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

2027

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.

Scientific Department: Geography.....

Academic or Professional Program Name.....

Final Certificate Name.....

Academic System: .....-

Description Preparation Date 2026/9/14

File Completion Date:2026/9/15

Signature	Signature
Head of Department Name	Scientific Associate Name
Prof Dr. Abdul Amir Ahmed Abdullah	Dr. Ghazwan Adnan
Data 2026/9/16	Data 2026/9/20

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:2025/9/17

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	
2027-2026		**Geography of Iraq**	**theoretical**	**practical**

8. Expected learning outcomes of the program

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

9. Teaching and Learning Strategies

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

10. Evaluation methods

Implemented at all stages of the program in general.

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Assistant Professor, PhD	Geography	Human			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.

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
Annual - Second	---	Geography of Iraq	Basic	•	•	•	•	•	•	•	•	•	•	•	•

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

Course Description Form

1. Course Name:
Geography of Iraq
2. Course Code:
----
3. Semester / Year:
Annual
4. Description Preparation Date:
14/9/2026
5. Available Attendance Forms:
Second stage students – in person
6. Number of Credit Hours (Total) / Number of Units (Total)
60 hours, 2 hours for each section Number of units – 2 units
7. Course administrator's name (mention all, if more than one name)
Name : assistant professor thikra adel Mahmoud Email: thakra.ada@gmial.com
8. Course Objectives

Course Objectives	**– Cognitive Objectives ––** **• Understands the geographical importance of I** **• Identifies the main types of climatic regions** **• Compares different landforms** **• Distinguishes between types of water resourc based on geographical location, size, and other factors** **• 2– Skills–Based Objectives ––** **• To understand the concept of Iraqi geography and study it from a natural perspective, introducing students to the different types of la surfaces, their origins, and their classification according to location and size, studying their**

	geological formation, the degree of variation in their nature, and the geological and geomorphological features that distinguish eacl from the others. • To be able to use a distinctive teaching and presentation method. • To be able to understand and analyze geographical data and encourage field studies. • To be able to present a report or research pap in the field of Iraqi geography. 3- Affective Objectives • To be interested in studying the scientific material in the field of marine and ocean geography. • To recognize the importance of the scientific material and the most important pioneers in the field of physical and human geography, and the significance of their scientific opinions. • To offer opinions on some errors in the teachi and learning process. • To actively participate during lectures by aski purposeful questions to obtain information. • To participate in various activities that develo students' skills in understanding the material practically.• To be interested in studying scienti material in the field of sea and ocean geograph • Introducing the importance of scientific materi and the most important pioneers in 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 aim of obtaining information.** • **Participate in various activities that deve students' skills towards introducing the subjec a practical way.**

9. Teaching and Learning Strategies

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

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
the week the first	2	Students' knowledge of lesson topic Understandi is not possibility transferring information a scientific knowledge ab the subject others	Iraq's geographical location and strategic importance	through - - Giving the lecture Interrogatio - Use electronic offers -Identificatio forms	- Daily oral and written tests - Attending and participatin in the lectur Providing reports a research in t field scientific material

second week	2	Students' knowledge of lesson topic Understandi is not possibility transferring information a scientific knowledge ab the subject others	Introduction geological structure a formation	through - - Giving the lecture Interrogatio - Use electronic offers -Identificatio forms	- Daily oral and written tests - Attending and participatin in the lectur Providing reports and research in the field of scientific material
the third	2 2	Students' knowledge of lesson topic Understandi is not possibility transferring information a scientific knowledge ab the subject others	Landforms a Topography Iraq	through - - Giving the lecture Interrogatio - Use electronic offers -Identificatio forms	- Daily oral and written tests - Attending and participatin in the lectur Providing reports and research in the field of scientific material
the week the fourth	2 2	Students' knowledge of lesson topic Understandi is not possibility transferring information a	**Mountain and fold hill region**	through - - Giving the lecture Interrogatio - Use electronic offers	- Daily oral and written tests - Attending and participatin in the lectur

		scientific knowledge ab the subject others		-Identificatio forms	Providing reports and research in the field of scientific material
the week the Fifth	2 2	Students' knowledge of lesson topic Understandir is not possibility transferring information a scientific knowledge ab the subject others	desert platea	through - - Giving the lecture Interrogatior - Use electronic offers -Identificatio forms	- Daily oral and written tests - Attending and participating in the lectur Providing reports and research in the field of scientific material
Seventh sixth	2 2 2	Students' knowledge of lesson topic Understandir is not possibility transferring information a scientific knowledge ab the subject others	Floodplains Sedimentary Plain	through - - Giving the lecture Interrogatior - Use electronic offers -Identificatio forms	- Daily oral and written tests - Attending and participating in the lectur Providing reports and research in the field of scientific material

week for the seventh	2 2	Students' knowledge of lesson topic Understandir is not possibility transferring information a scientific knowledge ab the subject others	**First month exam**	through - - Giving the lecture Interrogatior - Use electronic offers -Identificatio forms	- Daily oral and written tests - Attending and participating in the lectur Providing reports and research in the field of scientific material
The eighth wee	2 2	Students' knowledge of lesson topic Understandir is not possibility transferring information a scientific knowledge ab the subject others	Climate Climatic regions in Ira	through - - Giving the lecture Interrogatior - Use electronic offers -Identificatio forms	- Daily oral and written tests - Attending and participating in the lectur Providing reports and research in the field of scientific material
the week the Ninth	2	Students' knowledge of lesson topic Understandir is not possibility transferring information a	First: Clima factors affecting Ira climate	through - - Giving the lecture Interrogatior - Use electronic offers	- Daily oral and written tests - Attending and participating in the lectur

	2	scientific knowledge ab the subject others		-Identificatio forms	Providing reports and research in the field of scientific material
The tenth week	2 2	Students' knowledge of lesson topic Understandir is not possibility transferring information a scientific knowledge ab the subject others	Second: Facto affecting t Iraqi climate	through - - Giving the lecture Interrogatior - Use electronic offers -Identificatio forms	- Daily oral and written tests - Attending and participating in the lectur Providing reports and research in the field of scientific material
The eleventh week	2 2	Students' knowledge of lesson topic Understandir is not possibility transferring information a scientific knowledge ab the subject others	Third: Clima regions in Ira	through - - Giving the lecture Interrogatior - Use electronic offers -Identificatio forms	- Daily oral and written tests - Attending and participating in the lectur Providing reports and research in the field of scientific material

The twelfth week	2 2	Students' knowledge of lesson topic Understandi is not possibility transferring information a scientific knowledge ab the subject others	Water resources Iraq – Surface wa resources	through - - Giving the lecture Interrogatio - Use electronic offers -Identificatio forms	- Daily oral and written tests - Attending and participatin in the lectur Providing reports and research in the field of scientific material
the thirteent week	2 2	Students' knowledge of lesson topic Understandi is not possibility transferring information a scientific knowledge ab the subject others	groundwater	through - - Giving the lecture Interrogatio - Use electronic offers -Identificatio forms	- Daily oral and written tests - Attending and participatin in the lectur Providing reports and research in the field of scientific material
The fourteenth week	2	Students' knowledge of lesson topic Understandi is not possibility transferring information a	Second mo exam	through - - Giving the lecture Interrogatio - Use electronic offers	- Daily oral and written tests - Attending and participatin in the lectur

		scientific knowledge ab the subject others		-Identificatio forms	Providing reports and research in the field of scientific material
The fifteenth week	2 2	Students' knowledge of lesson topic Understandir is not possibility transferring information a scientific knowledge ab the subject others	Soil and natu vegetation First: Soil	through - - Giving the lecture Interrogatior - Use electronic offers -Identificatio forms	- Daily oral and written tests - Attending and participating in the lectur Providing reports and research in the field of scientific material
The sixteenth week	2	Students' knowledge of lesson topic Understandir is not possibility transferring information a scientific knowledge ab the subject others	Second: Natu vegetation Iraq	through - - Giving the lecture Interrogatior - Use electronic offers -Identificatio forms	- Daily oral and written tests - Attending and participating in the lectur Providing reports and research in the field of scientific material

The seventeent week	2 2	Students' knowledge of lesson topic Understandi is not possibility transferring information a scientific knowledge ab the subject others	Demographic and soc characteristic of Iraq	through - - Giving the lecture Interrogatio - Use electronic offers -Identificatio forms	- Daily oral and written tests - Attending and participatin in the lectur Providing reports and research in the field of scientific material
The eighteenth week	2 2	Students' knowledge of lesson topic Understandi is not possibility transferring information a scientific knowledge ab the subject others	Population census in Iraq	through - - Giving the lecture Interrogatio - Use electronic offers -Identificatio forms	- Daily oral and written tests - Attending and participatin in the lectur Providing reports and research in the field of scientific material
The nineteenth week	2	Students' knowledge of lesson topic Understandi is not possibility transferring information a	Population distribution and density	through - - Giving the lecture Interrogatio - Use electronic offers	- Daily oral and written tests - Attending and participatin in the lectur

		scientific knowledge ab the subject others		-Identificatio forms	Providing reports and research in the field of scientific material
The twentieth week	2 2	Students' knowledge of lesson topic Understandir is not possibility transferring information a scientific knowledge ab the subject others	Government polic towards developme in Iraq	through - - Giving the lecture Interrogatior - Use electronic offers -Identificatio forms	- Daily oral and written tests - Attending and participating in the lectur Providing reports and research in the field of scientific material
Twenty-first week	2 2	Students' knowledge of lesson topic Understandir is not possibility transferring information a scientific knowledge ab the subject others	Factors influenci state formation a its relationship w its geographi environment	through - - Giving the lecture Interrogatior - Use electronic offers -Identificatio forms	- Daily oral and written tests - Attending and participating in the lectur Providing reports and research in the field of scientific material

The twenty-second week	2	Students' knowledge of lesson topic Understandi is not possibility transferring information a scientific knowledge ab the subject others	First mor exam	through - - Giving the lecture Interrogatio - Use electronic offers -Identificatio forms	- Daily oral and written tests - Attending and participatin in the lectur Providing reports and research in the field of scientific material
The twenty-thi week	2 2	Students' knowledge of lesson topic Understandi is not possibility transferring information a scientific knowledge ab the subject others	**Agricultural development in Iraq**	through - - Giving the lecture Interrogatio - Use electronic offers -Identificatio forms	- Daily oral and written tests - Attending and participatin in the lectur Providing reports and research in the field of scientific material
The twenty-fourth week	2 2	Students' knowledge of lesson topic Understandi is not possibility transferring information a	Livestock Iraq	through - - Giving the lecture Interrogatio - Use electronic offers	- Daily oral and written tests - Attending and participatin in the lectur

		scientific knowledge ab the subject others		-Identificatio forms	Providing reports and research in the field of scientific material
The twenty-fift week	2 2	Students' knowledge of lesson topic Understandir is not possibility transferring information a scientific knowledge ab the subject others	Industry and Mine Resources – Fir Industry	through - - Giving the lecture Interrogatior - Use electronic offers -Identificatio forms	- Daily oral and written tests - Attending and participating in the lectur Providing reports and research in the field of scientific material
Twenty-sixth week	2 2	Students' knowledge of lesson topic Understandir is not possibility transferring information a scientific knowledge ab the subject others	Mineral wealth in Ir	through - - Giving the lecture Interrogatior - Use electronic offers -Identificatio forms	- Daily oral and written tests - Attending and participating in the lectur Providing reports and research in the field of scientific material

The twenty-seventh week	2 2	Students' knowledge of lesson topic Understandi is not possibility transferring information a scientific knowledge ab the subject others	Transport and tra in Iraq - Transp networks in Iraq	through - - Giving the lecture Interrogatio - Use electronic offers -Identificatio forms	- Daily oral and written tests - Attending and participatin in the lectur Providing reports and research in the field of scientific material
The twenty-eighth week	2 2	Students' knowledge of lesson topic Understandi is not possibility transferring information a scientific knowledge ab the subject others	Business activity Iraq	through - - Giving the lecture Interrogatio - Use electronic offers -Identificatio forms	- Daily oral and written tests - Attending and participatin in the lectur Providing reports and research in the field of scientific material
The twenty-ninth week	2 2	Students' knowledge of lesson topic Understandi is not possibility transferring information a	Modern technology the development international relations	through - - Giving the lecture Interrogatio - Use electronic offers	- Daily oral and written tests - Attending and participatin in the lectur

		scientific knowledge ab the subject others		-Identificatio forms	Providing reports and research in the field of scientific material
The thirtieth week	2	Students' knowledge of lesson topic Understandir is not possibility transferring information a scientific knowledge ab the subject others	Second month exan	through - - Giving the lecture Interrogatior - Use electronic offers -Identificatio forms	- Daily oral and written tests - Attending and participating in the lectur Providing reports and research in the field of scientific material

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
Daily oral and written tests - and students' actual participation in lectures, activities, research and reports
Monthly exams 20% Semester exams 40% Final exams 60%

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Falah Jamal Maarouf, Bas Ibrahim Al-Taif, Salam Fadel A Geography of Iraq: Physic Population and Economic, A Stu in Regional Geography, Dar Di for Publishing and Distributi Jordan 2016.

Main references (sources)	Abbas Fadhil Al-Saidi, Geograp of Iraq: Its Natural Framewo Economic Activity, and Hum Aspect, Baghdad, 2009 Abdul Zahra Ali Al-Jana Geography of Iraq from Contemporary Perspecti University of Babylon, 2020
Recommended books and references (scientific journals, reports…)	Theses, dissertatio methodological books, a research in the field specialization
Electronic References, Websites	The Iraqi Virtual Library - t electronic library for colleges a universities - scientific websites

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Academic Program and Course Description Guide

Introduction:

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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:**14/9/2026**

File Completion Date:**15/9/2026**

Signature:

Head of Department Name:

Date:16/9/2026

Signature:

Scientific Associate Name:

Dr. Ghazwan Adnan Mohammed

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:

Asst. Lecturer Zainab Qutaiba Abdul Ali

Date: **17/9/2026**

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.

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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.

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
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 of environment** **2-Knowledge of pollution and its effects on the environment** **3-The importance of studying environmental geogra 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 a pollution	a lecture Show vid visit	onthly exam Daily duty Presence Students

		Environmental geography And pollution			And follow then 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	

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2026–2027

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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: 7/9/2025
File Completion Date: 8/9/2025

Signature:
Head of Department Name:
Ph.D.Eabd Alamir Ahmed Eabdallah
Date:16/9/2026

Signature:
Scientific Associate Name:
Ph.D.Khazwan Eadnan Muhamad
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:
Date: 17/9/2026
Signature: **Zeina Qutaiba Abdul Ali**

Approval of the Dean

Ph.D.Iuay Sihudi fwaz Aitamimiu

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

16. **Program Mission**
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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	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.

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	A4	B1	B2	B3	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

13. Course Name:

Transportation and International Trade Geography

14. Course Code:

15. Semester / Year:

Semesters 1 and 2 / Year 2026

16. Description Preparation Date:

20/9/2026

17. Available Attendance Forms:

18. Number of Credit Hours (Total) / Number of Units (Total)

Total Credit Hours: 10 / Total Units: Not specified

19. Course administrator's name (mention all, if more than one name)

Name: Dr. Wissam Mutaib Mohammed
Email: Not provided in the Arabic source file

20. 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, explain the reasons for the emergence of international trade.

21. Teaching and Learning Strategies

Strategy	Highlighting the importance of means of transportation and their influence on different fields and human activities.

22. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
Weeks 30	**2**	Theoretica	Transportation and International Trade Geography The concept of transportation and transportation geography The development o transportation geography Reasons for transportation and i importance Elements of transportation The route, vehicle, source of movemer and route terminus Geographical facto affecting transporta	Descriptiv method	Semester and examinatio

				Natural and human factors Human and natural transportation prob Transportation theo Road transportatior Historical developr of automobile production Standards and base road classification Rail transportation Pipeline transportat and its disadvantag Water, river, and maritime transporta Factors affecting maritime transporta Maritime canals, st harbors, and ports Air transportation a airports International trade		

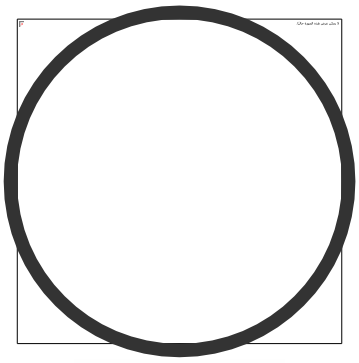
23. Course Evaluation: 20–20–60

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.

24. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Geographical distribution maps
Main references (sources)	Practical maps
Recommended books and references (scientific journals, reports…)	Digital maps
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

2027

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.

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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: **14/9/2026**

File Completion Date: **2026-9-15**

Signature:
Head of Department Name:
Prof Dr. Abdul Amir Ahmed Abdullah
Date:2026 -9-16

Signature:
Scientific Associate Name:
Prof. Dr. Ghazwane Adnan Mohammed
Date: 2026 -9-20

The file is checked by:
Department of Quality Assurance and University Performance
Director of the Quality Assurance and University Performance Department:
M.M. Zainab Qutaiba Abdul Ali
Date: **2026 –9–17**
Signature:

Approval of the Dean
Professor Dr. Louay Sayhoud Al–Tamimi

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	
2027-2026		Geography of Iraq	theoretical	practical

8. Expected learning outcomes of the program

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

9. Teaching and Learning Strategies

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

10. Evaluation methods

Implemented at all stages of the program in general.

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Assistant Professor, PhD	Geography	Human			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.

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
Annual - Second	---	Geography of Industry and Renewable Energy	Basic	•	•	•	•	•	•	•	•	•	•	•	•

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

Course Description Form

1. Course Name:

Industry and Renewable Energy Geography of

2. Course Code:

––––

3. Semester / Year:

Annual

4. Description Preparation Date:

14/9/2026

5. Available Attendance Forms:

Second stage students – in person

6. Number of Credit Hours (Total) / Number of Units (Total)

60 hours, 2 hours for each section
Number of units – 2 units

7. Course administrator's name (mention all, if more than one name)

me :

me: Dr. Nibras Saadoon Mutashar
ail: nibras.ge.hum@uodiyala.edu.iq

8. Course Objectives

Course Objectives	**– Cognitive Objectives ––** **• Understands the geographical importance of Iraq** **• Identifies the main types of climatic regions** **• Compares different landforms** **• Distinguishes between types of water resources bas on geographical location, size, and other factors** **• 2– Skills–Based Objectives ––** **• To understand the concept of Iraqi geography and study it from a natural perspective, introducing stude to the different types of land surfaces, their origins, a their classification according to location and size, studying their geological formation, the degree of variation in their nature, and the geological and geomorphological features that distinguish each from others.**

	• To be able to use a distinctive teaching and presentation method. • To be able to understand and analyze geographical data and encourage field studies. • To be able to present a report or research paper in field of Iraqi geography. 3- Affective Objectives • To be interested in studying the scientific material i the field of marine and ocean geography. • To recognize the importance of the scientific materi and the most important pioneers in the field of physi and human geography, and the significance of their scientific opinions. • To offer opinions on some errors in the teaching an learning process. • To actively participate during lectures by asking purposeful questions to obtain information. • To participate in various activities that develop students' skills in understanding the material practica 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 in 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 aim of obtaining information. • Participate in various activities that develop stude skills towards introducing the subject in a practical w -- Cognitive objectives - 1

	and energy of industrial The concept – 1 along with the most ،geography is defined important criteria and data in classifying .industry and energy It identifies the most important natural and −2 the location and rs affectinghuman facto energy and investing in . distribution of industry Fossil and renewable energy sources It classifies the most important sources −3 energy and distinguishes of industry and of industry and types between types of .energy sources He justifies the most important problems − 4 and resulting from the use of energy sources .renewable energy The future behavior of geographical − 5 phenomena is expected to influence the −2 . renewable energy sources exploitation of −− Objectives Skill o understand the concept of industrial geography a renewable energy, study it from an economic perspective, introduce students to the types of renewable energy, t importance , and the differences between them and other typ .energy • bility of using a unique method in teaching and The p delivery • ability to understand and analyze geographic data and encourage field studies • ability to present a report or research paper in the field .esof industrial geography and renewable energy studi Affective goals • e interested in studying the scientific material in the field of industrial geography and renewable energy • ducing the importance of the scientific material and the t important pioneers in the field of physical and human graphy, and the significance of Their scientific opinions

	• ng Opinions on some of the wrong aspects of the education and science process • ve participation during the lecture through purposeful questions aimed at obtaining information. • various activities that develop students' Participatin s towards understanding the subject matter in a practical way.

