun Caliphate.		Week 1
Oral questior	Lecture and video presentation	Umayyad Caliphat Muawiya ibn Abi Sufyan and Yazid ibn Muawiya	Identify the beginnings of the Umayyad Calipha		Week 1
Oral questior	Lecture and video presentation	Battle of al-Taff (Karbala) in 61 AH and the Caliphate Marwan ibn al-Hakam	Understand the Battle of Karbala and Marwan's rule		Week 1
Short quiz	Lecture and video presentation	Caliphate of Abd a Malik ibn Marwan (65-86 AH)	Identify the Caliphate of Abd Malik ibn Marwar		Week 1
Oral questior	Lecture and video presentation	Successors of Abd al-Malik and the e of the Umayyad Caliphate in 132 A	Explain the end of the Umayyad Caliphate.		Week 2
Short quiz	Lecture and video presentation	Abbasid Caliphate (132-656 AH) and the Abbasid movement	Understand the Abbasid movemer and state.		Week 2
Oral questior	Lecture and video presentation	First Abbasid era: the age of power (132-218 AH)	Identify the first Abbasid era.		Week 2
Oral questior	Lecture and video presentation	Scientific renaissance, intern events, the Zandac movement and conflict with the	Understand the scientific moveme and internal and external challenge		Week 2

		Byzantines in the first Abbasid era			
Short quiz	Lecture and video presentation	Second Abbasid er Turkish dominatio (218-334 AH) and revival under al-Muwaffaq Talha	Identify the secon Abbasid era and Turkish dominatic		Week 2
Oral questior	Lecture and video presentation	Revival of the Caliphate under al Muwaffaq Talha	Understand the revival under al-Muwaffaq Talha.		Week 2
Short quiz	Lecture and video presentation	Third Abbasid era: Buyid domination (334-447 AH) and resistance to Buyic control	Identify Buyid domination and resistance to it.		Week 2
Oral questior	Lecture and video presentation	Fourth Abbasid era Seljuk domination (447-590 AH)	Identify the fourth Abbasid era and Seljuk dominatior		Week 2
Oral questior	Lecture and video presentation	Abbasid caliphs' resistance to Seljul domination	Explain Abbasid resistance to Selju domination.		Week 2
Short quiz	Lecture and video presentation	Fifth Abbasid era: final revival (590-656 AH), al-Nasir Din Allah, his achievements and successors	Understand the fif Abbasid era and it final revival.		Week 2
Oral questior	Lecture and video presentation	Fall of the Abbasic Caliphate at the hands of the Mongols	Explain the fall of the Abbasid Caliphate.		Week 3

11. Course Evaluation

The grade of 100 is distributed according to daily preparation, daily, oral, monthly and written examinations, reports, and other assigned tasks.

12. Learning and Teaching Resources

	Required textbook
Hashim Yahya Al-Mallah, Al-Wa on the Prophetic Biography and th Rashidun Caliphate, 1971. Asim Ismail Kanaan, The Umayy	**Main references and sources**

	Caliphate. Khalil Ibrahim Al-Samarrai, Histo of the Arab Islamic State in the Abbasid Era, 132-656 AH.	
	Safi al-Rahman al-Mubarakpuri, The Sealed Nectar, 2003. Labid Ibrahim Ahmed and Abdul Wahid Dhannun Taha, The Arab Islamic State in the Umayyad Era	**Recommended references**

Ministry n and Scientific Research
Directo nd Scientific Evaluation
Departm rance and Academic Accreditation
Accredita

Guide to the Description of the Academic Program and Course

2025

Introduction:

An educational program is a coordinated and organized set of courses comprising procedures and experiences arranged as course content. Its primary purpose is to build and refine graduates' skills so that they are qualified to meet labor-market requirements. The program is reviewed and evaluated annually through internal or external audit procedures and programs, such as the External Examiner Program.

The academic program description provides a brief summary of the program's main features and courses, identifying the skills students are expected to acquire in line with the program's objectives. This description is essential

because it forms the foundation for program accreditation. Teaching staff contribute to its preparation under the supervision of the scientific committees in the academic departments.

This second edition of the guide presents the academic program description after updating the content and sections of the previous guide in light of developments in Iraq's educational system. It includes the traditional annual and semester systems, as well as the standardized academic program description issued under Studies Department letter T M3/2906 dated 3 May 2023 for programs based primarily on the Bologna Process.

In this regard, we emphasize the importance of preparing descriptions of academic programs and courses to ensure the effective operation of the educational process.

Concepts and Terminology:

Academic Program Description: Provides a concise summary of the program's vision, mission, and objectives, including a precise description of the intended learning outcomes in accordance with specified learning strategies.

Course Description: Provides a concise overview of the course's most important characteristics and the learning outcomes students are expected to achieve, demonstrating whether they have made the best use of the available learning opportunities. It is derived from the program description.

Program Vision: An aspirational picture of the academic program's future as a developed, inspiring, motivating, realistic, and achievable program.

Program Mission: Briefly explains the objectives and the activities needed to achieve them, and identifies the program's development pathways and directions.

Program Objectives: Statements describing what the academic program intends to achieve within a specified period and that can be measured and observed.

Curriculum Structure: All courses/subjects included in the academic program according to the adopted learning system (semester, annual, or Bologna Process), whether ministry, university, college, or department requirements, together with the number of credit units.
Learning Outcomes: A coherent set of knowledge, skills, and values acquired by students upon successful completion of the academic program. Learning outcomes must be specified for each course in a way that achieves the program objectives.
Teaching and Learning Strategies: Strategies used by faculty members to develop student teaching and learning. These are plans followed to achieve learning objectives and describe all classroom and extracurricular activities used to achieve the program's learning outcomes.

Academic Program Description Template

University Name: University of ...Diyala.....
College/Institute: College of ...Education for Humanities.....
Academic Department: Department of ...Geography.....
Academic or Professional Program Name: Bachelor's Degree .....
Final Degree Title: Bachelor's Degree in .....
Study System: Annual
Description Preparation Date: 7/9/2025
File Completion Date: 8/9/2025

التوقيع :

اسم المعاون العلمي:د. **عبد الامير احمد دعبد الله**

محمد عدنان غزوان

Reviewed by
Quality Assurance and University Performance Division
Name of Director of the Quality Assurance and University Performance Division:
Date
Signature

Approval of the Dean

Program Vision
State the program vision as presented in the university bulletin and on its website.

Program Mission
State the program mission as presented in the university bulletin and on its website.

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

Program Accreditation
Has the program received program accreditation? If so, from which body?

Other External Influences

Is there a body sponsoring the program?

Program Structure				
Notes *	Percentage	Credit Units	Number of Courses	Program Component
				Institution Requirements
				College Requirements
				Department Requirements
				Summer Training
				Other

* Notes may indicate whether a course is compulsory or elective.

Program Description				
Credit Hours		Course Title	Course Code	Year / Level
	Theoretical			

Expected Program Learning Outcomes	
Knowledge	
Learning Outcome Statement 1	Learning Outcome 1
Skills	
Learning Outcome Statement 2	Learning Outcome 2
Learning Outcome Statement 3	Learning Outcome 3
Values	
Learning Outcome Statement 4	Learning Outcome 4
Learning Outcome Statement 5	Learning Outcome 5

Teaching and Learning Strategies

Strategies and methods of teaching and learning adopted for implementing the program in general.

Assessment Methods
Methods used throughout all stages of the program in general.

Teaching Staff						
Faculty Members						
Number of Teaching Staff		Special Requirements/ Skills (if any)		Specialization		Academic Rank
Lecturer	Permanent Staff			Specific	General	
	/			Rural	Geography	Professor

Professional Development
Orientation for New Faculty Members
Briefly describe the process used to orient new, visiting, full-time, and part-time faculty members at the institutional and departmental levels.
Professional Development for Faculty Members
Briefly describe the plan and arrangements for the academic and professional development of faculty members, such as teaching and learning strategies, assessment of learning outcomes, and professional development.

Admission Criteria
(Specify the regulations governing admission to the college or institute, whether through central admission or other routes.)

Key Sources of Information about the Program

List briefly.

Program Development Plan

Program Skills Matrix															
Required Program Learning Outcomes															
Values				Skills				Knowledge				Compulsory or Elective Compulsory	Course Title Rural Geography	Course Code	Year / Level 2025-2026
C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1				
				-	-	-	-	-	-	-	-	Compulsory	Rural Geography		**2024- 2025**

- Please place a check mark in the boxes corresponding to the individual program learning outcomes being assessed.

Course Description Template

Course Title					
Rural Geography					
Course Code					
Semester / Year					
2026-2025					
Date of Preparation of this Description					
2025/9/7					
Available Attendance Modes					
Total Contact Hours / Total Credit Units					
2 hours 3 units					
Course Coordinator (if there is more than one, list all names)					
Name: Assist. Prof. Dr. Noor Rasheed Hameed noor.gev.hum@uodiyala.eud.iq					
Course Objectives					
To introduce students to Rural Geography.			Course Objectives		
Teaching and Learning Strategies					
Delivering lectures and having students prepare reports on the topic.				Strategy	
Course Structure					
Assessment Method	Teaching Method	Unit or Topic Title	Required Learning Outcomes	Hours	Week
Monthly examination Daily assignment Attendance students and their engageme	Lecture الQuestioning	Chapter One Definition of Rural Geography	The student should be familiar with the concepts related to Rural Geography.	2	Week 1

nt with الLecturerة					
Monthly examination Daily assignment Attendance students and their engagement with الLecturerة	Lecture Questioning	How Rural Geography Emerged	The student should be familiar with the concepts related to Rural Geography	2	Week 2
Monthly examination Daily assignment Attendance students and their engagement with الLecturerة	Lecture Questioning	Major Researchers in Rural Geography	. The student should be familiar with the concepts related to Rural Geography	2	Week 3
Monthly examination Daily assignment Attendance students and their engagement with الLecturerة	Lecture Questioning	Major Definitions of Rural Geography	The student should be familiar with the concepts related to Rural Geography	2	Week 4

Monthly examination Daily assignment Attendance students and their engagement with اللLecturerة	Lecture Questioning	The Rural Environment	. The student should be familiar with the concepts related to Rural Geography	2	Week 5
Monthly examination Daily assignment Attendance students and their engagement with اللLecturerة	Lecture Questioning	Human Components of Rural Areas	The student should be familiar with the concepts related to Rural Geography	2	Week 6
Monthly examination Daily assignment Attendance students and their engagement with اللLecturerة	Lecture Questioning	Classification of the Natural Components of Rural Areas	. The student should be familiar with the concepts related to Rural Geography	2	Week 7
Monthly examinati	Lecture Questioning	Rural-to-Urban Migration	The student should be	2	Week 8

on Daily assignment Attendance students and their engagement with الLecturerة			familiar with the concepts related to Rural Geography		
Monthly examination Daily assignment Attendance students and their engagement with الLecturerة	Lecture Questioning	الارض استعمالات Ruralية	The student should be familiar with the concepts related to Rural Geography	2	Week 9
Monthly examination Daily assignment Attendance students and their engagement with الLecturerة	Lecture Questioning	The Relationship between Rural Areas and the City	The student should be familiar with the concepts related to Rural Geography	2	Week 10
Monthly examination Daily	Lecture Questioning	Major Theories in Rural Geography	The student should be familiar with the concepts	2	Week 11th

assignment Attendance students and their engagement with للLecturerة			related to Rural Geography		
Monthly examination Daily assignment Attendance students and their engagement with للLecturerة	Lecture Questioning	Characteristics of Rural Areas	The student should be familiar with the concepts related to Rural Geography	2	Week 2
Monthly examination Daily assignment Attendance students and their engagement with للLecturerة	Lecture Questioning	Rural Morphology	The student should be familiar with the concepts related to Rural Geography	2	Week 3
Monthly examination Daily assignment	Lecture Questioning	Agrarian Reform Law	The student should be familiar with the concepts related to	2	Week 4

Attendance students and their engagement with الLecturerة			Rural Geography		
Monthly examination Daily assignment Attendance students and their engagement with الLecturerة	Lecture Questioning	Agricultural Policy	The student should be familiar with the concepts related to Rural Geography	2	Week 5
Monthly examination Daily assignment Attendance students and their engagement with الLecturerة	Lecture Questioning	Rural Interaction	The student should be familiar with the concepts related to Rural Geography	2	Week 6
Monthly examination Daily assignment Attendance	Lecture Questioning	Importance of Rural Spatial Interaction	The student should be familiar with the concepts related to Rural Geography	2	Week 7

students and their engagement with للLecturerة					
Monthly examination Daily assignment Attendance students and their engagement with للLecturerة	Lecture Questioning	Factors Affecting Rural Settlement	The student should be familiar with the concepts related to Rural Geography	2	Week 8
Monthly examination Daily assignment Attendance students and their engagement with للLecturerة	Lecture Questioning	Relationship between Transport and Rural Settlement	The student should be familiar with the concepts related to Rural Geography	2	Week 9
Monthly examination Daily assignment Attendance students and their	Lecture Questioning	Von Thünen Theory	The student should be familiar with the concepts related to Rural Geography	2	Week 20th

engagement with للLecturerة					
Monthly examination Daily assignment Attendance students and their engagement with للLecturerة	Lecture Questioning و استخدام	Agrarian Reform in Developing Countries	The student should be familiar with the concepts related to Rural Geography	2	Week الواحد والون
Monthly examination Daily assignment Attendance students and their engagement with للLecturerة	Lecture Questioning	Labor Force in the Agricultural Sector	The student should be familiar with the concepts related to Rural Geography	2	Week 2 والون
Monthly examination Daily assignment Attendance students and their engageme	Lecture Questioning	Industry and Its Relationship with Rural Settlement	The student should be familiar with the concepts related to Rural Geography	2	Week 3 والون

nt with للLecturerة					
Monthly examination Daily assignment Attendance students and their engagement with للLecturerة	Lecture Questioning	Problems of Rural Settlement	The student should be familiar with the concepts related to Rural Geography	2	Week 4 والون
Monthly examination Daily assignment Attendance students and their engagement with للLecturerة	Lecture Questioning	Urban-to-Rural Migration	The student should be familiar with the concepts related to Rural Geography	2	Week 5 والون
Monthly examination Daily assignment Attendance students and their engagement with للLecturerة	Lecture Questioning	Walter Christaller Theory	The student should be familiar with the concepts related to Rural Geography	2	Week 6 والون

