

**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

2024

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 Thi-Qar

Faculty/Institute: College of Education for Humanities

Scientific Department: Department of Geography

Academic or Professional Program Name: Bachelor of Education

Final Certificate Name: Bachelor's degree in Geography

Academic System: Annual

Description Preparation Date:

File Completion Date:

Signature:

Head of Department Name:



Date:

Signature:

Scientific Associate Name:



Date:

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Approval of the Dean

1. Program Vision

The Geography Department serves as the official body responsible for implementing Islamic legal standards within the university, aiming to enhance competencies and elevate the quality of graduates at local, regional, and global levels.

2. Program Objectives

- Preparing qualified cadres to contribute to the comprehensive development and progress that Iraq aspires to and experiences across various fields of life, through the ability to occupy specialized positions in public and private sectors.
- Providing students with geographical knowledge (facts, concepts, principles, etc.) that enables them to understand their surrounding environment, including its diverse natural and human phenomena, and to adapt accordingly.
- Equipping students with fieldwork skills and the ability to operate geographic instruments and technologies, applying them to study phenomena during their academic phase or upon entering the labor market.
- Developing the capacity to support the teaching of geography in educational institutions, including middle and high schools, vocational schools, and various educational and technical institutes.
- Providing studies and consultations in the field of geography to relevant institutions.
- Accommodating graduates of the Geography Department who wish to pursue master's studies through public or private channels, aiming to advance their scientific and educational status and enable them to contribute to geographical research and studies, raising their academic level in their chosen specializations (physical or human geography).
- Contributing to applied geographical research and studies that help solve the country's problems in general and those of Dhi Qar Governorate in particular.
- Equipping students with scientific research skills, including problem identification, data collection, analysis, and deriving conclusions that address their issues and those of their community.

3. Program Accreditation

The department works towards fulfilling the academic accreditation requirements from relevant local and regional authorities to ensure the quality of education and research.

4. Other external influences

Ministry of Higher Education add Scientific Research

5. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	56	202	100%	Core Course
College Requirements				
Department Requirements	—			
Summer Training	—			
Other				

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

6. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
First Year		1. Meteorology and Climatolo	2	0
		• Cartography and Remote Sensing	2	0
		• Geography of Africa and Australia	2	0
		• Geomorphology	2	0
		• Educational Psychology	2	0
		1. History of Iraq and the Ancient Arab Homeland	2	0

		• Human Rights and Democracy	1	0
		• Computer Fundamentals	0	2
		• Arabic Language	1	0
		• Foundations of Education	2	1
		• Arid Regions	2	0
		• Biogeography	2	0
		• English Language	1	0
Second Year		• Applied Geomorphology	2	0
		• Geography of Eurasia	2	0
		• Population Geography	2	0
		• Hydrology	2	0
		• Thematic Cartography	2	0
		• Rural Geography	2	0
		• Geography of Oil and Energy	2	0
		• Development and Planning	2	0
		• Geographic Techniques	2	0
		• Islamic History	2	0
		• Educational Administration	2	0
		• Developmental Psychology	2	0
		• Crimes of the Ba'ath Party in Iraq	1	0
		• Arabic Language	1	0
		• English Language	1	0
		• Computer	0	2
Third Year		• Urban Geography	2	0
		• Agricultural Geography	2	0
		• Geography of the Americas	2	0
		• Industrial Geography	2	0
		• Soil Geography		
		• Geographic Statistics	2	0
		• Detailed Climatology	2	0
		• Scientific Research Methodology	2	0

		•Guidance and Mental Health	2	0
		•Natural Resources	2	0
		•Tourism Geography	2	0
		•History of Iraq and the Arab Homeland	2	0
		•Curriculum and Teaching Methods	2	0
		• English Language	1	0
Fourth Year		•Geography of the Arab World	2	0
		• Geography of Iraq	2	0
		• Observation and Application	0	2
		• Political Geography	2	0
		• Transportation and Trade Geography	2	0
		• Geographical Thought	2	0
		• Environment and Pollution	2	0
		• Social Geography	2	0
		• Service Geography	2	0
		• Seas and Oceans	2	0
		• Geographic Information Systems	2	0
		• English Language	1	0

7. Expected learning outcomes of the program

Knowledge

- Enabling students to acquire fundamental knowledge in geography.
- Enabling students to master geographic scientific research methods and their types.
- Enabling students to apply geographical knowledge to solve local and global environmental problems.

Skills

- Skills in drawing, reading, and using maps and aerial photographs, including:
 - Understanding map skills (map orientation, scale).
 - Reading map symbols and locating places.
 - Understanding relative location and time determination.
 - Comparing maps and drawing conclusions.
 - Distinguishing between types of maps and their projections.
 - Understanding and interpreting aerial photographs.
- Skills in drawing and reading graphs and geographic data tables, such as:
 - Drawing and interpreting graphs.
 - Reading and analyzing geographic data tables.
- Observation and analysis skills for geographic phenomena to facilitate better understanding, including:

- Observing various types of geographic phenomena.
 - Analyzing phenomena and recognizing their interrelationships.
- Skills in using modern devices and technologies in geography, such as:
 - Using instruments to measure wind direction and speed, temperature, etc.
- Scientific research skills, including:
 - Conducting research in all branches of geography (physical, human, and teaching methods).
 - Conducting both theoretical and applied research.
- Classroom teaching skills, including:
 - Preparing daily, monthly, and yearly lesson plans.
 - Applying various teaching strategies and models.
 - Understanding key teaching skills and how to apply them in classroom settings.
 - Understanding different types of assessment and their applications.

Ethics

- Enhancing environmental awareness and protection through effective activities and advocacy.
- Developing a positive attitude toward natural resources and their conservation.
- Building self-confidence and fostering teamwork skills among students.
- Instilling appreciation and positive attitudes toward the teaching profession and professional habits

• Teaching and Learning Strategies

- Technology-enhanced lecture
- Targeted questioning supported by reinforcement and feedback
- Cooperative learning
- Purposeful discussion based on brainstorming
- Dialogue method
- Classroom and extracurricular activities
- Micro-teaching

• Evaluation methods

- Pre-tests, formative, and final exams
- Oral and written tests (essay and objective)
- Reports and activities during the lesson and at the end of the practical phase
- Graduation projects and research where students work independently using the scientific research method to write theses in physical geography, human geography, and teaching methods

• Faculty

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

Professional Development
Mentoring new faculty members
<ol style="list-style-type: none"> 1. Holding regular meetings during which they are given important instructions and official notifications, discussing their problems, and trying to overcome them. 2. Encouraging them to complete research and motivating them to publish it in international databases. 3. Involving them in committees, volunteer work campaigns, and community service. 4. Enrolling them in courses, workshops, and seminars held by the university and college's Continuing Education Center (either participating or attending).
Professional development of faculty members
<ol style="list-style-type: none"> 1. . Encouraging them to publish in international databases. 2. Urging them to attend and organize workshops and courses that develop their teaching skills and familiarize them with modern teaching strategies and how to apply them in classroom educational situations. 3. Encouraging collaboration with other universities through participation in graduate study discussion committees, evaluating scientific research, and taking part in conferences, seminars, and workshops. 4. Motivating them to contribute to volunteer activities such as visiting elderly homes and orphanages, and donating food baskets to our people in Syria and Gaza.

• Acceptance Criterion
•Centralized

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

- Keeping up with local, Arab, and international university programs published through official websites.
- The official website of the college and university.
- The university guide and the department's official webpage on the internet.
- Books and resources specific to the department.

- **Program Development Plan**

- Updating the scientific content according to the latest research and studies.
- Integrating modern technologies such as Geographic Information Systems (GIS) and remote sensing.
- Developing teaching methods to enhance interaction and critical thinking.
- Improving assessment tools to measure analytical skills and field research.
- Training teaching staff on the use of technology and modern teaching methods.
- Including field activities and educational visits to enhance practical application.
- Strengthening academic and research partnerships with other institutions.
- Periodic review of course objectives to ensure their achievement.

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
2 nd Stage		Geography of Dry Regions	Basic	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓

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

Course Description Form

Course Name:

Geography of Dry Regions

Course Code:

Semester / Year:

Annual

Description Preparation Date:

Weekly Attendance

Available Attendance Forms:

2nd Stage Students

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

(60) hours / (2) hours for each class

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

Name: Dr. Heba Sahib Dkheil Ouda

Email:

Course Objectives

Course Objectives

- Introducing students to the concept of dry regions.
- Enabling students to identify dry regions around the world by drawing maps of dry regions.
- Providing students with a clear understanding of the importance of dry regions in terms of their spatial extent, water resources, population settlements, as well as their scientific significance, as these regions represent a vast field for researchers and scholars interested in this environment.
- Introducing students to the most important scientific equations used to define the concept of dry regions, such as the Thornthwaite, Lang, Köppen, and De Martonne equations.
- Clarifying the concept of drought and its effect on the expansion of dry regions.
- Addressing the concepts of climate change and climate variability, highlighting the differences between these two terms.
- The course aims to study the geomorphology of dry regions, focusing on water and wind erosion

- affecting these areas.
- Highlighting the major problems facing dry regions such as floods, pollution, drought, and desertification, and the impact of these problems primarily on humans.
- Enabling students to identify the natural and mineral resources found within dry regions and how to benefit from them through investment.

Teaching and Learning Strategies

Strategy	<ul style="list-style-type: none"> Lectures Practical application on mural maps of the world's continents. Using the lecture presentation method via DATA SHOW projector and displaying video clips related to the subject matter.
-----------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Course Structure

40% (term exams)
 10% (attendance and daily online participation according to the class schedule).
 50% (the final exam).

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	• Introduction to Geography and Its Branches	The nature of geography	• Interactive lecture	Participation – Discussion – Quiz
2	2	• Introduction to Geography and Its Branches	The concept of dry regions	• Interactive lecture	Participation – Discussion – Quiz
3	2	• Definition of Dry Regions and Clarification of Their Concept	The importance of dry regions	• Interactive lecture	Participation – Discussion – Quiz
4	2	Studying the elements of climate and their characteristics in dry regions.	The importance of climate for dry regions	• Interactive lecture	Participation – Discussion – Quiz
5	2	Studying climate changes and drought.	Characteristics of dry regions	• Interactive lecture	Participation – Discussion – Quiz
6	2	Climate changes	Characteristics of dry regions	• Interactive lecture	Participation – Discussion – Quiz
7	2	Drought	• Geomorphology of dry lands	• Interactive lecture	Participation – Discussion – Quiz
8	2	The characteristics that distinguish desert areas	Types of deserts	• Interactive lecture	Participation – Discussion – Quiz