9. Teaching and Learning Strategies

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

10. 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 possibi of transferr information a scientific knowledge ab the subject others	**of Concepts industrial geography, research methodologies, standards, and data sources in strial indu geography**	through - - Giving the lecture Interrogation - Use electroni offers -Identification forms	- Daily oral a written tests - Attending a participating the lecture Providing reports research in field of scient material
second week	2	Students' knowledge of th lesson topic Understanding not the possibi	**، classification international classification of**	through - - Giving the lecture Interrogation	- Daily oral a written tests - Attending a participating the lecture

		of transferr information a scientific knowledge ab the subject others	**economic activity**, **nce of importa industrial activity**, **its development and classification**, **and factors influencing industrial .localization**	- Use electroni offers -Identification forms	Providing reports and research in th field of scient material
the third	2 2	Students' knowledge of th lesson topic Understanding not the possibi of transferr information a scientific knowledge ab the subject others	**The importance of international classification, its objectives and foundations, and the concepts of dispersion, concentration, diversity, and .specialization**	through - - Giving the lecture Interrogation - Use electroni offers -Identification forms	- Daily oral a written tests - Attending a participating the lecture Providing reports and research in th field of scient material
the week the fourth	2 2	Students' knowledge of th lesson topic Understanding not the possibi of transferr information a	**Geographical Concepts of Oil – and Energy**	through - - Giving the lecture Interrogation - Use electroni offers	- Daily oral a written tests - Attending a participating the lecture Providing reports and

		scientific knowledge ab the subject others	**Classification of Energy Sources**	-Identification forms	research in th field of scient material
the week the Fifth	2 2	Students' knowledge of th lesson topic Understanding not the possibi of transferr information a scientific knowledge ab the subject others	**Classification of energy sources based on renewable and renewable –non energy sources**	through - - Giving the lecture Interrogation - Use electroni offers -Identification forms	- Daily oral a written tests - Attending a participating the lecture Providing reports and research in th field of scient material
Seventh sixth	2 2 2	Students' knowledge of th lesson topic Understanding not the possibi of transferr information a scientific knowledge ab the subject others	**Evolution Historical use and consumption of energy**	through - - Giving the lecture Interrogation - Use electroni offers -Identification forms	- Daily oral a written tests - Attending a participating the lecture Providing reports and research in th field of scient material

week for the seventh	2 2	Students' knowledge of th lesson topic Understanding not the possibi of transferr information a scientific knowledge ab the subject others	**Geographical factors the affecting location of and industry exploiting energy sources**	through - - Giving the lecture Interrogation - Use electroni offers -Identification forms	- Daily oral a written tests - Attending a participating the lecture Providing reports and research in th field of scient material
The eighth week	2 2	Students' knowledge of th lesson topic Understanding not the possibi of transferr information a scientific knowledge ab the subject others	**First month exam**	through - - Giving the lecture Interrogation - Use electroni offers -Identification forms	- Daily oral a written tests - Attending a participating the lecture Providing reports and research in th field of scient material
the week the Ninth	2 2	Students' knowledge of th lesson topic Understanding not the possibi of transferr information a scientific knowledge ab	**Natural factors Human - factors**	through - - Giving the lecture Interrogation - Use electroni offers -Identification forms	- Daily oral a written tests - Attending a participating the lecture Providing reports and research in th field of scient material

		the subject others			
The tenth week	2 2	Students' knowledge of th lesson topic Understanding not the possibi of transferr information a scientific knowledge ab the subject others	**Technical factors**	through - - Giving the lecture Interrogation - Use electroni offers -Identification forms	- Daily oral a written tests - Attending a participating the lecture Providing reports and research in th field of scient material
The eleventh wee	2 2	Students' knowledge of th lesson topic Understanding not the possibi of transferr information a scientific knowledge ab the subject others	**–Types of non renewable energy sources and their geographical distribution**	through - - Giving the lecture Interrogation - Use electroni offers -Identification forms	- Daily oral a written tests - Attending a participating the lecture Providing reports and research in th field of scient material
The twelfth week	2	Students' knowledge of th lesson topic	**Coal**: **its types**, **origin**,	through - - Giving the lecture	- Daily oral a written tests

	2	Understanding not the possibi of transferr information a scientific knowledge ab the subject others	**geographical distribution, production, and reserves**	Interrogation - Use electroni offers -Identification forms	- Attending a participating i the lecture Providing reports and research in th field of scient material
the thirteenth week	2 2	Students' knowledge of th lesson topic Understanding not the possibi of transferr information a scientific knowledge ab the subject others	**Oil origins of its Theories its) formation geographical distribution, production, and reserves in the (world**	through - - Giving the lecture Interrogation - Use electroni offers -Identification forms	- Daily oral a written tests - Attending a participating i the lecture Providing reports and research in th field of scient material
The fourteenth week	2	Students' knowledge of th lesson topic Understanding not the possibi of transferr information a scientific knowledge ab the subject others	Second mor exam	through - - Giving the lecture Interrogation - Use electroni offers -Identification forms	- Daily oral a written tests - Attending a participating i the lecture Providing reports and research in th field of scient material

The fifteenth wee	2 2	Students' knowledge of th lesson topic Understanding not the possibi of transferr information a scientific knowledge ab the subject others	**Natural gas: its origin, geographical distribution, reserves, and production .worldwide**	through - - Giving the lecture Interrogation - Use electroni offers -Identification forms	- Daily oral a written tests - Attending a participating the lecture Providing reports and research in th field of scient material
The sixteenth we	2	Students' knowledge of th lesson topic Understanding not the possibi of transferr information a scientific knowledge ab the subject others	**Natural gas: its origin, geographical distribution, reserves, and production .worldwide**	through - - Giving the lecture Interrogation - Use electroni offers -Identification forms	- Daily oral a written tests - Attending a participating the lecture Providing reports and research in th field of scient material
The seventeenth week	2 2	Students' knowledge of th lesson topic Understanding not the possibi of transferr information a scientific	**The concept of renewable energy (its advantages and**	through - - Giving the lecture Interrogation - Use electroni offers -Identification forms	- Daily oral a written tests - Attending a participating the lecture Providing reports and research in th

		knowledge ab the subject others	**the problems (arising from it**		field of scient material
The eighteenth week	2 2	Students' knowledge of th lesson topic Understanding not the possibi of transferr information a scientific knowledge ab the subject others	**Types Renewable such) energy as hydroelectric solar, ،power tidal, wind, geothermal wave and (energy**	through - - Giving the lecture Interrogation - Use electroni offers -Identification forms	- Daily oral a written tests - Attending a participating the lecture Providing reports and research in th field of scient material
The nineteenth week	2	Students' knowledge of th lesson topic Understanding not the possibi of transferr information a scientific knowledge ab the subject others	**Hydroelectric power production worldwide (its advantages and (disadvantages**	through - - Giving the lecture Interrogation - Use electroni offers -Identification forms	- Daily oral a written tests - Attending a participating the lecture Providing reports and research in th field of scient material
The twentieth week	2		**Solar energy: its concept,**	through -	- Daily oral a written tests

	2	Students' knowledge of th lesson topic Understanding not the possibi of transferr information a scientific knowledge ab the subject others	**types, and production worldwide (its advantages and (disadvantages**	- Giving the lecture Interrogation - Use electroni offers -Identification forms	- Attending a participating i the lecture Providing reports and research in th field of scient material
Twenty-first wee	2 2	Students' knowledge of th lesson topic Understanding not the possibi of transferr information a scientific knowledge ab the subject others	**Wind energy: its concept and production worldwide (its advantages and (disadvantages**	through - - Giving the lecture Interrogation - Use electroni offers -Identification forms	- Daily oral a written tests - Attending a participating i the lecture Providing reports and research in th field of scient material
The twenty-secor week	2	Students' knowledge of th lesson topic Understanding not the possibi of transferr information a scientific knowledge ab the subject others	First mor exam	through - - Giving the lecture Interrogation - Use electroni offers -Identification forms	- Daily oral a written tests - Attending a participating i the lecture Providing reports and research in th field of scient material

The twenty-third week	2 2	Students' knowledge of th lesson topic Understanding not the possibi of transferr information a scientific knowledge ab the subject others	**energy Tidal Its production worldwide (its advantages and (disadvantages**	through - - Giving the lecture Interrogation - Use electroni offers -Identification forms	- Daily oral a written tests - Attending a participating the lecture Providing reports and research in th field of scient material
The twenty-fourt week	2 2	Students' knowledge of th lesson topic Understanding not the possibi of transferr information a scientific knowledge ab the subject others	**wave energy Its production its advantages) and (disadvantages**	through - - Giving the lecture Interrogation - Use electroni offers -Identification forms	- Daily oral a written tests - Attending a participating the lecture Providing reports and research in th field of scient material
The twenty-fifth week	2 2	Students' knowledge of th lesson topic Understanding not the possibi	**Geothermal energy: its concept and production (its**	through - - Giving the lecture Interrogation	- Daily oral a written tests - Attending a participating the lecture

		of transferr information a scientific knowledge ab the subject others	**advantages and (disadvantages**	- Use electroni offers -Identification forms	Providing reports and research in th field of scient material
Twenty-sixth we	2 2	Students' knowledge of th lesson topic Understanding not the possibi of transferr information a scientific knowledge ab the subject others	**Waste energy: its concept and production stages (its advantages and (disadvantages**	through - - Giving the lecture Interrogation - Use electroni offers -Identification forms	- Daily oral a written tests - Attending a participating the lecture Providing reports and research in th field of scient material
The twenty-seventh week	2 2	Students' knowledge of th lesson topic Understanding not the possibi of transferr information a scientific knowledge ab the subject others	**Types of electric power plants**	through - - Giving the lecture Interrogation - Use electroni offers -Identification forms	- Daily oral a written tests - Attending a participating the lecture Providing reports and research in th field of scient material

The twenty-eight week	2 2	Students' knowledge of th lesson topic Understanding not the possibi of transferr information a scientific knowledge ab the subject others	**Consumption and geographical distribution of renewable energy sources**	through - - Giving the lecture Interrogation - Use electroni offers -Identification forms	- Daily oral a written tests - Attending a participating the lecture Providing reports and research in th field of scient material
The twenty-nintl week	2 2	Students' knowledge of th lesson topic Understanding not the possibi of transferr information a scientific knowledge ab the subject others	**Second month exam**	through - - Giving the lecture Interrogation - Use electroni offers -Identification forms	- Daily oral a written tests - Attending a participating the lecture Providing reports and research in th field of scient material
The thirtieth wee	2	Students' knowledge of th lesson topic Understanding not the possibi of transferr information a scientific knowledge ab	**International conflict and competition over energy s and source**	through - - Giving the lecture Interrogation - Use electroni offers -Identification forms	- Daily oral a written tests - Attending a participating the lecture Providing reports and research in th field of scient material

		the subject others	/ **their uses** **Review**		

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
Daily oral and written tests - and students' actual participation in lectures, activities, research and reports
Monthly exams 20% Semester exams 40% Final exams 60%

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	**‹ Sammak-Muhammad Azhar Al (1) -Al on Abbas Tamimi, founders Its stryIndu Geography For printing Books house applications, Directorate Publishedby 1987 ‹the University of Mosul. Asadi , Rashid -Kadhim Abdul Wahab Hassan Al (2) Sharifi , (3) Geography of Energy, -Abdul Rashid Al . University of Basra, 2018 -Al ‹ Energy Geography ‹ Nasri Dhiab Khater (4) Janadriyah Printing and Distribution, 1st Edition, 2011 ‹ Jordan Samak and others , -Muhammad Azhar Al (5) Geography of Oil and Energy, Ministry of Higher Education and Scientific Research, University of .Mosul, 1981**
Main references (sources)	**Wahid Mustafa Ahmed, Electric Power Generation, (1) .First Edition , Cairo, 2007** **Dulaimi , Geography of Energy, 1st -Subhi Ahmed Edition, Amjad Publishing and Distribution Ho .Jordan , 2018** **Abdul Zahra Ali Al-Janabi, Geography of I from a Contemporary Perspect University of Babylon, 2020**
Recommended books and references (scientific journals, reports…)	Theses, dissertations, methodolog books, and research in the field specialization
Electronic References, Websites	The Iraqi Virtual Library - the electro library for colleges and universitie scientific 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

2026–2027

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

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: 14/9/2026

File Completion Date: 15/9/2026

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

Date: 16/9/2026

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

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:
Assistant Lecturer : Zainab Qutaiba Abd Ali
Date: 17/9/2026
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	A4	B1	B2	B3	B4	C1	C2	C3	C4
2026-2027 / Fourth stage	Basic	Geographic information systems		√	√	√	√	√	√	√	√	√	√	√	√

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

Course Description Form

25. Course Name:	
Geographic information systems	
26. Course Code:	
27. Semester / Year:	
Fourth stage	
28. Description Preparation Date:	
2026-2027	
29. Available Attendance Forms:	
Student attendance is essential, not distance learning	
30. Number of Credit Hours (Total) / Number of Units (Total)	
-Credit Hours (60) - Number of Units (90)	
31. 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	
32. 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.**

33. 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.

34. 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 - Identify how to collect information and data from their	Chapter Three / Types of data and information and their sources in geographic information systems Spatial data Non-spatial data	Mixing more than one way In a way that suits the time and topic of the lecture, such as the	-Exam - Field tests for the use of devices and applications of maps, satellite

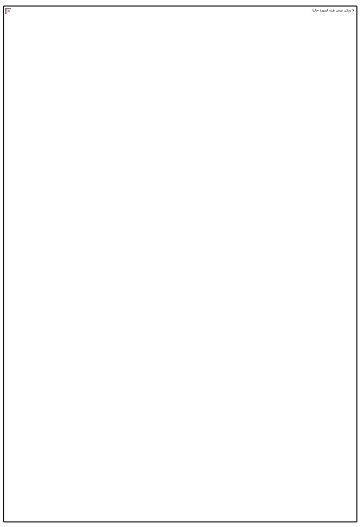
		basic sources, whether they are (aerial photo maps - satellite visuals - field study)	Temporal data Spatial data sources in GIS Linear data sources Cadastral data sources Sources of triangular grid data Primary sources Secondary sources Maps of all kinds Aerial photos Satellite Imagery Global cosmic order Non-spatial data sources Field and Field Studies Temporal data sources	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)	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 Data entry using the numbering device Direct on-screen numbering method	- Lecture method and practical training Supported by modern means of illustration - Learn to use data entry devices in the GIS laboratory	-Exam - Practical tests on data entry devices
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 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	-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

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

35. 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.

36. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	
Main references (sources)	- Muhammad Ali Rajab Al-Sayed, Modern Geographic Information Systems (GIS). - Najeeb Abdul Rahman Al-Zaidi, Geographic Information Systems (GIS). - Diaa Abdel Mohsen Muhammad, study in geographic information systems (GIS). - Samih Ahmed Odeh, basics of geographic information systems and their applications in a geographical vision. Shujaa bin Hadi Al-Qahtani, the geographical introduction to geographic information systems
Recommended books and references (scientific journals, reports...)	- Arab Journal of Geographical Studies - Arab Journal of Geographic Information Systems.
Electronic References, Websites	- Esri website, which specializes in geographic information systems software - https://www.esri.com/ - Arab Forum for Geographic Information Systems.

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



Guide to Academic Program and Course Specifications

2026

: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, king them qualified to meet the requirements of the labor market. It is ma reviewed and evaluated annually through internal or external audit .procedures and programs, such as the external examiner program

mary of the The academic program description provides a brief sum program's main 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 in that it represents the cornerstone m accreditation, and it is written by the teaching staff for obtaining progra under the supervision of the scientific committees in the academic .departments

This second edition of the guide includes a description of the academic aragraphs of the previous program after updating the vocabulary and p guide in 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, semester system), as well as adopting the program description according to the Department of generalized academic 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 of academic programs and courses to ensure the smooth descriptions .running of the educational process

:Concepts and terminology

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

This provides a concise summary of the course's key features **: Course description** the student has made the and expected learning outcomes, demonstrating whether 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** .cable programa sophisticated, inspiring, motivating, realistic and appli

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

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

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

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

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

Scientific Department: Geography Department

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

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

Academic system: Annual

:Date the description was prepared2026/9/14

:Date the file was filled out2026/9/15

Signature:
Head of Department Name:
Prof. Dr. Abdul-Amir Ahmed Abdullah
Date:2026/9/16

Signature:
Name of Scientific Assistant:
Asst. Prof. Dr. Ghazwan Adnan Mohammed
Date:2026/9/20

The file was reviewed by

Quality Assurance and University Performance Division

ce and University Name of the Director of the Quality Assuran

:Performance Division

the date2026/9/17

the signature

Dean's approval

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

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

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

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

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

20. Program structure

* comments	Percentage	Study unit	Number of courses	eProgram structur
				Institutional requirements
				College requirements
				Department requirements
				Summer training
				Other

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

21. ionProgram Descript

Credit Hours		Course name	Course code	Year / Level
practical	theoretical			

22. 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	rning Outcomes 3Lea
Values	
Learning Outcomes Statement 4	Learning Outcomes 4
Learning Outcomes Statement 5	Learning Outcomes 5

23. Teaching and learning strategies

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

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

25. Faculty						
Faculty members						
Faculty preparation		**Special requirements/skills (if (any**		**Specialization**		**academic rank**
lecturer	**angel**			**tepriva**	**general**	

Professional Development
Orienting new faculty members
time faculty –time and part–Briefly describe the process used to guide new, visiting, full .members at the institutional and departmental levels
t of faculty membersProfessional developmen
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

26. ardAdmission stand
Establishing the regulations related to enrollment in the college or institute, whether) (central admission or other mentioned

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

28. Program development plan

Program Skills Plan															
ning outcomes required from the programLear															
Values				Skills				Knowledge				Essential or optional	Course Name	Course code	Year / Level
Q4	Part 3	Part 2	Part 1	B4	B3	B2	B1	A4	A3	A2	A1				
√	√	√	√	√	√	√	√	√	√	√	√	essential	geography Population		2027/2026 Stage Second

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

tion templateCourse descrip

13. Course Name
geography Population
14. Course Code 9
essential
15. Semester/Year
2027/2026
16. Date this description was prepared
2026/ /
17.Available forms of attendance
My presence
18.(Number of study hours (total) / Number of units (total
60
19. e of course coordinator (if applicable) More than one Nam (name is mentioned
Name: Dr. Wissam Wahib Mahdi& Dr. Faisal Omar Hammoud
20. Course objectives

Cognitive objectives of geography Define the concept –A1 Population st important factors Identify the mo –A2 affecting population distribution Distinguish between population structures –A Distinguish between types of population – density Skill objectives Proficient in defining population –B1 structures and demographic geographic oninformati The student can deal with different –B2 Demographic and types of resources	**Course objectives**

demographic data and information for studying population phenomena and their . The spatial one variations B3 Students will be able to create simulations or models of different population distributions to predict 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 –A1 e questions lecture by asking som related to the topic of the lecture, which attract his attention and motivate him to contribute and .answer** **He discusses the geographical –Q2 information related to the topic of the lecture to determine the extent of his ated in the response to what was st .lecture** **He participates in performing a –Q3 specific activity to determine his .appreciation and love for this subject** **should be keen to attend The student – because he feels the importance of t .subject in academic and practical life**	

21. aching and learning strategiesTe

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 illustrativ .models** **-2 Using electronic learning tools Modern computers andData shoo**	**strategy**

22. Course structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
The exam-Daily Shahri-Al Reports pertaining to the subject matter of the article	**Lecture, questioning**	**Population Geography Concept development geography Population relationship geography Population In science The other Data sources geography Population Census Year For the population Statistics Life Records Immigration** **Births tyfertili. . 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.**		2 hour weekly	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26

		Structures And its Population types **Composition -Al Omari.** **Composition Qualitative.** **Composition Economic Pyramid** **Population And its types dependency** **And its Population types** **Immigration Population: Its Concept** **Types Immigration Population.** **Motives igrationImm Population.** **bearings Immigration Population.** **antiquities Immigration Population distribution** **geographer For the population.** **Factors in Influential distribution Population.** **province the world Population.** **Population Politics .Its concept** **Its types and importance Studying it.** **The Politics For cheerleader**			27 28 29 30

		growth Population. Political Specific For growth Population Population And food...			

23. Course evaluation

Written test
.topic Daily student participation through answering classroom questions related to the lecture - 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%

24. sLearning and teaching resource

There is no specific textbook	(Required textbooks (methodology, if applicable
Population Geography book. Dr. Taha Hamadi. Part 1. Population Geography Book. Taha Hammadi. Vol. 2.	(Main references (sources
Arab Journal of Geographical Studies Scientific reports, research, and population studies: Students are assigned to write a report on the .subject	Recommended supporting books and (…erences (scientific journals, reportsref
Electronic reference for population mation. / Central Agency for infor .Statistics and Information	references , websites

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

Guide to Academic Program and Course Specifications

2026

:the introduction

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

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

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

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.

Concepts and terminology:

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 description.

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 them, and identifies the program's development paths and directions.

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: All courses/study materials included in the academic 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: A consistent set of knowledge, skills, and values acquired by 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.