Monthly examination Daily assignment Attendance students and their engagement with اللLecturerة	Lecture Questioning	Rural Settlement in Iraq	The student should be familiar with the concepts related to Rural Geography	2	Week 7 والون
Monthly examination Daily assignment Attendance students and their engagement with اللLecturerة	Lecture Questioning	The Rural Environment	The student should be familiar with the concepts related to Rural Geography	2	Week 8 والون
Monthly examination Daily assignment Attendance students and their engagement with اللLecturerة	Lecture Questioning	Rural Settlement and Its Relationship to Rural Instability	The student should be familiar with the concepts related to Rural Geography	2	Week 9 والون
Monthly examinati	Lecture Questioning	Agricultural Policy	The student should be	2	Week 30th

on Daily assignment Attendance students and their engagement with اللLecturerة			familiar with the concepts related to Rural Geography		
Course Assessment					
The grade is distributed out of 100 according to the tasks assigned to students, such as daily preparation, daily, oral, monthly, and written examinations, reports, etc.					
Learning and Teaching Resources					
			Required Textbooks (if any)		
			Main References (Sources)		
			Recommended Supporting Books and References (scientific journals, reports, etc.)		
			Electronic References and Websites		



Ministr n and Scientific Research
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Departm nce and Academic Accreditation
Accredita

2025

Introduction:

The educational program is a coordinated and organized package of courses that includes procedures and learning experiences arranged as course components. Its main purpose is to build and refine graduates' skills, making them qualified to meet labor-market requirements. The program is reviewed and evaluated annually through internal or external audit procedures and programs, such as the External Examiner Program.

main features The Academic Program Description provides a concise summary of the of the program and its courses, indicating the skills to be developed by students in accordance with the objectives of the academic program. Its importance lies in the n, and it is fact that it represents the foundation for obtaining program accreditatio prepared by teaching staff under the supervision of the scientific committees in the .academic departments

In its second edition, this guide includes an updated description of the academic program, following revisions to the components and sections of the previous guide in light of developments in the Iraqi education system. It includes the traditional academic program description under the annual and semester systems, as well as the generalized Academic Program Description adopted pursuant to the Department of Studies letter No. T.M.3/2906 dated 3/5/2023 for programs that adopt the Bologna Process as the basis of their operation.

In this regard, we emphasize the importance of preparing academic program and .er conduct of the educational processcourse descriptions to ensure the prop

:Concepts and Terminology

Academic Program Description: It provides a concise overview of the program's vision, mission, and objectives, including an accurate description of the intended learning outcomes in accordance with specified learning strategies.

Course Description: It provides a concise overview of the most important characteristics of the course and the expected learning outcomes to be achieved by e maximum use of the the student, demonstrating whether the student has mad .available learning opportunities. It is derived from the program description

Program Vision: An ambitious image of the future of the academic program, .making it an advanced, inspiring, motivating, realistic, and applicable program

ogram Mission: It briefly explains the objectives and activities necessary to Pr .achieve them and identifies the program's development pathways and directions

Program Objectives: Statements describing what the academic program intends to .cified period and that are measurable and observableachieve within a spe

Curriculum Structure: All courses/subjects included in the academic program according to the adopted learning system (semester, annual, or Bologna Process), ollege, or department requirements, whether they are institutional, university, c .together with the number of credit units

Learning Outcomes: A coherent set of knowledge, skills, and values acquired by the student after successfully completing the academic program. Learning outcomes for .ust be specified in a way that achieves the program objectiveseach course m

Teaching and Learning Strategies: Strategies used by teaching staff to develop student teaching and learning. They are plans followed to achieve learning and extracurricular activities for achieving the objectives and describe all classroom .program learning outcomes

University Name: University of Diyala
College/Institute: College of Education for Human Sciences
f GeographyScientific Department: Department o
Name of Academic or Professional Program: Bachelor's Degree
..... Final Degree Name: Bachelor's Degree in
Study System: Annual
Description Preparation Date: 7/9/2025
File Completion Date: 8/9/2025

التوقيع :

اسم المعاون العلمي:د. **الله عبد الاميراحمد دعبد**

محمد عدنان غزوان

The file was reviewed by
University Quality Assurance and Performance Division
:Name of the Director of the University Quality Assurance and Performance Division
Date
Signature

Approval of the Dean

Program Vision .1
.State the program vision as provided in the university bulletin and on its website

Program Mission .2
.in and on its websiteState the program mission as provided in the university bullet

Program Objectives .3
.General statements describing what the program or institution intends to achieve

Program Accreditation .4
؟Has the program obtained program accreditation? From which body

Other External Influences .5
؟a sponsoring organization for the program Is there

Program Structure .6				
* Notes	Percentage	Credit Units	Number of Courses	Program Structure
				Institution Requirements
				College Requirements
				Department Requirements
				Summer Training
				Other

.es may indicate whether the course is compulsory or electiveNot *

Program Description .7				
Credit Hours		Course/Module Name	Course/Module Code	Year / Level
	Theoretical			

Expected Learning Outcomes of the Program .8

Knowledge	
Outcome Statement 1 Learning	Learning Outcome 1
Skills	
Learning Outcome Statement 2	Learning Outcome 2
Learning Outcome Statement 3	Learning Outcome 3
Values	
Learning Outcome Statement 4	Learning Outcome 4
Learning Outcome Statement 5	Learning Outcome 5

Strategies Teaching and Learning .9
Teaching and learning strategies and methods adopted for implementing the .program in general

Assessment Methods .10
.Methods implemented throughout all stages of the program in general

Teaching Staff .11						
Teaching Staff Members						
Number of Teaching Staff		Special Requirements/Sk (ills (if any		cializationSpe		Academic Rank
Lecturer	Staff Position			Special	Gene ral	
	/			Cities	Geog raphy	Professor

Professional Development
Orientation of New Teaching Staff
time -time, and part-nt new, visiting, fullBriefly describe the process used to orie .teaching staff at the institutional and departmental levels
Professional Development for Teaching Staff

Briefly describe the plan and arrangements for the academic and professional including teaching and learning strategies, ،development of teaching staff .assessment of learning outcomes, professional development, and so on

Admission Criteria .12
State the regulations governing admission to the college or institute, whether) (.cedureshrough central admission or other pro

Main Sources of Information about the Program .13
.State briefly

Program Development Plan .14

Program Skills Map															
Required Learning Outcomes of the Program															
Values				Skills				Knowledge				Compulsory eor Electiv Compulsory	Course Name Urban Geography	Course Code	Year / Level -2025**2026**
C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1				
				-	-	-	-	-	-	-	-	Compulsory	Urban Geography		2026-2025

- Please place a check mark in the boxes corresponding to the individual program learning outcomes subject to assessment.

Course Description Template

Course Name .1	
Urban Geography	
Course Code .2	
Semester / Year .3	
2025–2026	
Description Preparation Date .4	
2025/9/7	
Available Attendance Modes .5	
Total Contact Hours / Total Credit Units .6	
hours 2 units 2	
(Name(s) of Course Coordinator(s) (if more than one, list all .7	
Name: Prof. Dr. Rajaa Khalil Ahmed Email: rajaa.ge.hum@uodiyala.edu.iq Lecturer Dr. Marwan Abdul Ibrahim Email: marwan.ge.hum@uodiyala.edu.iq	
Course Objectives .8	
Introduce students to urban geography, its importance and study, and the internal structure o .the city	Course Objectives
Teaching and Learning Strategies .9	
.ration of reports by students on the topicLectures and prepa	Strategy

Course Structure .10

Assessment Method	Teaching Method	Unit/Topic Name	Required Learning Outcomes	Hours	Week
Monthly examination Daily assignment Student attendance and	Lecture deliver Questioning and use of instructional aid such as urban use maps-land	Chapter One Definition of Urban Geography and Urba Settlement Geograph Chapter One Definition of Urban	The student should be familiar with th concepts related to .urban geography t should The stude be familiar with th	2	Week 1 Week 1

participation i the lecture Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily assignment udent St attendance and participation i the lecture Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily	Lecture deliver Questioning and use of instructional aid such as urban use maps-land Lecture deliver Questioning and use of ional aids instru such as urban use maps-land	hy and Urban Geogra Settlement Geograph	concepts related to .urban geography The student should be familiar with th concepts related to .urban geography		

signmentas Student attendance and participation i the lecture					
y Monthl examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily assignment Student attendance and participation i turethe lec Monthly examination Daily assignment Student attendance and	iveryLecture de Questioning and use of instructional aid such as urban use maps-land Lecture deliver Questioning and use of instructional aid such as urban use maps-land Lecture deliver Questioning and use of instructional aid such as urban use maps-land	Schools of thought in urban geography and their relationship to modern technologies in analysis and interpretation	The student should be familiar with th concepts related to .urban geography The student should be familiar with th concepts related to .urban geography The student should miliar with the be concepts related to .urban geography The student should be familiar wit the concept related to urban geography.	2	Week 2 Week 2

participation i the lecture Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily assignment Student attendance and in participati the lecture					
Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily assignment Student attendance and n participatio the lecture Monthly examination Daily	Lecture deliver Questioning an use of instructional aic such as urban use maps-land Lecture deliver Questioning an use of instructional aic such as urban maps use-land Lecture deliver Questioning an use of instructional aic such as urban use maps-land	Geographic Information Systems and their importance mapping urban land uses	The student shoul be familiar with th concepts related t urban geography. The student shoul be familiar with th concepts related to .urban geography The student shoul be familiar with th concepts related to .graphyurban geo	2	Week 3 Week 3

assignment Student attendance and participation i the lecture Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily assignment Student attendance and icipation in pa the lecture Monthly examination Daily assignment Student attendance and participation i the lecture					
Monthly examination Daily assignment Student attendance and	Lecture deliver Questioning and use of instructional aid such as urban use maps-land veryLecture de Questioning and	Roots and development of urbanization in the world	The student should be familiar with th concepts related to .urban geography The student should be familiar with th related to concept .urban geography	2	Week 4 Week 4

participation i the lecture ly Month examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily assignment Student attendance and participation i cturethe le Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily	use of instructional aic such as urban use maps-land Lecture deliver Questioning and use of instructional aic such as urban use maps-land		The student should be familiar with th concepts related to .urban geography		

assignment Student attendance and participation i the lecture					
Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily mentassign Student attendance and participation i the lecture Monthly examination Daily assignment Student attendance and	Lecture deliver Questioning and use of instructional aid such as urban use maps-land Lecture deliver Questioning and use of instructional aid such as urban use maps-land Lecture deliver Questioning and use of nstructional aid such as urban use maps-land	mples of cities of Exa ancient civilizations	The student shoul be familiar with th concepts related t urban geography. The student should be familiar with th concepts related to .urban geography The student should be familiar with th concepts related to .urban geography The student should be familiar wit the concept related to urban geography.	2	Week 5 Week 5

participation i the lecture Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination aily D assignment Student attendance and participation i the lecture					
Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily assignment Student attendance and ipation in par the lecture Monthly examination Daily	Lecture deliver Questioning and use of instructional aid such as urban use maps-land Lecture deliver Questioning and use of instructional aid such as urban use maps-land Lecture deliver Questioning and use of instructional aid such as urban use maps-land	Levels of urbanizatio in the world	The student should be familiar with th concepts related to .urban geography The student should be familiar with th concepts related to .urban geography d The student shou be familiar with th concepts related to .urban geography	2	Week 6 Week 6

assignment Student attendance and participation i the lecture Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily assignment Student attendance and participation i the lecture					
Monthly examination Daily assignment Student ttendancea and	Lecture deliver Questioning and use of al aids instructi such as urban use maps-land Lecture deliver Questioning and	Classification of citie and their functions Classification of citi and their functions	The student shoul be familiar with th concepts related to urban geography. The student shoul be familiar with th concepts related to .urban geography	2	Week 7 Week 7

participation i the lecture Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily tassignmen Student attendance and participation i the lecture Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily	use of instructional aic such as urban use maps-land Lecture deliver Questioning and use of instructional aic such as urban use maps-land		The student should be familiar with th concepts related to .urban geography		

assignment Student attendance and participation i the lecture					
Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily assignment Student attendance and participation i lecture the Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily assignment Student attendance and	Lecture deliver Questioning and use of instructional aid such as urban use maps-land Lecture deliver Questioning and use of instructional aid such as urban use maps-land Lecture deliver Questioning and use of instructional aid such as urban use maps-land	Internal structure of related cities and theories, with a case study for each theory from cities around th world	dent should The st be familiar with th concepts related to .urban geography The student should be familiar with th concepts related to .urban geography The student should be familiar with th concepts related to .urban geography	2	Week 8 Week 8

participation i the lecture Monthly examination Daily assignment Student attendance and tion in partici the lecture Monthly examination Daily assignment Student attendance and participation i the lecture					
Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily	Lecture deliver Questioning and use of instructional aid such as urban use maps-land Lecture deliver Questioning and use of l aids instructio such as urban use maps-land Lecture deliver Questioning and use of instructional aid such as urban use maps-land	Urban land uses	The student should be familiar with th concepts related to .urban geography The student should be familiar with th ted to concepts rela .urban geography The student should be familiar with th concepts related to .urban geography	2	Week 9 Week 9

assignment Student attendance and participation i the lecture Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily ntassignme Student attendance and participation i the lecture Monthly examination Daily assignment Student attendance and participation i the lecture					
Monthly examination Daily assignment Student attendance and	ture deliveryLe Questioning and use of instructional aid such as urban use maps-land Lecture deliver Questioning and	Urban population and its distribution	The student should be familiar with th concepts related to .urban geography ld The student sho be familiar with th concepts related to .urban geography	2	Week 10 Week 10

participation i the lecture Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily	use of instructional aic such as urban use maps-land Lecture deliver Questioning and use of instructional aic such as urban suse map-land		The student should be familiar with th concepts related to .urban geography The student should be familiar wit the concept related to urban geography.		