9	2	Studying the divisions of deserts according to climate, vegetation, or drought conditions, in addition to global classifications.	<ul style="list-style-type: none"> Types of desert landforms 	<ul style="list-style-type: none"> Interactive lecture 	Participation – Discussion – Quiz
10	2	Studying Hamada and Erg deserts, mountainous and basin deserts, pediment slopes, and the pediment surface	Dominant geomorphological processes in dry regions	<ul style="list-style-type: none"> Interactive lecture 	Participation – Discussion – Quiz
11	2	Deflation, erosion, deposition, and transportation processes.	<ul style="list-style-type: none"> Geomorphological problems and hazards 	<ul style="list-style-type: none"> Interactive lecture 	Participation – Discussion – Quiz
12	2	Floods, dust storms, salinization, and erosion.	<ul style="list-style-type: none"> Land surface covers in dry regions 	<ul style="list-style-type: none"> Interactive lecture 	Participation – Discussion – Quiz
13	2	Soil	<ul style="list-style-type: none"> Land surface covers in dry regions 	<ul style="list-style-type: none"> Interactive lecture 	Participation – Discussion – Quiz
14	2	Natural vegetation	<ul style="list-style-type: none"> Land surface covers in dry regions 	<ul style="list-style-type: none"> Interactive lecture 	Participation – Discussion – Quiz
15	2	Animal grazing	<ul style="list-style-type: none"> Water resources in dry regions 	<ul style="list-style-type: none"> Interactive lecture 	Participation – Discussion – Quiz
16	2	Rainfall and rivers	<ul style="list-style-type: none"> Water resources in dry regions 	<ul style="list-style-type: none"> Interactive lecture 	Participation – Discussion – Quiz
17	2	Groundwater	<ul style="list-style-type: none"> Water resources in dry regions 	<ul style="list-style-type: none"> Interactive lecture 	Participation – Discussion – Quiz
18	2	Water harvesting	<ul style="list-style-type: none"> Water resources in dry regions 	<ul style="list-style-type: none"> Interactive lecture 	Participation – Discussion – Quiz
19	2	Desalination of seawater	<ul style="list-style-type: none"> Water resources in dry regions 	<ul style="list-style-type: none"> Interactive lecture 	Participation – Discussion – Quiz
20	2	Concept of	<ul style="list-style-type: none"> Environmental 	<ul style="list-style-type: none"> Interactive 	Participation

		environmental problems and their classifications	problems and hazards in dry regions	lecture	– Discussion – Quiz
21	2	Desertification	<ul style="list-style-type: none"> Environmental problems and hazards in dry regions 	<ul style="list-style-type: none"> Interactive lecture 	Participation – Discussion – Quiz
22	2	Desertification in Iraq	<ul style="list-style-type: none"> Desertification 	<ul style="list-style-type: none"> Interactive lecture 	Participation – Discussion – Quiz
23	2	Floods	<ul style="list-style-type: none"> Environmental problems and hazards in dry regions 	<ul style="list-style-type: none"> Interactive lecture 	Participation – Discussion – Quiz
24	2	Dust storms in Iraq	<ul style="list-style-type: none"> Environmental problems and hazards in dry regions 	<ul style="list-style-type: none"> Interactive lecture 	Participation – Discussion – Quiz
25	2	Pollution	<ul style="list-style-type: none"> Dust storms 	<ul style="list-style-type: none"> Interactive lecture 	Participation – Discussion – Quiz
26	2	Industrial production	<ul style="list-style-type: none"> Environmental problems and hazards in dry regions 	<ul style="list-style-type: none"> Interactive lecture 	Participation – Discussion – Quiz
27	2	Environmental problems and hazards in dry regions	<ul style="list-style-type: none"> Environmental problems and hazards in dry regions 	<ul style="list-style-type: none"> Interactive lecture 	Participation – Discussion – Quiz
28	2	Agricultural resources and industrial production in dry regions	<ul style="list-style-type: none"> Agricultural resources and industrial production in dry regions 	<ul style="list-style-type: none"> Interactive lecture 	Participation – Discussion – Quiz
29	2	Agricultural resources and industrial production in dry regions	<ul style="list-style-type: none"> Agricultural resources and industrial production in dry regions 	<ul style="list-style-type: none"> Interactive lecture 	Participation – Discussion – Quiz
30	2	List of terminology included in the curriculum in English	<ul style="list-style-type: none"> List of terminology included in the curriculum in English 	<ul style="list-style-type: none"> Interactive lecture 	Participation – Discussion – Quiz

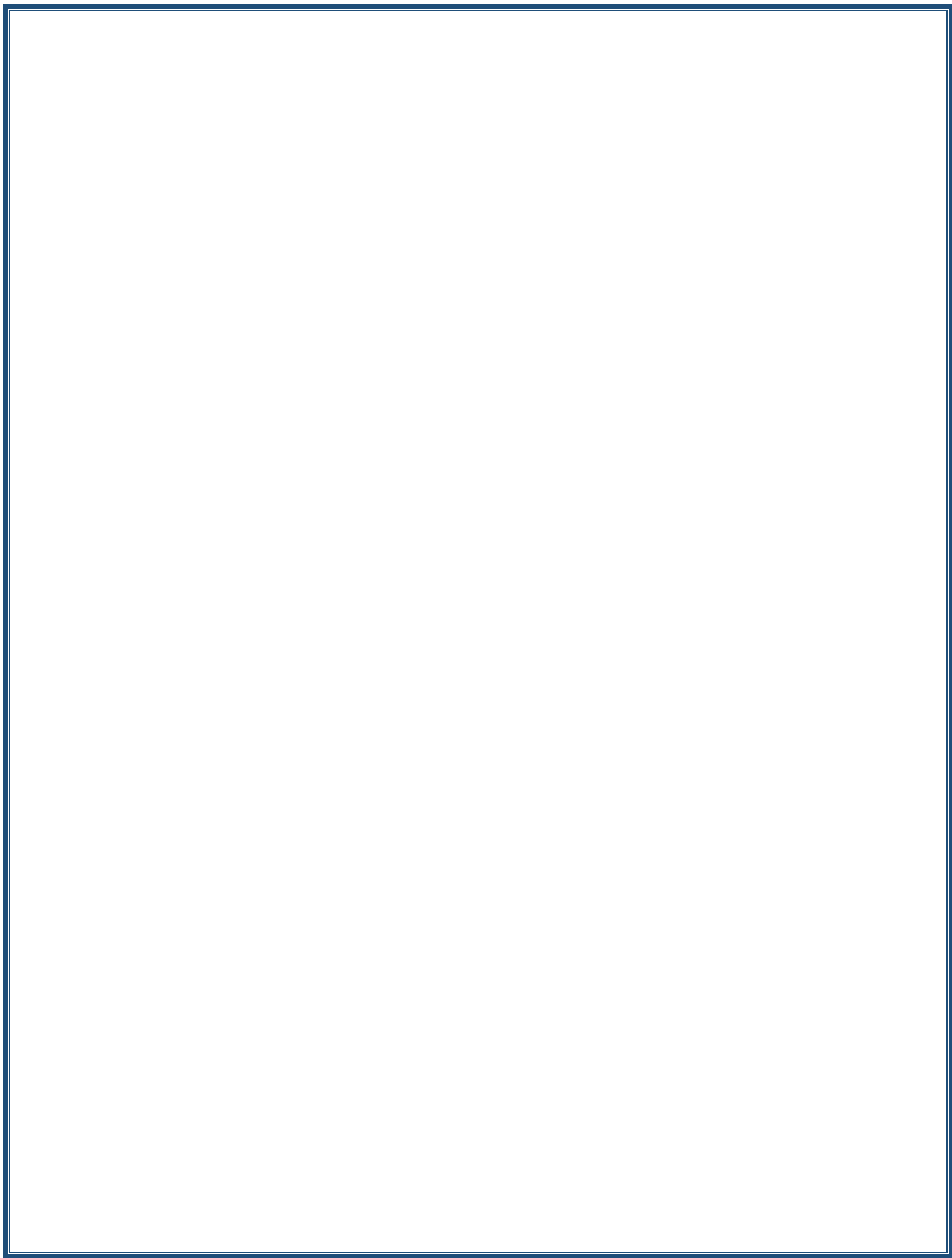
Course Evaluation

1. Quiz
2. Semester exams

3. Weekly reports and research papers
4. Daily oral tests

Learning and Teaching Resources

Required textbooks (curricular books, if any)	A book prepared by the course instructor: Lectures on Dry Regions, prepared by Dr Habaa Sahib Dkhe Hassan Ramadan Salama, Geography of Dry Regions (Ar Environmental Geographical Perspective), Al-Maysara Publishing and Distribution, 2015.
Main references (sources)	
Recommended books and references (scientific journals, reports...)	_____
Electronic References, Websites	_____



Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Cod	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
2 nd Stage		Meteorology and Climatology	Basic	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓

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

Course Description Form

Course Name:	
Meteorology and Climatology	
Course Code:	
Semester / Year:	
Annual	
Description Preparation Date:	
2025/2/23	
Available Attendance Forms:	
First Stage Students	
Number of Credit Hours (Total) / Number of Units (Total)	
(60) hours / (2) hours for each class	
Course administrator's name (mention all, if more than one name)	
Name: Prof.Dr. Aziz Kooti Hussein Email: Dr.aziz.g@utq.edu.iq	
Course Objectives	
Course Objectives	1.Introducing students to the concept of meteorology and climate. 2.Informing students about the main climatic elements and phenomena. 3.Explaining the most important global press systems.
Teaching and Learning Strategies	
Strategy	1. Encouraging students to analyze and interpret climatic elements and phenomena. 2. Encouraging students to deliver an outstanding climate-related lesson. 3. Engaging in a scientific and analytical discussion of climatic concepts. 4. Developing students' skills through the use of available resources. 5. Introducing students to the latest research, theses, and dissertations in climatology. 6. Clarifying the relationship between climatology and other sciences
Evaluation	
40% (term exams) 10% (attendance and daily online participation according to the class schedule). 50% (the final exam).	
Learning and Teaching Resources	
Required textbooks (curricular books, if any)	Fundamentals and Principles of Meteorology and Climatology Prof. Dr. Ali Abdulzahra Al-Waie
Main references (sources)	Geography of Weather and Climate

	Prof. Dr. Ali Sahib Al-Moussawi Fundamentals of Climatology Adnan H. Azah Al-Bayat
Recommended books and references (scientific journals, reports...)	<ol style="list-style-type: none"> 1. The general college library. 2. Utilizing up-to-date scientific sources in the field of climatology specialization. 3. All humanities-related journals that publish geographical topics.
Electronic References, Websites	Utilizing the electronic library Various websites on Telegram

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Define students' understanding of meteorology and its relation with other sciences	Meteorology and Climatology	Lecture and discussion	Evaluation of students' background about the topic
2	2	Define students' understanding of Earth's structure and geological layers	Structure of the Earth and Geological Layers	Lecture and discussion	Students' participation in class discussion
3	2	Define students' understanding of components of geological layers	Components of Geological Layers	Student participation in presenting topic	Students' participation in class discussion
4	2	Define students' knowledge about factors affecting solar radiation distribution	Variation in the intensity and description of solar radiation	Reading texts and written discussions	Evaluation of students' research

5	2	Define students' understanding of the effect of Earth's rotation and axis on climate	Control of the climate system	Student participation in presenting topic	Evaluation of information obtained by students from the network
6	2	Define students' knowledge about factors affecting wind movement and types of surface and high-altitude winds	Factors affecting wind movement	Reading texts + written discussions	Students' participation in discussions
7	2	Define students' knowledge about atmospheric cycles and phenomena (like El Niño, La Niña, monsoons) and their climate effects	Interaction of atmospheric cycles with other phenomena	Reading texts + written discussions	Students' participation in discussions and research
8	2	Define students' understanding of global warming and climate change in geological layers	Relationship with global warming	Reading texts + written discussions	Students' participation in discussions
9	2	Define students' understanding of energy in the climate system and how to measure energy types	Energy and work forces near Earth's surface	Reading texts + written discussions	Students' participation in discussions

10	2	Define students' understanding of temperature, its sources, methods of measurement, and influencing factors	Temperature	Reading texts + written discussions	Students' participation in discussions and short exam
11	2	Introducing the student to the areas of atmospheric pressure distribution and prevailing winds.	Atmospheric Pressure and Winds"	Lecture and discussion	Evaluating students' reports on the concept of the topic.
12	2	Exam	Exam	Exam	Exam
13	2	Introducing the student to the concept, types, and characteristics of air masses	Air Masses	Lecture and discussion	Evaluating students' reports on the concept of the topic.
14	2	Introducing the student to the low and high-pressure systems affecting the Earth's climate.	Low-pressure and High-pressure Systems"	Lecture and discussion	Monitoring students' understanding of the lecture topic."
15	2	Introducing the student to the concept of cyclones, their causes, and resulting effects	Tropical Cyclones"	Lecture and discussion	Active student participation in discussions about the lecture topic.
16	2	Introducing the student to the causes and types of condensation.	Exam	Exam	Quiz