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.

ateAcademic Program Description Templ

University Name: University of Diyala

……College/Institute: College of Education for Humanities

Scientific Department: Geography Department

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

…… of Science in Final Certificate Title: Bachelor

Academic system: Annual

Date the description was prepared:14/9/2026

Date the file was filled out:15/9/2026

Signature:
Head of Department Name:
Prof. Dr. Abdul-Amir Ahmed Abdullah
Date2026/9/16:.:

Signature:
Name of Scientific Assistant:
Asst. Prof. Dr. Ghazwan Adnan Mohammed
Date 2026/9/20:

The file was reviewed by

ce and University Performance DivisionQuality Assuran

Name of the Director of the Quality Assurance and University

:Performance Division

the date20/9/2026

the signature

Dean's approval

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

30. **Program message**
s stated in the university's newsletter and Remember the program's message a .website

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

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

33. **uencesOther external infl**
؟Is there a sponsor for the program

34. Program structure

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

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

35. Program Description

Credit Hours		Course name	Course code	Year / Level
practical	theoretical			

36. Expected learning outcomes of the program

Knowledge	
tcomes Statement 1Learning Ou	Learning Outcomes 1
Skills	
Learning Outcomes Statement 2	Learning Outcomes 2
Learning Outcomes Statement 3	Learning Outcomes 3
Values	
Learning Outcomes Statement 4	Learning Outcomes 4
Learning Outcomes Statement 5	Learning Outcomes 5

37. arning strategiesTeaching and le

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

38. Assessment methods

.Implementing it in All stages of the program in general

39. Faculty

Faculty members

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

Professional Development

Orienting new faculty members

lty members at the time facu-time and part-Briefly describe the process used to guide new, visiting, full .institutional and departmental levels

Professional development of faculty members

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

40. Admission standard

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

41. **ogramKey sources of information about the pr**
. To summarize

42. Program development plan

Program Skills Plan															
Learning outcomes required from the program															
Values				Skills				Knowledge				Essential or optional	Course Name	Course code	Year / Level
Q4	Part 3	Part 2	Part 1	B4	B3	B2	B1	A4	A3	A2	A1				
√	Tests		Discussion	√	√	√	Knowledge of types of international crimes	Identifying environmental crimes	Identifying psychological crimes	To learn about social crimes	√Identifying the types of jars	essential	Crimes of the Baath regime in Iraq		2027/2026 Stage Second

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

rse description templateCou

37.	Course Name
Crimes of the Baath regime in Iraq	
38.	Course Code 9
39.	Semester/Year
2027/2026	
40.	Date this description was prepared
2026/9/14	
41.	Available forms of attendance
My presence	
42.	(total) Number of study hours (total) / Number of units
30	
43.	Name of course coordinator (if applicable) More than one (name is mentioned

.**Assistant Lecturer**

Haider Abdulsalam Mohammed

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

44.	Course objectives

TheThe course on the crimes of the Baath regime in Iraq aims to define the concept of crime.s	**e objectivesCours**
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 .	

45. Teaching and learning strategies

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

46. Course structure

47.

Evaluation Method	Learning method	Unit or topic name	g Required learnin outcomes	Hours	Week
The exam– Daily riShah–Al Reports pertaining to the subject matter of the article	**Class Lecture**	The concept of crime Types of crim**es** Supreme Criminal Court Crimes committed by the previous regime 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.		1 hour weekly	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

		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. 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.			21 22 23 24 25 26 27 28 29 30

48. 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

49. Learning and teaching resources

There is no specific textbook	(Required textbooks (methodology, if applicable
Crimes of the Baath regime in Iraq - Ministry of Hig Education Scientific Research	(Main references (sources
ArabAll sources that talk about violations of the Baath regime	Recommended supporting books and references (…scientific journals, reports)
The website competent to state the crimes committed by the previous regime	references , websites

2026

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.

The Academic Program Description provides a concise summary of the skills to be main features of the program and its courses, indicating the developed by students in accordance with the objectives of the academic program. Its importance lies in the fact that it represents the foundation for obtaining program accreditation, and it is prepared by teaching staff under .of the scientific committees in the academic departments the supervision

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 course descriptions to ensure the proper conduct of the .educational process

:minologyConcepts and Ter

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.

on: It provides a concise overview of the most important Course Descripti characteristics of the course and the expected learning outcomes to be achieved by the student, demonstrating whether the student has made maximum use of the .erived from the program descriptionavailable learning opportunities. It is d
Program Vision: An ambitious image of the future of the academic program, .making it an advanced, inspiring, motivating, realistic, and applicable program
es necessary to Program Mission: It briefly explains the objectives and activiti .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
um Structure: All courses/subjects included in the academic program Curricul according to the adopted learning system (semester, annual, or Bologna Process), whether they are institutional, university, college, or department requirements, .f credit unitstogether with the number o
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 must be specified in a way that achieves 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 for achieving the .ing outcomesprogram learn

Academic Program Description Template

University Name: University of Diyala
College/Institute: College of Education for Human Sciences
Scientific Department: Department of Geography
eeName of Academic or Professional Program: Bachelor's Degr
..... Final Degree Name: Bachelor's Degree in
Study System: Annual
:Description Preparation Date**14/9 /2026**
:File Completion Date**15/9 /2026**

Assistant Dean for Scientific Affairs
Ghazwan Adnan Mohammed
Data / 20/9/2026

Head of Department
Abdul Amir Ahmed Abdullah
[Data: 16/9/2026

by The file was reviewed
University Quality Assurance and Performance Division
Name of the Director of the University Quality Assurance and Performance Division:
/ Date**17**/**9**/**2026**
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
.State the program mission as provided in the university bulletin and on its website

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

Program Accreditation .4
؟Has the program obtained program accreditation? From which body

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

m StructureProgra .6				
* 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 compulsory or *

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

Expected Learning Outcomes of the Program .8	
Knowledge	
Learning Outcome Statement 1	Learning Outcome 1
Skills	
ning Outcome Statement 2Lear	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 .9

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

Assessment Methods .10

.Methods implemented throughout all stages of the program in general

Teaching Staff .11

Teaching Staff Members

ber of Teaching StaffNum		Special Requirements/Skills (if (any		Specialization		Academic Rank
Lecturer	Staff Position			Special	General	
	/			Cities	Geogra phy	Professor

Professional Development

Orientation of New Teaching Staff

staff at time teaching-time, and part-Briefly describe the process used to orient new, visiting, full .the institutional and departmental levels

Professional Development for Teaching Staff

Briefly describe the plan and arrangements for the academic and professional development of ment of learning outcomes, teaching staff, including teaching and learning strategies, assess .professional development, and so on

Admission Criteria .12

State the regulations governing admission to the college or institute, whether through central)

(.admission or other procedures

rogramMain Sources of Information about the P .13
.State briefly

Program Development Plan .14

Program Skills Map															
Required Learning Outcomes of the Program															
Values				Skills				Knowledge				Compulsory or Elective 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		**2026-2027**

.ing to the individual program learning outcomes subject to assessmentPlease place a check mark in the boxes correspond ●

Course Description Template

1. Course Name	
Urban Geography	
2. Course Code	
3. Semester / Year	
2027–2026	
4. Description Preparation Date	
20/9/2026	
5. Available Attendance Modes	
6. Total Contact Hours / Total Credit Units	
hours 2 units 2	
7. (Name(s) of Course Coordinator(s) (if more than one, list all	
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	
8. Course Objectives	
Introduce students to urban geography, its importance and study, and the internal structure of the city	Course Objectives
9. Teaching and Learning Strategies	
.Lectures and preparation of reports by students on the topic	Strategy

10. Course Structure

Assessment Method	Teaching Method	Unit/Topic Name	Required Learning Outcomes	Hours	Week
Monthly examination Daily assignment Student attendance and participation in the lecture Monthly examination	Lecture delivery Questioning and use of instructional aids such as urban use maps-land Lecture delivery Questioning and use of instructional aids	Chapter One Definition of Urban Geography and Urban Settlement Geography Chapter One Definition of Urban Geography and Urban Settlement Geography	The student should be familiar with the concepts related to urban geography The student should be familiar with the concepts related to urban geography The student should be familiar with the	2	Week 1 Week 1

Daily assignment Student attendance and participation i the lecture Monthly examination Daily 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	such as urban use maps-land Lecture deliver Questioning and use of instructional aid such as urban use maps-land		concepts related to .urban geography		

participation i e lectureth					
Monthly examination Daily assignment Student attendance nd a 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 participation i the lecture Monthly examination Daily	Lecture deliver Questioning and use of instructional aid h as urban suc 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 be familiar with th concepts related to .urban geography The student shou be familiar with concepts related urban geography	2	Week 2 Week 2

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 Lecture deliver Questioning and use of instructional aid such as urban use maps-land Lecture deliver Questioning and use of ctional aids inst such as urban use maps-land	Geographic Information Systems portance in and their mapping urban land uses	The student should be familiar with the concept related to urban geograph 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 3 Week 3

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 as urban such use maps-land	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 concepts related to .urban geography The student should familiar with the b concepts related to .urban geography	2	Week 4 Week 4

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				

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	liveryLecture d 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	Examples of cities of ancient civilizations	The student should be familiar with the concept related to urban geograph The student should r with the be famil concepts related to .urban geography The student should be familiar with th concepts related to .urban geography The student shou be familiar with concepts related urban geography	2	Week 5 Week 5

assignment Student attendance and participation i the lecture Monthly examination Daily assignment Student attendance and n in participat 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	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 of use 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 The student should be familiar with th concepts related to .ographyurban ge	2	Week 6 Week 6

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 onexaminati 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 yLecture delive Questioning and use of instructional aid such as urban use maps-land	Classification of citie and their functions Classification of cities and th functions	The student should be familiar with the concept related to urban geograph The student should be familiar with th concepts related to .urban geography hould The student be familiar with th concepts related to .urban geography	2	Week 7 Week 7

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 rethe lectu 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				

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 nt Stude 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 al aids instructi such as urban use maps-land	Internal structure of cities and related theories, with a case y study for each theo from cities around th world	The student should be familiar with th o concepts related .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

assignment Student attendance and participation i the lecture Monthly examination Daily nmentassig 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 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	Urban land uses	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 iar with the be fam concepts related to .urban geography	2	Week 9 Week 9

participation i 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 ndanceatte and participation i the lecture Monthly examination Daily	Lecture deliver Questioning and use of aids instruction such as urban use maps-land Lecture deliver Questioning and use of instructional aic such as urban use maps-land	Urban population and its distribution	The student should be familiar with th concepts related to .urban geography The student should be familiar with th concepts related to .eographyurban g The student should be familiar with th concepts related to .urban geography	2	Week 10 Week 10

assignment Student attendance and participation i the lecture Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily assignment tudent S 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		The student shou be familiar with concepts related urban geography		

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 tendanceat 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 ds instructional such as urban use maps-land	City locations and the ncept of the urban co 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 concepts related to .urban geography	2	Week 11 Week 11 Week 11

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 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 psuse ma-land Lecture deliver Questioning and use of instructional aid 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 concepts related to .urban geography The student should familiar with the b concepts related to .urban geography	2	Week 12 Week 12 Week 12

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 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 aic such as urban use maps-land Lecture deliver Questioning an use of instructional aic such as urban use maps-land	size relationship-Ra	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	2	Week 13 Week 13 Week 13

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 ationexamin 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				

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 participation i the lecture Monthly examination Daily	Lecture deliver Questioning and use of s instructional a 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	The student should be familiar with th concepts related to .geography urban 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

assignment Student attendance and participation i the lecture Monthly examination Daily assignment Student attendance and participation i the lecture					
Monthly ationexamin 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 estioning and Q use of instructional aic such as urban use maps-land Lecture deliver Questioning and use of instructional aic such as urban use maps-land Lecture deliver Questioning and use of instructional aic such as urban use maps-land	Urban morphology	should The studen 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 15 Week 15

participation i the lecture thly Mon 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 lecture the					
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 h as urban suc use maps-land	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 The student should be familiar with th concepts related to .eographyurban g	2	Week 16 Week 16 Week 16

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		The student shou be familiar with concepts related urban geography		

participation i the lecture					
Monthly examination Daily assignment Student attendance and participation i the lecture Monthly ationexamin 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 thly Mon examination Daily	Lecture deliver Questioning an use of instructional aic such as urban use maps-land Questioning Lecture deliver Questioning an use of instructional aic such as urban use maps-land Questioning Lecture deliver Questioning an use of instructional aic such as urban use maps-land Questioning Lecture deliver Questioning an use of uctional aids ins such as urban use maps-land Questioning Lecture delivery Questioning and use instructional aids suc urban land-use maps Questioning	Importance of spatial interaction	The student should be familiar with th concepts related to .urban geography The student shoul 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

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 y Dail 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 an use of instructional aid such as urban use maps-land	ctors affecting Fa movement and spatia interaction	The student should be familiar with th ed to concepts rela .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 shou be familiar with concepts related urban geography	2	Week 18 Week 18 Week 18

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 nationexami 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 s urban such a use maps-land Lecture deliver Questioning and use of instructional aid such as urban use maps-land	Sensitivity of transported material	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	2	Week 19 Week 19 Week 19

assignment Student attendance and participation i the lecture Monthly examination Daily assignment Student attendance and participation i the lecture Monthly examination Daily assignment Student ndanceatte 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		The student shou be familiar with concepts related urban geography		

participation i the lecture					
Monthly examination y Dail 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 nationexami Daily assignment Student attendance and participation i the lecture Monthly examination Daily	Lecture deliver and Questionin use of instructional aic such as urban use maps-land Lecture deliver Questioning and use of instructional aic such as urban use maps-land Lecture deliver Questioning and use of instructional aic such as urban use maps-land	Central places	The student shoul be familiar with th concepts related to .urban geography 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 20 Week 20

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 signmentas 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 of use 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 be familiar with th concepts related to .urban geography	2	eek 21W Week 21 Week 21

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 onexaminati 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 as urban such use maps-land	Labor availability perspective	The student should be familiar with th concepts related to .urban geography The student should be familiar with th concepts related to .urban geography student should Th be familiar with th concepts related to .urban geography	2	Week 22 Week 22 Week 22

assignment Student attendance nd a 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 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				

participation i the lecture					
Monthly examination Daily assignment Student attendance and participation i the lecture Monthly xaminatione 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 ethe lectur 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	Growth pole theory	The student should be familiar with th concepts related to .urban geography The student should e familiar with the concepts related to .urban geography The student should be familiar with th concepts related to .urban geography	2	Week 23 Week 23 Week 23

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 anceattend 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	Urban growth model	The student should be familiar with th related to concept .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 with the concept related to urban geograph	2	Week 24 Week 24 Week 24

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 dent Stu 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	Land values within th city	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 25 Week 25 Week 25

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 participation i the lecture Monthly examination Daily assignment Student attendance and n in participat the lecture Monthly examination Daily assignment Student attendance and	ture deliveryLe Questioning and use of instructional aid such as urban use maps-land				

participation i the lecture					
Monthly examination Daily nmentassig 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 an of use 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	Accessibility and lan values Centrality of land values Accessibility and land values Centrality of land values	The student should be familiar with th concepts related to .urban geography 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	2	Week 26 Week 26 Week 26

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 Lecture deliver Questioning and use of instructional aid such as urban use maps-land Lecture deliver Questioning and use of instructional aid s urban such a use maps-land	value -andUrban l 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 be familiar with th concepts related to .urban geography	2	Week 27 Week 27 Week 27

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	Central Business District	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 with the be familia concepts related to .urban geography	2	Week 28 Week 28 Week 28

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	liveryLecture d Questioning and use of instructional aid such as urban use maps-land				

participation i the lecture					
Monthly examination Daily assignment Student attendance and participation i the lecture Monthly inationexam 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 onthly M examination Daily	Lecture deliver Questioning an use of instructional aic such as urban use maps-land Lecture deliver estioning and Q use of instructional aic such as urban use maps-land Lecture deliver Questioning an use of instructional aic 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 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 29 Week 29 Week 29

assignment Student attendance and participation i the lecture Monthly examination Daily assignment Student attendance and participation i the lecture					
Monthly examination Daily assignment Student ceattendan 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 ai such as urban use maps-land Lecture deliver Questioning and use of instructional aic such as urban use maps-land Lecture deliver Questioning and use of instructional aic such as urban use maps-land	Problems faced by th city	The student should 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	2	Week 30 Week 30

participation i the lecture Monthly examination Daily assignment nt Stude 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					

Course Assessment .11
n of the 100 marks according to the tasks assigned to the student, such as daily Distributio .preparation, daily, oral, monthly, and written examinations, reports, etc

Learning and Teaching Resources .12	
	(Required textbooks (if any
	(Main references (sources
	ded supporting books and references Recommen (.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

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: .... **geography**.....

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

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

Academic System: … annual .....

Description Preparation Date:**–14/9/2026**

File Completion Date:**15/9/2026**

Signature:

Head of Department Name:

Ph.D.Eabd Alamir Ahmed Eabdallah

Date:**16/9/2026**

Signature:

Scientific Associate Name:

Ph.D.Khazwan Eadnan Muhamad

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:

Date: **17/9/2026**

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	A4	B1	B2	B3	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

50. Course Name:	
Geography of services	
51. Course Code:	
52. Semester / Year:	
The fourth stage	
53. Description Preparation Date:	
2027−2026	
54. Available Attendance Forms:	
Student attendance is an existing and essential matter, not distance learning	
55. Number of Credit Hours (Total) / Number of Units (Total)	
Total=60 Units=90	
56. Course administrator's name (mention all, if more than one name)	
Name: Mr. Dr. Israa Haitham Ahmed Email: asraa.ge.hum@uodiyala.edu.iq	
57. Course Objectives	
Course Objectives	• **Knows the concept of geography of services** • **He pays attention during the lecture by askin some questions related to the lecture and prompting him to contribute and answer.** • **The student must be keen to attend and feel importance of the subject in scientific and practical life……**
58. 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.

59. 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 relationship of geography to the study of services Services and urban life in citi The developme of the study of services in geographical studies Data sources fo the geography c services Government sources Field survey techniques Methods of studying servic in geographical studies Recent trends i the study of services Service concept	Lecture method	the exam

From weeks 11				The nature of urban services i cities Determine t spatial framewo of the service tudy the importance of service Evaluating the efficiency of services Service center concept Methods of determining the service center Classification of service centers Main service centers Secondary servi centers Suburban servic centers Service Centers Region Classification of services Public services (road services) transport servic social services Education services Health services ecreation servic Religious services		

From week 1 From weeks 15-19 From week 20-25 From week 26-			Administrative services Sewage Drinking wa services Energy and fuel servic The concept of the service standard, the cadastral standards fc the service/the servic access distance standard Standard per cap share of services The concept of the bas plan and the periods f 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		

60. 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

61. 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 infrastructu planning - Khalaf Hussein Ali Al-Dulaimi City services: A study in developmen geography - Bashir Ibrahim Latif Mohsen Abdel Ali - Riyad Kaze 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

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 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: **2026/9/ 14**

File Completion Date: **2026/9/ 15**

Signature:
Head of Department Name:
prof.Abdul Amir Ahmed Abdullah
Date: **2026/ 9/16**

Signature:
Scientific Associate Name:
Asst.M.Dr.Ghazwane Adnan Muhammad
Date: **2026/ 9/20**

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: **2026/ 9 / 17**

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	A4	B1	B2	B3	B4	C1	C2	C3	C4
2026/2027 Stage one		Arid regions		-	-	--	-	-	-	-	-				

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

Course Description Form

62. Course Name:

Detailed climate

63. Course Code:

64. Semester / Year:

2026/2027

65. Description Preparation Date:

14/9/2025

66. Available Attendance Forms:

67. 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

68. Course administrator's name (mention all, if more than one name)

69. Course Objectives

Course Objectives	**Knowledge of the basics and principles of detailed climatology** **Addressing the factors controlling the ha climate in the classroom…..**

70. Teaching and Learning Strategies

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

71. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
		Theoretical a practical	Detailed climate	Descriptive and practic	In Semester and final

72. 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

73. 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 Evaluation Authority
Department of Quality Assurance and Academic Accreditation
Accreditation Division

Guide to Academic Program and Course Description

2026

Introduction

An educational program is a coordinated and organized set of courses that includes 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 auditing 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, identifying the skills students are expected to acquire in accordance with the program's objectives. This description is important because it forms the foundation for obtaining program accreditation. Teaching staff contribute to its preparation under the supervision of scientific committees in academic departments.

This second edition of the guide describes the academic program after updating the content and sections of the previous guide in light of developments in Iraq's educational system. It covers traditional academic-program structures (annual and semester systems), as well as the academic-program description circulated under Department of Studies letter T.M.3/2906 dated 3 May 2023 for programs based on the Bologna Process.

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

Concepts and Terminology

Academic Program Description: A concise summary of the program's vision, mission, and objectives, including a precise description of intended learning outcomes based on specific learning strategies.

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

Program Vision: An ambitious picture of the academic program's future as a developed, inspiring, motivating, realistic, and achievable program.

Program Mission: A brief statement of the objectives and activities needed to achieve them, also identifying the program's development pathways and directions.