assignment Student attendance and cipation in pa the lecture					
Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily assignment Student attendance and participation i urethe lect Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily assignment Student attendance and	Lecture deliver Questioning and use of instructional aid such as urban use maps-land Lecture deliver Questioning and use of instructional aid such as urban use maps-land re deliveryLect Questioning and use of instructional aid such as urban use maps-land	City locations and the concept of the urban system	The student should be familiar with th concepts related to .urban geography The student should be familiar with th concepts related to .urban geography The student should be familiar with th lated to concepts re .urban geography	2	Week 11 Week 11 Week 11

participation i the lecture Monthly examination Daily assignment Student attendance and in participati the lecture Monthly examination Daily assignment Student attendance and participation i the lecture					
Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily	Lecture deliver Questioning an use of instructional aic such as urban use maps-land Lecture deliver Questioning an use of instructional aic such as urban use maps-land Lecture deliver Questioning an use of instructional aic such as urban use maps-land	Characteristics of city sizes	The student should be familiar with th concepts related to .urban geography The student should be familiar with th related to concept .urban geography The student should be familiar with th concepts related to .urban geography	2	Week 12 Week 12 Week 12

assignment Student attendance and participation i the lecture Monthly examination Daily assignment Student attendance and participation i the lecture Monthly tionexamina Daily assignment Student attendance and participation i the lecture Monthly examination Daily assignment Student attendance and participation i the lecture					
Monthly examination Daily assignment Student attendance and	Lecture deliver Questioning and use of instructional aic rban such as u use maps-land Lecture deliver Questioning and	size relationship-Ran	The student should be familiar with th concepts related to .geography urban The student should be familiar with th concepts related to .urban geography	2	Week 13 Week 13 Week 13

ticipation in p the lecture Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily assignment Student nceattenda and participation i the lecture Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily	use of instructional aic such as urban use maps-land Lecture deliver Questioning and use of instructional aic such as urban use maps-land		The student should be familiar with th concepts related to .urban geography		

assignment Student attendance and participation i the lecture					
onthly M examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily assignment Student attendance and participation i e lectureth Monthly examination Daily assignment Student attendance and	e deliveryLectu Questioning and use of instructional aid such as urban use maps-land Lecture deliver Questioning and use of instructional aid such as urban use maps-land Lecture deliver Questioning and use of instructional aid such as urban use maps-land	Importance of the size rule-rank	ould The student s be familiar with th concepts related to .urban geography The student should be familiar with th concepts related to .urban geography The student should be familiar with th concepts related to .urban geography	2	Week 14 Week 14 Week 14

participation i the lecture Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily assignment Student attendance and ation in partic the lecture					
Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily	Lecture deliver Questioning and use of instructional aid such as urban use maps-land Lecture deliver Questioning and use of instructional aid such as urban use maps-land Lecture deliver Questioning and use of nal aids instruct such as urban use maps-land	Urban morphology	The student should be familiar with th concepts related to .urban geography The student should be familiar with th concepts related to .urban geography The student should be familiar with th concepts related to .ban geographyur	2	Week 15 Week 15

assignment ent Stud attendance and participation i the lecture Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily gnmentassi Student attendance and participation i the lecture					
Monthly examination Daily assignment Student attendance and	Lecture deliver Questioning and use of instructional aic such as urban use maps-land iveryLecture de Questioning and	Spatial interaction	The student should be familiar with th concepts related to .urban geography The student should be familiar with th concepts related to .urban geography	2	Week 16 Week 16 Week 16

participation i the lecture hly Mont examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily assignment Student attendance and participation i ecturethe l Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily	use of instructional aic such as urban use maps-land Lecture deliver Questioning and use of instructional aic such as urban use maps-land		ld The student sho be familiar with th concepts related to .urban geography The student should be familiar wit the concept related to urban geography.		

assignment Student attendance and participation i the lecture					
Monthly examination Daily assignment Student nceattenda and participation i the lecture Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily assignment ent Stud attendance and	Lecture deliver Questioning and e of us instructional aid such as urban use maps-land Questioning Lecture deliver Questioning and use of instructional aid such as urban use maps-land Questioning Lecture deliver Questioning and use of instructional aid such as urban use maps-land oningQuesti Lecture deliver Questioning and use of instructional aid such as urban use maps-land Questioning Lecture deliver Questioning an use of instructional ai such as urban land-use maps Questioning	Importance of spatial interaction	The student should be familiar with th epts related to con .urban geography The student should be familiar with th concepts related to .urban geography The student should be familiar with th concepts related to .urban geography	2	Week 17 Week 17 Week 17

participation i the lecture Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily assignment Student attendance and participation i the lecture					
Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily assignment Student attendance and rticipation in the lecture Monthly examination Daily	Lecture deliver Questioning and use of instructional aid such as urban use maps-land Lecture deliver Questioning and use of instructional aid ban such as ur use maps-land Lecture deliver Questioning and use of instructional aid such as urban use maps-land	Factors affecting movement and spatia interaction	student should Th be familiar with th concepts related to .urban geography The student should be familiar with th concepts related to .urban geography The student should be familiar with th concepts related to .urban geography The student should be familiar wit the concept related to urban geography.	2	Week 18 Week 18 Week 18

assignment Student attendance and participation i the lecture Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily assignment Student anceattend and participation i the lecture Monthly examination Daily assignment Student attendance and participation i the lecture					
Monthly xaminatione Daily assignment Student attendance and	ryLecture deliv Questioning and use of instructional aid such as urban use maps-land Lecture deliver Questioning and	Sensitivity of transported material	The student should be familiar with th concepts related to .urban geography The student should iliar with the be fa concepts related to .urban geography	2	Week 19 Week 19 Week 19

participation i the lecture Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily assignment Student attendance and participation i ethe lectur Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily	use of instructional aic such as urban use maps-land Lecture deliver Questioning and use of instructional aic such as urban use maps-land		The student should be familiar with th concepts related to .urban geography The student should be familiar wit the concept related to urban geography.		

assignment Student attendance and participation the lecture					
Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily assignment Student anceattend and participation i the lecture Monthly examination Daily assignment Student attendance and	Lecture deliver Questioning and use of instructional aid such as urban use maps-land Lecture deliver Questioning and use of instructional aid such as urban use maps-land Lecture deliver Questioning and use of instructional aid uch as urban s use maps-land	Central places	The student should be familiar with th concepts related to .urban geography The student should be familiar with th concepts related to .urban geography The student should be familiar with th concepts related to .raphyurban geog	2	Week 20 Week 20

participation i the lecture Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily assignment dent Stu attendance and participation i the lecture					
Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily assignment Student attendance and ipation in par the lecture Monthly examination Daily	Lecture deliver Questioning and use of instructional aid such as urban use maps-land Lecture deliver Questioning and use of instructional aid such as urban use maps-land Lecture deliver Questioning and use of instructional aid such as urban use maps-land	Economic base of cities and related theories	The student should be familiar with th concepts related to .urban geography The student should be familiar with th concepts related to .urban geography The student should liar with the be fan concepts related to .urban geography	2	Week 21 Week 21 Week 21

assignment Student attendance and participation i the lecture Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily assignment Student attendance and participation i the lecture					
Monthly examination Daily assignment Student attendance and	Lecture deliver Questioning and use of instructional aid such as urban use maps-land eryLecture deli Questioning and	Labor availability perspective	The student should be familiar with th concepts related to .urban geography The student should r with the be famil concepts related to .urban geography	2	Week 22 Week 22 Week 22

participation i the lecture y Monthl examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily assignment Student attendance and participation i turethe lec Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily	use of instructional aic such as urban use maps-land Lecture deliver Questioning and use of instructional aic such as urban use maps-land		The student should be familiar with th concepts related to .urban geography		

assignment Student attendance and participation i the lecture					
Monthly examination Daily assignment Student tendanceat and participation i the lecture Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily assignment Student attendance and	Lecture deliver Questioning and use of l aids instructio such as urban use maps-land Lecture deliver Questioning and use of instructional aid such as urban use maps-land Lecture deliver Questioning and use of instructional aid such as urban use maps-land	Growth pole theory	The student should be familiar with th ts related to concep .urban geography The student should be familiar with th concepts related to .urban geography The student should be familiar with th concepts related to .urban geography	2	Week 23 Week 23 Week 23

participation i the lecture Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily assignment Student attendance and participation i the lecture					
Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily	Lecture deliver Questioning and use of instructional aid such as urban use maps-land Lecture deliver Questioning and use of instructional aid such as urban use maps-land eliveryLecture Questioning and use of instructional aid such as urban use maps-land	Urban growth model	The student should be familiar with th concepts related to .urban geography The student should be familiar with th concepts related to .urban geography The student should be familiar with th concepts related to .urban geography The student shoul be familiar with th concepts related to urban geography.	2	Week 24 Week 24 Week 24

assignment Student attendance and participation i the lecture Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily assignment Student attendance and participation i he lecturet Monthly examination Daily assignment Student attendance and participation i the lecture					
Monthly examination Daily assignment Student attendance and	Lecture deliver Questioning and use of instructional aid such as urban use maps-land Lecture deliver Questioning and	Land values within th city	The student should be familiar with th concepts related to .urban geography The student should be familiar with th ated to concepts re .urban geography	2	Week 25 Week 25 Week 25

participation i the lecture Monthly examination Daily mentassign Student attendance and participation i the lecture Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination aily D assignment Student attendance and participation i the lecture Monthly examination Daily	use of instructional aic such as urban use maps-land Lecture deliver Questioning and use of instructional aic such as urban use maps-land		The student should be familiar with th concepts related to .urban geography		

assignment Student attendance and participation i the lecture					
Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily assignment Student attendance d an participation i the lecture Monthly examination Daily assignment Student attendance and	Lecture deliver Questioning and use of instructional aid such as urban use maps-land Lecture deliver Questioning and use of instructional aid such as urban use maps-land Lecture deliver Questioning and use of instructional aid urban such as use maps-land	Accessibility and lan values Centrality of land values Accessibility and land values of land Centrality values	The student should be familiar with th concepts related to .phyurban geogra The student should be familiar with th concepts related to .urban geography The student should be familiar with th concepts related to .urban geography	2	Week 26 Week 26 Week 26

participation i the lecture Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily assignment Student tendanceat and participation i the lecture					
Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily assignment Student attendance and participation i the lecture ly Month examination Daily	Lecture deliver Questioning and use of instructional aid such as urban use maps-land Lecture deliver Questioning and use of instructional aid such as urban use maps-land ryLecture deliv Questioning and use of instructional aid such as urban use maps-land	value -Urban land theory	The student should be familiar with th concepts related to .urban geography The student should be familiar with th concepts related to .urban geography The student should th the be familiar v concepts related to .urban geography	2	Week 27 Week 27 Week 27

assignment Student attendance and participation i the lecture Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily assignment Student attendance and participation i cturethe le Monthly examination Daily assignment Student attendance and participation i the lecture					
Monthly examination Daily assignment Student attendance and	Lecture deliver Questioning and use of instructional aid such as urban use maps-land Lecture deliver Questioning and	Central Business District	The student should be familiar with th concepts related to .urban geography The student should be familiar with th to concepts related .urban geography	2	Week 28 Week 28 Week 28

participation i the lecture Monthly examination Daily assignment udent St attendance and participation i the lecture Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily signmentas Student attendance and participation i the lecture Monthly examination Daily	use of ctional aids inst such as urban use maps-land Lecture deliver Questioning and use of instructional aid such as urban use maps-land		The student should be familiar with th concepts related to .urban geography		

assignment Student attendance and participation i the lecture					
Monthly examination Daily assignment Student danceatten and participation i the lecture Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily assignment udent St attendance and	Lecture deliver Questioning and use of ids instructional such as urban use maps-land Lecture deliver Questioning and use of instructional aid such as urban use maps-land Lecture deliver Questioning and use of instructional aid such as urban use maps-land	The relationship between the city and its region	The student should be familiar with th concepts related to .urban geography e student should T be familiar with th concepts related to .urban geography The student should be familiar with th concepts related to .urban geography	2	Week 29 Week 29 Week 29

participation i the lecture Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily assignment Student attendance and participation i the lecture					
nthly Mo examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily	delivery Lectur Questioning and use of instructional aid such as urban use maps-land Lecture deliver Questioning and use of instructional aid such as urban use maps-land Lecture deliver Questioning and use of instructional aid such as urban use maps-land	Problems faced by th city	nt should The stud be familiar with th concepts related to .urban geography The student should be familiar with th concepts related to .urban geography The student should be familiar with th concepts related to .urban geography	2	Week 30 Week 30

assignment Student attendance and participation i lecture the Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily assignment Student attendance and tion in partici the lecture					
Course Assessment .11					
Distribution of the 100 marks according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written examinations, reports, etc.					
Learning and Teaching Resources .12					
(oks (if anyRequired textbo					
(Main references (sources					