17	2	Introducing the student to the causes and types of precipitation	Condensation	Lecture and discussion	Evaluating students' responses to the assessment questions posed about the lecture topic."
18	2	Introducing the student to the principles of climate classification and its types	Precipitation	Lecture and discussion	Evaluating students' contributions regarding the lecture topic.
19	2	Exam	Exam	Exam	Exam
20	2	Introducing the student to the principles of climate classification and its types	Climate Classification	Engaging students in delivering brief presentations on the lecture topic.	Discussions and Participation
21	2	Introducing the student.	The Water Cycle in Nature	Lecture and discussion	Discussions and Participation
22	2	Introducing the student to the water cycle in nature and the water balance.	The Water Cycle in Nature and Surface Water Balance	Engaging students in discussion groups to debate the lecture topic	Quiz
23	2	Introducing the student to the indicators and types of drought.	Drought Indicators	Lecture and discussion	
24	2	Evaluating students'	_____ -	Lecture and	

		reports on the lecture's concept		discussion	
25	2	Introducing the student to information about climatic cycles	Climatic Cycles"	Exam	Quiz
26	2	Introducing the student to the Hadley cell, the polar cell, and their resulting effects.	Climatic Cells	Lecture and discussion	Discussions and Participation
27	2	Introducing the student to the causes of these waves and their types	Sedimentary Waves	Lecture and discussion	Discussions and Participation
28	2	Introducing the student to the causes of jet streams and their type	Jet Streams	Exam	Quiz
29	2	Introducing the student to the nature of the relationship between high surface pressure systems.	The Relationship between Surface and Upper-level Pressure Systems"	Lecture and discussion	Discussions and Participation
30	2	Introducing the student to how to analyze weather maps	Weather Maps	Lecture and discussion	Discussions and Participation

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
2 nd Stage		Developmental Psychology	Basic	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓

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

Course Description Form

Course Name:	
Developmental Psychology	
Course Code:	
Semester / Year:	
Annual	
Description Preparation Date:	
2025-2-20	
Available Attendance Forms:	
2 nd Stage Students	
Number of Credit Hours (Total) / Number of Units (Total)	
(60) hours / (2) hours for each class	
Course administrator's name (mention all, if more than one name)	
Assistant Lecturer Marwah Habeeb Hassan	
Email: marwahbeeb92@gmail.com	
Course Objectives	
Course Objectives	<ul style="list-style-type: none"> To enable the student to understand Developmental Psychology and its areas of interest. To familiarize the student with the concept of development across various variables and changes. To describe psychological processes at different ages. To interpret the phenomenon of temporal changes in human behavior. To establish standards of development for each stage of life.
Teaching and Learning Strategies	
Strategy	<ol style="list-style-type: none"> 1. Developing academic plans and programs that align with international standards and are compatible with the mission of the college and university. 2. Preparing students to achieve a high level of confidence by promoting a culture of creativity and employing innovative teaching methods, enabling them to meet the requirements of scientific research. 3. Adopting a continuous improvement approach for academic programs to consistently enhance the quality of graduates capable of competing effectively in the labor market. 4. Establishing specialized scientific units to serve the goals of the college,

university, and community within the field of specialization.

Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Assessing the student's level of scientific and historical knowledge and explaining the content related to the subject."	Developmental Psychology	Developing comprehensive curricula that align with the requirements of the current stage."	<ul style="list-style-type: none"> • Daily quizzes • Semester exams • Weekly reports
2	2	Assessing the student's level of scientific and historical knowledge and explaining the content related to the subject."	Developmental Psychology	Developing comprehensive curricula that align with the requirements of the current stage."	<ul style="list-style-type: none"> • Daily quizzes • Semester exams • Weekly reports
3	2	Assessing the student's level of scientific and historical knowledge and explaining the content related to the subject."	Developmental Psychology	Developing comprehensive curricula that align with the requirements of the current stage."	<ul style="list-style-type: none"> • Daily quizzes • Semester exams • Weekly reports
4	2	Assessing the student's level of scientific and historical knowledge and explaining the content related to the subject."	Developmental Psychology	Developing comprehensive curricula that align with the requirements of the current stage."	<ul style="list-style-type: none"> • Daily quizzes • Semester exams • Weekly reports
5	2	Assessing the student's level of scientific and historical knowledge and explaining the content related to the subject."	Developmental Psychology	Developing comprehensive curricula that align with the requirements of the current stage."	<ul style="list-style-type: none"> • Daily quizzes • Semester exams • Weekly reports
6	2	Assessing the student's level of scientific and historical knowledge and explaining the content related to the subject."	Developmental Psychology	Developing comprehensive curricula that align with the requirements of the current stage."	<ul style="list-style-type: none"> • Daily quizzes • Semester exams • Weekly reports
7	2	Assessing the	Developmental	Developing	<ul style="list-style-type: none"> • Daily

		student's level of scientific and historical knowledge and explaining the content related to the subject."	Psychology	comprehensive curricula that align with the requirements of the current stage."	quizzes <ul style="list-style-type: none"> • Semester exams • Weekly reports
8	2	Assessing the student's level of scientific and historical knowledge and explaining the content related to the subject."	Developmental Psychology	Developing comprehensive curricula that align with the requirements of the current stage."	<ul style="list-style-type: none"> • Daily quizzes • Semester exams • Weekly reports
9	2	Assessing the student's level of scientific and historical knowledge and explaining the content related to the subject."	Developmental Psychology	Developing comprehensive curricula that align with the requirements of the current stage."	<ul style="list-style-type: none"> • Daily quizzes • Semester exams • Weekly reports
10	2	Assessing the student's level of scientific and historical knowledge and explaining the content related to the subject."	Developmental Psychology	Developing comprehensive curricula that align with the requirements of the current stage."	<ul style="list-style-type: none"> • Daily quizzes • Semester exams • Weekly reports

Course Evaluation

Oral exams – written multiple-choice tests – daily participation – completion of reports and assignments.

Learning and Teaching Resources

Required textbooks (curricular books, if any)	Childhood and Cognitive Psychology
Main references (sources)	Theories of Human Development
Recommended books and references (scientific journals, reports...)	Evolutionary Psychology
Electronic References, Websites	The online library, which includes everything related to field-subject in precise and clear detail

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

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

Course Description Form

Course Name:					
Geomorphology					
Course Code:					
Semester / Year:					
Annual					
Description Preparation Date:					
2025/2/23					
Available Attendance Forms:					
Daily /Morning					
Number of Credit Hours (Total) / Number of Units (Total)					
(60) hours / (2) hours for each class					
Course administrator's name (mention all, if more than one name)					
Name: Prof. Dr. Faleh Sh. Naseef Jasim					
Email:					
Course Objectives					
Course Objectives			<ul style="list-style-type: none"> •Enabling students to become familiar with Geomorphology, its terminology, and the objectives of its study. • Enabling students to understand the main geomorphological processes, their causes, development, and impacts. •Enabling students to identify and understand the detailed forms of the Earth's surface in terms of formation and development. 		
Teaching and Learning Strategies					
Strategy		<ul style="list-style-type: none"> • Use descriptive methods to describe geomorphological processes and landforms. • Use illustrative methods such as diagrams and images to explain geomorphological processes and the resulting landforms. 			
Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

1	2	Definition of the student; the origin of Geomorphology.	The origin of Geomorphology	Lecture and Discussion	Extent of Students' Participation in Classroom Discussion
2	2	The development of the science of Geomorphology.	The Development of Geomorphology	Lecture and Discussion	Extent of Students' Participation in Classroom Discussions"
3	2	The most important scholars of Geomorphology and their perspectives	Scholars of Geomorpholog	Engaging students in delivering brief presentations on the topic."	The Extent of Students' Participation in Classroom Discussions"
4	2	Introducing the student to rocks and their types.	Rock	Text Readings and Classroom Discussions	Evaluating Students' Research
5	2	Igneous Rocks in Detail	Igneous rock	Engaging students in delivering brief presentations on the topic."	Evaluating the Reliability of Information Students Obtained from the Information Network
6	2	Sedimentary Rocks in Detail	Sedimentary rocks	Text Readings and Classroom Discussions	Extent of Students' Participation in Classroom Discussions"
7	2	Metamorphic Rocks in Detail	Metamorphic Rocks	Text Readings and Classroom Discussions	Extent of Students' Participation in Classroom Discussions"
8	2	Definition of Land, Its Continents, and the Waters of Its Oceans"	Landmasses and waters	Text Readings and Classroom Discussions	Extent of Students' Participation in Classroom Discussions"
9	2	Introducing the student to geomorphic processes and geomorphic agents."	Processe	Text Readings and Classroom Discussions	Extent of Students' Participation in Classroom Discussions"
10	2	Physical weathering	Physical weathering	Text Readings and Classroom Discussions	Extent of Students' Participation in Classroom Discussions"

11	2	Chemical weathering	Chemical weathering	Text Readings and Classroom Discussions	Evaluating Students' Reports on the Concept of the Topic
12	2	Exam	Exam	Exam	Exam
13	2	Stages of Weathering	Stages of weathering, its residues, and its zones	Lecture and Discussion	Evaluating Students' Reports on the Concept of the Topic
14	2	Factors Affecting the Formation and Development of Weathering	Factors Affecting the Formation and Development of Weathering	Lecture and Discussion	Monitoring Students' Understanding of the Lecture Topic
15	2	Soil	Their Formation, Horizons, and Creep	Lecture and Discussion	Students' Participation in Discussions
16	2	Exam	Exam	Exam	Exam
17	2	Exfoliation Domes	Exfoliation Domes	Lecture and Discussion	Evaluating Students' Responses to the Assessment Questions Posed About the Lecture Topic
18	2	Landslides	Causes of Their Impact	Lecture and Discussion	Evaluating Students' Contributions Regarding the Lecture Topic
19	2	Flowing Water	Running Water	Lecture and Discussion	Extent of Students' Participation in Classroom Discussions
20	2	River Systems	Fluvial Erosion, Transportation, and Deposition	Engaging students in delivering brief presentations on the topic.	Extent of Students' Participation in Classroom Discussions
21	2	Landforms Resulting from Fluvial	Landforms Resulting from Fluvial		The Extent of Students' Participation in

					Discussions
22	2	Fluvial Deposition	Depositi	Organizing students into discussion groups to deliberate on the lecture topic.	The Extent of Students' Participation in Discussions
23	2	Exam	Exam	Exam	Exam
24	2	Winds	Winds and Their Role in Shaping Earth's Surface Features	Lecture and Discussion	Students' Participation in Discussions"
25	2	Faults	Faults and Their Role in Shaping Earth's Surface Features	Lecture and Discussion	Students' Participation in Discussions"
26	2	Folds	Folds and Their Role in Shaping Earth's Surface Features	Lecture and Discussion	Students' Participation in Discussions"
27	2	Waves	Sea Waves and Their Impact	Lecture and Discussion	The Extent of Students' Participation in Discussions
28	2	Ice"	Glaciers and Their Impact"	Lecture and Discussion	The Extent of Students' Participation in Discussions
29	2	Earthquakes	Its Concept and Types	Lecture and Discussion	The Extent of Students' Participation in Discussions
30	2	Seismic Zones	Primary and Secondary Zones"		Monitoring Students' Understanding of the Information Presented in the Lecture"
31	2	Volcanoes	Their Types and Distribution	Lecture and Discussion	Students' Participation in Discussions"
32	2	Exam	Exam	Exam	

Course Evaluation

40% (term exams)

10% (attendance and daily online participation according to the class schedule).

50% (the final exam).

Learning and Teaching Resources

Required textbooks (curricular books, if any)

Geomorphology

Main references (sources)

Geomorphology of Landforms

Recommended books and references (scientific journals, reports...)