Program Objectives: Statements describing what the academic program intends to achieve within a specified period; they should be 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 ministry, university, college, or department requirements, together with their 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 teaching staff to develop student teaching and learning. These are plans followed to achieve learning objectives and describe all classroom and extracurricular activities intended to achieve the program's learning outcomes.

Academic Program Description Form

University: University of Diyala
College/Institute: College of Education for Human Sciences
Academic Department: Department of Geography
Academic or Professional Program: Bachelor's Degree
Final Degree: Bachelor's Degree in Geography
Study System: [not specified]
Description Prepared on: 14 September 2026
Form Completed on: 15 September 2026
Department Chair: Prof. Dr. Abdul Amir Ahmed Abdullah — Date: 16 September 2026
Scientific Assistant: Asst. Prof. Dr. Ghazwan Adnan Mohammed — Date: 20 September 2026
Reviewed by: Quality Assurance and University Performance Division
Division Director: Asst. Lecturer Zainab Qutaiba Abdul Ali — Date: 17 September 2026
Dean's Approval: [signature]

Program Vision

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

Program Mission

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

Program Objectives

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

Program Accreditation

Has the program obtained program accreditation? If so, from which body?

Other External Influences

Is there an external body sponsoring the program?

Program Structure

Requirement Category	Number of Courses	Credit Units	Percentage	Notes
Institutional Requirements				
College Requirements				
Department Requirements				
Summer Training				
Other				

Program Description

Year/Level	Course Code	Course Title	Credit Hours	Theoretical	Practical

Expected Program Learning Outcomes

Knowledge — Learning Outcome 1; Outcome Statement 1
Skills — Learning Outcome 2; Outcome Statement 2; Learning Outcome 3; Outcome Statement 3
Values — Learning Outcome 4; Outcome Statement 4; Learning Outcome 5; Outcome Statement 5

Teaching and Learning Strategies

The teaching and learning strategies and methods adopted to implement the program in general.

Assessment Methods

Methods used to assess students throughout all stages of the program in general.

Teaching Staff

Faculty Members	Academic Rank	Specialization	Special Requirements/Skills (if any)	Staff Numbers: General / Specific; Permanent / Lecturer

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

Admission Criteria

Specify the regulations governing admission to the college or institute, including centralized admission or other routes.

Main Sources of Information about the Program

Provide a brief description.

Program Development Plan

Program Skills Matrix

Required program learning outcomes by year/level, course code, course title, and whether the course is compulsory or elective.
Knowledge: A1, A2, A3, A4 | Skills: B1, B2, B3, B4 | Values: C1, C2, C3, C4
Example: Second Year — Geographic Information Systems — Compulsory.
Please place a mark in the boxes corresponding to the individual program learning outcomes being assessed.

Course Description Form

Course Title: Geographic Information Systems
Course Code: [not specified]
Semester/Year: 1 + 2 / 2026
Date of Preparation: 14 September 2026
Available Forms of Attendance: [not specified]
Total Number of Study Hours / Total Credit Units: 2 hours / 2 units
Course Coordinator: Khulood Ali Hadi (khlood.ge.hum@uodyala.edu.iq); Asst. Lecturer Dr. Ali Shaalan
Course Objectives — Course Learning Objectives: To understand the fundamentals and principles of Geographic Information Systems (GIS) and develop students' practical skills in this field.
Teaching and Learning Strategies — Strategy: Raise awareness of the importance of GIS and its applications in various human fields and activities.

Course Structure

Week No.	Week	Unit/Topic	Hours
1	Week 1	Introduction to the concept of GIS	2
2	Week 2	History of GIS development	2
3	Week 3	Advantages of GIS	2
4	Week 4	Functions of GIS	2
5	Week 5	Fields of GIS applications	2
6	Week 6	Benefits of GIS	2
7	Week 7	Elements and components of GIS	2

8	Week 8	Types of coordinates in GIS	2
9	Week 9	Types of GIS	2
10	Week 10	Concept and types of coordinates in GIS	2
11	Week 11	Data structure in GIS	2
12	Week 12	Data structure in GIS	2
13	Week 13	Characteristics of raster and vector models in GIS	2
14	Week 14	Major applications of artificial intelligence in GIS	2
15	Week 15	The concept of databases in GIS; database objectives and design requirements; data sources and importance; stages of building a GIS database	2

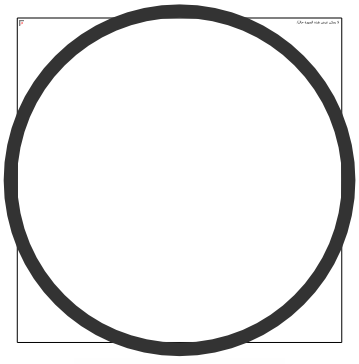
Second Semester: Topics include the concept and development of remote sensing; major remote-sensing tools; GIS applications; introduction to ArcMap; the ArcMap user interface and its environment/components; and practical GIS software applications.
Expected Learning Outcomes: The student should understand the concepts related to the lecture topics.
Learning Method: Descriptive and practical.
Assessment Method: Semester and final examinations, with practical assessment as appropriate.

Course Assessment

Grade distribution: 20–20–60.
The 100-point grade is distributed according to assigned student tasks, such as daily preparation, daily and oral examinations, monthly written examinations, reports, and other activities.

Learning and Teaching Resources

Required Textbook (if any): Geographic Information Systems: Foundations and Applications for Geographers.
Main References: Mohammed Al-Khuzami, 2023; GIS reference by Dawood Jumaa, 2022.
Recommended Supporting Books and References (journals, reports, etc.): Digital Map.
Electronic References and Websites: Digital map resources.



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.

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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.

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: **2026/9/14**

File Completion Date: **2026/9/15**

Signature:

Scientific Associate Name:

Date:**2026/9/20**

Signature:

Head of Department Name:

Date:**2026/9/16**

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date: **2026/9/17**

Signature:

Approval of the Dean

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	A4	B1	B2	B3	B4	C1	C2	C3	C4
fourth stag 2026-2027				*	*	*	*	*	*	*	*	*	*	*	*

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

Course Description Form

25. Course Name:
Social geography
26. Course Code:
27. Semester / Year:
2026-2027
28. Description Preparation Date:
22/9/2026
29.Available Attendance Forms:
30.Number of Credit Hours (Total) / Number of Units (Total
2 hours 2 unite
31. Course administrator's name (mention all, if more than one name)
Name: Omar Ghafil Hajji Email: omar.gev@uodiyala.edu.iq
32. Course Objectives

Course Objectives	• **he student knows what So geography** • **• Known as branches of So geography** • **The importance of studying so geography**
33. Teaching and Learning Strategies	
Strategy	iving lectures, preparing reports by students on the subject, a conducting a visit
34 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 the demographic consequences of migration.	Demographic Consequences of Migration	Lecture; Video presentation	Short examination 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

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)	
Main references (sources)	Bassem Abdulaziz Omar Al-Othma Hussein Aliwi Nasser Al-Zayadi, Soc Geography: Principles, Foundations a Applications, Dar Al-Dougah Publishi House, Amman, Jordan, 2014
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

2027/2026

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.

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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: 14/9/2026
File Completion Date: 15/9/2026

Signature:
Head of Department Name:
Ph.D.Eabd Alamir Ahmed Eabdallah
Date: 16/9/2026

Signature:
Scientific Associate Name:
Ph.D.Khazwan Eadnan Muhamad
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:
Date: 17/9/2026
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
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.

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	A4	B1	B2	B3	B4	C1	C2	C3	C4
2026-2027 / Second Stage		Arabic Language	Basic	√	√	√	√	√	√	√	√	√	√	√	√

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

Course Description Form

74. Course Name:
Arabic Language
75. **Course Code**
Basic
76. Semester / Year:
Academic Year 2026-2027
77. Description Preparation Date:
14/9/2026
78.Available Attendance Forms:
In-person attendance
79.Number of Credit Hours (Total) / Number of Units (Total)
Total Credit Hours: 60
80. 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
81. Course Objectives

Course Objectives	• Cognitive objectives A1. Enable students to acquire knowledge and understanding of the intellectual framework of the course subjects. A2. Prepare students psychologically and educationally for the teaching profession in secondary schools. A3. Prepare students psychologically and educationally for classroom teaching in secondary schools. A4. Enable students to acquire an appropriate vocabulary in morpholog Skill objectives B1. Identify mechanisms for transferring theoretical knowledge into practical classroom application. B2. Apply teaching strategies in the classroom. B3. Apply appropriate methods to reduce the effects of forgetting. B4. Apply learning theories in educational situations. Affective and value objectives C1. Pay attention during lectures by responding to questions related to t lecture topic. C2. Discuss information and texts from the Holy Qur'an or Arabic poet related to the lecture topic. C3. Participate in activities that demonstrate appreciation for and intere the subject. C4. Attend regularly in recognition of the subject's scientific and practi importance.

82. 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.

83. Course Structure

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

Weeks	**2 hours weekly**	Students gain theoretical practical command of th subject, understand and its applied content, and the ability to comprehen communicate, and transf knowledge to others.	Arabic Language 1. Verbal and nominal sente 2. The subject and predicate Types of predicates 3. Exercises 4. Writing alif mamdudah and alif maqsura 5. Writing dad and za Distinguishing between th 6. Distinguishing open ta fr ta 7. Literature in the Abbasid Literary life and poets 8. Abbasid literature Abu al-Tayyib al-Mutana 9. Al-Jawahiri: analysis of a 10. Characteristics of Abba literature 11. Objects: the direct objec 12. Objects: the adverbial o 13. The cognate accusative 14. The object of purpose 15. The subject and predica 16. The subject of the verb 17. The passive subject 18. Kana and its sisters 19. Inna and its sisters 20. The circumstantial accu 21. Exception 22. Punctuation marks 23. Exercises 24. Dependents 25. Numbers 26. Common linguistic erro 27. Exercises 28. Genitive constructions 29. Accusative construction 30. Exercises	Lecture and questioning; progressive presentation; practical demonstration u the whiteboard; discussion and dialogue.	Daily and monthl examinations; c reports; oral test research assignments; an student participa in lectures.

84. 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%.

85. Learning and Teaching Resources

Required textbooks (curricular books, if any)	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 lat academic requirements in Arabic grammar and literature.
Recommended books and references (scientific journals, reports…)	Arabic humanities journals specializing in Arabic grammar a literature.
Electronic References, Websites	International electronic information resources.

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Scientific Supervision and Scientific Evaluation Apparatus
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Accreditation Department

Academic Program and Course Description Guide

2026

Introduction:

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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:

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	
2026-2027		Teaching methods	theoretical	practical
			2	1

92. 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	

93. 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)

94. Evaluation methods

Implemented at all stages of the program in general. Achievement tests of various kinds, extracurricular activities

95. 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

96. **Acceptance Criterion**
(The student's average in the preparatory stage in addition to his desire)

97. **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

98. 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	A4	B1	B2	B3	B4	C1	C2	C3	C4
2026-2027		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

86. Course Name: **Teaching methods**	
87. Course Code:	
88. Semester / Year:2024-2023	
89. Description Preparation Date:	
90.Available Attendance Forms:	
91.Number of Credit Hours (Total) / Number of Units (Total)	
92. Course administrator's name (mention all, if more than one name)	
Name: Email:	
93. Course Objectives	
Course Objectives	• ..... • ..... • .....
94. Teaching and Learning Strategies	
Strategy	

95. Course Structure

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

96. 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

97. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	
Main references (sources)	
Recommended books and references (scientific journals, reports…)	
Electronic References, Websites	

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Academic Program and Course Description Guide

2026

Introduction:

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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:

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

100. **Program Mission**
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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	
2027-2026		Practical Training	theoretical	practical
			2	1

106. 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

107. 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.

108. Evaluation methods

Implementation throughout all stages of the program in general.

Oral, preliminary, and monthly tests.

109. 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

110. Acceptance Criterion

(The student's average in the preparatory stage in addition to his desire)

111. 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

112. 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	A4	B1	B2	B3	B4	C1	C2	C3	C4
2027-2026		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

98.	Course Name: **Practical Training**
99.	Course Code:
100.	Semester / Year:2026-2025
101.	Description Preparation Date:
102.	Available Attendance Forms:
103.	Number of Credit Hours (Total) / Number of Units (Total)
104.	Course administrator's name (mention all, if more than one name)
	Name: M. Mustafa Fadhil Abbas Email: Email: mustafa.ps.hum@uodiyala.edu.iq
105.	Course Objectives

Course Objectives	• ..... • ..... • .....

106.	Teaching and Learning Strategies

Strategy	

107. Course Structure

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

108. 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

109. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	
Main references (sources)	
Recommended books and references (scientific journals, reports…)	
Electronic References, Websites	

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Scientific Supervision and Scientific Evaluation Apparatus
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2026

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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: **2026/9/14**

File Completion Date:**2026/9/15**

Signature:

Head of Department Name:

Ph.D.Eabd Alamir Ahmed Eabdallah

Date:2026/9/16

Signature:

Scientific Associate Name:

Ph.D.Khazwan Eadnan Muhamad

Date:2026/9/20

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date: **2026/9/17**

Signature: **Zeina Qutaiba Abdul Ali**

Approval of the Dean

Ph.D.Iuay Sihudi fwaz Aitamimiu

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

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

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

Department Requirements				
Summer Training				
Other				

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

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

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Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
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Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.

Professional development of faculty members

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

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	A4	B1	B2	B3	B4	C1	C2	C3	C4
2026–2027 / Third Stage		Geography of the Americas	Basic	√	√	√	√	√	√	√	√	√	√	√	√

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

Course Description Form

110. Course Name:

Geography of the Americas

111. Course Code:

112. Semester / Year:

Third Stage / Semesters 1 and 2 / Academic Year 2026–2027

113. Description Preparation Date:

22/9/2026

114. Available Attendance Forms:

In-person attendance

115. Number of Credit Hours (Total) / Number of Units (Total)

Total Credit Hours: 6 / Total Units: Not specified

116. Course administrator's name (mention all, if more than one name)

Name: Dr. Rasheed Saadoun Mohammed rasheed.ge.hum@uodiyala.edu.iq

Dr. Awatif Tahseen Ahmed ge.hum@uodiyala.edu.iq.105

Assistant Lecturer Omar Ghafil omar.gev@uodiyala.edu.iq

117. Course Objectives

Course Objectives	• To understand the foundations and principles of t Geography of the Americas, identify the location North and South America, and explain the effects physical and human factors on both continents.

118. Teaching and Learning Strategies

Strategy	Highlighting the importance of studying North and South America and explaining how physical and human factors contribute to the differences between them.

119. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
Weeks 30		Knowledge o regional, physical, hun and economi geography of Americas.	Geography of th Americas 1. The concept regional study 2. Studying the Geography of th Americas 3. Geological characteristics o two continents 4. Climatic characteristics o two continents 5. Natural vegetation and t distribution of	Lecture, video presentation, a illustrative drawings	Daily, semeste and final examinations

			vegetation regio 6. Human characteristics o Americas 7. Economic characteristics o population 8. Mineral resou and industry 9. The importan of transportatio 10. Commercial activity 11. Regional stu of the countries the two continer 12. Similarities differences betw the two continer 13. Soil characteristics a the geographica distribution of s regions 14. Major agricultural crop and their distribution 15. Water resou and their geographical distribution		

120. 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.

121. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Geographical distribution maps
Main references (sources)	Practical maps
Recommended books and references (scientific journals, reports…)	Digital maps
Electronic References, Websites	

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:

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

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

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

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

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

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

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

Academic Program Description Form

University Name: . **University of Diyala**

Faculty/Institute: **College of Education for Humanities**

Scientific Department: **Geography Department**

Final Certificate Name: . **quarterly**

Academic System: **quarterly**

Description Preparation Date: **2026/9/14**

File Completion Date: **2026/9/15**

Signature:
Head of Department Name:
Prof Dr. Abdul Amir Ahmed Abdullah
Date 2026/9/16

Signature:
Scientific Associate Name:
Prof. Dr. Ghazwane Adnan Mohammed
Date: 2026/9/20

The file is checked by:
Department of Quality Assurance and University Performance
Director of the Quality Assurance and University Performance Department:
A.M. : Zeinab Qutaiba Abdul Ali
Date: **17/9/2026**
Signature:

Approval of the Dean
Professor Dr. Louay Sayhoud Al-Tamimi

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	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.

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	A4	B1	B2	B3	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

122. Course Name:
Geography of seas and oceans
123. Course Code:
----
124. Semester / Year:
Annual
125. Description Preparation Date:
1/9/2026
126. Available Attendance Forms:
Fourth stage students - in attendance
127. Number of Credit Hours (Total) / Number of Units (Total)
60 hours, 2 hours for each section Number of units – 2 units
128. Course administrator's name (mention all, if more than one name)
Name : Dr. Awatif Tahseen Ahmed **ge.hum@uodiyala.edu.iq.105** Dr. Noor Rashid Hamid **noor.gev.hum@uodiyaia.edu.iq** M. Suha salim Ali 79sahlim@gmail.com
129. Course Objectives

Course Objectives	**– Cognitive objectives –** **• Knows the importance of the geography of sea 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 in ter of geographical location, size, etc.** **–Skill goals––** **• To know the concept of the geography of 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 their location and size, and to study their chemi composition, the degree of difference in their salinity, and the geological and geomorphologic aspects they contain that distinguish each one from the other. **• The possibility of using a distinctive method in teaching and delivering** **• The ability to know geographical data, analyze and encourage field study** **• The ability to submit a report or research pape the field of studying the geography of seas a oceans** **– Emotional goals** **• To be interested in studying scientific material the field of sea and ocean geography** **• Introducing the importance of scientific materi and the most important pioneers in 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 aim of obtaining information.** **• Participate in various activities that deve students' skills towards introducing the subjec a practical way.**
130. Teaching and Learning Strategies	
Strategy	1- Using the descriptive method and then presenting the material (lecturer 2- Using educational tools such as maps, models, picture etc.

	3- Presenting PowerPoint, pictures, and using t computer.

131. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
the week the first	2	Students' knowledge of lesson topic Understandir is not possibility transferring information a scientific knowledge ab the subject others	The concept geography seas and ocea	through - - Giving the lecture Interrogatior - Use electronic offers -Identificatio forms	- Daily oral and written tests - Attending and participating in the lectur Providing reports a research in t field scientific material
second week	2	Students' knowledge of lesson topic Understandir is not possibility transferring information a scientific knowledge ab the subject others	Scientific definition seas a oceans.	through - - Giving the lecture Interrogatior - Use electronic offers -Identificatio forms	- Daily oral and written tests - Attending and participating in the lectur Providing reports and research in the field of scientific material

the third	2 2	Students' knowledge of lesson topic Understandi is not possibility transferring information a scientific knowledge ab the subject others		The beginni of t geographical exploration the seas a oceans	through - - Giving the lecture Interrogatio - Use electronic offers -Identificatio forms	- Daily oral and written tests - Attending and participatin in the lectur Providing reports and research in the field of scientific material
the week the fourth	2 2	Students' knowledge of lesson topic Understandi is not possibility transferring information a scientific knowledge ab the subject others		Group trips an internatio nature	through - - Giving the lecture Interrogatio - Use electronic offers -Identificatio forms	- Daily oral and written tests - Attending and participatin in the lectur Providing reports and research in the field of scientific material
the week the Fifth	2 2	Students' knowledge of lesson topic Understandi is not possibility		Theories of t origin of se and oceans	through - - Giving the lecture Interrogatio	- Daily oral and written tests - Attending and

		transferring information a scientific knowledge abo the subject others		- Use electronic offers -Identificatio forms	participating in the lectur Providing reports and research in the field of scientific material
Seventh sixth	2 2 2	Students' knowledge of lesson topic Understandir is not possibility transferring information a scientific knowledge abo the subject others	Theories of t formation oceanic basin	through - - Giving the lecture Interrogatior - Use electronic offers -Identificatio forms	- Daily oral and written tests - Attending and participating in the lectur Providing reports and research in the field of scientific material
week for the seventh	2 2	Students' knowledge of lesson topic Understandir is not possibility transferring information a scientific knowledge abo the subject others	Lapworth's theory	through - - Giving the lecture Interrogatior - Use electronic offers -Identificatio forms	- Daily oral and written tests - Attending and participating in the lectur Providing reports and research in the field of scientific material

The eighth wee	2 2	Students' knowledge of lesson topic Understandi is not possibility transferring information a scientific knowledge ab the subject others	Pressure difference theory	through - - Giving the lecture Interrogatio - Use electronic offers -Identificatio forms	- Daily oral and written tests - Attending and participatin in the lectur Providing reports and research in the field of scientific material
the week the Ninth	2 2	Students' knowledge of lesson topic Understandi is not possibility transferring information a scientific knowledge ab the subject others	Tetradic theories	through - - Giving the lecture Interrogatio - Use electronic offers -Identificatio forms	- Daily oral and written tests - Attending and participatin in the lectur Providing reports and research in the field of scientific material
The tenth week	2	Students' knowledge of lesson topic Understandi is not possibility	Moon subsidence theory continental shift theory	through - - Giving the lecture Interrogatio	- Daily oral and written tests - Attending and

	2	transferring information a scientific knowledge abo the subject others		- Use electronic offers -Identificatio forms	participating in the lectur Providing reports and research in the field of scientific material
The eleventh week	2 2	Students' knowledge of lesson topic Understandin is not possibility transferring information a scientific knowledge abo the subject others	Asteroid theo	through - - Giving the lecture Interrogation - Use electronic offers -Identificatio forms	- Daily oral and written tests - Attending and participating in the lectur Providing reports and research in the field of scientific material
The twelfth week	2 2	Students' knowledge of lesson topic Understandin is not possibility transferring information a scientific knowledge abo the subject others	The theory of pla tectonics	through - - Giving the lecture Interrogation - Use electronic offers -Identificatio forms	- Daily oral and written tests - Attending and participating in the lectur Providing reports and research in the field of scientific material

the thirteent week	2 2	Students' knowledge of lesson topic Understandi is not possibility transferring information a scientific knowledge ab the subject others	Classification seas and ocea	through - - Giving the lecture Interrogatio - Use electronic offers -Identificatio forms	- Daily oral and written tests - Attending and participatin in the lectur Providing reports and research in the field of scientific material
The fourteenth week	2	Students' knowledge of lesson topic Understandi is not possibility transferring information a scientific knowledge ab the subject others	Classification seas and ocea based salinity	through - - Giving the lecture Interrogatio - Use electronic offers -Identificatio forms	- Daily oral and written tests - Attending and participatin in the lectur Providing reports and research in the field of scientific material
The fifteenth week	2	Students' knowledge of lesson topic Understandi is not possibility	Classification seas and ocea based geographical location	through - - Giving the lecture Interrogatio	- Daily oral and written tests - Attending and

	2	transferring information a scientific knowledge ab the subject others		- Use electronic offers -Identificatio forms	participating in the lectur Providing reports and research in the field of scientific material
The sixteenth week	2	Students' knowledge of lesson topic Understandir is not possibility transferring information a scientific knowledge ab the subject others	Classification seas and ocea based location a origin (time) ancient geological sea	through - - Giving the lecture Interrogatior - Use electronic offers -Identificatio forms	- Daily oral and written tests - Attending and participating in the lectur Providing reports and research in the field of scientific material
The seventeent week	2 2	Students' knowledge of lesson topic Understandir is not possibility transferring information a scientific knowledge ab the subject others	The importar of seas a oceans / t huge extent their wa cover	through - - Giving the lecture Interrogatior - Use electronic offers -Identificatio forms	- Daily oral and written tests - Attending and participating in the lectur Providing reports and research in the field of scientific material

The eighteenth week	2 2	Students' knowledge of lesson topic Understandir is not possibility transferring information a scientific knowledge ab the subject others	Natural characteristics of s and ocean water temperature - dens	through - - Giving the lecture Interrogatior - Use electronic offers -Identificatio forms	- Daily oral and written tests - Attending and participating in the lectur Providing reports and research in the field of scientific material
The nineteenth week	2	Students' knowledge of lesson topic Understandir is not possibility transferring information a scientific knowledge ab the subject others	Natural characteristic of sea a ocean water color, transparency	through - - Giving the lecture Interrogatior - Use electronic offers -Identificatio forms	- Daily oral and written tests - Attending and participating in the lectur Providing reports and research in the field of scientific material
The twentieth week	2	Students' knowledge of lesson topic Understandir is not possibility	Chemical propert of sea and oce water	through - - Giving the lecture Interrogatior	- Daily oral and written tests - Attending and

	2	transferring information a scientific knowledge ab the subject others		- Use electronic offers -Identificatio forms	participating in the lectur Providing reports and research in the field of scientific material
Twenty-first week	2 2	Students' knowledge of lesson topic Understandi is not possibility transferring information a scientific knowledge ab the subject others	The importance seas and oceans in t movement of hum races, waves a ocean currents	through - - Giving the lecture Interrogatio - Use electronic offers -Identificatio forms	- Daily oral and written tests - Attending and participating in the lectur Providing reports and research in the field of scientific material
The twenty-second week	2	Students' knowledge of lesson topic Understandi is not possibility transferring information a scientific knowledge ab the subject others	Marine inundation, effects a importance	through - - Giving the lecture Interrogatio - Use electronic offers -Identificatio forms	- Daily oral and written tests - Attending and participating in the lectur Providing reports and research in the field of scientific material

The twenty-thi week	2 2	Students' knowledge of lesson topic Understandir is not possibility transferring information a scientific knowledge ab the subject others	Causes of marine submergence 1- Marine inundati due to ma subsidence movements	through - - Giving the lecture Interrogatior - Use electronic offers -Identificatio forms	- Daily oral and written tests - Attending and participating in the lectur Providing reports and research in the field of scientific material
The twenty-fourth week	2 2	Students' knowledge of lesson topic Understandir is not possibility transferring information a scientific knowledge ab the subject others	2- The sea w flooded due the rise in s and oce water lev above the lan	through - - Giving the lecture Interrogatior - Use electronic offers -Identificatio forms	- Daily oral and written tests - Attending and participating in the lectur Providing reports and research in the field of scientific material
The twenty-fift week	2 2	Students' knowledge of lesson topic Understandir is not possibility	The geographi effects of t phenomenon marine inundation	through - - Giving the lecture Interrogatior	- Daily oral and written tests - Attending and

		transferring information a scientific knowledge ab the subject others		- Use electronic offers -Identificatio forms	participating in the lectur Providing reports and research in the field of scientific material
Twenty-sixth week	2 2	Students' knowledge of lesson topic Understandir is not possibility transferring information a scientific knowledge ab the subject others	Effects of marine l on land	through - - Giving the lecture Interrogatior - Use electronic offers -Identificatio forms	- Daily oral and written tests - Attending and participating in the lectur Providing reports and research in the field of scientific material
The twenty-seventh week	2 2	Students' knowledge of lesson topic Understandir is not possibility transferring information a scientific knowledge ab the subject others	The defunct remai of marine life on lar	through - - Giving the lecture Interrogatior - Use electronic offers -Identificatio forms	- Daily oral and written tests - Attending and participating in the lectur Providing reports and research in the field of scientific material

The twenty-eighth week	2 2	Students' knowledge of lesson topic Understandir is not possibility transferring information a scientific knowledge ab the subject others	Effects associat with changing t area of seas a oceans	through - - Giving the lecture Interrogatior - Use electronic offers -Identificatio forms	- Daily oral and written tests - Attending and participating in the lectur Providing reports and research in the field of scientific material
The twenty-ninth week	2 2	Students' knowledge of lesson topic Understandir is not possibility transferring information a scientific knowledge ab the subject others	Eustatinian movements and t population of t world	through - - Giving the lecture Interrogatior - Use electronic offers -Identificatio forms	- Daily oral and written tests - Attending and participating in the lectur Providing reports and research in the field of scientific material
The thirtieth week	2	Students' knowledge of lesson topic Understandir is not possibility	Historical backgrounds of t phenomenon marine submergen	through - - Giving the lecture Interrogatior	- Daily oral and written tests - Attending and

		transferring information a scientific knowledge ab the subject others		- Use electronic offers -Identificatio forms	participating in the lectur Providing reports and research in the field of scientific material

132. 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%

133. 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 Knowled House, Egypt, 2008. Hassan Sayed Ahmed Abu Al-An Geography of the Seas and Ocea Oceanography, University Hou for Printing and Publishi Alexandria, Egypt,
Main references (sources)	Muhammad Ibrahim Hass Geography of the Seas and Ocea and Their Basins, a Natural a Economic Study, Egyptian Libra for Publishing and Distributi Egypt, 2015.
Recommended books and references (scientific journals, reports…)	Theses, dissertatio methodological books, a research in the field specialization

Electronic References, Websites	The Iraqi Virtual Library - t electronic library for colleges a universities - scientific 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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Course Description: Provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the students to achieve, proving whether they have made the most of the available learning opportunities. It is derived from the program description.

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Program 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: ..... **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: **2026/9/14**
File Completion Date:**2026/9/15**

Signature:
Head of Department Name:
Ph.D.Eabd Alamir Ahmed Eabdallah
Date:2026/9/16

Signature:
Scientific Associate Name:
Ph.D.Khazwan Eadnan Muhamad
Date:2026/9/20

The file is checked by:
Department of Quality Assurance and University Performance
Director of the Quality Assurance and University Performance Department:
Date: **2026/9/17**

Signature: **Zeinab Qutaiba Abdul Ali**

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

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

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

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

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

146. **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.

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

148. 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

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

150. Evaluation methods

Implemented at all stages of the program in general.

151. 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.

152. Acceptance Criterion

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

153. The most important sources of information about the program

State briefly the sources of information about the program.

154. 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
2026–2027 / Third Stage		Soil Geography	Basic	√	√	√	√	√	√	√	√	√	√	√	√

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

Course Description Form

134. Course Name:

Geography of the Soil

135. Course Code:

136. Semester / Year:

Third Stage / Semesters 1 and 2 / Academic Year 2026–2027

137. Description Preparation Date:

1/9/2026

138. Available Attendance Forms:

In-person attendance

139. Number of Credit Hours (Total) / Number of Units (Total)

Total Credit Hours12 / Total Units: Not specified

140. Course administrator's name (mention all, if more than one name)

Name: Dr. Awatif Tahseen Ahmed ge.hum@uodiyala.edu.iq.105
M. Suha salim Ali Sh.79sahlim@gmail.com

141. Course Objectives

Course Objectives	• The student understands the nature of soil geography. • The student recognizes the importance of soil geograph • What are the fundamentals of soil geography?

142. Teaching and Learning Strategies

Strategy	Highlighting the importance of studying North and South America and explaining how physical and human factors contribute to the differences between them.

143. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
Weeks 30	4	The student should be familiar with concepts rel to soil geography .	Fundamentals of Soil Geography The Concept of Soil Geography Definition of Soil Factors Affecting Soil Natural Factors Affecti Soil Human Factors Affecti Soil Soil Characteristics Physical Soil Characteristics Soil Conservation The Role of Soil in Nat	Lecture, video presentation, a illustrative drawings	Daily, semeste and final examinations

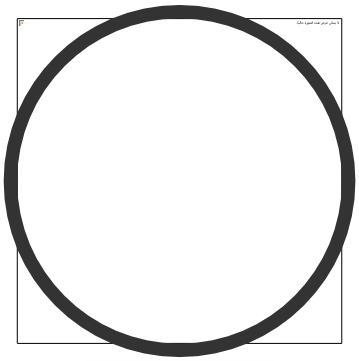
			Types of Soil Clay Soil Sandy Soil Soil Texture Hydrological Factors a Their Role in Soil Formation Geographical Factors Affecting Soil Soil Morphology Global Trends in Soil Classification Zonal-Evolutionary Classification (Russian School) French Soil Classificati Food and Agriculture Organization (FAO) Classification Genetic/Phylogenetic Classification (American School)		

144. 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.

145. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Geographical distribution maps
Main references (sources)	Soil Geography Yasser Abdel-Mahmoud Hamed Al-Tahami / College Arts and Sciences / Red Sea University
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: 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: 14/9/2026
File Completion Date: 15/9/2026

Signature:
Head of Department Name:
Ph.D.Eabd Alamir Ahmed Eabdallah
Date:**2026/9/16**

Signature:
Scientific Associate Name:
Ph.D.Khazwan Eadnan Muhamad
Date:**2026/9/20**

The file is checked by:
Department of Quality Assurance and University Performance
Director of the Quality Assurance and University Performance Department:
Date: 17/9/2026
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	A4	B1	B2	B3	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

37. Course Name:

Geography of Iraq

38. Course Code:

Basic

39. Semester / Year:

Fourth Stage / Academic Year 2026-2027

40. Description Preparation Date:

September 2026

41. Available Attendance Forms:

In-person attendance

42. Number of Credit Hours (Total) / Number of Units (Total)

Total Credit Hours: 60 / Total Units: Not specified

43. 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. Ali Abd ILkrem salh
Email: ali.ge.hum@uodiyala.edu.
Name:Ahmed Tala Akram
Email: tlalakrma@gmail.com

44. Course Objectives

Course Objectives	• Cognitive objectives: Identify Iraq's geographical and astronomica location, its position in relation to continents, seas, oceans, neighb countries, and water 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 and information sources; prepare maps, simulations, and models o population distributions; and write a report on the course. Affective and value objectives: Participate attentively in lectures, discuss geographical information, take part in activities, and recog the subject's scientific and practical importance.

45. 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.

46. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
Weeks	**2**	Knowledge of Ira physical, populati and economic geography, with t ability to interpre spatial distributio and influencing factors.	Geography of Iraq 1. Iraq's astronomica geographical locatio and its relation to se 2. Landforms and su divisions of Iraq 3. Geographical fact responsible for land 4. Geographical fact affecting Iraq's surfa divisions 5. Iraq's climate and factors affecting it	Lecture and questioning	Daily and mon examinations a reports related the course topi

				6. Water resources i Iraq and their sustainability 7. Natural vegetatio Iraq and its sustaina 8. Iraq's population the most important censuses 9. Geographical distribution of Iraq's population 10. Population dens concept, types, and measures 11. Population struc and their types 12. Human factors affecting population distribution and gro 13. Iraq's economy the main factors affe it 14. Agriculture in Ir and the geographica factors affecting it 15. Livestock in Irac the factors affecting 16. Industry in Iraq the geographical fac affecting it 17. Trade in Iraq an geographical factors affecting it 18. Transportation i and the factors affec it 19. Mineral resource Iraq 20. Iraq's environme and its problems		

47. 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%.

48. Learning and Teaching Resources

Required textbooks (curricular books, if any)	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 Fac Geography of Iraq - Dr. Abbas Fadel Al-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

Scientific Supervision and Scientific Evaluation Apparatus
Directorate of Quality Assurance and Academic Accreditation
Accreditation Department

Academic Program and Course Description Guide

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Introduction:

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

Academic Program Description Form

University Name: ..... **Diyala university**

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

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

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

Final Certificate Name: .....**Bachelors degree in Geography**

Academic System: **Annual system**.....

Description Preparation Date

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

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

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	A4	B1	B2	B3	B4	C1	C2	C3	C4

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

Course Description Form

146. Course Name:
Industrial Geography
147. Course Code:
148. Semester / Year:
2024/2025
149. Description Preparation Date:
٢٠٢٥
150. Available Attendance Forms:
151. Number of Credit Hours (Total) / Number of Units (Total)
2
152. Course administrator's name (mention all, if more than one name)
Name: may thamer ragab Email: may.ge.hum@uodiyala.edu.iq
153. Course Objectives

Course Objectives	• **Studying the geography of the indus** **…..** • **…..Explaining the factors behind** • **….. the establishment of the indust**

154. Teaching and Learning Strategies	
Strategy	

155. Course Structure

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

156. 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

157. Learning and Teaching Resources	
Required textbooks (curricular books, if ar	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 of Indus 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

University: **Diyala**

College/Institute: **Education for Humanities**

Scientific Department: **Geography**

:**Date the file was filled out14 /9/2026**

: **the signature** : **the signature**

Tamimi–Amir Ahmed Al–Abdul .Name of the Head of Department: **Prof. Dr** **Scientific Assistant**: **Muhammad Adnan Ghazwan .Dr .Prof**

Date :**15-9-2026** **Date** :**20-9-2026**

The file was reviewed by

Quality Assurance and University Performance Division

Name of the Director of the University Quality Assurance and Performance Division .M.M

Qutaiba Abdul Ali Zainab

2026–9–17 : **Date**

the signature

Dean's approval

Tamimi–Fawaz Al Sayhood Dr. Louay

(academic program review) Performance review of higher education institutions

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 whether students have made It is accompanied by a description of each . the most of the available opportunities .within the program course

University of Diyala / College of 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
Arab university accreditation standards	6. Accreditation Program Approved
field – skills Student training courses to develop professional practical application in middle and high schools – visits	7. Other external influences
2026/9/14	8. Date of preparation of description
9. with (as learning outcomes) to provide graduates are The objectives of the academic program : the following . Preparing students for the teaching profession in secondary schools -1	

Preparing students for the profession of teaching geographical subjects, especially the practical -2 . In high schools aspect
He described the land as a solution to the problems Conducting research and studies in geography -3 . yAnd the challenges facing societ
especially topics related to life and society ، Preparing scientific researchers in the field of research -4 .and how they can be utilized

10. Required learning outcomes, teaching and learning methods, and assessment
، analyzing ، applying ، understanding ، remembering : Comprehension includes Knowledge - A . and evaluating ، synthesizing To enable students to acquire knowledge and understanding of the intellectual framework of -1 geographical sciences in secondary the teaching profession and educationally for gicallypsycholo Preparing students -2 . schools of teaching applied the profession and pedagogically for psychologically Preparing students -3 . In high schools geography For institutions and departments in sProviding advice in the field of land use and project -4 . relevant ministries To solve the Conducting research in applied fields such as construction and building -5 . problems facing society in different sectors
Regarding the topic Skills - B . Participating in committees with relevant parties -1 Contributing to addressing the problems that students face in natural and human - 2 .manner " professional " geographical life and guiding them in a plied geographyPreparing scientific researchers in the field of ap - 3
Teaching and learning methods
All educational methods include lecturing, questioning, and discussion, as well as providing the : student with To provide students with the fundamentals and topics related to knowledge, structure, and -1 the natural and human composition of life . Clarification and explanation of the study materials by the academic staff -2 . homework assignments for course vocabulary Providing students with knowledge through -3 Requiring students to visit the library to obtain academic knowledge related to course -4 . vocabulary

Guiding students to obtain information and facts from the International Information -5 Network (the Internet).
Assessment methods
. final %60 ،based-semester %40 choice questions or general classroom questions for the course -Daily quizzes with multiple . material1- . Grades for students participating in challenging competitive questions -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-Thinking: Practical problem Skills - C To enable students to solve problems related to the intellectual framework of physical -1 geography, especially landforms such as plains, mountains, plateaus, rivers, and human aspects . ssuch as population distribution, agriculture, industry, trade, and politic . Enabling students to solve problems related to teacher preparation standards -2 Enabling students to solve problems related to the standards for preparing geography teachers -3 ng research and applied Related to the standards for writi Enabling students to solve problems -4 studies in the natural and human fields
Teaching and learning methods
Providing students with the basics and additional topics related to the prior learning outcomes -1 . solving skills-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 . Visits to secondary schools by the academic staff -4
Assessment methods
. choice questions that require practical skills-Daily exams with multiple -1 . Daily exams with practical questions to develop creative thinking among students -2 . Grades for participating in questions that compete with the study topics -3 . es for homeworkAssigning grad -4

Others related to employability and personal (skills) And the transferred General Skills - D (development).

1- Enabling students to use modern teaching methods and techniques in the subject of landforms and human, demographic and economic knowledge.

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

3- Enabling students to conduct scientific research and studies related to Earth surface problems and their associated issues, in addition to the human, agricultural, industrial and commercial aspects.

4- Enabling students to use their personal skills to benefit from the spatial variation of the Earth's shape in a way that is easy for the recipient Understanding and interpreting its spatial distribution

Teaching and learning methods

1- Developing teaching curricula in coordination with higher departments.

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

3- Sending students to secondary schools in the field Or to the natural field, to train them practically".

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

5- Encouraging innovation and creativity among students.

Assessment methods

1- Conducting tests during the application period in secondary schools.

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

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

4- Follow-up with the graduate (educational product) after his graduation from the educational institution.

11. The structure of the program set in the Geography Department, which was implemented from 2010/11/2 for and lasts four years (4).	**12. Certificates and hours credit hours 98**

	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	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	**Year / Level**
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 administration		
	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 Language 2		
	29	the total		
	Credit Hours	**Course name**	Course code	**Year / Level**
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	**Geography of 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 Geography**		
	2	**Applied climatology**		
	2	**Soil geography**		
	2	**Geographical research methods**		
	1	**English language**		
	27	the total		
	Credit Hours	**Course name**	Course code	**Year / Level**
bachelor's degree A **credit** (**102**) **requires hours**	**2**	**Geography of Iraq**		**Phase Four**
	2	**Political geography**		
	2	**Geography of the Arab World**		

	2	Geography of transport، communications، and international trade		
	2	Geographical thought		
	2	Geography elective course		
	2	Viewing and applying		
	2	Geographic Information 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 Language 4–		
	25	the total		

13. Planning for personal development
1- Good education is based on helping students learn by providing suitable conditions and circumstances for that, and not through direct teaching or 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 in life situations and benefit from it.

-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 a so and be flexible ، the students' present and future to daptedthat the teachers responsible for its implementation can reconcile the best learning methods with the characteristics of students' development .

-5 The instructor should have an influential pe rsonality among his students, since the student is – firstly – influenced by the instructor, and then the latter adds a special style to the student's personality in teaching .