	Recommended supporting books and (.references (journals, reports, etc
	Electronic references and websites

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

استمارة وصف البرنامج الأكاديمي للكليات والمعاهد 2025-2026

University: Diyala
College/Institute: Education for Humanities
Scientific Department: Geography
:Date the file was filled out8 /9/2025

: the signature : the signature
Tamimi–Amir Ahmed Al–Abdul .he Head of Department: Prof. DrName of t
Muhammad Adnan Ghazwan .Dr .Scientific Assistant: Prof
: Date9-9-2025 : Date10-9-2025
The file was reviewed by
Quality Assurance and University Performance Division
Name of the Director of the University Quality Assurance and Performance Division :
Date :10-9-2025
the signature

Dean's approval

Tamimi–Dr. Louay Sayhood Fawaz Al

academic program) her education institutionsPerformance review of hig

(review

For the Geography Department Academic Program Description

This academic program description provides a concise overview of the program's key features and expected learning outcomes, demonstrating

It is . her students have made the most of the available opportunitieswhet .accompanied by a description of each course within the program

University of Diyala / College of Education for Humanities	16. Educational institution
raphyGeog	17. University Center / Department
Geography	18. Academic Program Name
Bachelor's degree in Geography	19. Name of final certificate
Annual system	20. The study system
Arab university accreditation standards	21. Accreditation Approved Program
o develop professionalStudent training courses t practical application in middle – field visits – skills and high schools	22. Other external influences
2025/9/7	23. Date of description
24. as learning) to provide graduates are The objectives of the academic program : with the following (outcomes . udents for the teaching profession in secondary schoolsPreparing st -1	
Preparing students for the profession of teaching geographical subjects, especially -2 . In high schools the practical aspect	
as a solution He described the land Conducting research and studies in geography -3 . And the challenges facing society to the problems	
especially topics related to ، Preparing scientific researchers in the field of research -4 .life and society and how they can be utilized	

25. ng methods, and assessmentRequired learning outcomes, teaching and learni
، understanding ، remembering : Comprehension includes Knowledge - A . evaluating and ، synthesizing ، analyzing ، applying To enable students to acquire knowledge and understanding of the intellectual -1 al sciencesframework of geographic the teaching profession and educationally for psychologically Preparing students -2 . in secondary schools of the profession and pedagogically for psychologically Preparing students -3 . In high schools teaching applied geography For institutions and dvice in the field of land use and projectsProviding a -4 . departments in relevant ministries To Conducting research in applied fields such as construction and building -5 . solve the problems facing society in different sectors
ing the topicRegard Skills - B . Participating in committees with relevant authorities -1 Contributing to addressing the problems that students face in natural and - 2 .manner " professional " human geographical life and guiding them in a rs in the field of applied geographyPreparing scientific researche - 3
Teaching and learning methods
All educational methods include lecturing, questioning, and discussion, as well as : providing the student with knowledge, To provide students with the fundamentals and topics related to -1 structure, and the natural and human composition of life . Clarification and explanation of the study materials by the academic staff -2 Providing students with knowledge through homework assignments for course -3 . vocabulary ents to visit the library to obtain academic knowledge related to Requiring stud -4 . course vocabulary Guiding students to obtain information and facts from the International -5 .(the Internet) Information Network

Assessment methods
. final %60 ،based-semester %40
choice questions or general classroom questions for -Daily quizzes with multiple
. the course material1-
. Grades for students participating in challenging competitive questions -2
. Assigning grades to the assigned homework -3
. eports assigned to students on the topics of the subjectGiving grades for the r -4
. solving skills-Thinking: Practical problem Skills - C
To enable students to solve problems related to the intellectual framework of -1
untains, plateaus, rivers, physical geography, especially landforms such as plains, mo
and human aspects such as population distribution, agriculture, industry, trade, and
. politics
. Enabling students to solve problems related to teacher preparation standards -2
he standards for preparing Enabling students to solve problems related to t -3
geography teachers
Related to the standards for writing Enabling students to solve problems -4
research and applied studies in the natural and human fields
Teaching and learning methods
and additional topics related to the prior Providing students with the basics -1
. solving skills-learning outcomes of scientific problem
. Solving a set of practical examples by the academic staff -2
. Asking students to solve some practical problems during the lecture -3
. ary schools by the academic staffVisits to second -4
Assessment methods
. choice questions that require practical skills-Daily exams with multiple -1
Daily exams with practical questions to develop creative thinking among -2
. students
. uestions that compete with the study topicsGrades for participating in q -3
. Assigning grades for homework -4

Others related to employability (skills) And the transferred General Skills - D .(and personal development ues in the Enabling students to use modern teaching methods and techniq -1 . subject of landforms and human, demographic and economic knowledge .(application) Enabling students to pass practical tests in schools -2 Enabling students to conduct scientific research and studies related to Earth -3 elated issues, in addition to the human, agricultural, surface problems and r .industrial and commercial aspects Enabling students to use their personal skills to benefit from the spatial -4 Understanding variation of the Earth's shape in a way that is easy for the recipient and interpreting its spatial distribution
Teaching and learning methods
. Developing teaching curricula in coordination with higher departments -1 Developing teaching curricula by the department that are similar to the work -2 . environment Or to the natural field, on the ground ng students to secondary schoolsSendi -3 ". To train them practically Training students with experiences that simulate the educational, social and -4 . professional reality . ntsEncouraging innovation and creativity among stude -5
Assessment methods
. Conducting tests during the application period in secondary schools -1 at the end of the semester to (research discussions) Conducting tests -2 . determine students' choices in courses ompletion of the application period to determine Writing reports after the c -3 the extent to which students are able to diagnose geographical problems in the ." studied school curriculum " natural Earth according to the s graduation after hi (educational product) Following up with the graduate -4 . from the educational institution

27. Certificates and hours credit hours 98	**26. The structure of the program set in the Geography Department, which was four) and lasts for 2010/11/2 implemented from .(years**			
	Credit Hours	**Course name**	Course code	Year / Level
A bachelor's degree credit (102) requires hours	2	**Weather and climate science**		First stage
	2	**Cartography and remote sensing**		
	2	**Geography of Africa and Australia**		
	2	**Earth's surface features**		
	2	**Educational Psychology**		
	2	**ent Arab Anci history**		
	1	**Human rights and democracy**		
	2	**Computer Principles**		

	2	Foundations of Education		
	2	Arabic		
	2	arid regions		
	2	Biogeography		
	1	English language		
	24	the total		
	Credit Hours	Course name	Course code	/ elLev Year
A bachelor's degree credit (102) requires hours	2	Applied climatology		Phase Two
	2	Applied Geomorphology		
	2	Geography of Eurasia		
	2	Population Geography		
	2	Secondary and education educational inistrationadm		
	2	Psychology		
	2	History of the Arab Islamic State		

	2	Geographical techniques		
	2	Hydrology		
	2	Geography of Development and Planning		
	2	Oil and Energy Geography		
	2	Thematic cartography		
	2	Rural Geography		
	1	English guage 2Lan		
	29	the total		
	Credit Hours	Course name	Course code	/ Level Year
bachelor's degree A credit (102) requires hours	2	Industrial Geography		Phase Three
	2	Geography of Agriculture		
	2	Urban Geography		
	2	Geography of the Americas		

	2	**eography of G natural resources**		
	2	**Guidance and mental health**		
Detailed description attached	**2**	**Statistics and Geographic Modeling**		
	2	**Curricula and teaching methods**		
	2	**Modern and contemporary history of Iraq and the Arab world**		
	2	**Tourism hyGeograp**		
	2	**Applied climatology**		
	2	**Soil geography**		
	2	**Geographical research methods**		
	1	**English language**		
	27	the total		
	Credit Hours	**Course name**	Course code	**/ Level Year**

bachelor's degree A it cred (102) requires hours	2	Geography of Iraq		Phase Four
	2	Political geography		
	2	Geography of the Arab World		
	2	Geography of ، transport communicatio and ، ns international trade		
	2	Geographical thought		
	2	Geography elective course		
	2	Viewing and applying		
	2	Geographic ation Inform Systems		
	2	Graduation research		
	2	Measurement and evaluation		
	2	Environment and pollution		

	2	**Social Geography**		
	2	**Geography of services**		
	2	**Geography of seas and oceans**		
	2	**English 4–Language**		
	25	**the total**		

28. onal developmentPlanning for pers
Good education is based on helping students learn by providing suitable -1 conditions and circumstances for that, and not through direct teaching or . instruction y acquire The true value of the information that students study and the skills the -2 . benefit from it in life situations and depends on the extent to which they use it The curriculum denies taking into account the students' inclinations, trends, -3 . needs, and problems, and aims to bring about changes in their behavior and be ، the students' present and future to urriculum should be adaptedThe c -4 that the teachers responsible for its implementation can reconcile the so flexible . best learning methods with the characteristics of students' development ave an influential personality among his students, since The instructor should h -5 by the instructor, and then the latter adds a – firstly – the student is influenced . special style to the student's personality in teaching
29. lege or instituteRegulations relating to col setting) Acceptance standard admission
Admission is centralized according to the regulations and requirements of the Ministry of Higher Education and Scientific Research. Furthermore, the college : gemploys criteria for distributing students among departments, includin . The student's average grade in middle school -1

. The student's desire -2 . The capacity of each department -3
30. Key sources of information about the program
It meets the latest study requirements in the field of local, regional and global - 1 . yhistor It provides students with the requirements and skills necessary for their success -2 . in the labor market . It narrows the gap between academic skills and practical skills -3

Curriculum Skills Plan																			
.idual learning outcomes from the program that are being assessedPlease check the boxes corresponding to the indiv																			
Learning outcomes required from the program																			
General and erable skillstransf or) other skills) related to employability and personal development				thinking skills				–Subject specific skills				Knowledge and understanding				essential My choice	Course Name	Course code	Year / Level
D4	D 3	D 2	D 1	Pa rt 4	Pa rt 3	Pa rt 2	Pa rt 1	B 4	B 3	B 2	B 1	A 4	A 3	A 2	A 1				
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	essential	Weather and		First

																climate science		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	essential	Cartogra and phy remote sensing		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	essential	Geograp hy of Africa and Australia		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	essential	Earth's surface features		

*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	educational	Educational Psychology		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	assistant	Ancient Arab history		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	University requirements	Human rights and democracy		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	University requirements	Computer		

																Principles		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**educational**	**Foundations of Education**	
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**University requirements**	**Arabic**	
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**essential**	**arid regions**	
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**essential**	**Biogeography**	

*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**skills**	**English Language 1**		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**essential**	Applied climatology		**Second**
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**essential**	Applied Geomorphology		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**Sassi**	Geography of Eurasia		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**Sassi**	Population Geography		

*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**educational**	Secondary education and educational administration		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**educational**	Developmental Psychology		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**assistant**	History of b the Ara Islamic State		

*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**essential**	Geographical techniques		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**essential**	Hydrology		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**essential**	Geography of Development and Planning		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**essential**	Oil and Energy Geography		

*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**essential**	Thematic cartography		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**essential**	Rural Geography		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**skills**	English Language 2		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**essential**	**Industrial Geography**		**Third**
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**essential**	**Geography of**		

																Agriculture		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	essential	Urban Geography		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	essential	Geography of natural resources		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	essential	Geography of the Americas		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	educational	Guidance and		

																mental health		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	skills	Statistics and Geographic Modeling		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	educational	Curricula and teaching methods		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	assistant	Modern and contemporary		

																history of Iraq and the Arab world			
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	essential	Tourism Geography		Third
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	iled Deta climatology		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	essential	Soil geography		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	essential	Geographical		

																research methods		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**skills**	**English Language 3**		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**essential**	Geography of Iraq		**Fourth**
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**essential**	Political geography		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**essential**	Geography of the Arab World		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**essential**	Geography of		

																transport, communications, and international trade		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**essential**	Geographical thought		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**educational**	Viewing and applying		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**Basic**	Geographic Information Systems		

*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**Basic**	Graduation research		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**educational**	Measurement and evaluation		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**essential**	Environment and pollution		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**essential**	Social Geography		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**essential**	Geography of Services		

*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**essential**	Geography of seas and oceans		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**skills**	English Language 4		

Grade 3 –cs and Geographic Modeling Course description template: Statisti

academic program) Performance review of higher education institutions (review

Course Description

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

University of Diyala / Ministry of Higher Education and Scientific Research	11. Educational institution
..... **College of Education for Humanities**	12. / ity DepartmentUnivers Center
Statistics and Geographic Modeling	13. Code / Name
Reporting Program–Self	14. Programs that he enters
Third grade students	15. Available forms of attendance
annual	16. Year / Semester
hours (90)	17. of study hours umberTotal n
m 2025/9/7	18. Date this description was prepared
19. The course aims to introduce the importance of statistics and its uses in geography and practical applications for studying, measuring and predicting enomenaph. : Course Objective	