- 1- The general college library
- 2- Utilizing modern scientific sources in the field of Geomorphology
- 3- Utilizing the electronic library

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
Stage		Africa and Australia 128GGAA	Basic	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓

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

Course Description Form

Course Name:	
Africa and Australia 128GGAA	
Course Code:	
Semester / Year:	
Annual	
Description Preparation Date:	
2025/2/23	
Available Attendance Forms:	
Daily attendance	
Number of Credit Hours (Total) / Number of Units (Total)	
(60) hours / (2) hours for each class	
Course administrator's name (mention all, if more than one name)	
Name: Dr. Email:	
Course Objectives	
Course Objectives	<ol style="list-style-type: none"> 1. To learn the regional geography of Africa and Australia in order to acquire important geographical information. 2. To teach students how to read maps of Africa and Australia, understand mental imagery, and relate it to geographical information. 3. To create exams, reports, and scientific research related to the subject. 4. To optimally prepare a competent teacher with a strong scientific background qualified to teach in schools. 5. To assist students in learning by providing the necessary environment conducive to learning. 6. To connect the scientific information acquired by students to their real-life situations for practical benefit. 7. The curriculum must be prepared to suit students' interests, orientations, and needs to bring about the desired behavioral change. 8. The curriculum should be flexible, allowing modification and adjustment so instructors have the ability to add, change, and develop it

--	--

Teaching and Learning Strategies

Strategy	<input type="checkbox"/> Cooperative learning: Based on teamwork where students collaborate in small groups to solve problems or complete specific tasks, enhancing learning through the exchange of ideas and information. <input type="checkbox"/> Project-based learning: Involves carrying out a specific project that allows students to apply acquired knowledge and skills in a practical context. <input type="checkbox"/> Problem-based learning: Uses real-world problems as the focus for discussion and understanding, helping students develop problem-solving and analytical skills. <input type="checkbox"/> Technology in education: The use of technological tools such as educational software, mobile applications, and virtual classrooms to facilitate learning.
-----------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Learning and Teaching Resources

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

Evaluation method	Learning method	Require Learning Outcomes	Unit/Topic Name	Hours	Week
<ul style="list-style-type: none"> • Discussion and Exchange of Opinions • Daily Participation 	<ul style="list-style-type: none"> • Lecture and Discussion Method 	<ul style="list-style-type: none"> •Introducing the student to the history and stages of the formation of Africa through the influence of various factor 	<ul style="list-style-type: none"> •Africa in Histor 	4	1_2

<ul style="list-style-type: none"> •Discussion and Exchange of Opinions •Daily Participation •Quiz 	<ul style="list-style-type: none"> • Lecture and Discussion Method 	<ul style="list-style-type: none"> •Introducing students to the origin of the name of the continent of Africa, its geographical and astronomical location, the geological structure of the continent, and its surface features, in addition to river drainage and lakes. 	<ul style="list-style-type: none"> •Location, shape, and area of the continent of Africa 	4	4_3
<ul style="list-style-type: none"> •Discussion and Exchange of Opinions •Daily Participation •Quiz 	<ul style="list-style-type: none"> • Lecture and Discussion Method 	<ul style="list-style-type: none"> •Explaining the factors influencing the climate of the continent of Africa, its climatic elements, and the main climatic region 	<ul style="list-style-type: none"> •Climate and climatic regions of the continent of Africa 	4	6_5
<ul style="list-style-type: none"> •Discussion and Exchange of Opinions •Daily Participation •Quiz <ul style="list-style-type: none"> •Discussion and Exchange of Opinions •Daily Participation •Quiz 	<ul style="list-style-type: none"> • Lecture and Discussion Method 	<ul style="list-style-type: none"> •Identifying the major human races prevailing in the continent of Africa and their geographical distribution, in addition to the languages present in the continent 	<ul style="list-style-type: none"> •Human races and the origin of the population of the continent of Africa 	4	12_11
	<ul style="list-style-type: none"> •Lecture and Discussion Method 	<ul style="list-style-type: none"> •Definition of soil and the variation of soil types and their chemical and physical properties in the continent, as well as the main soil types and their geographical distribution in the continent of Australia 	<ul style="list-style-type: none"> •Population of Australia, population growth, and their distribution in the continent of Australia 	4	26_27
	<ul style="list-style-type: none"> •Lecture and Discussion Method 	<ul style="list-style-type: none"> • Characteristics of 	<ul style="list-style-type: none"> Industry and Transportation in Australia 	4	29__30

<ul style="list-style-type: none"> • Discussion and Exchange of Opinions, Daily Participation, and Daily Tests” 		<p>Industry in the Continent of Australia and the Factors that Contributed to Its Development, as well as the Main Types of Predominant Industries, Their Geographical Distribution, Modes of Transportation and Their Main Types, and the Locations of Their Concentration and Spread Across the Continent.</p>			
--------------------------------------------------------------------------------------------------------------------------------	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--

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

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

Course Description Form

Course Name:	
English Language	
Course Code:	
Semester / Year:	
Annual	
Description Preparation Date:	
2025/2/23	
Available Attendance Forms:	
Weekly	
Number of Credit Hours (Total) / Number of Units (Total)	
(30) hours / (1) hours for each class	
Course administrator's name (mention all, if more than one name)	
Name: Assistant Lecturer. Shajan Riyad Dakhil	
Email: shogunriyadhdakhil@utq.edu.iq	
Course Objectives	
Course Objectives	<ul style="list-style-type: none"> Explaining English language rules. Identifying the basic principles of sentence construction in the English language phrases, and others. Improving students' skills in understanding the texts correctly. Knowledge of certain common terms. Enhancing students' ability to interact correctly in various linguistic contexts. Guiding students to use the English language correctly and appropriately in various daily and academic contexts.
Teaching and Learning Strategies	
Strategy	<ul style="list-style-type: none"> Explaining the grammar of the language clearly and simply. Providing examples to illustrate the uses of rules. Providing practical exercises to apply the rules. Providing feedback and correcting students' mistakes. Set a time during the lecture to review the previous rules to ensure that they are well understood and to link the previous material to the subsequent material. Encouraging students to help each other to enhance understanding.

	<ul style="list-style-type: none"> Organizing interactive activities such as students presenting and explaining subject to make the learning process interesting. Benefit from examples and exercises by linking language rules to life contexts and situations to increase students' understanding.
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1 & 2	2	Students' control and theoretical and practical understanding of the subject, as well as their ability to perceive, comprehend, and transfer this knowledge to others	<ul style="list-style-type: none"> An introduction to the general English language 	<ul style="list-style-type: none"> Asking questions Doing the textbook's exercises Using the data to show projects 	<ul style="list-style-type: none"> Daily participation and exams Research Assignment Student's attendance at the lecture
3 - 7	4	Understanding the different Types of word in the Language, such as nouns, verbs, etc.	<ul style="list-style-type: none"> English Sentence Structure Practical Exercises 	<ul style="list-style-type: none"> Asking questions Doing the textbook's exercises Using the data to show projects 	<ul style="list-style-type: none"> Daily participation and exams Research Assignment Student's attendance at the lecture
7 - 11	4	Understanding the different	<ul style="list-style-type: none"> Tenses Practical Exercises 	<ul style="list-style-type: none"> Asking questions Doing the textbook's exercises 	<ul style="list-style-type: none"> Daily participation and exams Research Assignment

11 - 15	4	types of tenses, and how to use them correctly.		<ul style="list-style-type: none"> • Using the data to show project 	<ul style="list-style-type: none"> • Student's attendance at the lecture
		Understanding the difference between countable and uncountable nouns, and being able to use them correctly in sentences.	<ul style="list-style-type: none"> • Nouns(countable and Uncountable) 	<ul style="list-style-type: none"> • Asking questions • Doing the textbook's exercises • Using the data to show project 	<ul style="list-style-type: none"> • Daily participation and exams • Research Assignment • Student's attendance at the lecture
15 - 19	4				
	4	Understanding the role of adjectives and their ability to describe nouns or pronouns.	<ul style="list-style-type: none"> • Adjectives • Practical Exercises 	<ul style="list-style-type: none"> • Asking questions • Doing the textbook's exercises • Using the data to show project 	<ul style="list-style-type: none"> • Daily participation and exams • Research Assignment • Student's attendance at the lecture
19 - 23					
		Understanding the role of adverbs in the sentence and their ability to describe verbs, adjectives or other adverbs.	<ul style="list-style-type: none"> • Adverbs • Practical Exercises 	<ul style="list-style-type: none"> • Asking questions • Doing the textbook's exercises • Using the data to show project 	<ul style="list-style-type: none"> • Daily participation and exams • Research Assignment • Student's attendance at the lecture

23 - 27				<ul style="list-style-type: none"> • Asking questions • Doing the textbook's exercises • Using the data to show project 	<ul style="list-style-type: none"> • Daily participation and exams • Research Assignment • Student's attendance at the lecture
27 - 30		<p>Knowing the names of Countries and their cities And understanding the Numbers and prices.</p> <p>Review the important Subjects</p>	<ul style="list-style-type: none"> • Countries names • Numbers, prices • Practical Exercises • Review 	<ul style="list-style-type: none"> • Asking questions • Doing the textbook's exercises • Using the data to show project 	<ul style="list-style-type: none"> • Daily participation and exams • Research Assignment • Student's attendance at the lecture

Course Evaluation

40% (term exams)

10% (attendance and daily online participation according to the class schedule).

50% (the final exam).

Learning and Teaching Resources

Required textbooks (curricular books, if any)	New Headway plus
Main references (sources)	Grammar in use, Raymond Murphy-fifth edition
Recommended books and references (scientific journals, reports...)	Some books, dissertations, and thesis related to the field of language
Electronic References, Websites	Various Websites

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
Stage		Cartography and Remote Sensing 110G KH	Basic	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓

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

Course Description Form

	Course Name:	
	Cartography and Remote Sensing 110G KH	
	Course Code:	
	Semester / Year:	
	Annual	
	Description Preparation Date:	
	21/2/2025	
	Available Attendance Forms:	
	Daily	
	Number of Credit Hours (Total) / Number of Units (Total)	
	(60) hours / (2) hours for each class	
	Course administrator's name (mention all, if more than one name)	
	Name:.. Dr. Email:	
	Course Objectives	
	Course Objectives	<ul style="list-style-type: none"> Enabling students to identify the geographical map, its elements, design methods, and representation. Enabling students to understand how to take measurements from maps, represent phenomena, and read maps. Enabling students to learn the process of drawing and producing maps. Ensuring that the student is able to grasp the most important surveying and technical principles. Preparing researchers specialized in the field of geographical map drawing. Contributing to solving the problems students face in representing geographical phenomena.
	Teaching and Learning Strategies	
	Active Learning: Encourages learners to actively participate in lessons through	

	<p>interactive activities such as discussions and projects.</p> <p>Cooperative Learning: Relies on teamwork where students collaborate in small groups to solve problems or complete specific tasks, enhancing learning through the exchange of ideas and information.</p> <p>Project-Based Learning: Involves carrying out a specific project that allows students to apply acquired knowledge and skills in a practical context.</p> <p>Problem-Based Learning: Uses real-world problems as a focus for discussion and understanding, helping students develop problem-solving and analytical skills.</p> <p>Technology in Education: The use of technological tools such as educational software, mobile applications, and virtual classrooms to facilitate learning.</p>
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Strategy		<ul style="list-style-type: none"> • Active learning through discussions and interactive projects. • Cooperative learning through teamwork in small groups. • Project-based learning to apply knowledge in practice. • Problem-based learning using real-life situations for analysis and problem-solving. • Technology-enhanced learning (software, applications, virtual classrooms). • Developing skills in analysis, diagnosis, and problem-solving. • Encouraging note-taking and question-asking. • Formative and summative assessment, including exams, classroom activities, and research work.
-----------------	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Course Structure						
Week	Hours	Required Learning Outcomes		Unit or subject name	Learning method	Evaluation method
1_2	2	<ul style="list-style-type: none"> •Introducing students to the development of cartography and remote sensing. •Introducing students to the development of cartography 		<ul style="list-style-type: none"> •The development of cartography and remote sensing. •The development of cartography. 	<ul style="list-style-type: none"> •Lecture and discussion method. •Lecture and discussion method. •Involving students in giving brief presentations 	<ul style="list-style-type: none"> •Evaluation of students' background knowledge on the subject. •The extent of students' participation in classroom discussion