14. admission Regulations relating to college or institute setting) Acceptance standard

Admission is centralized according to the regulations and requirements of the Ministry of Higher Education and Scientific Research. Furthermore, the college 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 skills and practical skills .

Curriculum Skills Plan																			
.Please check the boxes corresponding to the individual learning outcomes from the program that are being assessed																			
Learning outcomes required from the program																			
General and transferable skills or) other skills related) to employability and personal development				thinking skills				specific –Subject skills				Knowledge and understanding				essential My choice	Course Name	Course code	Year / Level
D4	D3	D2	D1	Part 4	Part 3	Part 2	Part 1	B4	B3	B2	B1	A4	A3	A2	A1				
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	essential	Weather and climate science		First
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	essential	Cartography and		

																remote sensing		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	essential	Geography of Africa and Australia		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	essential	Earth's surface features		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	educational	Educational Psychology		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	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 the Arab 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 contempor		

																ary history of Iraq and the Arab world		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	essential	Tourism Geography		Third
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	Detailed 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 –Geographic Modeling and Course description template: Statistics

(academic program review) Performance review of higher education institutions

Course Description

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

University of Diyala / Ministry of Higher Education and Scientific Research	1. Educational institution
..... **College of Education for Humanities**	2. Center / University Department
Statistics and Geographic Modeling	3. Code / Name
Reporting Program–Self	4. Programs that he enters
Third grade students	5. Available forms of attendance
annual	6. Year / Semester
hours (90)	7. of study hours Total number
m 2026/9/14	8. Date this description was prepared

9. The course aims to introduce the importance of statistics and its uses in : Course Objectives .geography and practical applications for studying, measuring and predicting phenomena

Annual Teaching Plan Form

Saif Mohammed Abdul Mandil .Dr **Ali Abdul Karim Saleh .Dr**	: **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 tendency 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, College of Education for Human Sciences, 2020	: 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 assessments :
60%		20%	20%	the first the second	

This course material has been added to the fourth-year curriculum for the 2020-2021 academic year.	Additional information :

First semester – Weekly lesson schedule

Notes	Practical material	Theoretical material	the date	Week
		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
		Range and deviation	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
		Pearson correlation coefficient	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** : **Professor's signature**

Field For the visit The typical Table

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

It includes . Two or three days For the duration Prepared Ordinary Field Visit table He is -1
The model and compatibility Preparing for it responsible Located -pre stomach meetings
In University Quality Assurance and Performance Department Ateq on circumstances with
. The high one education institutions
And it is . First today morning The ninth of the hour Usually when Field sitsVi It begins -2
hour on more usually It takes no Which -pre stomach Start of meetings times to set .done
from It is necessary but rather meetings The entire table times be that It should .No . One
For Preparation include that Additional Experts Reviewers For activities Field to leave
review a report draft paragraphs and drafting and records Notes meetings and updates
. The program

Activity	the time	session
	Day 1	

Welcome and appreciation. Provide a brief overview of -1 its objectives, desired outcomes, use of) the review Program Team - (assessment report-evidence, and self	9:00 -	1 -
Discussion with members of the teaching : Curriculum-1 staff	9:30-1	2-1
Meeting with a group of students-1	11:00-1	3-1
A look at the resources : Program efficiency-1	12:30-1	4-1
Review of additional : Review Committee Meeting-2 documents, including a sample of corrected student .work	14:00-2	5-2
Meeting with faculty members : Program efficiency-2 -2	15:00-2	6-2
Review of evidence and : Review Committee Meeting-2 up-any gaps or matters requiring follow	16:00-2	7-2
a sample of) Meeting with relevant stakeholders-3 (other partners graduates, employers, and	17:00-3	8-3
-3	Day Two-3	
Meeting with the Head of Review, its Coordinator, and the -3 Summary of the first day's findings, : Program Leader addressing gaps, and adjusting the second day's .schedule if necessary	8:45-36	9-35
Meeting with faculty : Academic standards for graduates-4 members	9:00-39	10-38
Effectiveness of quality assurance and management -4 A meeting with members of the teaching staff : processes .	10:30-42	11-41
Review of evidence and : Review Committee Meeting-4 . matters that need to be addressed	12:00-45	12-44
Free time to follow up on new issues-4	14:00-48	13-47
making decisions : Final meeting of the review committee-5 . regarding the results and preparing oral feedback	14:30-51	14-50
The head of the review provides verbal feedback to the -5 .review coordinator and members of the teaching staff	14:30-54	15-53
The End-5	15:00-57	16-56

(1 .Table No)

For the field The typical For the table and plan Report Preparation up-Follow practical model \ up-Follow Okay from visit

up-Follow a report model \ International Accreditation / Quality Assurance and Academic Accreditation Department Section
Yale University : Institution
Education for Humanities : College

Academic Description : Program
up report-Follow
،202 _/____/____ On the date of It happened that up-Follow visit results Report this Shows The aimful arrangements of the Quality Assurance and University from part which is a Operations To develop Continuous Support to provide to Performance Department . Continuous and improvement Internal quality guarantee
up are to assess the progress made in the program since the -The purposes of this follow preparation of the program review report and to provide more information and support for the . emic standards and the quality of higher education in Iraqcontinued improvement of acad
: It comes On what up-Follow This is amazing in Used Evidence The base includes for him Support Information with Academic For the program Self Evaluation a report
The The program review a report numbers since And the executor stomach Improvement plan . academic
Academic The program review a report
found I that) Institutional strategy The plan High education quality review a report . up-Follow visit during the introduction Additional evidence
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 application Educational Foundation
The For review Field Visit since the introduction Indicators in good deed practices Includes .(mention it) : It is coming what on program
during Treating it from Educational The Foundation on He should that The mission Cases It is what And between (Mention it) : The following in Academic program Continuous Improving it .(no or To him It touches Improvement plan She was if

. the favorite Report below (A) Appendix It includes
(A) Appendix
: Educational 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 : First Part-5				
What action -6 ؟should be taken	comments-6	) ؟Yes-6 (✓	Question-6	T-6
-6	-6	-6	assessment -Has the self-6 For ؟report been completed ؟the academic program	1-6
-7	-7	-7	assessment -Do recent self-7 reports show the extent to	2-7

			which the assessment framework criteria have or / been met and ؟addressed	
-7	-7	-7	Is there an improvement -7 plan based on an external ؟and internal review	3-7
-8	-8	-8	Are there any important -8 gaps that have not been ؟addressed	4-8
-8	-8	-8	Is progress in implementing -8 the improvement plan being ؟monitored	5-8
-9	-9	-9	Are any major obstacles -9 expected in implementing ؟the improvement plan	6-9
-9	-9	-9	How much time does the -9 educational institution expect to need to complete the improvements to the ؟program	7-9
-10	-10	-10	How long do -10 reviewers expect it to take to complete the program improvements in order to ؟meet the indicators	-10

Improvement Achieved in Indicators : Part Two -10			
General -10 conclusion	New -10 information obtained from the up -field follow visit	Items of the -10 improvement plan in terms of their) conformity with the recommendations contained in the academic program review (report	see) Indicators -10 (assessment framework
-11	-11	-11	Course of Study -11 Goals and -11 required learning outcomes The course -11 (Content) Academic Progress from -11 year to year

			Education and learning -11 Student Calendar -11
-12	-12	-12	Program efficiency -11 General picture of accepted students -12 Human Resources -12 physical resources -12 Uses of available resources -12 Student support -12 Graduation rates of accepted students -12
-13	-13	-13	Academic standards -12 Clear standards -13 Use appropriate measurement standards -13 Graduates' achievement -13 Student Assessment Standards -13
-14	-14	-14	Program management and assurance -13 Arrangements necessary for program management -13 Policies and procedures followed -13 Collected methodological observations -14 and the user -14 Employee improvement needs -14 Which are identified and processed -14 Improvement planning procedures -14 Followed

Criteria for successful review and process evaluation
Successful audit criteria

And its Academic The program review arrangements in Successful Review Standards It is : The following in evaluation
or existing Interior With systems Supported Review it It is done that The program He is that Self Evaluation culture to Based on Specifications and review It includes Improvement Under Basically This interior Review features Availability Because . Continuous and improvement . Foreign Ministry For review strong
. Suitable Foreign Ministry Review timing He is that
For public For the picture Overall Matching Review Experts Committee public Image be that . Foreign Ministry review
: from all before from Preparation Planning in In detail taking care It is that
application in It continues that : Quality Assurance and Academic Accreditation Department And it and reviewers Educational The Foundation Working with Private Its procedures . Foreign Ministry For review And necessary Suitable Support provides
systems It produces that Evidence a base be that on He is careful that : Review coordinator Experts For reviewers Suitable the time in Available Reports erior and preparationInt Review . Required Additional information or ؟Any clarifications Meeting It is and that Visitors
For the program Self For evaluation Report Availability that : The educational institution . For external review He will be subject that Academic
Documents reading that in In what For the visit Preparation They do that : Experts Reviewers . The visit procedure in In it which is guided Primary Preparing comments the introduction
all before from and protocols Announced Review style application in match there He is that For And it supports it The process and philosophy message Respect Participants including . Continuing and improvement review
Open, dialogue Educational The Foundation and representatives Reviewers Holds that . Review period throughout mutual Respect on growing
. My system In a way and blog Available Evidence Based on clear Reviewers rulings be that and structure standard According to Suitable the time in Review a report numbers It is that . Facts from In it Reply The validity of The Foundation Confirms and that Reports
and Raya presents a fair offer constructive Review from Derived Conclusions group be that . The academic program on balanced
Its results Study Foreign Ministry Review from Benefit on Capable The Foundation be that when For improvement Realism plan Consideration and preparation Eye And he took it . Necessity
: Rating
The Quality Assurance and Academic Accreditation Department seeks to develop and implement procedures for the systematic evaluation of all external reviews of the academic relevant programs it organizes. The educational institution, the head of the review, and the reviewers will be required to evaluate each external review by completing a brief questionnaire The Quality Assurance and Academic Accreditation Department will analyze the systematic . . ies identifiedobservations and, where necessary, follow up on any difficult
The Quality Assurance and Academic Accreditation Department will also examine the systematic observations to produce concise reports that show the most important practical sfaction expressed by the aspects of the review process, including the overall levels of sati participants, in addition to examples of good practices and opportunities for continuous . improvement

Glossary of Academic Program Review Terms

Programs review guide in Used Terminology identification

Foreign Interior Review wow The guide this in Used inologyTerm some It is possible may It is mentioned that Context Different according Meanings Reports Preparation Ministry To remove any ambiguity, the following definitions have been provided for those . therein : terms

Disciplines / Areas of specialization / Academic fields

Like the study area or and interconnected Specific Fields academy Fields Classified The Fields to divide It is what And often . And philosophy Engineering Medicine mathematics Topics such as history on Includes Example Way on Humanity studies : The broad scope Field And The beautiful Arts From it separate Specializations on Arts Includes And ،And literature It may or ،more or Two fields Programs some Curricula And it has gathered . photography Accounting Engineering or in Like mathematics different and specializations Topics includes . Business administration in

academy Standards

from By taking advantage Educational The Foundation She puts it Specific Standards she that and skills Knowledge from Lowest or limit Level on It includes . External Reference points Evaluation in Using it And it is possible Academic The program from Graduates He acquires it . and review

Accreditation

or educational For the program what organized or an agency Give it that Confession he fulfills (or programs) That program that proof on Her ability To confirm Educational institution To active systems The concerned The Foundation I have and that Accepted By standards For According to Continuous The academy and its improvement Its activities quality ensure . The advertised one standards

Improvement or the job Plans

And . Available and ratings Evidence in Looking from Derived realism Improvement Plans she and review Preparing it He should that it ne exceptO year from For more Applying it It is it has . Educational And the institution academy and programs Courses level on year all it

accepted students

From Accepted Those Among them By whom academic program in Registered Students they . First after the year when For acceptance precedent Accredited hours They passed among

Standard / Reference points

and skills Achievement For levels public Predictions Standardization phrases Represents Reference Standards be And it may . A specific topic or field graduates from Expected public Standards By comparison Allow Foreign Ministry Reference The points . Internal or Foreign And the world Iraq He has in Similar With programs academic program Academic and Quality academy Fields To compare between g itUsin It is possible Interior Reference points As for . . Specific Time paragraph during Trends To determine or

The group

Educational The Foundation Serve it that the society Specified from The slide that she or geography It is specific And it has . Internal and its system For her message According to . Its activities in Dakhla and individuals and groups For organizations According to

The course Goals

It that It should that Outputs As For the decision public Goals on Expression He should For and midwife a task The course as advantages They complete Those Students achieves For the program Specific Goals investigation in Contributes that And it must . measurement . Educational Programs from more or

Study Curricula or Academic Curriculum

Educational She designs it that The whole 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 Facilities from Using a group possibility to In addition Students Achievements assessment In what ؛Specific For arrangements According to And outside of it the university in Available . and field activities ، training ، sports ، Social and studies ،Computer studies ،Libraries that in (acquired skills) independent learning /

Which Academic By the method Included Personality For skills actor Reinforcement he and other The organization About experiences In research and the graduate student Supports Methods And it includes . Among them and learning and its absorption nThe organizatio and Field Work personal and subjective and learning electronic Learning Reinforcement Self Learning To support Used Tools And from . The reflexive and learning Training duties tools Self Evaluation and reports Periodic Records Official Study Lectures facing-Outward . In addition to that gesticulate Interactive Learning

learning-e

Primary or component Information technique Using electronic Learning by He is may And it has been . The decision or In the academic program Private For materials secondary Includes . Other education and learning Menah in inside or By itself Independent He is . made choice droa on Materials Required Learning and outputs For the goals determination-Self on level General In picture .And it increases . generated-Self Evaluation usually It includes ،Self Lectures or Texts transformation It is Nor . About him and responsibility Learning in Self Electronically Learn same Limit -pre Registered Media One to or electronic To the site Current .

External Assessment / Assessor

from part or specific academic For the program Appointment The Foundation Standing he academy About the standards independent external In my opinion To exit Decision or program . Scientific Degree By granting Private Exams in And the verified The subject

Evaluation framework

It . The academy Programs To assess Standard structure Evaluation framework He provides and specialists Before the reviewers The field visit from Self Evaluation basis constitutes Academics and Fields all in For use intended He is ،academic The program review report . Foreign Affairs Interior Reviews And to apply it to Educational Institutions

(Regulations) General Concepts

within Educational For the institution Necessary Instructions systems and Principles she . Her works control that Policies

Higher Education Institution

The High education Programs progress that the university or Institute or College she from higher degree any or (Diploma / Bachelor's) First University Degree on Get to performer . that

Required Learning outputs

Its from Educational The Foundation You want it that With knowledge Related Results she and Related to the message To be And it must . For the outputs According to programs Foreign Reference Standards Reflect and that (assessable) To be measured midwife . The appropriate one At the level Ministry

Quality Guarantee Management Interior order

Its programs investigation To ensure Educational The Foundation It adopts it that order he For review Subject and that With specific needs In it Dakhla And the elements Educational

Outputs to document Quality administration system Includes . Continuing and improvement and and evaluation ‹Presentation to Design from For quality Specific specifications and and performance monitoring ‹ Obstacles Palaces And I face Good practices determining For Regulars and improvement and review and reinforcement Improvement proposals Continuous To support The active one Strategies and priorities Policies To place operations . improvement

Work / Jobs market

Research Orientation and the and commercial Professional Employment Fields Availability he . Graduation ftera In it Qualified for work graduate He is that Fields from and others

message statement

in and its role Instruction The Foundation a task clearly He specifies summary statement he around Brief support Message statement data Shows may . As well . Society development . The strategy and its goals And its values Educational The Foundation vision

Specialist the reviewer

expertise He has that or Administrative and experience Professional Level With He is a person He has Not Educational The same institution from not (except that) Meaning the topic in To ensure Educational The program Review Contribution He can So that ‹Interests in conflict . Reliance For the purposes of or Foreign Ministry Internal quality

Academic The program

That he Educational The program He knows Academic The program review For the purpose Academy degree on Completed successfully after They get Those Students Accepts that that .

The program Goals

development She turned in turn Which Academic The program To present public Goals she outputs Objectives and to ensure the achievement of) And its implementation strategy Goals The investigation Okay from Working Students Standing from (to ensure) Required Learning (Required) product

Academic The program review

education Institutions lla in Educational Programs all on Academic The program review Apply Educational institution from more Learn in The programs that condition And in . The high one . By review Included Entirely The program He is

: These are ‹Iraq Programs in For review Goals three And there

Quality and guarantee department High education Institutions in) The decision Makers supply and others and the students Things In the ministry and parents Academic and accreditation Learning quality around With evidence Supported by the rulings (Interest Owners from . programs

around With information Interior Quality a guarantee Process development to support . Continuous improvement Assessment of compliance and challenges Good practices . international And regional Level on Iraq in High education reputation Strengthening

quality assurance

Standards to set To ensure Necessary Educational Institution Resources in Available that and ‹Similar For international standards According to For each educational program academy suitable The concerned Infrastructure And the structure Academic Curriculum quality be that from group Its graduates He owns and that Parties involved Predictions And it was verified Continuous improvement on Capable Educational The Foundation be and that Specific Skills .

Review Coordinator

The review For coordination Educational The institution nominates him that He is the person and application Information and its interpretation collection in To help Academic program . The advertised one Review Methods

Report

His program and ratings Academic The program Reviews on Based stomach Regular Reports . Educational

assessment-Self

As part specific academic program By evaluation Educational The Foundation Standing he Quality For management and guarantee internal system And within The program review from .

field visit

The academic The program review within Out For expert reviewers she has intended visit she .is included (1) sample schedule A . Two or three days Usually for Field Visit .And it continues . . Therefore

Description

Required and outputs And its structure The program For the purposes detailed Description he And it . It contains it Incoming resources or Specific amenities or Decisions Aya From him And And presenting it The program Design Necessary Information Description provides . ew itrevi

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 strategy Review practical It includes . Its procedures Quality Guarantee systems effectiveness For groups flour range It depends . The parties involved Groups Most important The active one Educational The Foundation message on different and their interests The concerned Parties range It is determined . Local and its circumstances Its educational activities and extent For legitimate Interest The Groups It includes . The scope To determine Usually by studying or their their guardians and By joining And students who wish and graduates current students Employment and Ministries The staff of the educational institution and the community families Organizations Funded Organizations from and others Government agencies and sponsors . I found it Professionalism and unions

ansStrategic Pl / Strategy Goals

Her message from and derived At the educational institution Private Goals from group she And it . With evidence Supported On the ratings It does Realism plan to And the converter Her investigation to Her way on The Foundation Seeking that means on Goals focuses and Time and the framework Treating it It should that Things the plan message and definition It Implementation plan and accompanied by ، Appreciative and costs responsible the person . The effects Evaluation Progress To monitor arrangements includes

Student assessment

The In it It does that Activities from and others Exams include that procedures from group she For Required Learning outputs completion To measure the amount Educational Foundation To classify Means Reviews Availability s well asA . And its decisions Academic the program to set to Diagnostic Evaluation and he strives ، For their achievements Students according to Curriculum behind In pursuit and his skills student For acquaintances present range performance on Information formative Evaluation And provides . Suitable development Okay A sign of Calculation Don Learning To follow support And its progress student To obtain Final Level So he determines holistic Evaluation But . Necessarily Graduation

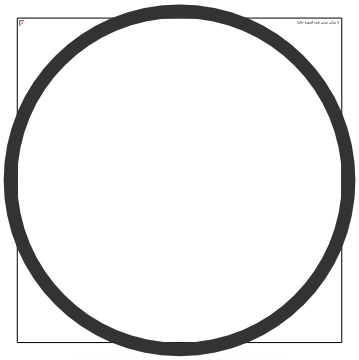
For the program Approved Hours in Enter that End of course when or The program in student . The academic

Student reviews

standard structure in Their program quality around Students opinions collection practical she Studies : Opinions To collect Methods used more And from . For the outputs analysis with Electronic conferences The other mechanisms And from ،And questionnaires Christian The and the circles Councils in And representation Concentrated the job Bodies and groups . other

Teaching and learning methods

Learning outputs investigation on Students To help Instructors It uses that Methods group she Like The small Groups Education ،Lectures that ...Examples include . It is planned Required About how student for you condition and study ،And seminars Educational the sessions Research to gain papers As writing and duties ،Decisions to and access Information analysis To gain The process and sessions ،Field and trips ، Presentation learning-self skills Students analysis on tudent trainingFor s Experiments and procedure The process Skills Students . Stickers or Offers or Reports Preparation Specific Conclusions to and access Results



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.

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

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

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

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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.

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: 14/9/2026
File Completion Date: 15/9/2026

Signature:
Head of Department Name:
Ph.D.Eabd Alamir Ahmed Eabdallah
Date:**16/9/2026**

Signature:
Scientific Associate Name:
Ph.D.Khazwan Eadnan Muhamad
Date:**20/9/2026**

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: 17/9/2026

Signature: **Zeina Qutaiba Abdul Ali**

Approval of the Dean

Ph.D.Iuay Sihudi fwaz Aitamimiu

57. **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.