Annual Teaching Plan Form

Saif Mohammed Abdul Mandil .Dr Dr. Ali Abdul Karim Saleh	Instructor name :
104.ge.hum@uodiyala.edu.iq	: Email address
Statistics and Geographic Modeling	: Subject name
annual	: Course syllabus
To introduce students to statistical methods and techniques .and how to apply them in geographical research	Course objectives :
Nature of geographic data Tabulation and graphical representation of measures of central ncytende Measures of dispersion and spatial mean Samples and correlations	the details The basics of the subject :
Lectures in Geographic Statistics, authored by Assistant Professor Dr. Saeed Fadhil Ahmed, University of Diyala, ucation for Human Sciences, 2020College of Ed	Textbooks :
. Naaman Shahadeh / Quantitative Methods in Geography Omar / Geographic Statistics–Mudar Khalil Al Batihi / Geographic Statistics–Abdulrazzaq Al	External sources :

Final exam	laboratories	Chapter Two	Chapter One	semester	Chapter assessment :
60%		20%	20%	the first the second	

year curriculum for -This course material has been added to the fourth .academic year 2021-the 2020	Additional information :

First semester – Weekly lesson schedule

Notes	tical Prac material	Theoretical material	the date	Wee
		Definition of statistics and its importance	10/1	1
		Nature of geographic data	10/8	2
		Geographic data sources	10/15	3
		Scheduling	10/22	4
		Regular schedules	10/29	5
		Frequency tables	11/5	6
		Graph	11/12	7
		Rectangular and bar charts	11/19	8
		histogram, curve, and iterative polygon	11/26	9
		Measuring central tendency	12/3	10
		arithmetic mean	12/10	11
		The mediator	12/17	12
		The loom	12/24	13
		Measures of dispersion	12/31	14
		nge and deviationRa	1/7	15
		Variance and standard deviation	1/14	16
year break–Mid				

Tamimi–Luay Sayhood Fawaz Al .Dr : Dean's Signature : Professor's Signature

Second semester – Weekly lesson schedule

Notes	Practical material	Theoretical material	the date	Week
		Measures of central tendency of spatial distributions	1/21	1
		------	1/28	2
		Measures of dispersion for spatial distributions	2/4	3
		standard distance	2/11	4
		Link	2/18	5
		The relationship between variables	2/25	6
		relation coefficientPearson cor	3/3	7
		Spearman's correlation coefficient	3/10	8
		Samples	3/17	9
		Samples	3/24	10
		Statistical tests	3/31	11
		T-test	4/7	12
		X^2 test	4/14	13
		The concept of modeling	4/21	14
		Modeling in Geography	4/28	15

: **Dean's signature** : **signature Professor's**

Field For the visit The typical Table

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

Two or three For the duration Prepared Ordinary Field Visit table He is -149 Preparing for it responsible Located -pre stomach ingsmeet It includes . days University Quality Ateq on circumstances with The model and compatibility The high education In institutions Assurance and Performance Department . one

today morning ninth of The the hour Usually when Field Visits It begins -150 It no Which -pre stomach Start of meetings times to set .And it is done . First The entire table times be that It should .No . One hour on more usually takes For activities Field to leave from It is necessary but rather meetings For meetings and Preparation include that Additional Experts iewersRev The review a report draft paragraphs and drafting and records Notes updates . program

Activity -15	the time -15	session -15
-15	Day 1	-15
Welcome and appreciation. Provide a brief -15 its objectives, desired) viewoverview of the re assessment -outcomes, use of evidence, and self Program Team - (report	9:00 -15	1 -15
Discussion with members of : Curriculum -16 the teaching staff	9:30 -16	2 -15
Meeting with a group of students -16	11:00 -16	3 -16
esourcesA look at the r : Program efficiency -16	12:30 -16	4 -16
Review of : Review Committee Meeting -17 additional documents, including a sample of .corrected student work	14:00 -16	5 -16
Meeting with faculty : Program efficiency -17 members -17	15:00 -17	6 -17
Review of : Review Committee Meeting -17 tters requiring evidence and any gaps or ma up-follow	16:00 -17	7 -17

a) Meeting with relevant stakeholders -18 other sample of graduates, employers, and (partners	17:00	-17	8	-17
-18	Day Two			-18
Meeting with the Head of Review, its -18 Summary : Coordinator, and the Program Leader addressing gaps, and ‹of the first day's findings adjusting the second day's schedule if .necessary	8:45	-184	9	-183
: Academic standards for graduates -18 Meeting with faculty members	9:00	-187	10	-186
Effectiveness of quality assurance and -19 A meeting with : management processes . al staffmembers of the education	10:30	-19	11	-189
Review of : Review Committee Meeting -19 evidence and matters that need to be addressed .	12:00	-19	12	-192
Free time to follow up on new issues -19	14:00	-19	13	-195
: Final meeting of the review committee -20 making decisions regarding the results and . oral feedback preparing	14:30	-19	14	-198
The head of the review provides verbal -20 feedback to the review coordinator and members .of the teaching staff	14:30	-20	15	-201
The End -20	15:00	-20	16	-204

(1 .Table No)

The typical For the table and plan Report Preparation up-Follow practical model \
up-Follow Okay from the field visit For

up-Follow a report model \
International / Quality Assurance and Academic Accreditation Department
Accreditation Section
Yale University : Institution
Education for Humanities : College
Academic Description : Program
up report-ollowF

On the date of It happened that up-Follow visit results Report this Shows
The aimful arrangements of the Quality from part which is ‹202 _/____/____
Support to provide to Assurance and University Performance Department

and Internal quality a guarantee Operations To develop Continuous
. Continuous improvement
up are to assess the progress made in the program -The purposes of this follow
since the preparation of the program review report and to provide more
nued improvement of academic standards information and support for the conti
. and the quality of higher education in Iraq
It On what up-Follow This is amazing in Used Evidence The base includes
: comes
for Support Information with Academic For the program Self Evaluation a report
him
The review a report numbers since And the executor stomach rovementImp plan
. The academic program
Academic The program review a report
I that) Institutional strategy The plan High education quality review a report
found
. up-Follow visit gdurin the introduction Additional evidence
from To her Reaching It was completed that Total Conclusions It is represented
: As follows up-Follow This is amazing
(name) in (Academic The program (Name) Program He stands did not / He did
. To improve plan application Educational The Foundation
For Field Visit since the introduction Indicators in good deed practices Includes
.(mention it) : It is coming what on The program review
Treating Educational The Foundation on He should that The mission Cases It is
) : The following in Academic program Continuous proving itIm during it from
or To him It touches Improvement plan She was if what And between (Mention it
.(no

. the favorite Report below (A) Appendix It includes
(A) Appendix
: Educational The Foundation name
: Academic The program For review Primary Field sitVi date
: up visit-Follow date
: up-Follow a report date
up-Follow Run that Reviewers names

the signature Job title Job

user Interior Quality a guarantee System : First Part -20

What -21 action should ؟be taken	comm -21 ents	Y -21) ؟es (✓	Question -20	-20
-21	-21	-21	-Has the self -21 assessment report been For the ؟completed ؟academic program	-21
-22	-22	-22	-Do recent self -21 sessment reports as show the extent to which the assessment framework criteria have or / been met and ؟addressed	-21
-22	-22	-22	Is there an -22 improvement plan based on an external ؟and internal review	-22
-23	-23	-23	Are there any -22 important gaps that have not been ؟addressed	-22
-23	-23	-23	Is progress in -23 implementing the improvement plan being ؟monitored	-23
-24	-24	-24	Are any major -23 obstacles expected in implementing the ؟improvement plan	-23
-24	-24	-24	How much time -24 does the educational institution expect to need to complete the improvements to the ؟program	-24
-25	-25	-25	How long do -24 reviewers expect it to take to complete the program improvements	-24

			in order to meet the indicators؟	

Improvement Achieved in Indicators : Part Two -25			
General -25 conclusion	New -25 information obtained from the -field follow up visit	Items of the -25 improvement plan eir in terms of th) conformity with the recommendations contained in the academic program review (report	) Indicators -25 see assessment (framework
-26	-26	-26	Course of -25 Study Goals and -25 required learning outcomes The course -26 Content) Academic (ess from Progr -26 year to year Education and -26 learning Student -26 Calendar
-27	-27	-27	Program -26 efficiency General -26 picture of accepted students Human -26 Resources physical -27 resources Uses of -27 available resources

			Student -27 support Graduation -27 rates of accepted students
-28	-28	-28	Academic -27 dardsstan Clear -27 standards Use -27 appropriate measurement standards Graduates' -28 achievement Student -28 Assessment Standards
-29	-29	-29	Program -28 management and assurance Arrangements -28 necessary for program management Policies and -28 procedures followed Collected -28 methodological ervationsobs and the user -28 Employee -29 improvement needs Which are -29 identified and processed

			Improvement -29 planning procedures Followed -29

Criteria for successful review and process evaluation

Successful audit criteria

The program review entsarrangem in Successful Review Standards It is : The following in And its evaluation Academic Interior With systems Supported Review it It is done that The program He is that Based on Specifications and review It includes Improvement Under or existing Availability Because . Continuous and improvement Self Evaluation culture to . Foreign Ministry For review strong Basically This interior Review features . Suitable Foreign Ministry Review timing He is that

For the Overall Matching Review Experts Committee public Image be that . Foreign Ministry For review public repictu

: from all before from Preparation Planning in In detail taking care It is that in It continues that : Quality Assurance and Academic Accreditation Department and Educational ationThe Found Working with Private Its procedures application Foreign For review And necessary Suitable Support And it provides reviewers . Ministry

It that Evidence a base be that on He is careful that : Review coordinator e timeth in Available Reports Interior and preparation Review systems produces ؟Any clarifications Meeting It is and that Visitors Experts For reviewers Suitable . Required Additional information or

For the Self For evaluation Report Availability that : The educational institution . xternal reviewFor e He will be subject that Academic program reading that in In what For the visit Preparation They do that : Experts Reviewers In it which is guided Primary Preparing comments the introduction Documents . The visit procedure in

from and protocols uncedAnno Review style application in match there He is that The process and philosophy message Respect Participants including all before . Continuing and improvement For review And it supports it dialogue Educational The Foundation and representatives Reviewers Holds that . Review period throughout mutual espectR on Open, growing

In a way and blog Available Evidence Based on clear Reviewers rulings be that . My system
and standard According to Suitable the time in Review a report numbers It is that In it Reply The validity of ndationThe Fou Confirms and that Reports structure . Facts from
Raya presents a constructive Review from Derived Conclusions group be that . The academic program on and balanced fair offer
Study Foreign Ministry Review from Benefit on Capable The Foundation be that For Realism plan Consideration and preparation Eye And he took it esultsIts r . Necessity when improvement
: Rating
The Quality Assurance and Academic Accreditation Department seeks to al develop and implement procedures for the systematic evaluation of all extern reviews of the academic programs it organizes. The educational institution, the head of the review, and the relevant reviewers will be required to evaluate each The Quality Assurance and . external review by completing a brief questionnaire reditation Department will analyze the systematic observations Academic Acc . and, where necessary, follow up on any difficulties identified
The Quality Assurance and Academic Accreditation Department will also orts that show the examine the systematic observations to produce concise rep 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 opportunities for continuous improvement

emic Program Review TermsGlossary of Acad

Programs review guide in Used Terminology identification
Interior Review wow The guide this in Used Terminology some It is possible may that Context Different according Meanings Reports Preparation Foreign Ministry To remove any ambiguity, the following definitions have . ed thereinIt is mention : been provided for those terms

Disciplines / Areas of specialization / Academic fields
the study area or and interconnected Specific Fields academy Fields Classified to It is what And often . And philosophy Engineering icineMed Like mathematics Example Way on Humanity studies : The broad scope Field The Fields divide on Arts Includes And ،And literature Topics such as history on Includes And it has . And photography The beautiful Arts From it separate Specializations Topics It includes may or ،more or Two fields Programs some Curricula gathered in Accounting Engineering or in Like mathematics different and specializations . Business administration

academy Standards
By taking Educational The Foundation he puts itS Specific Standards she Lowest or limit Level on It includes . External Reference points from advantage

The program from Graduates He acquires it that and skills Knowledge from . review Evaluation and in Using it And it is possible Academic Accreditation

For the program what organized or an agency Give it that Confession he That that proof on Her ability To confirm Educational institution or educational The I have and that Accepted By standards fulfills (or programs) program The Its activities quality To ensure active systems The concerned tionFounda The For standards According to Continuous academy and its improvement . advertised one Improvement or the job Plans

tingsand ra Evidence in Looking from Derived realism Improvement Plans she He that it One except year from For more Applying it It is And it has . Available and programs Courses level on year all and review it Preparing it should . Educational And the institution academy accepted students

Those Among them By whom academic program in Registered Students they For precedent Accredited hours They passed From among Accepted . First after the year when acceptance Standard / Reference points

Achievement For levels public Predictions Standardization phrases Represent And it may . A specific topic or field graduates from Expected icpubl and skills Foreign Reference The points . Internal or Foreign Reference Standards be program Academic and Quality Standards By comparison Allow Ministry points As for . d the worldAn Iraq He has in Similar With programs academic academy Fields To compare between Using it It is possible Interior Reference . Specific Time paragraph during Trends To determine or The group

The Foundation Serve it that the society Specified from The slide that she It And it has . Internal and its system For her message According to lEducationa and and groups For organizations According to or geography is specific . Its activities in Dakhla individuals The course Goals