3_7	2	<ul style="list-style-type: none"> •Introducing students to the historical development of remote sensing •Introducing students to the types of geographic data and their sources. •Introducing students to map scales and measurements from maps. •Introducing students to the types of map scales. 		<ul style="list-style-type: none"> •The historical development of remote sensing. •Types of Geographic Data and Their Sources •Map Scales and Measurements from Maps •Types of Map Scales 	<p>on the topic.</p> <ul style="list-style-type: none"> •Text readings and classroom discussions. •Engaging students in delivering brief presentations on the topic. •Text readings and classroom discussions. •Text readings + classroom discussions. 	<p>.</p> <ul style="list-style-type: none"> •Evaluation of students' background knowledge on the subject.
7_11	2	<ul style="list-style-type: none"> •Introducing students to methods of changing scales. •Introducing students to methods of changing scales. •Introducing students to generalization processes. •Introducing students to measuring distances from 		<ul style="list-style-type: none"> • Methods of Changing Scales • Types of Geographic Data and Their Sources • Generalization Processes • Measuring Distances from Maps • Measuring Areas from Maps 	<p>on the topic.</p> <ul style="list-style-type: none"> • Text Readings + Classroom Discussions <p>\</p> <ul style="list-style-type: none"> •Lecture and 	

11_15		maps.		<ul style="list-style-type: none"> • Examination • Measuring Slopes from Maps • Coordinate Systems 	<ul style="list-style-type: none"> •discussion method. 	
15_19		<ul style="list-style-type: none"> •Introducing students to map projections (their types, purposes, creation, and suitable projection selection). • Introducing students to map orientation and determining directions. •Introducing students to determining the observer's location. 		<ul style="list-style-type: none"> • Map Projections (Types, Purposes, Construction, Suitable Projection) • Written Examination • Map Orientation and Determining Directions • Determining the Observer's Location 	<ul style="list-style-type: none"> •Lecture and •discussion method. •Lecture and •discussion method. •Lecture and •discussion method. •Lecture and •discussion method. 	
19_23		<ul style="list-style-type: none"> •Introducing students to the principles of land surveying. •Introducing students to the principles of terrestrial surveying. 		<ul style="list-style-type: none"> • Principles of Land Surveying • Principles of Land Surveying • Measuring Instruments 		
23_27		<ul style="list-style-type: none"> •Introducing students to measuring instruments. •Introducing students to field applications. 		<ul style="list-style-type: none"> • Field Applications • Map Classification • Classification Based on Map 		

27_30		<ul style="list-style-type: none"> •Introducing students to the classification of maps. •Introducing students to classification based on map scale. •Introducing students to classification based on map production. •Introducing students to classification based on the map's theme or purpose. •Introducing students to boundaries and visual variables for clarity and ease of reading. 		<p>Scale</p> <ul style="list-style-type: none"> • Classification Based on Map Production • Classification Based on Map Subject or Purpose • Boundaries and Visual Variables for Clarity and Readability 		
	Course Evaluation					
	40% (term exams) 10% (attendance and daily online participation according to the class schedule). 50% (the final exam).					
	Learning and Teaching Resources					
	Main references (sources)		Introduction to Maps / Juma Dawood Cartography and Aerial Photographs / Khudor Al-Ab			
	Recommended books and references (scientific journals, reports...)		Cartography / Najib Abdul Rahman Al-Zaidi Cartography / Mohammed Sobhi and Maher Abdul Hameed			

		<hr/> <p>1- The college's general library</p> <p>2- Utilizing modern scientific sources in the field of cartography</p> <p>3- Bridging the gap between academic skills and practical skills</p> <p>5- Making use of the electronic library</p>
	Electronic References, Websites	Encouraging students to follow geography-related platforms (Telegram channels).

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		Geography of Arid Regions	Basic	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓

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

Course Description Form

Course Name:	
Geography of Arid Regions	
Course Code:	
Semester / Year:	
Annual	
Description Preparation Date:	
2025/2/23	
Available Attendance Forms:	
daily	
Number of Credit Hours (Total) / Number of Units (Total)	
(60) hours / (2) hours for each class	
Course administrator's name (mention all, if more than one name)	
Name: Prof.Dr. Email:	
Course Objectives	
Course Objectives	<ul style="list-style-type: none"> Introducing students to the concept of arid regions. Enabling students to identify arid regions around the world through drawing maps of these regions. Providing students with a clear understanding of the importance of arid regions in terms of spatial extent, available water resources, and population concentrations, as well as their scientific significance as a wide field for researchers and scholars interested in this environment. Introducing students to the most important scientific equations that can be used to define the concept of arid regions, such as the Thornthwaite, Lang, Köppen, and De Martonne equations. Explaining the concept of drought and its impact on the expansion of arid regions. Addressing the concept of climate change and variability, and clarifying the distinction between these two terms. Aiming to study the geomorphology of arid

	<p>regions, focusing on water and wind erosion processes affecting these regions.</p> <ul style="list-style-type: none"> • Highlighting the problems faced by arid regions, such as floods, pollution, drought, and desertification, and the impact of these problems on humans primarily. • Enabling students to identify natural and mineral resources within arid regions and how to benefit from them through proper utilization.
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Teaching and Learning Strategies

Strategy	<ol style="list-style-type: none"> 1. Lectures 2. Practical application on world continent map murals. 3. Using the lecture presentation method with a DATA SHOW projector and displaying video clips related to the subject.
-----------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Introduction to Geography and Its Branches”	What is Geography?	Interactive Lecture	Participation – Discussion – Quiz
2	2	Defining Arid Regions and Determining Their Concept”	The Concept of Arid Regions	Interactive Lecture	Participation Discussion Quiz
3	2	Highlighting the Importance of Regions in Terms of Spatial Extent, Resource Diversity, and More	The Importance of Arid Regions	Interactive Lecture	Participation Discussion Quiz
4	2	Studying Climate Elements and Their Characteristics in Arid Regions”	The Importance of the Climate of Arid Regions	Interactive Lecture	Participation Discussion Quiz
5	2	Studying Climate Changes and Drought”	Characteristics of Arid Regions”	Interactive Lecture	Participation Discussion Quiz
6	2	Climate Changes	Characteristics of Arid Regions”	Interactive Lecture	Participation Discussion Quiz
7	2	Drought	Characteristics of Arid Regions”	Interactive Lecture	Participation Discussion Quiz
8	2	Characteristics of Desert Regions	Geomorphology of Arid Lands	Interactive Lecture	Participation Discussion Quiz
9	2	Studying the Classification of Deserts According to	Types of Deserts	Interactive Lecture	Participation Discussion Quiz

		Climatic and Vegetation Conditions, or According to Drought Conditions, in Addition to Global Classifications”			
10	2	Studying Hamada and Erg Deserts, Basin Mountain Deserts, Foothills of Bahada, and the Pediment Surface”	Types of Desert Landform	Interactive Lecture	Participation Discussion Quiz
11	2	Deflation, Erosion, Transportation, and Deposition Processes”	Dominant Geomorphological Processes in Arid Regions	Interactive Lecture	Participation Discussion Quiz
12	2	Floods, Dust Storms, Salinization, and Erosion	Geomorphological Problems and Hazards	Interactive Lecture	Participation Discussion Quiz
13	2	Soil	Biotic Surface Cover in Arid Regions	Interactive Lecture	Participation Discussion Quiz
14	2	Natural Vegetation	Biotic Surface Cover in Arid Regions	Interactive Lecture	Participation Discussion Quiz
15	2	Animal Watering	Biotic Surface Cover in Arid Regions	Interactive Lecture	Participation Discussion Quiz
16	2	Rainfall and Rivers	Water Resources in Arid Regions	Interactive Lecture	Participation Discussion Quiz
17	2	Groundwater	Water Resources in Arid Regions	Interactive Lecture	Participation Discussion Quiz
18	2	Water Harvesting	Water Resources in Arid Regions	Interactive Lecture	Participation Discussion Quiz
19	2	Water Harvesting	Water Resources in Arid Regions	Interactive Lecture	Participation Discussion Quiz
20	2	Desalination	Water Resources in Arid Regions	Interactive Lecture	Participation Discussion Quiz
21	2	The Concept of an Environmental Problem	Environmental Problems and Hazards in Arid Regions	Interactive Lecture	Participation Discussion Quiz
22	2	Desertification	Environmental Problems and Hazards in Arid Regions	Interactive Lecture	Participation Discussion Quiz
23	2	Desertification in Iraq (as a Case Study)”	Desertification	Interactive Lecture	Participation Discussion Quiz

24	2	Floods”	Environmental Problems and Hazards in Arid Regions	Interactive Lecture	Participation Discussion Quiz
25	2	Dust Storms	Environmental Problems and Hazards in Arid Regions	Interactive Lecture	Participation Discussion Quiz
26	2	Dust Storms in Iraq	Dust Storms	Interactive Lecture	Participation Discussion Quiz
27	2	Pollution	Environmental Problems and Hazards in Arid Regions	Interactive Lecture	Participation Discussion Quiz
28	2	Agricultural Production	Agricultural Resources and Industrial Production in Arid Regions”	Interactive Lecture	Participation Discussion Quiz
29	2	Industrial Production	Agricultural Resources and Industrial Production in Arid Regions”	Interactive Lecture	Participation Discussion Quiz
30	2	Teaching and Introducing Students to the Importance of the English Language in Studying the Curriculum, Especially the Terms Included in the Curriculum Throughout the Academic Year.	List of Terms Included in the Curriculum in English	Interactive Lecture	Participation Discussion Quiz

Course Evaluation

40% (term exams)

10% (attendance and daily online participation according to the class schedule).

50% (the final exam).

Learning and Teaching Resources

Required textbooks (curricular books, if any)	Book prepared by the course instructor Lectures on Arid Regions, prepared by Assistant Professor Heba Sahib Dakheel
Recommended books and references (scientific journals, reports...)	. Hassan Ramadan Salama, Geography of Arid Regions (A Geographical and Environmental Perspective), Al-Maysarah Publishing and Distribution, 2015.
Electronic References, Websites	_____

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

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

Course Description Form

Course Name:	
Biogeography	
Course Code:	
Semester / Year:	
Annual	
Description Preparation Date:	
2025/2/23	
Available Attendance Forms:	
Daily	
Number of Credit Hours (Total) / Number of Units (Total)	
(60) hours / (2) hours for each class	
Course administrator's name (mention all, if more than one name)	
Name: Prof. Dr. Email:	
Course Objectives	
Course Objectives	<ul style="list-style-type: none"> The principle of teaching the subject of Biogeography for the first-year curriculum. Preparing students to carry out analysis and distribution processes and use field tools. Learning methods for studying the elements and fundamentals of Biogeography. Optimal preparation of a competent teacher qualified to teach in secondary schools. Developing examinations, reports, and scientific research related to the subject.
Teaching and Learning Strategies	
Strategy	<ul style="list-style-type: none"> Weekly lectures Group discussion and dialogue in the classroom Homework assignments and reports on the topic Discussion and dialogue Use of maps Preparation of annual research projects

- Daily formative assessment Quiz

Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1 & 2		<ul style="list-style-type: none"> • Understand and comprehend the concept of biogeography and the importance of its study and interrelations • Explain the concept of the term “biosphere” and demonstrate its components 	<ul style="list-style-type: none"> • Biogeography (definition and subject) • The biosphere 	<ul style="list-style-type: none"> • Lecture with asking questions • Lecture with asking questions 	<ul style="list-style-type: none"> • Recording students’ activities by collecting their answers to the questions • Recording answers
3 - 7		<ul style="list-style-type: none"> • Identify the nature of the biosphere and the limits of its formation • Explain the characteristics that distinguish living organisms from non-living things • Recognize the cycles carried out by the biosphere • Define the term “ecosystem” and explain its components 	<ul style="list-style-type: none"> • The biosphere – characteristics of living organisms • Biogeochemical cycles • The ecosystem • Nature and formation of soil 	<ul style="list-style-type: none"> • Lecture with asking questions • Lecture with asking questions • Lecture with asking questions • Lecture with asking questions 	<ul style="list-style-type: none"> • Evaluation of answers • Evaluation through participation in questions • Evaluation of essay answers • Evaluation through participation in questions
7 - 11		<ul style="list-style-type: none"> • Explain the concept of soil, its composition, 	<ul style="list-style-type: none"> • Nature and formation of soil 	<ul style="list-style-type: none"> • Presentation with asking 	<ul style="list-style-type: none"> • Evaluation of students’ participation