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	A4	B1	B2	B3	B4	C1	C2	C3	C4
2026-2027 / 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 2026-2027

4. Description Preparation Date

20/9/2026

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.iq
lecturer Dr. Diaa Madlool Faraj - heaa9578@.gmail.com

8. Course Objectives

1. Introduce students to the importance of geographic research. 2. Familiarize students with geographic 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 exam and attendance	Lecture and field visit	Scientific framework of geographic research	Understand the importance and methods of geographic research.	4	Week 1
Monthly exam and attendance	Lecture and field visit	Framework of scientific thinking	Understand the importance and methods of geographic research.	4	Week 2
Monthly exam and attendance	Lecture and field visit	Scientific research methods	Understand the importance and methods of geographic research.	4	Week 3
Monthly exam and attendance	Lecture and field visit	Geographic research	Understand the importance and methods of geographic research.	4	Week 4
Monthly exam and attendance	Lecture and field visit	Identifying geographic problems and hypotheses	Understand the importance and methods of geographic research.	4	Week 5
Monthly exam and attendance	Lecture and field visit	Identifying geographic problems	Understand the importance and methods of geographic research.	4	Week 6
Monthly exam and attendance	Lecture and field visit	Formulating geographic hypotheses	Understand the importance and methods of geographic research.	4	Week 7
Monthly exam and attendance	Lecture and field visit	Designing the research framework	Understand the importance and methods of geographic research.	4	Week 8
Monthly exam and attendance	Lecture and field visit	Research work plan	Understand the importance and methods of geographic research.	4	Week 9
Monthly exam and attendance	Lecture and field visit	Organizing the research timetable	Understand the importance and methods of geographic research.	4	Week 10
Monthly exam and attendance	Lecture and field visit	Collecting data relevant to the research topic	Understand the importance and methods of geographic research.	4	Week 11
Monthly exam and attendance	Lecture and field visit	Technical framework for data collection and remote sensing	Understand the importance and methods of geographic research.	4	Week 12
Monthly exam and attendance	Lecture and field visit	Library sources	Understand the importance and methods of geographic research.	4	Week 13
Monthly exam and attendance	Lecture and field visit	Primary and secondary sources	Understand the importance and methods of geographic research.	4	Week 14
Monthly exam and attendance	Lecture and field visit	Field techniques and field activities	Understand the importance and methods of geographic research.	4	Week 15
Monthly exam and attendance	Lecture and field visit	Questionnaire	Understand the importance and methods of geographic research.	4	Week 16
Monthly exam and attendance	Lecture and field visit	Interview	Understand the importance and methods of geographic research.	4	Week 17
Monthly exam and attendance	Lecture and field visit	Internet techniques	Understand the importance and methods of geographic research.	4	Week 18
Monthly exam and attendance	Lecture and field visit	Data analysis and evaluation	Understand the importance and methods of geographic research.	4	Week 19
Monthly exam and attendance	Lecture and field visit	Analysis using maps and aerial photographs	Understand the importance and methods of geographic research.	4	Week 20
Monthly exam and attendance	Lecture and field visit	Data analysis through induction and measurement	Understand the importance and methods of geographic research.	4	Week 21
Monthly exam and attendance	Lecture and field visit	Importance of statistical analysis	Understand the importance and methods of geographic research.	4	Week 22
Monthly exam and attendance	Lecture and field visit	Graphical representation	Understand the importance and methods of geographic research.	4	Week 23
Monthly exam and attendance	Lecture and field visit	Statistical analysis	Understand the importance and methods of geographic research.	4	Week 24
Monthly exam and attendance	Lecture and field visit	Models	Understand the importance and methods of geographic research.	4	Week 25
Monthly exam and attendance	Lecture and field visit	Computer applications	Understand the importance and methods of geographic research.	4	Week 26
Monthly exam and attendance	Lecture and field visit	Conclusions	Understand the importance and methods of geographic research.	4	Week 27
Monthly exam and attendance	Lecture and field visit	Prediction	Understand the importance and methods of geographic research.	4	Week 28

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

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

AD 2027–emic Year 20265

Introduction:

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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.

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 Geogeaphy

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

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

Academic System: Annual system

Description Preparation Date: **14/9/2026**

File Completion Date: **16/9/2026**

Signature:

Head of Department Name:

Dr. Ghazwan Adnan Muhammad

Date 20/9/2026

Signature:

Scientific Associate Name:

Dr. Abdul Khaliq Khames Ali

Date 16/9/2026

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 : 17/ September/ 2026 AD

Signature:

Approval of the Dean

21/9/2026

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. Course Objectives:By attending the course ,Completing its activering its activities,and covering its topics ,the student should be able to write or answer the following statements and questions with an accuracy of no less than (80%) 1-Identify the geographical location of the Arab world and explain the importance of the strategy at the regional and global levels. 2-To identify the economic resources in the Arab world ,including topography,climate,water, and soil and their role in shaping settlent patterns and economic activity. 3-To analyze the geographical distribution of the population in the Arab world and interpret the factors affecting it in terms of density , growth , and composition.

4-To identify the economic resources in the Arab world,particularly oil , agriculture,and water and explain their role in achieving sustainable development and how to utilize them in supporting Arab unity.

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	A4	B1	B2	B3	B4	C1	C2	C3	C4
Annual/Fourth	---	Geography of the Arab World	Core												

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

Course Description Form

158. Course Name:

Geography of the Arab World

159. Course Code:

160. Semester / Year:

2026-2027

161. Description Preparation Date: 7/9/2026

162. Available Attendance Forms:

163. Number of Credit Hours (Total) / Number of Units (Total)

164. Course administrator's name (mention all, if more than one name)

Name: : Dr. Zainab Kamil Tayah
Email: : Zainab.gev.hum@uodiyala.edu.iq

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Course Objectives	Course Objectives:By attending the course ,Completin activering its activities,and covering its topics ,the stu should be able to write or answer the following statem and questions with an accuracy of no less than (80%) 1-Identify the geographical location of the Arab world explain the importance of the strategy at the regional global levels. 2-To identify the economic resources in the Arab w ,including topography,climate,water, and soil and their in shaping settlent patterns and economic activity. 3-To analyze the geographical distribution of the popula in the Arab world and interpret the factors affecting terms of density , growth , and composition. 4-To identify the economic resources in the A world,particularly oil , agriculture,and water and exp their role in achieving sustainable development and ho utilize them in supporting Arab unity.

166. Teaching and Learning Strategies

Strategy	Use descriptive methods to explain the course mater 2- Useing educational aids such as maps and pictur 3- Use PowerPoint presentations and illustrations.

167. 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 Geography of the Arab World its importance location area, and geographical and political nature	Students' understanding and comprehension, and their ability to explain and communicate information	4	1
Daily and oral tests		Through lectures with questioning and the use of maps	The geographical and astronomical location the Arab world	Students' understanding and comprehension, and their ability to explain and communicate information	4	2
Daily and oral tests		Through lectures with questioning and the use of maps	The Geological Structure of the Arab Geological Evolution Through the Ages world , the Precambrian Era	Students' understanding and comprehension, and their ability to explain and communicate information	4	3
Daily and oral tests		Through lectures with questioning and the use of maps	Factors Affecting the Formation of the Arab world Topography	Students' understanding and comprehension, and their ability to explain and communicate information	4	4

Daily and oral tests	Through lectures with questioning and the use of maps	Climatic characteristics of Geography of the Arab World (factors affecting climate and climatic characteristics of the continent; temperature and precipitation characteristics); natural vegetation and its geographic distribution	Students' understanding and comprehension, and their ability to explain and communicate information	4	5
Daily and oral tests	Through lectures with questioning and the use of maps	Light, solar radiation , and its effect on crops ; wind its speed and its negative and positive dispersal	Students' understanding and comprehension, and their ability to explain and communicate information	4	6
Daily and oral tests	Through lectures with questioning and the use of maps	Water Resources Surface Resources; Nile Tigris, and Euphrates Rivers	Students' understanding and comprehension, and their ability to explain and communicate information	4	7
Daily and oral tests	Through lectures with questioning and the use of maps	Soil ;its concept and components	Students' understanding and comprehension, and their ability to explain and communicate information	4	8
Daily and oral tests	Through lectures with questioning and the use of maps	Types of Soils and geographical distribution	understanding and comprehension, and their ability to explain and communicate information	4	9

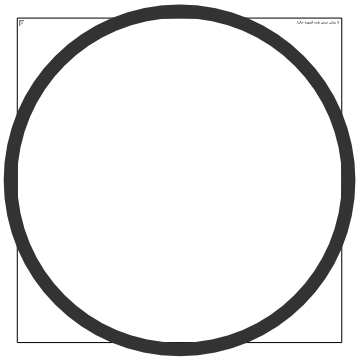
Daily and oral tests	Through lectures with questioning and the use of maps	Average desert Soils volcanic soil and forests	understanding and comprehension, and their ability to explain and communicate information	4	10
Daily and oral tests	Through lectures with questioning and the use of maps	Industries in Iraq: Metallic and non-metallic minerals and geographical distribution ; Tourism in lraq	understanding and comprehension, and their ability to explain and communicate information	4	11

168. 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

169. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	Sabri faris AI-Hiti,Hassan Abu Samour, Geograph of the Arab world;Muhammad Azhar AI-Sammak,Geography of the Arab World ,A Regional study
Recommended books and references (scientific journals, reports…)	Abdul Abbas Fadhikh AI-Ghurairi,saadia Akoul AI-Salehi, Geography of Arab world Arabic
Electronic References, Websites	Googl scholar gemini



Academic Program and Course Description Guide

2026

Introduction:

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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
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Description Preparation Date: 14/9/2026
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Signature:
Head of Department Name:
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Date:**16/9/2026**

Signature:
Scientific Associate Name:
Ph.D.Khazwan Eadnan Muhamad
Date:**20/9/2026**

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: 17/9/2026

Signature: **Zeina Qutaiba Abdul Ali**

Approval of the Dean

Ph.D.Iuay Sihudi fwaz Aitamimiu

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

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

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Year/Level	**Course Code**	**Course Name**	**Credit Hours**	
			theoretical	**practical**

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Knowledge	
Learning Outcomes 1	Learning Outcomes Statement 1
Skills	
Learning Outcomes 2	Learning Outcomes Statement 2
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State briefly the sources of information about the program.

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Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
2026-2027 / 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 2026-2027
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 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

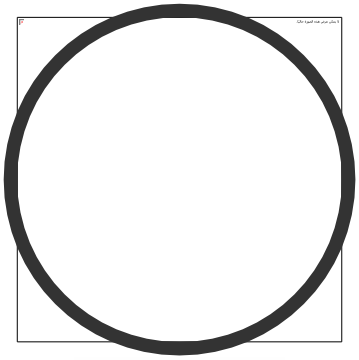
Evaluation Method	Learning Method	Unit or Subject Name	Required Learning Outcomes	Hours	Week
Oral questions	Theoretical lecture	Concept of political geography	Understand and analyze key concepts in political geography.	2	Week 1
Oral questions	Theoretical lecture	Human components of the state	Understand and analyze key concepts in political geography.	2	Week 2
Oral questions	Theoretical lecture	Natural components of the state	Understand and analyze key concepts in political geography.	2	Week 3
Oral questions	Theoretical lecture	Geopolitical theories	Understand and analyze key concepts in political 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



Academic Program and Course Description Guide

2025–**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.

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

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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 2026/9/14

File Completion Date: **2026/9/ 15**

Signature:
Head of Department Name:
Asst.M.Dr.Ghazwane Adnan Muhammad
Date: **2026/9/20**

Signature:
Scientific Associate
Name:**prof.Abdul Amir Ahmed Abdullah**
Date: **2026/9/16**

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:**2026/9/17**

Signature:

Approval of the Dean

Prof.Dr.Luay Sayhoud Fawaz Al- Tamimi

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	A4	B1	B2	B3	B4	C1	C2	C3	C4
Second Stage 2027-2026		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	
2027-2026	
Description Preparation Date	
2026/9/20	
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

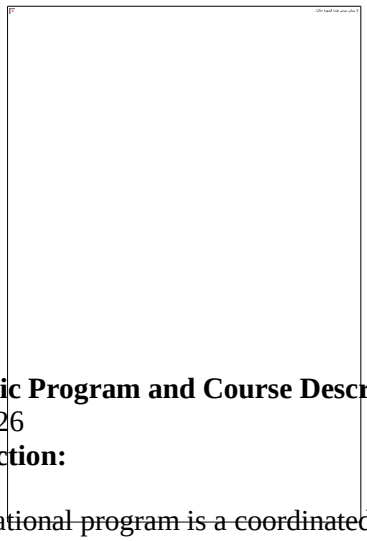
Course Structure

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, and class participation.	Lecture, questioning, aerial imagery, films, and video clips.	Geological structure of Asia	Students will understand the concepts related to the Geography of Eurasia.	2	Second week
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	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

class participation.					
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, attendance, and class participation.	Lecture, questioning, aerial imagery, films, and video clips.	Mining and energy in Asia	Students will understand the concepts related to the Geography of Eurasia.	2	Ninth week
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 assignment, attendance, and class participation.	Lecture, questioning, aerial imagery, films, and video clips.	Overview of Europe: location and area	Students will understand the concepts related to the Geography of Eurasia.	2	Sixteenth week
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, and class participation.	Lecture, questioning, aerial imagery, films, and video clips.	Selected European country: Spain	Students will understand the concepts related to the Geography of Eurasia.	2	Twenty-ninth week
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



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

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: **2026/9/14**

File Completion Date: **2026/9/ 15**

Signature:

Head of Department Name: **Asst.M.Dr.Ghazwane Adnan Muhammad**

Date: **2026/9/20**

Scientific Associate Name:prof.Abdul Amir Ahmed Abdullah

Date: **2026/9/16**

The file was reviewed by:
Quality Assurance and University Performance Division
Name of the Director of the Quality Assurance and University Performance Division:
Date: **2026/9/17**
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	A4	B1	B2	B3	B4	C1	C2	C3	C4
2026/2027 Third Stage		Agricultural Geography	Basic	-	-	-	-	-	-	-	-				

1. Please tick the boxes corresponding to the individual program learning outcomes being assessed.

Course Name
Agricultural Geography
Course Code
Semester / Year
2026-2027
Description Preparation Date
2025/9/20
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	

Accreditation Department

Academic Program and Course Description Guide

2026

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 Program in Geography
Final Degree Name: Bachelor of Arts in Geography
Academic System: Annual System
Description Preparation Date: 14/9/2026
File Completion Date: 15/9/2026

Signature:
Head of Department Name:
Ph.D.Eabd Alamir Ahmed Eabdallah
Date: 16/9/2026

Signature:
Scientific Associate Name:
Ph.D.Khazwan Eadnan Muhamad
Date: 20/9/2026

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: 17/9/2026

Signature: **Zeina Qutaiba Abdul Ali**

Approval of the Dean

Ph.D.Iuay Sihudi fwaz Aitamimiu

183. Program Vision

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

184. Program Mission

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

185. Program Objectives

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

186. Program Accreditation

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

187. Other external influences

Is there a sponsor for the program?

188. 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.

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

190. 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

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

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

193. 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.

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

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

196. 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
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 distribution of natural resources. 2. Identify water, mineral and renewable resources, energy sources and anim wealth. 3. Analyze the problems facing natural resources and methods for their conservation.	**Course Objectives**

9. Teaching and Learning Strategies

Lectures, discussion, questioning, student assignments, reports, library 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 and geographically analyze natural resources.	2	Week 1
Exams and assignments	Lecture and discussion	Historical overview of global natural resources	Identify, classify and geographically analyze natural resources.	2	Week 2
Exams and assignments	Lecture and discussion	Classification of natural resources	Identify, classify and geographically analyze natural resources.	2	Week 3
Exams and assignments	Lecture and discussion	Non-renewable resources	Identify, classify and geographically analyze natural resources.	2	Week 4
Exams and assignments	Lecture and discussion	Mineral resources	Identify, classify and geographically analyze natural resources.	2	Week 5
Exams and assignments	Lecture and discussion	Classification of mineral resources	Identify, classify and geographically analyze natural resources.	2	Week 6
Exams and assignments	Lecture and discussion	Factors affecting the exploitation of mineral resources	Identify, classify and geographically analyze natural resources.	2	Week 7
Exams and assignments	Lecture and discussion	Geographical distribution of mineral resources	Identify, classify and geographically analyze natural resources.	2	Week 8
Exams and assignments	Lecture and discussion	Mineral resources in Iraq	Identify, classify and geographically analyze natural resources.	2	Week 9
Exams and assignments	Lecture and discussion	Soil resources	Identify, classify and geographically analyze natural resources.	2	Week 10
Exams and assignments	Lecture and discussion	Physical and chemical properties of soil	Identify, classify and geographically analyze natural resources.	2	Week 11
Exams and assignments	Lecture and discussion	Types of soil	Identify, classify and geographically analyze natural resources.	2	Week 12
Exams and assignments	Lecture and discussion	Soil classification	Identify, classify and geographically analyze natural resources.	2	Week 13
Exams and assignments	Lecture and discussion	Soil problems	Identify, classify and geographically analyze natural resources.	2	Week 14
Exams and assignments	Lecture and discussion	Soil conservation	Identify, classify and geographically analyze natural resources.	2	Week 15
Exams and assignments	Lecture and discussion	Water resources	Identify, classify and geographically analyze natural resources.	2	Week 16
Exams and assignments	Lecture and discussion	Freshwater resources	Identify, classify and geographically analyze natural resources.	2	Week 17
Exams and assignments	Lecture and discussion	Seas and oceans	Identify, classify and geographically analyze natural resources.	2	Week 18
Exams and assignments	Lecture and discussion	Water-resource problems	Identify, classify and geographically analyze natural resources.	2	Week 19
Exams and assignments	Lecture and discussion	Natural vegetation	Identify, classify and geographically analyze natural resources.	2	Week 20
Exams and assignments	Lecture and discussion	Factors affecting natural vegetation	Identify, classify and geographically analyze natural resources.	2	Week 21
Exams and assignments	Lecture and discussion	Forests and grasslands	Identify, classify and geographically analyze natural resources.	2	Week 22
Exams and assignments	Lecture and discussion	Desert and tundra vegetation	Identify, classify and geographically analyze natural resources.	2	Week 23
Exams and assignments	Lecture and discussion	Natural vegetation in Iraq	Identify, classify and geographically analyze natural resources.	2	Week 24
Exams and assignments	Lecture and discussion	Renewable resources	Identify, classify and geographically analyze natural resources.	2	Week 25
Exams and assignments	Lecture and discussion	Renewable energy: solar, wind and hydropower	Identify, classify and geographically analyze natural resources.	2	Week 26
Exams and assignments	Lecture and discussion	Renewable energy: tidal, ocean thermal and wave energy	Identify, classify and geographically analyze natural resources.	2	Week 27
Exams and assignments	Lecture and discussion	Geothermal, lightning and bioenergy	Identify, classify and geographically analyze natural resources.	2	Week 28
Exams and assignments	Lecture and discussion	Food and water in Iraq and the Arab world	Identify, classify and geographically analyze natural resources.	2	Week 29
Exams and assignments	Lecture and discussion	Economic growth and the limitations of natural resources	Identify, classify and geographically analyze natural resources.	2	Week 30

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-Manhal Al-Lubnani, Beir 2012.	**Main references and sources**

Khalis Husni Al-Ashab and Anwar Mahdi Saleh, Natural Resources and Their Conserv University of Mosul, 1988. Electronic references: Iraqi academic journals.	**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

2026–2027

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: **Gographic**.....

Academic or Professional Program Name: .....

Final Certificate Name: .....

Academic System: **2026–2027**.....

Description Preparation Date:

File Completion Date:**14–9–2026**

Signature:

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

Date:**16/9/2026**

Signature:

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

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: Asst. Lect. Zainab Qutaiba Abdul-Ali

Date: 17/9/2026

Signature:

Approval of the Dean

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

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

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

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

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

202. 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.

203.Program Description				
Year/Level	**Course Code**	**Course Name**	**Credit Hours**	
2026-2027		**Modern Arab Homeland History**	**theoretical**	**practical**

204. 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	Enabling students to learn skills related to dialogue, discussion, listening to others, and accepting their opinions.

conveying and presenting historical information.	
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.

205. Teaching and Learning Strategies

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

206. Evaluation methods

Implemented at all stages of the program in general.

207. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Asst.Lect : Atyaf I. khaleel Asst. Prof. Ahmed Mohamed Hussein Asst. Prof. Zaman Shaker Mahmoud	Modern history				staff	

	Islamic History					

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.