It should that utputsO As For the decision public Goals on Expression He should a The course as advantages They complete Those Students It achieves that investigation in Contributes that And it must . For measurement and midwife task . Educational Programs from more or For the program Specific Goals Study Curricula or ademicAc Curriculum

She designs it that The whole The organization Educational The process she According Accepted For the student And it is managed by Educational institution and Content from It consists of ،The required learning For outputs to In Students Achievements Learning and assessment education gementsarran

the university in Available Facilities from Using a group possibility to addition that in In what ؛Specific For arrangements According to And outside of it and field ، training ، sports ، Social studies and ،Computer studies ،Libraries . activities

(acquired skills) independent learning /

Academic By the method Included Personality For skills actor Reinforcement he The About experiences In research and the graduate student Supports Which Among and learning and its absorption The organization and other rganizationo and learning electronic Learning Reinforcement Methods And it includes . them The and learning Training and duties Field Work personal and subjective facing-Outward Self Learning To support edUs Tools And from . reflexive tools Self Evaluation and reports Periodic Records Official Study Lectures . In addition to that gesticulate Interactive Learning

learning-e

component Information technique Using electronic Learning by He is may The or In the academic program Private For materials rimary or secondaryP Menah in inside or By itself Independent He is . And it has been made . decision and For the goals determination-Self on Includes . Other education and learning usually It includes ،Self choice road on Materials redRequi Learning outputs in Self level General In picture .And it increases . generated-Self Evaluation Lectures or Texts transformation It is Nor . About him and responsibility Learning Learn same Limit -pre Registered Media eOn to or electronic To the site Current . Electronically

External Assessment / Assessor

or specific academic For the program Appointment The Foundation Standing he About independent external In my opinion To exit Decision or program from part By Private Exams in And the verified The subject academy sthe standard . Scientific Degree granting

Evaluation framework

The Programs To assess Standard structure Evaluation framework He provides re the Befo The field visit from Self Evaluation basis It constitutes . academy intended He is ،academic The program review and report specialists reviewers And to apply it to Educational Academics and Institutions Fields all in For use . Foreign Affairs Interior Reviews

(Regulations) General Concepts

For the institution Necessary Instructions emsand syst Principles she . Her works control that Policies within Educational

Higher Education Institution

High education Programs progress that the university or Institute or College she any or (Diploma / Bachelor's) tFirs University Degree on Get to The performer . that from higher degree

Required Learning outputs

The Foundation You want it that With knowledge Related Results she To be And it must . For the outputs According to Its programs from Educational and that (assessable) To be measured nd midwifea Related to the message The appropriate one At the level Foreign Ministry Reference Standards Reflect .

Quality Guarantee Management Interior order

Its investigation To ensure Educational The Foundation It adopts it that order he and With specific needs In it Dakhla And the elements Educational programs system Includes . Continuing and improvement For review Subject that For quality Specific specifications Outputs to document Quality administration Good practices and determining evaluation and ،Presentation to Design from and proposals and performance monitoring ، Obstacles Palaces And I face For Regulars and improvement and review and reinforcement Improvement support To The active one Strategies and priorities Policies To place operations . Continuous improvement

Work / Jobs market

and the and commercial Professional Employment Fields Availability he Qualified for graduate He is that Fields from and others Research Orientation . Graduation after In it work

message statement

Instruction The Foundation a task clearly He specifies summary ementstat he Message statement Shows may . As well . Society development in and its role and And its values Educational The Foundation vision around Brief support data . The strategy its goals

Specialist iewerthe rev

He that or Administrative and experience Professional Level With He is a person The same institution from not (except that) Meaning the topic in expertise has wRevie Contribution He can So that ،Interests in conflict He has Not Educational For the or Foreign Ministry Internal quality To ensure Educational The program . Reliance purposes of

Academic The program

The program He knows Academic The program review For the purpose Completed rafte They get Those Students Accepts that that That he Educational . Academy degree on successfully

The program Goals

She turned in turn Which Academic The program To present public Goals she to ensure the achievement) And its implementation strategy Goals development

Standing from (to ensure) edRequir Learning outputs Objectives and of (Required) The product investigation Okay from Working Students Academic The program review

all in Educational Programs all on Academic The program review Apply Learn ams thatThe progr condition And in . The high one education Institutions By Included Entirely The program He is Educational institution from more in . review

: These are ،Iraq Programs in For review Goals three And there and guarantee High education Institutions in) The decision Makers supply In the ministry and parents Academic and accreditation Quality department by the rulings (Interest Owners from and others and the students Things . Learning programs quality around With evidence Supported

formationWith in Interior Quality a guarantee Process development to support Continuous Assessment of compliance and challenges Good practices around . improvement

And regional Level on Iraq in High education reputation Strengthening . international

quality assurance

to set To ensure cessaryNe Educational Institution Resources in Available that For According to For each educational program academy Standards And Academic Curriculum quality be and that ،Similar international standards And it was verified suitable The concerned Infrastructure the structure Skills from group Its graduates He owns and that s involvedPartie Predictions Continuous on Capable Educational The Foundation be and that Specific . improvement

Review Coordinator

For coordination Educational The institution nominates him that He is the person Information and its collection in To help Academic rogramThe p review . The advertised one Review Methods and application interpretation

Report

and Academic The program Reviews Based on stomach Regular Reports . Educational His program ratings

assessment-Self

academic program By evaluation Educational The Foundation ingStand he For internal system And within The program review from As part specific . Quality management and guarantee

field visit

amThe progr review within Out For expert reviewers she has intended visit she A . Two or three days Usually for Field Visit .And it continues . The academic . Therefore .is included (1) sample schedule

Description

and And its structure The program For the purposes detailed Description he Incoming or Specific amenities or Decisions Aya From him Required outputs Necessary Information Description And it provides . It contains it resources . And review it And presenting it The program Design

relationship The Entities

in atelegitim Interest The Individuals or Groups or Organizations that she Education and its quality where from For the institution Educational Activities It . Its procedures Quality Guarantee systems and effectiveness standards The Groups Most important The active one strategy Review practical includes and The concerned Parties For groups flour range It depends . parties involved Its and extent Educational The Foundation message on different their interests range It is determined . Local and its circumstances educational activities Interest The Groups It includes . eThe scop To determine Usually by studying By joining And students who wish and graduates For current students legitimate The staff of the educational institution and or their families their guardians and s and sponsorsGovernment agencie Employment and Ministries the community and unions Organizations Funded Organizations from and others . I found it Professionalism

Strategic Plans / Strategy Goals

Her from and derived At the educational institution Private Goals from group she Supported On the ratings It does alismRe plan to And the converter message on The Foundation Seeking that means on Goals And it focuses . With evidence It that Things the plan Her message and definition investigation to Her way and costs iblerespons and the person Time and the framework Treating it should It includes Implementation plan and accompanied by ، Appreciative . The effects Evaluation Progress To monitor arrangements

Student assessment

It that Activities from and others Exams include that procedures from group she completion To measure the amount Educational ndationThe Fou In it does As well . And its decisions Academic For the program Required Learning outputs For their Students according to To classify Means Reviews Availability as For present range to set to cDiagnosti Evaluation and he strives ، achievements Curriculum development behind In pursuit and his skills student acquaintances performance on Information formative Evaluation And provides . Suitable fA sign o Calculation Don Learning To follow support And its progress student Level So he determines holistic Evaluation But . Necessarily Graduation Okay in Enter that End of course when or The program in student To obtain Final . The academic For the program Approved Hours

Student reviews

in Their program quality around tsStuden opinions collection practical she Methods used more And from . For the outputs analysis with standard structure

And from ،And questionnaires Christian Studies : Opinions To collect the job Bodies and groups Electronic conferences The other mechanisms . The other and the circles Councils in And representation entratedConc Teaching and learning methods investigation on Students To help Instructors It uses that Methods group she ،Lectures that ...Examples include . It is planned Required Learning outputs and ،And seminars Educational Like the sessions The small Groups ationEduc to and access Information analysis About how student for you condition study -self skills Students Research to gain papers As writing and duties ،Decisions To gain The process and sessions ،Field ipsand tr ، Presentation learning on For student training Experiments and procedure The process Skills Students or Reports Preparation Specific Conclusions to and access Results analysis . Stickers or Offers

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

2026

:Introduction

tes a coordinated and organized bundle of The academic program constitu courses that include procedures and experiences arranged as course syllabi, the main purpose of which is to build and refine graduates' skills so that they are qualified to iewed and evaluated annually through meet labor market requirements. It is rev internal or external audit procedures and programs, such as the External Examiner .program

The academic program description provides a brief summary of the main features of ills being developed in students based the program and its courses, indicating the sk on the objectives of the academic program. The importance of this description lies in the fact that it represents the cornerstone for obtaining program accreditation, and it the supervision of the scientific committees is prepared jointly by teaching staff under .in the academic departments

This guide, in its second edition, includes a description of the academic program after updating the terminology and sections of the previous guide in light of the advancements of the Iraqi education system, which included the developments and traditional form of the academic program description (annual, semester system), in addition to adopting the standardized academic program description pursuant to the f Studies T.M. 3/2906 dated 3/5/2023, concerning programs letter of the Directorate o .that adopt the Bologna pathway as the basis of their work

In this regard, we can only emphasize the importance of writing descriptions of of the educational academic programs and courses to ensure the smooth conduct .process

:Concepts and Terminology

Academic Program Description: Provides a concise summary of the program's vision, mission, and objectives, including a precise description of the targeted .tcomes according to specific learning strategieslearning ou

Course Description: Provides a concise summary of the most important characteristics of the course and the learning outcomes expected of the benefit student to achieve, demonstrating whether he has obtained maximum from the available learning opportunities. It is derived from the program .description

Program Vision: An ambitious picture of the future of the academic program .to be a progressive, inspiring, motivating, realistic, and applicable program m Mission: Briefly clarifies the objectives and activities necessary to Progra achieve them, as it defines the pathways of program development and its .directions

Program Objectives: Statements describing what the academic program ified period, and they must be measurable intends to achieve during a spec .and observable

Curriculum Structure: All courses/subjects included in the academic program according to the adopted learning system (semester, annual, Bologna versity, College, and pathway), whether they are requirements (Ministry, Uni .Department) along with the number of credit hours

Learning Outcomes: A coherent set of knowledge, skills, and values acquired by the student after successfully completing the academic program. Learning be defined in a way that achieves the outcomes for each course must .program's objectives

Teaching and Learning Strategies: These are the strategies used by the faculty member to develop the student's teaching and learning; they are plans -ng all classroom and cofollowed to reach learning objectives, describi .curricular activities to achieve the program's learning results

Academic Program Description Form

University Name: Diyala University
College/Institute: College of Education for Human Sciences
entDepartment: Geography Departm
Academic or Professional Program Name: Bachelor's Degree
Final Certificate Name: Bachelor's Degree
Study System: Annual
Description Preparation Date: 14/9/2025

File Completion Date: 15/9/2025

:**Signature**

Scientific Assistant: **Dr**. **Ghazwan Adnan Mohammed**

Date:

:**ignatureS**

Department Head: Prof. Dr. Abdul Amir Abdul Sattar

Date :

File Verified By

Quality Assurance and University Performance Unit

Name of Quality Assurance and University Performance Unit Head: **Asst**. **Prof**. **Zeinab Qutaiba Abdali**

Date: / / **2026**

:**Signature**

Approval by the Dean

Tamimi–Prof. **Luai Saihud Fawaz Al**

Dean

Date: / / **2026**

85. **Program Vision**
State the program vision as stated in the university bulletin and its electronic website.

86. **Program Mission**
rogram mission as stated in the university bulletin and its electronic State the p website.