11 - 15		<p>and its properties</p> <ul style="list-style-type: none"> • Identify the factors that form soil • Recognize the chemical and physical properties of soil • Determine soil fertility 	<ul style="list-style-type: none"> • Nature and formation of soil • Nature and formation of soil • Nature and formation of soil 	<p>questions</p> <ul style="list-style-type: none"> • Presentation with asking questions • Presentation with asking questions 	<ul style="list-style-type: none"> • Evaluation through participation in questions
		<ul style="list-style-type: none"> • Classify soils into their main types and distribution • Classification of soils/secondary soil types • Identify the secondary classifications of main soil types • Recognize natural vegetation, its classification, types, and importance 	<ul style="list-style-type: none"> • Nature and formation of soil • Nature and formation of soil • Nature and formation of soil • Natural plants – definition, classification, patterns, importance 	<ul style="list-style-type: none"> • Presentation with asking questions • Presentation with asking questions • Presentation with asking questions 	<ul style="list-style-type: none"> • Evaluation of students' participation • Evaluation of students' participation • Evaluation of students' participation
15 - 19		<ul style="list-style-type: none"> • Classify plants based on form and structure • Understand plant communities and patterns of plant distribution • Identify the patterns of geographical distribution of plants 	<ul style="list-style-type: none"> • Natural plants – definition, classification, patterns, importance • Natural plants – definition, classification, patterns, importance • Natural plants – definition, classification, patterns, 	<ul style="list-style-type: none"> • Evaluation of direct participation • Evaluation of direct participation • Evaluation of direct participation 	<ul style="list-style-type: none"> • Evaluation of students' participation / /

19 - 23		<ul style="list-style-type: none"> • Recognize the importance of plants • Identify climatic factors affecting plants • Understand soil-related factors affecting plants • Climatic factors affecting plants 	<p>importance</p> <ul style="list-style-type: none"> • Natural plants – definition, classification, patterns, importance • Natural plants – definition, classification, patterns, importance • Natural plants – definition, classification, patterns, importance 		<ul style="list-style-type: none"> • Evaluation of students' participation • Evaluation of research • Evaluation of students' participation • Evaluation of students' participation
23 - 27		<ul style="list-style-type: none"> • Factors related to soil condition • Concept of environmental pollution and its causes • Levels of environmental pollution • Types of environmental pollutants 	<ul style="list-style-type: none"> • Natural plants – definition, classification, patterns, importance • Humans and pollution of the natural environment • Humans and pollution of the natural environment 		<ul style="list-style-type: none"> • Evaluation of direct participation • Evaluation of direct participation • Evaluation of direct participation
27 - 30		<ul style="list-style-type: none"> • Pollution resulting from natural sources 	<ul style="list-style-type: none"> • Humans and pollution of the natural 		<ul style="list-style-type: none"> • Evaluation of direct participation • Evaluation of

		<ul style="list-style-type: none"> • Pollution resulting from human sources 	<p>environment</p> <ul style="list-style-type: none"> • Humans and pollution of the natural environment • Humans and pollution of the natural environment • Humans and pollution of the natural environment 		<p>direct participation</p> <ul style="list-style-type: none"> • Evaluation of direct participation
--	--	--------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--------------------------------------------------------------------------------------------------------------------

Course Evaluation

40% (term exams)

10% (attendance and daily online participation according to the class schedule).

50% (the final exam).

Learning and Teaching Resources

Required textbooks (curricular books, if any)	<ul style="list-style-type: none"> • The booklet prepared for this purpose is a study guide based on books of climatic and biogeography and supplemented by the Internet.
Main references (sources)	<ul style="list-style-type: none"> • There are many sources that were relied upon, including works by several authors, such as:

	Principles of Climatic and Biogeography by Mohamed Sabry Mahsoub Salim, Fundamentals of Biogeography and Ecology by Issam Abbas Babker Karar, and Principles of Biogeography by Masad Salama Mandour.
Recommended books and references (scientific journals, reports...)	• A series of online lectures titled Biogeography – Second Year, Geography Division by Salah Marouf Amasha, College of Education – Department of Social Studies.
Electronic References, Websites	The online library, which includes everything related to the subject in precise and clear detail.

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		Geography of Energy	Basic	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓

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

Course Description Form

Course Name:	
Geography of Energy	
Course Code:	
Semester / Year:	
Annual	
Description Preparation Date:	
Available Attendance Forms:	
Attendance	
Number of Credit Hours (Total) / Number of Units (Total)	
(60) hours / (2) hours for each class	
Course administrator's name (mention all, if more than one name)	
Name:.. Asst.Dr. Sanaa Abbas Ziyara Dhaidhan Al-Abbadi	
Email:	
Course Objectives	
Course Objectives	<ol style="list-style-type: none"> 1. Introduce students to the concept of energy, its classification, forms, and units of measurement. 2. Aim to familiarize students with conventional (fossil) energy sources, including coal, natural gas, and nuclear energy. 3. Introduce students to renewable energy sources, such as wind energy, solar energy, and tidal energy. 4. Help students understand the generation and production of electrical energy, as well as its geographical distribution. 5. Raise students' awareness of global production and consumption of various energy sources.
Teaching and Learning Strategies	
Strategy	<ol style="list-style-type: none"> 1 – Lectures and field lessons. 2 – Enabling students to analyze and think critically. 3 – Developing well-planned strategies.

4 – Using modern teaching aids.

Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Homework	Introduction to the Topic	Lectures	Homework
2	2	Homework	Concept of Energy”	Lectures	Homework
3	2	Homework	Evolution of Energy Uses	Lectures	Homework
4	2	Homework	Types of Energy	Lectures	Homework
5	2	Homework	Forms and Sources of Energy	Lectures	Homework
6	2	Homework	Distribution of Energy Sources	Lectures	Homework
7	2	Homework	Conventional Energy Sources”	Lectures	Homework
8	2	Homework	Coal	Lectures	Homework
9	2	Homework	Natural Gas	Lectures	Homework
10	2	Homework	Nuclear Energy	Lectures	Homework
11	2	Homework	The Relationship between Energy and Development	Lectures	Homework
12	2	Homework	Energy and the Dimensions of Sustainable Development”	Lectures	Homework
13	2	Homework	Oil and Its Derivatives”	Lectures	Homewor
14	2	Field Lesson	_____		
15	2	Field Lesson	Crude Oil Refining	Field Lesson	Field Lesson
1	2	Homework	Development of Energy Applications	Lectures	Homework
2	2	Homework	Solar Radiation	Lectures	Homework
3	2	Homework	Renewable	Lectures	Homework

			Energy Technology”		
4	2	Homework	Kinetic Energy	Lectures	Homework
5	2	Homework	Energy Sources and Pollution	Lectures	Homework
6	2	Homework	Economics of Pollution Control”	Lectures	Homework
7	2	Homework	Crude Oil Theories	Lectures	Homework
8	2	Homework	Oil and Its Formation Stages	Lectures	Homework
9	2	Homework	Stages of Petroleum Formation	Lectures	Homework
10	2	Homework	Crude Oil Migration	Lectures	Homework
11	2	Homework	Oil Reserves	Lectures	Homework
12	2	Homework	Conflict over Oil and Gas	Lectures	Homework
13	2	Homework	Importance of Oil in the Global Economy”	Lectures	Homework
14	2	Homework	Geographical Distribution of Oil in the World	Lectures	Homework
15	2	Homework	Development and Its Relation to the Oil Economy	Lectures	Homework

Course Evaluation

40% (term exams)

10% (attendance and daily online participation according to the class schedule).

50% (the final exam).

Learning and Teaching Resources

Required textbooks (curricular books, if any)	<ul style="list-style-type: none"> Industrial Geography – Abdul Zahra Al-Janabi Industrial Geography – Mohammad Azhar Al-Sammak Geography of Energy – Subhi Al-Dulaimi
-----------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Main references (sources)	Iraqi Oil and Oil Policy – Hasan Latif Kazem
---------------------------	----------------------------------------------

Recommended books and references	<ul style="list-style-type: none"> Alternative Energy – Samir Saadoun Mustafa
----------------------------------	----------------------------------------------------------------------------------------------

(scientific journals, reports...)	<ul style="list-style-type: none"> • Reports on Renewable Energy – Journal of Geographical Research, University of Kufa 	
Electronic References, Websites	https://kfs.edu.eg/arts/pdf/23320201215418.pdf	

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		Applied Geomorphology	Basic	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓



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

Course Description Form

Course Name:	
Applied Geomorphology	
Course Code:	
Semester / Year:	
Annual	
Description Preparation Date:	
2024/2025	
Available Attendance Forms:	
Daily Morning Attendance”	
Number of Credit Hours (Total) / Number of Units (Total)	
(60) hours / (2) hours for each class	
Course administrator's name (mention all, if more than one name)	
Name: Prof. Dr. Email:	
Course Objectives	
Course Objectives	<ul style="list-style-type: none"> Focus on the study of landforms, their principles, and practical applications. Develop students’ ability to distinguish between factors and processes shaping the land. Introduce the concept of Applied Geomorphology and its connection with other sciences. Cover foundations, concepts, and fields of applied geomorphology. Study the geomorphology of soils, slopes, rivers, winds, groundwater, and coasts, including relevant measurement equations. Teach land evaluation, classification, and production of geomorphological maps, along with practical applications. Promote student engagement with academic terminology and consistent follow-up. Ensure annual updates of teaching materials and vocabulary by at least 15% based on new sources and

references.

Teaching and Learning Strategies

Strategy

A – Cognitive Objectives

- A1 – Comprehend and understand the material, particularly the required terminology.
- A3 – Use the board and a dry-erase marker.
- A4 – Prepare illustrative teaching aids.
- A5 – Prepare brief reports on selected topics.

B – Program-Specific Skill Objectives

- B1 – Utilize visual aids effectively.
- B2 – Provide numerous examples.
- B3 – Formulate questions related to the material to assess students' understanding, comprehension, and ability to draw inferences.

Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	The student will understand the concept of Applied Geomorphology, its development stages, and its relationship with other sciences.	Applied Geomorphology	Board, marker, discussion, and question posing.	Interactive discussions and exchange of ideas, formulation of questions, and daily short quizzes.
2	3	The student will understand the modern foundations of Applied Geomorphology and the principles of fieldwork.	Applied Geomorphology	Board, marker, discussion, and question posing.	Interactive discussions and exchange of ideas, formulation of questions, and daily short quizzes.
3	3	The student will become familiar with field and laboratory geomorphological measurement instruments.	Applied Geomorphology	Board, marker, discussion, and question posing.	Interactive discussions and exchange of ideas, formulation of questions, and daily short

					quizzes.
4	3	The student will understand soils, their properties, and classification.	Applied Geomorphology	Board, marker, discussion, and question posing.	Interactive discussions and exchange of ideas, formulation of questions, and daily short quizzes.
5	3	The student will identify types of soils, their development, and influencing factors.	Applied Geomorphology	Board, marker, discussion, and question posing.	Interactive discussions and exchange of ideas, formulation of questions, and daily short quizzes.
6	3	The student will understand the concept of land slopes and the equations used to measure them.	Applied Geomorphology	Board, marker, discussion, and question posing.	Interactive discussions and exchange of ideas, formulation of questions, and daily short quizzes.
7	3	The student will explain the classification of slopes and their potential uses	Applied Geomorphology	Board, marker, discussion, and question posing.	Interactive discussions and exchange of ideas, formulation of questions, and daily short quizzes.
8	3	The student will describe the movement of materials on slopes and explain the relevant measurement equations	Applied Geomorphology	Board, marker, discussion, and question posing.	Interactive discussions and exchange of ideas, formulation of questions, and

					daily short quizzes.
9	3	The student will understand slope hazards and methods for their mitigation.	Applied Geomorphology	Board, marker, discussion, and question posing.	Interactive discussions and exchange of ideas, formulation of questions, and daily short quizzes.
10	3	The student will understand flowing water and study its morphometric characteristics.	Applied Geomorphology	Board, marker, discussion, and question posing.	Interactive discussions and exchange of ideas, formulation of questions, and daily short quizzes.
11	3	Explaining the equations used to measure the geomorphological work of a river	Applied Geomorphology	Board, marker, discussion, and question posing.	Interactive discussions and exchange of ideas, formulation of questions, and daily short quizzes.
12	3	The student will understand the methods of measuring wind activity and explain the related equations	Applied Geomorphology	Board, marker, discussion, and question posing.	Interactive discussions and exchange of ideas, formulation of questions, and daily short quizzes.
13	3	The student will understand how to measure the dimensions of landforms resulting from wind activity	Applied Geomorphology	Board, marker, discussion, and question posing.	Interactive discussions and exchange of ideas, formulation of