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

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

210. 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

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

Course Description Form

170.	Course Name:
171.	Course Code:
172.	Semester / Year:
173.	Description Preparation Date:
174.	Available Attendance Forms:
175.	Number of Credit Hours (Total) / Number of Units (Total)
176.	Course administrator's name (mention all, if more than one name)
	Name: Assis : Atyaf I. Khaleel Email: atiafalbayatii.gev.hum@uodiyala.edu.iq
177.	Course Objectives

Course Objectives	• ..... • ..... • .....

178. Teaching and Learning Strategies

Strategy	

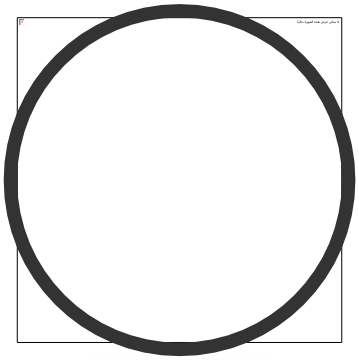
179. Course Structure

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

180. 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

181. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	
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: .....**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

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	A4	B1	B2	B3	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

49. Course Name:
Geography of the Arab world
50. Course Code:
51. Semester / Year:
2026 – 2027
52. Description Preparation Date:
14 / 9 / 2026
53.Available Attendance Forms:
54.Number of Credit Hours (Total) / Number of Units (Total)
2 hours 2 units
55. 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: zanab Kaml taya Name:Kalad Naman
56. Course Objectives

Course Objectives	• **Introducing students to geography of the Arab world** • **Introducing students to natural and human resour that the Arab world posses through studying mine agricultural, industrial a commercial resources, addition to studying population of the Arab world.** • **Introducing students to A water resources, both surf and groundwater**

57. Teaching and Learning Strategies	
Strategy	Giving lectures. Preparing reports by students on the topic

58. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
a lectur	2 hour	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 and attendance

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)	
Main references (sources)	
Recommended books and references (scientific journals, reports…)	

Electronic References, Websites	

Ministry of Higher Education a
Scientific Supervision and
Quality Assurance and A

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Academic Program and Course Description Guide

2027-2026

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: **1/9/2026**

File Completion Date: **2/9/2025**

:Signature

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

Date: **4/9/2025**

:Signature

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

Date: **3/9/2025**

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 7/9/2026

Signature

Approval of the Dean

Prof. Luay Sayhood Fawaz Al-Tamimi

Date: 5/9/2026

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		2027-2026

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	Assistant teacher

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.

Program Skill														
Required Program Learning Outcomes														
Values			Skills				Knowledge				Core or Elective	Course Name	Course Code	Yea
V3	V2	V1	S4	S 3	S2	S1	K 4	K3	K2	K1				
											Core	Tourism Geograp hy	---	A 20

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

Course Description Form

Date of Preparation

Available

Third-year s

Total Study Hours

60 hours, at

Number of c

Co

Assist. Lecturer Noor Hassan Ali Naseef Email: nnoorr96hassaan@gmail.com

Assist. Lecturer Diyar Taher Yassin Email: mailto:diyar.ge.hum@uodiyala.edu.iq

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 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.

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	Teachig and
	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.

Assessment Method	Teaching Method	Unit or Topic	Required Learning Outcomes		Hour
- Daily oral and written tests - Attendance and participation in lectures - Submission of reports and research papers related to the subject	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		
- Daily oral and written tests - Attendance and participation in lectures - Submission of reports and research papers related to the subject	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		
- Daily oral and written tests - Attendance and participation in lectures - Submission of reports and research papers related to the subject	Through: - Lecture delivery Questioning - Use 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		
- Daily oral and written tests - Attendance and participation in lectures - Submission of reports	Through: - Lecture delivery Questioning - Use of electronic	Development of Tourist Movement – 1	Students' knowledge of the lesson topic and understanding, enabling them to communicate the scientific		

and research papers elated to the subject	presentations - Illustrative models		information and knowledge on the topic to others	
- Daily oral and written tests - Attendance and participation in lectures - Submission of reports and research papers elated to the subject	Through: - Lecture delivery Questioning - Use 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	
- Daily oral and written tests - Attendance and participation in lectures - Submission of reports and research papers elated to the subject	Through: - Lecture delivery Questioning - Use 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	
- Daily oral and written tests - Attendance and participation in lectures - Submission of reports and research papers elated to the subject	Through: - Lecture delivery Questioning - Use 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	
- Daily oral and written tests - Attendance and participation in lectures - Submission of reports and research papers elated to the subject	Through: - Lecture delivery Questioning - Use 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	
- Daily oral and written tests - Attendance and participation in lectures - Submission of reports and research papers elated to the subject	Through: - Lecture delivery Questioning - Use 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	
- Daily oral and written tests - Attendance and participation in lectures - Submission of reports and research papers elated to the subject	Through: - Lecture delivery Questioning - Use 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	
- Daily oral and written tests - Attendance and participation in lectures - Submission of reports and research papers elated to the subject	Through: - Lecture delivery Questioning - Use 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	
- Daily oral and written tests - Attendance and participation in lectures - Submission of reports	Through: - Lecture delivery Questioning - Use 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	

and research papers elated to the subject				
- Daily oral and written tests - Attendance and participation in lectures - Submission of reports and research papers elated to the subject	Through: - Lecture delivery Questioning - Use 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	
- Daily oral and written tests - Attendance and participation in lectures - Submission of reports and research papers elated to the subject	Through: - Lecture delivery Questioning - Use 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	
- Daily oral and written tests - Attendance and participation in lectures - Submission of reports and research papers elated to the subject	Through: - Lecture delivery Questioning - Use 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	
- Daily oral and written tests - Attendance and participation in lectures - Submission of reports and research papers elated to the subject	Through: - Lecture delivery Questioning - Use 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	
- Daily oral and written tests - Attendance and participation in lectures - Submission of reports and research papers elated to the subject	Through: - Lecture delivery Questioning - Use 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	
- Daily oral and written tests - Attendance and participation in lectures - Submission of reports and research papers elated to the subject	Through: - Lecture delivery Questioning - Use 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	
- Daily oral and written tests - Attendance and participation in lectures - Submission of reports and research papers elated to the subject	Through: - Lecture delivery Questioning - Use 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	
- Daily oral and written tests - Attendance and participation in lectures - Submission of reports	Through: - Lecture delivery Questioning - Use 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	

and research papers elated to the subject				
- Daily oral and written tests - Attendance and participation in lectures - Submission of reports and research papers elated to the subject	Through: - Lecture delivery Questioning - Use 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	
- Daily oral and written tests - Attendance and participation in lectures - Submission of reports and research papers elated to the subject	Through: - Lecture delivery Questioning - Use 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	
- Daily oral and written tests - Attendance and participation in lectures - Submission of reports and research papers elated to the subject	Through: - Lecture delivery Questioning - Use of electronic presentations - Illustrative models	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	
- Daily oral and written tests - Attendance and participation in lectures - Submission of reports and research papers elated to the subject	Through: - Lecture delivery Questioning - Use of electronic presentations - Illustrative models	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	
- Daily oral and written tests - Attendance and participation in lectures - Submission of reports and research papers elated to the subject	Through: - Lecture delivery Questioning - Use of electronic presentations - Illustrative models	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	
- Daily oral and written tests - Attendance and participation in lectures - Submission of reports and research papers elated to the subject	Through: - Lecture delivery Questioning - Use of electronic presentations - Illustrative models	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	
- Daily oral and written tests - Attendance and participation in lectures - Submission of reports and research papers elated to the subject	Through: - Lecture delivery Questioning - Use 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	
- Daily oral and written tests - Attendance and participation in lectures - Submission of reports	Through: - Lecture delivery Questioning - Use 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	

and research papers elated to the subject				
- Daily oral and written tests - Attendance and participation in lectures - Submission of reports and research papers elated to the subject	Through: - Lecture delivery Questioning - Use 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	
- Daily oral and written tests - Attendance and participation in lectures - Submission of reports and research papers elated to the subject	Through: - Lecture delivery Questioning - Use 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	

Distribution of the 100 marks according to the tasks assigned to the student, such as daily preparation, daily oral and written tests, monthly written ex

Daily oral and written tests, active student participation in lectures and activities, research
Monthly examinations: 20% Semester examinations: 40% Fina

Learning and T	
Marzouq Ayed Al-Qaid, Barakat Kamel, et al., Principles of Tourism, Ithraa Publishing and Distribution, University Library, 1st ed., Amman, 2010. Mohamed Sobhi Abdel Hakim and Hamdy Ahmed El-Deeb, Tourism Geography, Anglo-Egyptian Library, Egypt, 2012. Barakat Kamel Al-Nimr Al-Mahairat, Tourism Geography (Tourist Regions of the World), 1st ed., Al-Warraq Publishing and Distribution, Amman, Jordan, 2011.	Required Textb
Amna Abu Hajar, Tourism Geography, 1st ed., Dar Osama for Publishing and Distribution, Amman, Jordan, 2010 Salah Al-Din Abdel Wahab, International Tourism, Dar Al-Hana Printing House, Cairo, 1992.	Main R
Theses, dissertations, textbooks, and research papers in the field of specialization	Recommended Supporting Books and Referen es (jou
Iraqi Virtual Library – electronic libraries of colleges and universities – scientific websites	Electroni Refer

Academic Program and Course

2026

Introduction:

The educational program is a coordinated and organized package of courses comprising procedures and experiences arranged as study materials, the primary purpose of which is to build and refine the skills of graduates, making them qualified to meet the requirements of the labor market. 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 main features of the program and its courses, showing the skills that students work to acquire in accordance with 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 is written jointly by the teaching staff under the supervision of the scientific committees in the scientific departments.

This guide, in its second edition, includes a description of the academic program after updating the contents and paragraphs of the previous guide in light of the developments of the education system in Iraq. It covers the description of the academic program in its traditional form (annual and semester systems), as well as the adoption of the generalized academic program description pursuant to the letter of the Studies Department No. (T.M 3/2906) dated 3/5/2023 with regard to programs that adopt the Bologna pathway as the basis of their operation.

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

Concepts and Terminology:

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 in accordance with specific learning strategies.

Course Description: It provides a concise summary of the most important characteristics of the course and the learning outcomes expected from the student, justifying whether the student has made the maximum benefit of the available learning opportunities. It is derived from the program description.

Program Vision: An ambitious picture of the future of the academic program as a developed, inspiring, motivating, realistic, and applicable program.

Program Mission: It briefly clarifies the objectives and the activities necessary to achieve them, and defines the development paths and directions of the program.

Program Objectives: They are statements describing what the academic program intends to achieve within a specific period of time, and they must be measurable and observable.

Curriculum Structure: All the courses / study subjects included in the academic program according to the adopted learning system (semester, annual, Bologna pathway), whether they are requirements (ministry, university, college, or scientific department), with the number of study 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 way that achieves the program objectives.

Teaching and Learning Strategies: They are the strategies used by the faculty member to develop the student's teaching and learning; they are plans followed to reach the learning objectives, that is, they describe all the in-class and extracurricular activities for achieving 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
Name of the Academic or Professional Program: Bachelor
Name of the Final Degree: Bachelor
Study System: Annual
Date of Preparation of the Description: 14/9/2025
Date of Filling the File: 15/9/2025

Signature: Name of the Head of Department: Prof. Dr. Abdul Amir Abdul Sattar Date: 16/9/2026

File Verified By
Quality Assurance and University Performance Division
Name of the Head of the Quality Assurance and University Performance Division: Lect. Zainab Qutaiba Abdali
Date: 17/9/2026

Signature:

Approval of the Dean

Prof. Dr. Luay Sihoud Fawaz Al-Tamimi

Dean

Date: / / **2026**

211. **Program Vision**
State the program vision as mentioned in the university bulletin and its website.

212. **Program Mission**
State the program mission as mentioned in the university bulletin and its website.

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

214. **Program Accreditation**
Does the program have program accreditation? From which body?

215. **Other External Influences**
Is there a sponsoring body for the program?

216. **Program Structure**

Program Structure	Number of Courses	Study Units	Percentage	Notes *
Institution Requirements				
College Requirements				
Department Requirements				
Summer Training				
Others				

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

217.Program Description

Year / Level	Course Code	Course Name	Credit Hours	
			Theoretical	**Practical**
			2	

218. Expected Learning Outcomes of the Program

Knowledge	
Learning Outcome 1. The student knows the education systems He explains the importance of education systems	Statement of Learning Outcome 1 Preparing the student to be a future teacher
Skills	
Learning Outcome 2. He develops education systems	Statement of Learning Outcome 2. Preparing a student with scientific capabilities in his specialization
Learning Outcome 3. He compares different education systems	Statement of Learning Outcome 3. Enabling the student in the future to learn about the types of education systems
Values	

Learning Outcome 4. Preparing an enthusiastic student who loves the profession	Statement of Learning Outcome 4. The student's love for his profession in the future
Learning Outcome 5. Good preparation of the student to be familiar with education systems	Statement of Learning Outcome 5. Positive interaction with students

219. Teaching and Learning Strategies

The strategies and methods of teaching and learning adopted in implementing the program in general. (lecture method, questioning, discussion, information processing, inquiry)

220. Assessment Methods

Their implementation in all stages of the program in general. Achievement tests of various types, extracurricular activities

221. Teaching Staff

Faculty Members

Academic Title	Specialization		Special Requirements / Skills (if any)		Number of Teaching Staff	
	General	Special			Permanent Staff	Lecturers

Professional Development
Guiding new faculty members
Familiarizing the staff with the development of education systems worldwide
Professional development of faculty members
Holding seminars and discussion sessions and exchanging experiences with other corresponding colleges for development

222. **Admission Criteria**
(**The student's average in the preparatory stage in addition to his preference**)

223. **Most Important Sources of Information about the Program**
State briefly. The references and sources from books, research, studies, periodicals, and various means of communication from the Internet and others

224. Program Development Plan
Developing the curriculum content by (20%) of modern topics in line with the developments of the era

Program Skills Matrix															
				Required Learning Outcomes of the Program											
Year / Level	Course Code	Course Name	Compulsory or Elective	Knowledge				Skills				Values			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
2026-2027			Compulsory												

- **Please place a check mark in the boxes corresponding to the individual learning outcomes of the program subject to assessment**

Course Description Form

182. Course Name: Counseling and Mental Health	
183. Course Code	
184. Semester / Year	
2026−2027	
185. Date of Preparation of this Description	
1/9/2026	
186. Available Forms of Attendance	
In-class Lectures	
187. Total Study Hours / Total Units	
(32) weeks at a rate of (64) hours / number of units (2)	
188. Name of the Course Coordinator (if more than one name, mention them)	
Name: Lect. Dr. Hind Dghaish Alwan Email: hind.psv.hum@uodiyala.edu.iq	
189. Course Objectives	
Objectives of the Course: **• Introducing the student to the basic concepts and fundamental principles in psychological and educational counseling and their relationship to other sciences.** **• Interpreting the philosophical, psychological, social, and biological foundations on which the counseling and guidance process is based.** **• Distinguishing the subtle differences between guidance, counseling, and psychotherapy, and the characteristics and functions of each.** **• Comparing the different counseling and therapeutic theories (psychoanalytic, behavioral, cognitive, humanistic, and existential).** **• Analyzing the counseling approaches and techniques related to helping counselees face their problems and overcome them.**	**on hypothetical and field cases.** **• Evaluating the suitability of counseling strategies and approaches to the nature of the problem and the individual characteristics of the counselee.** **• Employing critical thinking in discussing the professional ethics of the psychological counselor and the code of professional conduct.** **• Selecting the appropriate counseling strategies in light of the theoretical basis for solving educational and personal problems.** **• Preparing accurate scientific reports and case studies based on the adopted counseling approaches.**

• Applying counseling interview skills and building a successful and safe counseling relationship	

190. Teaching and Learning Strategies

Strategy	The strategies and methods of teaching and learning adopted implementing the program in general. • Interactive lecture • Discussion and open dialogue • Problem-based learning • Case study • Role Play • Cooperative learning and group work • Brainstorming • Self-learning • Presentations and reports • Critical thinking and situation analysis

191. Course Structure

Week	Hours	Required Learning Outcomes	Unit or Topic Name	Learning Method	Assessment Method
First Week			Introduction to psychological an educational counseling: concept, importance, and general objective	Interactive lectu and discussion	Oral questions and participati
Second We			Historical development of the psychologica counseling movement and it contemporary trends	Lecture, discussion, and analysis	Short quiz
Third Week			The difference between guidanc counseling, and		

			psychotherapy a the characteristi of each field		
Fourth We			The philosophica psychological, ar social foundation of psychological counseling	Interactive lectu and case study Case study and brainstorming	Discussion and case analysis
Fifth Week			Ethics of the psychological counseling profession, the counselor's code ethics, and the rights of the counselee	Lecture and discussion	Applied activity
Sixth Week			Theories of psychological counseling: psychoanalytic theory (Sigmund Freud) and its basic concepts	Case study and problem-based learning	Short quiz
Seventh Weel			Applications of psychoanalytic theory and its techniques in counseling work	Interactive lectu and discussion Role play and ca study	Practical application
Eighth Week			Behavioral theories in counseling (classical and operant conditioning)		Written questions
Ninth Week			Behavior modification techniques in		Performance observation

Tenth Week			behavioral counseling (reinforcement, extinction, time-out, response cos Cognitive-behavioral theories (Albert Ellis and Beck's contributions)	Interactive lectu and brainstormi	Short quiz
Eleventh Wee				Case study and analysis	Short report
Twelfth Week			Techniques of rational emotive behavior therapy (REBT)	Lecture and discussion	
Thirteenth Week			Humanistic theo (Carl Rogers) an client-centered counseling	Case study and problem-based learning	Achievement te
Fourteenth Week			The essential conditions for a successful counseling relationship in th humanistic schoo (acceptance, empathy, and positive regard)	Interactive lectu and case study	Application an case analysis
Fifteenth Wee			Counseling interview skills: reception, active listening, and asking questions Stages of the psychological counseling proce (from reception and building the	Cooperative learning and wo groups	Analytical activ Presentation a discussion

Sixteenth We			relationship to ending the sessions) - midterm review Educational and school counselin	Discussion and comprehensive review	Midterm assessments
Seventeenth Week			problems of scho adjustment, achievement, an academic delay Characteristics o	Lecture and discussion	Oral questions
Eighteenth Week			adolescence and the common psychological an educational problems in it The role of the educational counselor in dealing with	Case study and analysis	Short quiz
Nineteenth Week			problems of aggressive behavior and school truancy Family and mari counseling: its importance, basi	Interactive lectu	Short report
Twentieth Week			concepts, and mo prominent problems Counseling approaches in dealing with fam breakdown and upbringing problems	Case study and problem-based learning	
Twenty-first Week				Lecture and discussion	Applied activity Short quiz

Twenty-secor Week			Vocational and educational counseling: theories of caree choice and helpi students make decisions	Case study and analysis	Case discussior
Twenty-third Week			Aptitude, ability, and vocational interest tests and how to use them counseling	Interactive lectu and case presentation	Achievement te
Twenty-fourt Week			Counseling for special groups (people with special needs, th gifted, and those facing disability)		Practical application
Twenty-fifth Week			Psychological stress and coping mechanisms in t educational and professional environment	Case study and practical application	Analytical activ
Twenty-sixth Week			Relaxation techniques and managing anxiet and tension in individual and group counselin work	Lecture and discussion	Presentations
Twenty-seventh Weel			Group counselin its concept, advantages, conditions, and stages of formin the counseling group	Cooperative learning and wo groups	Short report

Twenty-eight Week			Techniques and sessions of group counseling and t interaction amor group members	Case study and psychological analysis	Short quiz
Twenty-ninth Week			The psychologica counselor in educational institutions: multiple roles, difficulties, and ways to overcom them	Interactive lectu Role play and practical trainin	Performance observation
Thirtieth We			An integrated ca study and comprehensive practical applications in analyzing difficu counseling problems Comprehensive review of all course chapters, discussion of research project and student reports	Cooperative learning and wo groups Discussion, case studies, and presentations	Presentation a discussion

192. Course Assessment

Distribution of marks: annual coursework of 40% according to the tasks assigned to the student, such as daily preparation, daily oral and written examinations, monthly examinations, and reports, etc., while the final achievement examination is 60%.

193. Learning and Teaching Sources

Required Textbooks (methodological, if any)	• Zahran, Hamed Abdel Salam (201 Psychological Counseling a Guidance. Alam al-Kutub, Cairo.

	• Al-Mahdi, Farouk Sadeq (202 Fundamentals of Psychological a Educational Counseling. Dar Maseera for Publishing a Distribution. • Gladding, S. T. (201 Counseling: A Comprehensi Profession (8th ed.). Pearson. • Corey, G. (2020). Theory a Practice of Counseling a Psychotherapy (10th ed.). Cenga Learning.
Main References (Sources)	
Recommended supporting books and references (scientific journals, reports, etc.)	
Electronic References, Internet Websites	• University electronic databases a libraries. • Google Scholar for searching pe reviewed scientific studies. • APA PsycNet, ScienceDirect, a SpringerLink databases, according to wha available at the university. Official websites of universities a scientific journals specialized in psycholo