87. **Program Objectives**
.General statements describing what the program or institution intends to achieve

88. **Program Accreditation**
؟Is the program accredited? By which body

89. **ther External InfluencesO**
؟Is there a sponsoring body for the program

90. **Program Structure**

* Notes	Percentage (%)	Credit Hours	Number of Courses	Program Framework
				Institutional Requirements
				College Requirements
				Department Requirements
				Summer Training
				Others

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

91. Program Description				
Credit Hours		**Course Title**	**Course Code**	**Year / Level**
Practical	**Theory**			
	2			

92. Expected Program Learning Outcomes	
Knowledge	
Statement of Learning Result 1 Preparing the student to be a future academic staff member	ng Outcome 1: Learni The student knows educational systems Explains the importance of educational systems
Skills	
nt of Learning Result 2: Preparing a student Stateme with scientific capabilities in his specialization	Learning Outcome 2: Develops educational systems
Statement of Learning Result 3: Enabling the student ational systemsin the future to identify types of educ	Learning Outcome 3: Compares between different educational systems
Values	
Statement of Learning Result 4: The student's love for his profession in the future	Learning Outcome 4: Preparing an enthusiastic student who loves the profession

Statement of Learning Result 5: Positive interaction with students	Learning Outcome 5: Proper preparation of the versed –student to be well in educational systems

93. **Teaching and Learning Strategies**
Teaching and learning strategies and methods adopted in implementing the discussion, information ،program in general. (Lecture method, questioning (processing, inquiry

94. Assessment Methods
Implemented at all stages of the program in general. Achievement tests of various curricular activities–types, co

95. Faculty Staff

Academic Staff Members

Number of Faculty Staff		**Requirements/Special (Skills (if any**		**Specialization**		**Academic Rank**
Lecturer	**Permanent Staff**			**Specific**	**General**	

Professional Development
Orientation of new faculty members
rldwideIntroducing staff to the extent of development of education systems wo
Professional development of faculty members
Holding seminars and discussion circles and exchanging experiences with other counterpart colleges for development

96. **Admission Criteria**
(**nceStudent's GPA in preparatory stage in addition to their prefere**)

97. **Main Sources of Information About the Program**
Briefly state references and sources from books, research, studies, periodicals, and various means of communication such as the internet and others

98. Program Development Plan
content by (20%) of modern topics in line with contemporary Developing curriculum developments

Program Skills Map															
Required Program Learning Outcomes															
Values				Skills				Knowledge				Core or Elective	Course Title	Course Code	Year / Level
V4	V3	V2	V1	S4	S3	S2	S1	K 4	K3	K2	K1				
												Core			2027-2026

- sessmentPlease place a mark in the boxes corresponding to the individual program learning outcomes subject to as

Course Description Form

25. Course Title: Developmental Psychology	
26. Course Code	
27. Semester / Year	
2026-2025	
28. Date of Preparation of This Description	
2025 / 9 / 1	
29. Available Attendance Formats	
Classroom Lectures	
30. Total Number of Credit Units / Total Number of Study Hours	
(weeks totaling (64) hours / Number of units (2 (32)	
31. (Name(s) of Course Coordinator (list if more than one	
Name: Assoc. Prof. Hind Daghish Alwan Ema hind.psv.hum@uodiyala.edu.iq	
32. Course Objectives	
	:Subject Objectives Introducing students to the fundamen concepts, general principles, and maj .theories in developmental psychology Explaining the biological, psychological, ions governing the various and social foun manifestations of development across a .stages Distinguishing the basic developmental characteristics of the individual from t .prenatal stage through old age Comparing different developmental theori d, Erikson, Kohlberg) such as Piaget, Fr

	in terms of hypotheses, stages, ar .developmental goals

33. Teaching and Learning Strategies

Teaching and learning strategies and methods adopted in implementir .the program in general ion, information processing, Lecture method, questioning, discus (directed learning, cooperative learning, inquiry–interactive lecture, s	**Strategy**

34. Course Structure

Assessment Method	Learning Method	Unit or Topic Name	Required Learning Outcomes	Hours	Week
al Questions and Participati	Interactive Lectu and Discussion	on to Introdu Developmental Psychology:		2	Week 1
Short Quiz	Lecture, Discussion, a Analysis	Concept, Importance, Objectives, a .Fields of Study			Week 2
Discussion a Case Analysis	Interactive Lectu and Case Study	Biological a Hereditary Foundations Development: Chromosomes, Genes, and Prenat .Influencing Fact			Week 3 k 4Wee
Applied Activ	Case Study a Brainstorming Lecture a Discussion	Development in t Prenatal a Infancy Stage Physical a Sensorimotor .Characteristics			Week 5 Week 6

		Emotional a Social			Week 7
Short Quiz		Development of t Infant: Attachme			
	Case Study a Based -Problem Learning	Theory (Bowlb and Formation .Early Bonds			Week 8
Practical Application	Interactive Lectu and Discussion	Development Early Childho Toddler Age Language Development a			Week 9
	Role Playing a	Cognitive a .Social Growth			Week 1
Written Questions	Case Study	Play a ity Personal			Week 1
		Development Early Childhoo			Week 2
Performance Observation	Interactive Lectu and Brainstormi	Applying Pl Theories Educational .Situations			Week 3
					Week 4
	Case Study a Analysis	Development Middle and La Childhood:			Week 6 Week 7
Short Quiz		Intellectual a Cognitive Development			Week 8
	Lecture a Discussion	According Piaget's .Perspective			Week 9
Short Report		Social and Mo Development			Week 2
	Case Study a Based -Problem Learning	Middle Childhoo er Relationships and Kohlberg .Theory of Moral			Week 2 Week 2 Week 3

Achievement Test	Interactive Lectu and Case Study	The Adolescen			
		Stage: Biologic			Week 4
		and Physiologic			Week 5
		Changes,			
	Cooperative	Adolescent			
Application a	Learning and Wo	-Emotions, and S			Week 6
Case Analysis	Groups	.Concept			Week 7
	and Discuss	Identity Crisis			
	Comprehensive Review	Adolescence Erikson):)			Week 8
Analytical Activity		Psychological a Social Conflicts a			Week 9
	Lecture a Discussion	Their Counseli .tionsSolu			Week 3
		Cognitive a			
Presentation a Discussion		Emotional Development			
	Case Study a Analysis	Late Adolescen and Abstra .Thinking			
Midterm Assessment		Adolescent			
	Interactive Lectu	Problems Rebellion,)			
		Delinquency,			
		Deviations): Caus			
Oral Question		and Ways			
	Case Study a	Counseling			
	Based -Problem Learning	.Intervention			
		Early Adultho			
Short Quiz		Youth) Stag			
	Lecture a Discussion	Developmental Characteristics,			
		eer Choice, C			
		Marriage, a			
		Family			
Short Report		.Establishment			

	Case Study a Analysis	Crises of Ear Adulthood a Occupational			
Applied Activ	Interactive Lectu	Adaptation a Family .Atmosphere			
Short Quiz	Case Study a Practical onApplicati	Semester -Mid Assessment a Comprehensive Review of Previo .Content			
Case Discussi	Lecture a Discussion	Middle Adultho Midlife) Maturation) Stag ysical Bodily and			
Achievement Test	Cooperative Learning and Wo Groups	Changes (Midli .(Crisis Psychological a Professional			
Practical ationApplic	Case Study a Psychological Analysis	Changes in Midd -Adulthood: evaluation of Goa .and Productivity			
Analytical Activity	Interactive Lectu Role Playing a Practical Trainin	Late Adulthood a Old Age Stag Biological a Cognitive Chang and Memo .Decline			
Presentations Short Report	Cooperative Learning and Wo Groups	Mental Health Older Adul eeling o Loneliness, Retirement, a			

Short Quiz Performance Observation Presentation a Discussion	Discussion, Ca Studies, a Presentations	Coping with Loss .Spouse Erikson's Theory the Fir Psychosocial Stag Integrity v .(Despair The Concept Environment -Ge Interaction and Role in Shapi Individual Differences Acr .Stages Common Developmental Disorders Childhood: Autis Spectrum Disord Attention Defi Hyperactivity .(Disorder (ADH Developmental a Academic Learni Difficulties a Methods Diagnosis a .Counseling Emotional a Affective Development: Emotional elligence and Its Development fr Childhood Throu .Adulthood			

		Socialization a the Role of Famil School, and Mec in Developmen .Guidance Psychological Trauma in Differe Developmental Stages and .Term Effects-Lo ntive and Remed opmental eling in Educatior utions of the Psychologic elor in Dealing wi tional lopmental Probler arison Betwe Developmen ies in Terms pts, Objectives, a he Role of the Cou			

35. Course Assessment

Grade distribution: Annual continuous assessment accounts for 40% based on tasks e student, such as daily preparation, daily exams, oral and monthly assigned to th written examinations, reports, etc., while the final achievement exam accounts for .%60

36. Learning and Teaching Resources

bdul Salam (2018). Zohran, Hamed A Developmental Psychology: Childhood a .Adolescence. World of Books, Cairo Qurashi, Muhammad bin Ahmad (2020). - Theories and Stages of Human Psychologic Manhajiyah Publishing -Development. Dar .and Distribution • Shaffer, D. R., & Kipp, K. (201 Developmental Psychology: Childhood a Adolescence. Cengage Learning. • Santrock, J. W. (2018). Life-Sp Development (17th ed.). McGraw-H Education. Papalia, D. E., & Martorell, (202 Experience Human Development (14th ed McGraw-Hill Education	Required Prescribed Books (Methodolog (if any
	(Main References (Sources
	Recommended Supporting Books and References (Scientific Journals, (…Reports
Organize data and use the university's .electronic libraries reviewed -searching peer Google Scholar fo .scientific studies APA PsycNet, ScienceDirect, and SpringerLink databases according to what .available at the university Official websites of universities and scientif journals specialized in psychology	Electronic References, Internet Website

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

Introduction:

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

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

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

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

Concepts and terminology:

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

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

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

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

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

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

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

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

Academic Program Description Form

University Name: .....**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: **14** / **9** / **2026**

File Completion Date: **15** / **9** / **2026**

Signature: **Abdul Amir Ahmed Abdullah**

Head of Department Name:

Date: 16 / 9 / 2026

Signature: **Ghazwan Adnan Mohammed**

Scientific Associate Name:

Date: 20 / 9 / 2026

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Zainab Qutaiba Abdul Ali

Date: **17** / **9** / **2026**

Signature:

Approval of the Dean

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

100. **Program Mission**

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

101. **Program Objectives**
General statements describing what the program or institution intends to achieve.

102. **Program Accreditation**
Does the program have program accreditation? And from which agency?

103. **Other external influences**
Is there a sponsor for the program?

104. **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.

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

106. 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

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

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

109. 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.

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

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

112. Program Development Plan

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A 4	B1	B2	B 3	B4	C1	C2	C3	C4
2026 – 2027 Fourth stage		Geography of the Arab world	Basic	-	-	-	-	-	-	-	-				

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

Course Description Form

37. Course Name:	
Geography of the Arab world	
38. Course Code:	
39. Semester / Year:	
2026 – 2027	
40. Description Preparation Date:	
14 / 9 / 2026	
41.Available Attendance Forms:	
42.Number of Credit Hours (Total) / Number of Units (Total)	
2 hours 2 units	
43. Course administrator's name (mention all, if more than one name)	
Name: assistant teacher. Younus Mahdi saleh Email: younus.gev.hum@uodiyala.edu.iq Name:assistant teacher.zainab yuonis majol Email:zainab09.gev.hum@uodiyala.edu.iq	
44. Course Objectives	
Course Objectives	• **Introducing students the geography of t Arab world** • **Introducing students the natural and hum resources that the Ar world possesses throu studying miner agricultural, industr and commerc**

	resources, in addition studying the populati of the Arab world. • **Introducing students Arab water resourc both surface a groundwater**

45. Teaching and Learning Strategies	
Strategy	Giving lectures. Preparing reports by students on the topic

46. Course Structure

Week	**Hours**	**Required Learning Outcomes**	**Unit or subject name**	**Learning method**	**Evaluation method**
a lectur	2 hours	The student will familiar with t geography of t Arab world a learn about t natural and hum resources that t Arab wo possesses, addition knowing t climate of the Ar world and terrain forms.	Arab homeland	Giving lectu and usi educational tools such maps	Monthly exams addition daily homework a attendance

47. Course Evaluation	
Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports .... etc	
48. Learning and Teaching Resources	
Required textbooks (curricular books, if ar	
Main references (sources)	ي احمد الكتري، جغرافية الوطن بي،عمان، دار صفاء للنشر والتوزيع، 2012
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

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.

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

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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.

Republic of Iraq
Ministry of Higher Education and Scientific Research
Department of Scientific Supervision and Evaluation
Department of Quality Assurance and Academic Accreditation
Academic Program Description Form for Colleges and Institutes
For the Academic Year 2025–2026

Item	Details
University	University of Diyala

College	College of Education for Humanities
Scientific Department	Geography
Date of Form Completion	2026
Name of Head of Department	Prof. Dr. Abdul Amir
Name of Scientific Assistant	Asst. Prof. Dr. Ghazwan Adnan Mohammed
Date	2025
File Reviewed by	Quality Assurance and University Performance Division
Name of Director of the Quality Assurance and University Performance Division	_____
Date	2026
Signature	_____
Approval of the Dean	_____

Academic Program Description

This academic program description provides a concise summary of the main characteristics of the program and the expected learning outcomes that students are expected to achieve, demonstrating whether they have made maximum use of the available opportunities. It is accompanied by a description of each course within the program.

No.	**Item**	**Description**
1	Educational Institution	University of Diyala – College of Education for Humanities
2	Scientific Department / Center	Geography
3	Name of the Academic or Professional Program	Geography
4	Final Degree	Bachelor's Degree
5	Study System	Annual
6	Approved Accreditation Program	Adoption of comprehensive global education quality standards and the standards of the Association of Arab Universities in the field of education quality.

7	Other External Influences	Ministry of Higher Education and Scientific Research; Ministry of Education; Ministry of Tourism and Antiquities
8	Date of Description Preparation	2026

9. Objectives of the Academic Program

- To familiarize students with the scientific sources related to the subjects assigned to them.
- To familiarize students accurately and in detail with the topics they will study.
- To enable students, with the assistance of their instructors, to learn how to extract scientific material from its sources.
- To enable students to analyze and infer from the educational program they will study.
- To identify and demonstrate students' abilities and academic level from the beginning.
- To ensure linking the program with other relevant sciences that have a close relationship with it.
- To broaden students' understanding of the program subjects and other programs in order to produce students who can be relied upon in the future, qualify for higher academic degrees, and become competent researchers.

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

A. Cognitive Objectives

- Remembering
- Understanding and comprehension
- Application
- Analysis
- Synthesis
- Evaluation

B. Program-Specific Skills Objectives

- To enable the student to draw a diagram related to learning the teaching methods specific to the subject.

- To enable the student to present a research paper.
- To enable the student to use a data projector to present types of objective tests.

Teaching and Learning Methods

Lecture, presentation, discussion, and questioning.

Assessment Methods

Achievement tests are distributed as follows: 40% midterm examinations; 60% final examinations.