					questions, and daily short quizzes.
14	3	The student will explain the importance of monitoring wind effects and methods to mitigate related problems.	Applied Geomorphology	Board, marker, discussion, and question posing.	Interactive discussions and exchange of ideas, formulation of questions, and daily short quizzes.
15	3	The student will understand groundwater and the methods for determining its recharge basins.	Applied Geomorphology	Board, marker, discussion, and question posing.	Interactive discussions and exchange of ideas, formulation of questions, and daily short quizzes.
16	3	The student will understand the principles for determining groundwater flow directions.	Applied Geomorphology	Board, marker, discussion, and question posing.	Interactive discussions and exchange of ideas, formulation of questions, and daily short quizzes.
17	3	The student will recognize the hazards associated with groundwater activity and its exploitation.	Applied Geomorphology	Board, marker, discussion, and question posing.	Interactive discussions and exchange of ideas, formulation of questions, and daily short quizzes.
18	3	The student will understand the coasts of seas, oceans, and lakes, and their classification.	Applied Geomorphology	Board, marker, discussion, and question posing.	Interactive discussions and exchange of ideas,

					formulation of questions, and daily short quizzes.
19	3	The student will understand how to monitor and measure coastal changes.	Applied Geomorphology	Board, marker, discussion, and question posing.	Interactive discussions and exchange of ideas, formulation of questions, and daily short quizzes.
20	3	The student will understand how to monitor and measure the geomorphological processes affecting them.	Applied Geomorphology	Board, marker, discussion, and question posing.	Interactive discussions and exchange of ideas, formulation of questions, and daily short quizzes.
21	3	The student will understand how to identify and measure the dimensions of visible landforms	Applied Geomorphology	Board, marker, discussion, and question posing.	Interactive discussions and exchange of ideas, formulation of questions, and daily short quizzes.
22	3	The student will understand land evaluation and classification, and the production of geomorphological maps.	Applied Geomorphology	Board, marker, discussion, and question posing.	Interactive discussions and exchange of ideas, formulation of questions, and daily short quizzes.
23	3	The student will explain the principles, requirements, and	Applied Geomorphology	Board, marker, discussion, and	Interactive discussions and exchange

		stages involved in producing geomorphological maps.		question posing.	of ideas, formulation of questions, and daily short quizzes.
24	3	The student will understand the geomorphological applications related to natural resources, methods of detection, and ways of exploitation.	Applied Geomorphology	Board, marker, discussion, and question posing.	Interactive discussions and exchange of ideas, formulation of questions, and daily short quizzes.
25	3	The student will understand water projects, determine optimal locations, and their maintenance.	Applied Geomorphology	Board, marker, discussion, and question posing.	Interactive discussions and exchange of ideas, formulation of questions, and daily short quizzes.
26	3	The student will explain engineering projects, land suitability in different environments, and methods for addressing environmental issues.	Applied Geomorphology	Board, marker, discussion, and question posing.	Interactive discussions and exchange of ideas, formulation of questions, and daily short quizzes.
27	3	The student will understand water resources, their harvesting, redirection, and evaluation of usage.	Applied Geomorphology	Board, marker, discussion, and question posing.	Interactive discussions and exchange of ideas, formulation of questions, and daily short quizzes.
28	3	The student will understand military	Applied	Board, marker, discussion, and	Interactive discussions

		operations and the suitability of land topography for various military vehicles	Geomorphology	question posing.	and exchange of ideas, formulation of questions, and daily short quizzes.
29	3	The student will understand tourism and the suitability of landforms for tourism activities.	Applied Geomorphology	Board, marker, discussion, and question posing.	Interactive discussions and exchange of ideas, formulation of questions, and daily short quizzes.
30	3	The student will understand geomorphological hazards.	Applied Geomorphology	Board, marker, discussion, and question posing.	Interactive discussions and exchange of ideas, formulation of questions, and daily short quizzes.

Course Evaluation

40% (term exams)
 10% (attendance and daily online participation according to the class schedule).
 50% (the final exam).

Learning and Teaching Resources

Required textbooks (curricular books, if any)	Selecting modern, detailed educational books with videos and audio recordings.
Main references (sources)	The most important books that related to subject.
Recommended books and references (scientific journals, reports...)	Some books, dissertations, and thesis related to the Subject.
Electronic References, Websites	The online library, which includes everything related to the subject in precise and clear detail

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
Stage		Ancient History of Iraq	Basic	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓

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

Course Description Form

Course Name:	
Ancient History of Iraq	
Course Code:	
Semester / Year:	
Annual	
Description Preparation Date:	
2025/	
Available Attendance Forms:	
Theoretical	
Number of Credit Hours (Total) / Number of Units (Total)	
(60) hours / (2) hours for each class	
Course administrator's name (mention all, if more than one name)	
Name: Asst.Dr. Randa Hussein Amih	
Email:	
Course Objectives	
Course Objectives	<p>A1 – Introduce students to the history and civilization of ancient Iraq.</p> <p>A2 – Expose students to the artistic aspects created by ancient Iraqis.</p> <p>A3 – Introduce the various arts produced by ancient Iraqi artists in comparison with those produced in other civilizations.</p> <p>Skills Objectives</p> <p>B1 – Develop the ability to analyze and derive knowledge.</p> <p>B2 – Make comparative analyses between the history and civilization of ancient Iraq and other civilizations, such as the Nile Valley, Levant, Turkey, and Iran.</p>

Teaching and Learning Strategies					
Strategy		1 – Group Teaching (Inquiry-Based)			
		2 – Questioning			
		3 – Lecture			
Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2		Geography of the Mesopotamian Valley and Its Historical Impac	Lecture Explanation	Written Exam
2	2		Historical Names of the Regions	Lecture Explanati	Written Exam
3	2		General Features of Iraq’s Land and Its Past Conditions	Lecture Explanati	Written Exam
4	2		• Effect of Climate Change and Natural Conditions in Prehistoric Ages	Lecture Explanati	Written Exam
5	2		• Geographical Location of Iraq and Its Historical Impact	Lecture Explanati	Written Exam
6	2		• Features of the Mesopotamian Valley in Terms of Natural and Commercial Resources	Lecture Explanati	Written Exam
7	2		• Sources on Ancient Iraqi History and Identification of Historical Periods	Lecture Explanati	Written Exam
8	2		Sources Before Excavations and Archaeological Investigations	Lecture Explanati	Written Exam
9	2		Travelers’ and Tourists’ Reports	Lecture Explanati	Written Exam
10	2		Amateur Excavations and Excavation	Lecture Explanati	Written Exam

			Development		
11	2		Deciphering Cuneiform and the Invention of Writing	Lecture Explanati	Written Exam
12	2		Identifying Historical Periods and Understanding How Archaeological Mounds Formed	Lecture Explanati	Written Exam
13	2		• Early Populations and Their Historical Origins	Lecture Explanati	Written Exam
14	2		• Sumerians: Their Origins and Language	Lecture Explanati	Written Exam
15	2		• Ancient Arab Peoples – The Jazireans	Lecture Explanati	Written Exam
16	2		Ancient Peoples in the Mesopotamian Valley	Lecture Explanati	Written Exam
17	2		Subarians and Hurrians	Lecture Explanati	Written Exam
18	2		Assyrians and Babylonians	Lecture Explanati	Written Exam
19	2		Prehistory	Lecture Explanati	Written Exam
20	2		Definitions and General Notes (Linguistic and Technical Meaning of Prehistoric Ages	Lecture Explanati	Written Exam
21	2		Earth's Climate and the Ice Ages of the Paleolithic Period	Lecture Explanati	Written Exam
22	2		Names of the Stages of the Paleolithic Period with General Notes	Lecture Explanati	Written Exam
23	2		Characteristics of the Paleolithic,	Lecture Explanati	Written Exam

			Mesolithic, and Neolithic Periods		
24	2		Writing and the Beginning of Historical Ages	Lecture Explanati	Written Exam
25	2		The Early Dynastic Period or City-States	Lecture Explanati	Written Exam
26	2		The Akkadian Period or Akkadian Empire	Lecture Explanati	Written Exam
27	2		The Gutian Occupation and the First Liberation War	Lecture Explanati	Written Exam
28	2		The Third Dynasty of Ur	Lecture Explanati	Written Exam
29	2		General Review	Lecture Explanati	Written Exam
30	2		General Review		

Course Evaluation

40% (term exams)

10% (attendance and daily online participation according to the class schedule).

50% (the final exam).

Learning and Teaching Resources

Required textbooks (curricular books, if any)	-
Main references (sources)	<p>Art in Ancient Iraq – Antoine Mornetkat</p> <p>Introduction to the History of Ancient Civilizations – Taha Baqir</p> <p>Ancient History of Iraq – Amer Suleiman, Taha Baqir, and Fadel Abdul Wahid</p>
Electronic References, Websites	<p>archive.org</p> <p>wikipedia.org</p>

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		Foundations of Education	Basic	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓

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

Course Description Form

Course Name:	
Foundations of Education	
Course Code:	
Semester / Year:	
Annual	
Description Preparation Date:	
Available Attendance Forms:	
Attendance	
Number of Credit Hours (Total) / Number of Units (Total)	
(60) hours / (2) hours for each class	
Course administrator's name (mention all, if more than one name)	
Name: Prof. Dr. Hakem Nasser Hussein	
Email:	
Course Objectives	
Course Objectives	Cognitive Objectives A1 – Enable the student to acquire knowledge and information that help achieve adaptation, psychological adjustment, and solve daily life problems. A2 – Introduce the student to the meaning, objectives, and theories of the foundations of education. A3 – Comprehend the basic principles of educational foundations and enable the student to apply them in life. A4 – Introduce the student to the historical educational basis and understand the main ideas proposed by scholars and thinkers. A5 – Provide the student with sufficient knowledge and information to enable analysis and evaluation.

A6 – Introduce the student to the concept of intellectual development and how to achieve scientific gains.

Skills Objectives

B1 – Develop the student’s research skills and academic acquisition.

B2 – Enhance the student’s effectiveness in academic achievement.

B3 – Develop the student’s skills in interacting with others.

B4 – Increase the student’s understanding of the foundations and principles of general education in the past and present.