C. Affective and Values Objectives

- To infer the importance of essay questions.
- To analyze the types of objective questions.
- To recognize the relationship between historical eras.
- To explain the causes of historical events.

Teaching and Learning Methods

- Assigning students to prepare reports and research papers.
- Questioning students using traditional questions.

Assessment Methods

- Oral examinations
- Written examinations

D. General and Transferable Skills (Other Skills Related to Employability and Personal Development)

- Classroom management and control skills.
- Questioning skills.
- Assessment skills.
- Ability to relate the subject matter to real life by using reinforcing examples from daily life.

Teaching and Learning Methods

Various teaching methods, including cooperative learning, educational games, and role-play.

Assessment Methods

Achievement tests of different types and levels.

11. Program Structure

Study Level	Course Code	Course Name	Credit Hours	Theoretical	Practical

First Year	—	Foundations of Education and Teaching	2	2	—

12. Planning for Personal Development

Updating 20% of the curriculum topics with modern subjects in line with contemporary developments, with the aim of preparing students professionally, educationally, and psychologically in an appropriate manner.

13. Admission Criteria

The student's secondary-school average, together with the student's preference and the geographical area of residence, in accordance with the admission policy of Iraqi universities, colleges, and institutes.

14. Main Sources of Information about the Program

- Emile Durkheim, Education and Society, Al-Nahda, Cairo, 1999.
- Dr. Ibrahim Nasser, Foundations of Education, Dar Al-Tali'ah, Amman, 2004.

Curriculum Skills Matrix

Please place a mark in the boxes corresponding to the individual learning outcomes of the program that are subject to assessment.

Academic Year	Course Name	Core / Elective	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
2025–2026	General Arabic	Core	2	2	2	2	2	2	2	2	2	2	2	2				

Course Description Form

1. Course Learning Outcomes, Teaching and Learning Methods, and Assessment

A. Cognitive Objectives

- A1 – To provide students with knowledge and information that help them achieve adaptation and adjustment, including psychological adjustment, to solve life and daily problems.
- A2 – To enable students to understand the meaning, objectives, and theories of the foundations of education.
- A3 – To enable students to comprehend the basic principles of the foundations of education.
- A4 – To enable students to recognize the historical foundations of education.

- A5 – To provide students with sufficient information and knowledge to enable them to analyze and evaluate it.
- A6 – To enable students to understand the meaning of intellectual development and how to achieve scientific gains.

B. Course-Specific Skills Objectives

- B1 – Developing students' research skills and increasing their academic achievement.
- B2 – Developing students' skills toward increasing the effectiveness of academic achievement.
- B3 – Developing students' skills in interacting with others.
- B4 – Developing students' understanding of the general foundations and principles of education in the past and present.

Teaching and Learning Methods

Lecture, presentation, discussion, and questioning.

Assessment Methods

(A) Achievement tests: (a) oral, (b) written, and (c) daily, monthly, and midterm assessments.

C. Affective and Values Objectives

- C1 – To listen attentively to the lesson topic.
- C2 – To respond to questions related to the fields and foundations of education.
- C3 – To accept the subject of education and its foundations.
- C4 – To compare educational fields in different societies.
- C5 – To evaluate the fields and foundations of education.

Teaching and Learning Methods

Discussion, lecture, and questioning.

Assessment Methods

Various achievement tests.

D. General and Transferable Skills (Other Skills Related to Employability and Personal Development)

- D1 – To analyze the branches of educational studies throughout history through questions such as: Define education.
- D2 – To develop interpersonal relationship skills and the ability to assume responsibility, including communication skills through group work in producing course requirements.

- D3 – Teaching strategies used to develop these skills and abilities, including lectures, presentations accompanying lectures using a data projector, and practical applications for designing and producing different thinking lessons.

Course Description

Item	**Details**
Instructor	Lecturer Wafaa Alaa Hussein
Course Title	Foundations of Education and Teaching

This course description provides a concise summary of the main characteristics of the course and the expected learning outcomes that students are expected to achieve, demonstrating whether they have made maximum use of the available learning opportunities. It should be linked to the program description.

No.	**Item**	**Description**
2	Educational Institution	University of Diyala – College of Education for Humanities
3	Scientific Department / Center	Geography
4	Course Name / Code	Foundations of Education and Teaching
5	Attendance Mode	In-person
6	Semester / Year	2026–2027
7	Total Study Hours	_____
8	Date of Description Preparation	2026

9. Course Objectives

- To enable students to understand the meaning, objectives, and theories of the foundations of education and teaching.
- To enable students to comprehend the basic principles of the foundations of education and teaching.
- To enable students to recognize the historical foundation of education.
- To provide students with sufficient information and knowledge to enable them to analyze and evaluate it.
- To enable students to understand the meaning of intellectual development and how to achieve scientific gains.

- To provide students with knowledge and information that help them achieve adaptation and adjustment, including psychological adjustment, to solve life and daily problems.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit / Topic	Teaching Method	Assessment Method
1			Education: Its Meaning and Concept		
2			Purposes and Objectives		
3			Educational Theories		
4			Characteristics of Education		
5			The Historical Foundation of Education		
6			Education in Mesopotamia		
7			Education among the Egyptians		
8			Indian Education		
9			Chinese Education		
10			Greek Education		
11			Ethnic Education		
12			Education before Islam		
13			The Social Foundation		
14			The Concept of Social Control, Its		

			Importance and Forms		
15			Means and Theories of Social Control		
16			Education and Culture		
17			The Relationship between Culture and Education		
18			Education and the Environment		
19			Education and the Curriculum		
20			Environmental Education in Islam		
21			Objectives of Education in Islamic Thought		
22			Moral Education		
23			Health Education		
24			Family Education		
25			Islamic Education		
26			Figures of Arab-Islamic Educational Thought: Ibn Khaldun		
27			Ibn Sina and Al-Ghazali		

28			Education in the Modern Era		
29			Figures of Western Educational Thought		
30			The Scientific Foundation of Education		

11. Infrastructure

1. Required Textbooks

Foundations of Education

2. Main References

- Emile Durkheim, Education and Society, Al-Nahda, Cairo, 1999.
- Dr. Ibrahim Nasser, Foundations of Education, Dar Al-Tali'ah, Amman, 2004.

A. Recommended Books and References (Scientific Journals, Reports, etc.)

- Dr. Maher Al-Jaafari, Foundations of Education, Dar Ammar, Amman, 1998.
- Dr. Ibrahim Othman, Education, Dar Kazma, Kuwait, 1983.
- Dr. Mahmoud Al-Sayyid, Studies in Education and Society, Al-Nadeem, Cairo, 1988.

B. Electronic References, Websites, etc.

Various communication and information websites (Google, YouTube, etc.).

12. Course Development Plan

- Benefiting from scientific research to enrich the Foundations of Education curriculum.
- Benefiting from modern theories in the field of education.
- Evaluating students' outputs in Foundations of Education and their ability to apply them in classroom educational situations.
- Holding workshops involving the Head of Department and the faculty member responsible for the Foundations of Education course to develop content, strategies, activities, and assessment methods for solving educational problems and implementing solutions.

Academic Program Description Form

University Name: University of Diyala
College/Institute: College of Education for Human Sciences
Scientific Department: Department of Geography
Academic or Professional Program Name: Bachelor's Program in Geography
Final Degree Name: Bachelor of Arts in Geography
Academic System: Annual System
Description Preparation Date: 7/9/2025
File Completion Date: 8/9/2025

Signature:
Head of Department Name:
Ph.D.Eabd Alamir Ahmed Eabdallah
Date:**2025/9/9**

Signature:
Scientific Associate Name:
Ph.D.Khazwan Eadnan Muhamad
Date:**2025/9/10**

Name of Department Head: Abdul Amir Ahmed
Name of Scientific Assistant: Ghazwan Adnan Mohammed

The file is checked by:

Name of the Director of Quality Assurance and University Performance: Assoc. Prof. Dr. Zeina Shahid Ali
Director of the Quality Assurance and University Performance Department:
Date: 10/9/2025
Signature: **Zeina Qutaiba Abdul Ali**

Approval of the Dean
Ph.D.Iuay Sihudi fwaz

Aitamimiu

113. Program Vision

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

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

115. **Program Objectives**
General statements describing what the program or institution intends to achieve.

116. **Program Accreditation**
Does the program have program accreditation? And from which agency?

117. **Other external influences**
Is there a sponsor for the program?

118. **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.

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

120. 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

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

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

123. 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.

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

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

126. Program Development Plan

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A 4	B1	B2	B 3	B4	C1	C2	C3	C4
2025-2026 / Third Stage		Geographic Research Methods	Basic	√	√	√	√	√	√	√	√	√	√	√	√

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

Course Description Form

1. Course Name
Geographic Research Methods
2. Course Code
3. Semester / Year
Academic Year 2025-2026
4. Description Preparation Date
1/10/2026
5. Available Attendance Forms
In-person attendance
6. Number of Credit Hours / Total Units
12 Hours / 6 Units
7. Course Administrators
Assoc. Prof. Dr. Wisam Mutaib Mohammed Lecture Dr.Nahda Salman Ibrahim - Email nahda.gev.hum@uodiyala.edu. lecturer Dr. Diaa Madlool Faraj - heaa9578@.gmail.com
8. Course Objectives

1. Introduce students to the importanc of geographic research. 2. Familiarize students with geographi research methods. 3. Explain the benefits of geographic research.	**Course Objectives**

9. Teaching and Learning Strategies	
Lectures, student reports on course topics, and a field visit.	**Strategy**

10. Course Structure

Evaluation Method	Learning Method	Unit or Subject Name	Required Learning Outcomes	Hours	Week
Monthly exa and attendan	Lecture and field visit	Scientific framewo of geographic research	Understand the importance and methods of geographic researc	4	Week 1
Monthly exa and attendan	Lecture and field visit	Framework of scientific thinking	Understand the importance and methods of geographic researc	4	Week 2
Monthly exa and attendan	Lecture and field visit	Scientific research methods	Understand the importance and	4	Week 3

			methods of geographic researc		
Monthly exa and attendan	Lecture and field visit	Geographic researc	Understand the importance and methods of geographic researc	4	Week 4
Monthly exa and attendan	Lecture and field visit	Identifying geographic proble and hypotheses	Understand the importance and methods of geographic researc	4	Week 5
Monthly exa and attendan	Lecture and field visit	Identifying geographic proble	Understand the importance and methods of geographic researc	4	Week 6
Monthly exa and attendan	Lecture and field visit	Formulating geographic hypotheses	Understand the importance and methods of geographic researc	4	Week 7
Monthly exa and attendan	Lecture and field visit	Designing the research framewor	Understand the importance and methods of geographic researc	4	Week 8
Monthly exa and attendan	Lecture and field visit	Research work pla	Understand the importance and methods of geographic researc	4	Week 9
Monthly exa and attendan	Lecture and field visit	Organizing the research timetable	Understand the importance and methods of geographic researc	4	Week 1
Monthly exa and attendan	Lecture and field visit	Collecting data relevant to the research topic	Understand the importance and methods of geographic researc	4	Week 1
Monthly exa and attendan	Lecture and field visit	Technical framewo for data collection and remote sensing	Understand the importance and methods of geographic researc	4	Week 1
Monthly exa and attendan	Lecture and field visit	Library sources	Understand the importance and methods of geographic researc	4	Week 1

Monthly exa and attendan	Lecture and field visit	Primary and secondary sources	Understand the importance and methods of geographic researc	4	Week 1
Monthly exa and attendan	Lecture and field visit	Field techniques a field activities	Understand the importance and methods of geographic researc	4	Week 1
Monthly exa and attendan	Lecture and field visit	Questionnaire	Understand the importance and methods of geographic researc	4	Week 1
Monthly exa and attendan	Lecture and field visit	Interview	Understand the importance and methods of geographic researc	4	Week 1
Monthly exa and attendan	Lecture and field visit	Internet techniques	Understand the importance and methods of geographic researc	4	Week 1
Monthly exa and attendan	Lecture and field visit	Data analysis and evaluation	Understand the importance and methods of geographic researc	4	Week 1
Monthly exa and attendan	Lecture and field visit	Analysis using ma and aerial photographs	Understand the importance and methods of geographic researc	4	Week 2
Monthly exa and attendan	Lecture and field visit	Data analysis through induction and measurement	Understand the importance and methods of geographic researc	4	Week 2
Monthly exa and attendan	Lecture and field visit	Importance of statistical analysis	Understand the importance and methods of geographic researc	4	Week 2
Monthly exa and attendan	Lecture and field visit	Graphical representation	Understand the importance and methods of geographic researc	4	Week 2
Monthly exa and attendan	Lecture and field visit	Statistical analysis	Understand the importance and	4	Week 2

			methods of geographic researc		
Monthly exa and attendan	Lecture and field visit	Models	Understand the importance and methods of geographic researc	4	Week 2
Monthly exa and attendan	Lecture and field visit	Computer applications	Understand the importance and methods of geographic researc	4	Week 2
Monthly exa and attendan	Lecture and field visit	Conclusions	Understand the importance and methods of geographic researc	4	Week 2
Monthly exa and attendan	Lecture and field visit	Prediction	Understand the importance and methods of geographic researc	4	Week 2

11. Course Evaluation
The grade of 100 is distributed according to daily preparation, daily, oral, monthly and written examinations, reports, and other assigned tasks.

12. Learning and Teaching Resources	
	Required textbook
Abdul Razzaq Mohammed Al-Battihi, Geographic Research Methods.	**Main references and sources**
	Recommended references