Teaching and Learning Strategies

Strategy	<ul style="list-style-type: none"> • Student textbook, and the most available tools: blackboard, colored pens, discussion, and some classroom activities. • Using educational discussion (educational dialogue), which relies on exchanging ideas to reach the facts. • Using modern scientific technologies (overhead projector). • Collective notebook to engage all students in classroom activities.
-----------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Meaning of education, its objectives, and its necessities	Meaning of education, its objectives, and its necessities	Dialogue and discussion	Oral and written exam
2	2	Its theories and fields	Its theories and fields	Dialogue and discussion	Oral and written exam
3	2	The historical foundation education	The historical foundation of education	Dialogue and discussion	Oral and written exam
4	2	Ancient education	The historical foundation of education	Dialogue and discussion	Oral and written exam
5	2	Chinese education	The historical foundation of education	Dialogue and discussion	Oral and written exam
6	2	Greek education	The historical foundation of education	Dialogue and discussion	Oral and written exam

7	2	Medieval education	The historical foundation of education	Dialogue and discussion	Oral and written exam
8	2	Arab education before and after Islam	The historical foundation of education	Dialogue and discussion	Oral and written exam
9	2	Modern education	The historical foundation of education	Dialogue and discussion	Oral and written exam
10	2	The relationship between education and society	The social foundation of education	Dialogue and discussion	Oral and written exam
11	2	The relationship between the individual and the environment	The social foundation of education	Dialogue and discussion	Oral and written exam
12	2	Moral education	The social foundation of education	Dialogue and discussion	Oral and written exam
13	2	Family education	The social foundation of education	Dialogue and discussion	Oral and written exam
14	2	National education	The social foundation of education	Dialogue and discussion	Oral and written exam
15	2	Health education	The social foundation of education	Dialogue and discussion	Oral and written exam
16	2	Education and its impact on economic development	The economic foundation of education	Dialogue and discussion	Oral and written exam
17	2	Utilization of natural resources	The scientific foundation of education	Dialogue and discussion	Oral and written exam
18	2	Education and the curriculum in research	National and social foundations	Dialogue and discussion	Oral and written exam
19	2	National and social foundations	Education from an Islamic perspective	Dialogue and discussion	Oral and written exam
20	2	Education from an Islamic perspective	Educational renewal in Iraq	Dialogue and discussion	Oral and written exam
21	2	Comprehensive school	Educational renewal in Iraq	Dialogue and discussion	Oral and written exam
22	2	Curriculum-based education	Educational renewal in Iraq	Dialogue and discussion	Oral and written exam
23	2	Gifted and accelerated schools	social education	Dialogue and discussion	Oral and written exam
24	2	Acceptance of the individual by the primitive environment and how education shaped itself	Early childhood education	Dialogue and discussion	Oral and written exam

25	2	Having a specific social need	Social education	Dialogue and discussion	Oral and written exam
26	2	Establishing a harmonious relationship between civilizations	Education through history	Dialogue and discussion	Oral and written exam
27	2	Consistency and alignment in thinking and action as guided by our religion	Islamic education	Dialogue and discussion	Oral and written exam
28	2	Social control and positive control	Social control	Dialogue and discussion	Oral and written exam
29	2	Practices we engage in throughout our lives, whether brief or long	Culture and education	Dialogue and discussion	Oral and written exam
30	2	Having a specific social need	Social education	Dialogue and discussion	Oral and written exam

Course Evaluation

40% (term exams)

10% (attendance and daily online participation according to the class schedule).

50% (the final exam).

Learning and Teaching Resources

Required textbooks (curricular books, if any)	Selecting modern, detailed educational books with videos and audio recordings.
Main references (sources)	The most important books that related to subject.
Recommended books and references (scientific journals, reports...)	Some books, dissertations, and thesis that related the Subject.
Electronic References, Websites	The online library, which includes everything related to the subject in precise and clear detail

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		English Language	Basic	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓

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

Course Description Form

Course Name:	
English Language	
Course Code:	
Semester / Year:	
Annual	
Description Preparation Date:	
Available Attendance Forms:	
Second Stage Students	
Number of Credit Hours (Total) / Number of Units (Total)	
(30) hours / (1) hours for each class	
Course administrator's name (mention all, if more than one name)	
Name: Assistant Lecturer. Shajan Riyad Dakhil	
Email: shogunriyadhdakhil@utq.edu.iq	
Course Objectives	
Course Objectives	<ul style="list-style-type: none"> Explaining English language rules. Identifying the basic principles of sentence construction in the English language phrases, and others. Improving students' skills in understanding the texts correctly. Knowledge of certain common terms. Enhancing students' ability to interact correctly in various linguistic contexts. Guiding students to use the English language correctly and appropriately in various daily and academic contexts.
Teaching and Learning Strategies	
Strategy	<ul style="list-style-type: none"> Explaining the grammar of the language clearly and simply. Providing examples to illustrate the uses of rules. Providing practical exercises to apply the rules. Providing feedback and correcting students' mistakes. Set a time during the lecture to review the previous rules to ensure that they are well understood and to link the previous material to the subsequent material. Encouraging students to help each other to enhance understanding. Organizing interactive activities such as students presenting and explaining subject to

	<p>make the learning process interesting.</p> <ul style="list-style-type: none"> Benefit from examples and exercises by linking language rules to life contexts and situations to increase students' understanding.
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1 & 2	2	Students' control and theoretical and practical understanding of the subject, as well as their ability to perceive, comprehend, and transfer this knowledge to others	<ul style="list-style-type: none"> An introduction to the general English language 	<ul style="list-style-type: none"> Asking questions Doing the textbook's exercises Using the data to show project 	<ul style="list-style-type: none"> Daily participation and exams Research Assignment Student's attendance at the lecture
3 - 7	4	Understanding the different Types of word in the Language, such as nouns, verbs, etc.	<ul style="list-style-type: none"> English Sentence Structure Practical Exercises 	<ul style="list-style-type: none"> Asking questions Doing the textbook's exercises Using the data to show project 	<ul style="list-style-type: none"> Daily participation and exams Research Assignment Student's attendance at the lecture
7 - 11	4	Understanding the different types of tenses, and how to use them correctly.	<ul style="list-style-type: none"> Tenses Practical Exercises 	<ul style="list-style-type: none"> Asking questions Doing the textbook's exercises Using the data to show project 	<ul style="list-style-type: none"> Daily participation and exams Research Assignment Student's attendance at the lecture
11 - 15	4				

15 - 19	4	Understanding the difference between countable and uncountable nouns, and being able to use them correctly in sentences.	<ul style="list-style-type: none"> • Nouns(countable and Uncountable) 	<ul style="list-style-type: none"> • Asking questions • Doing the textbook's exercises • Using the data to show project 	<ul style="list-style-type: none"> • Daily participation and exams • Research Assignment • Student's attendance at the lecture
	4	Understanding the role of adjectives and their ability to describe nouns or pronouns.	<ul style="list-style-type: none"> • Adjectives • Practical Exercises 	<ul style="list-style-type: none"> • Asking questions • Doing the textbook's exercises • Using the data to show project 	<ul style="list-style-type: none"> • Daily participation and exams • Research Assignment • Student's attendance at the lecture
	4	Understanding the role of adverbs in the sentence and their ability to describe verbs, adjectives or other adverbs.	<ul style="list-style-type: none"> • Adverbs • Practical Exercises 	<ul style="list-style-type: none"> • Asking questions • Doing the textbook's exercises • Using the data to show project 	<ul style="list-style-type: none"> • Daily participation and exams • Research Assignment • Student's attendance at the lecture
	4	Knowing the names of Countries and their cities And understanding the	<ul style="list-style-type: none"> • Countries names • Numbers, prices • Practical Exercises 	<ul style="list-style-type: none"> • Asking questions • Doing the textbook's exercises • Using the data to show project 	<ul style="list-style-type: none"> • Daily participation and exams • Research Assignment • Student's attendance at the lecture

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
		Human Rights	Basic	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓

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

Course Description Form

Course Name:					
Human Rights					
Course Code:					
Semester / Year:					
Annual					
Description Preparation Date:					
2025					
Available Attendance Forms:					
Attendance					
Number of Credit Hours (Total) / Number of Units (Total)					
(60) hours / (2) hours for each class					
Course administrator's name (mention all, if more than one name)					
Name: Prof.Dr. Email:					
Course Objectives					
Course Objectives			<ul style="list-style-type: none"> Introducing students to human rights and familiarizing them with their importance, scope, elements, and the need for them. Highlighting the historical development of different human rights and linking them to the modern contemporary context. Equipping students with an understanding of the basic principles of human rights. Developing students' ability to keep up with human rights. 		
Teaching and Learning Strategies					
Strategy		<ul style="list-style-type: none"> Lecture method Discussion method Assigning students daily homework 			
Course Structure					
Week	Hours	Required Learning	Unit or subject	Learning	Evaluation

		Outcomes	name	method	method
1	1	Students will understand the definition, importance, scope, and elements of human rights.	Chapter 1: Concept Human Rights	Lecture and Discussion	Class Participation
2	1	Students will analyze the historical development of human rights and connect it to modern contexts.	Chapter 1: Human Rights in Civilization	Lecture and Discussion	Exam
3	1	Students will identify human rights practices in Mesopotamian civilizations.	Chapter 2: Human Rights in Mesopotamia	Lecture and Discussion	Exam
4	1	Students will understand the role of international charters in protecting human rights.	Chapter 3: The Right of International Charters	Lecture and Discussion	Exam
5	1	Students will recognize human rights provisions in national legal systems.	Chapter 4: Human Rights in National Charters	Lecture and Discussion	Exam
6	1	Students will understand various mechanisms for human rights protection.	Chapter 5: Methods Protecting Human Rights	Lecture and Discussion	Class Participation
7	1	Students will explain the concept and importance of separation of powers.	Chapter 6: Principle Separation of Powers	Lecture and Discussion	homework
8	1	Students will understand the rights of refugees and related international protections.	Chapter 7: Refugee and Human Rights	Lecture and Discussion	Exam
9	1	Students will understand the concept of citizenship rights and responsibilities.	Chapter 8: Citizens Rights	Lecture and Discussion	Exam
10	1	Students will explain the key principles of the Universal Declaration of Human Rights.	Chapter 10: Universal Declaration	Lecture and Discussion	Exam
11	1	Students will analyze how constitutions protect human rights.	Chapter 11: Human Rights in Constitutions	Lecture and Discussion	Exam

12	1	Students will identify different government structures and their role in human rights protection.	Chapter 12: Forms of Government	Lecture and Discussion	Exam
13	1	Students will understand the principles of women's rights in Islam.	Women's Rights in Islam	Lecture and Discussion	Exam
14	1	Students will explain the main rights of children.	Children's Rights	Lecture	Exam
15	1	Students will understand the general framework of human rights in Islam.	Human Rights in Islam	Lecture	Exam
16	1	Students will compare human rights concepts in Western systems.	Human Rights in the West	Lecture	Exam

Course Evaluation

40% (term exams)

10% (attendance and daily online participation according to the class schedule).

50% (the final exam).

Learning and Teaching Resources

Required textbooks (curricular books, if any)	Selecting modern, detailed educational books with videos and audio recordings.
Main references (sources)	The most important books that related to subject.
Recommended books and references (scientific journals, reports...)	Some books, dissertations, and thesis related to the subject.
Electronic References, Websites	The online library, which includes everything related to the subject in precise and clear detail

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
2nd Stage		Applied Climate	Basic	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓

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

Course Description Form

Course Name:					
Applied Climate					
Course Code:					
Semester / Year:					
Annual					
Description Preparation Date:					
2024/2025					
Available Attendance Forms:					
Attendance					
Number of Credit Hours (Total) / Number of Units (Total)					
(60) hours / (2) hours for each class					
Course administrator's name (mention all, if more than one name)					
Name: Asst. Prof. Intisar Sukkar Khayoun					
Email:					
Course Objectives					
Course Objectives			Introducing students to the concept of Applied Climatology, its objectives, and methods of study, as well as the stages of development that this science has undergone. The course also explains measuring instruments, how to operate them, and how to use them. Additionally, this course aims to enable students to work with statistical data and mathematical equations within this branch of climatology.		
Teaching and Learning Strategies					
Strategy		1- Lecture 2- Cooperative Learning 3- Discussion			
Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	4		Chapter One: Applied Climatology	Discussion, Theoretical, Attendance	Oral Exam

			(Research Tools) •Emergence of applied climatology and assessment of climate impact on daily life		
2	4		Earth and Remote Sensing Measurements and Comparison Between Old and Modern Climatological Instruments	Discussion	Oral Exam
3	4		Third: Statistical Considerations • Statistical importance and analysis of time series • Spatial analysis	Lecture – Discussion, Theoretical	Oral Exam
4	4		Fourth: Climate Model • Modeling the climate system and the holistic climate model • Climate impact models • Integrated evaluation models and assessment of climate models	Discussion	Oral Exam
5	4		Fifth: Management of Atmospheric Gas Sources	Discussio	Oral Exam

			<ul style="list-style-type: none"> • Issues in managing atmospheric gas sources • History of atmospheric gas source management • Current management approaches, air quality problems, integration of air issues, and sustainable development of the atmosphere 		
6	4		<p>Chapter Two: Climate and the Natural Biotic Environment</p> <p>First: Hydrological Processes and Water Sources</p> <ul style="list-style-type: none"> • Climate and the aquatic environment • Hydrological processes • Impact of climate change and hydrological responses 	Discussion	Oral Exam
7	4		<p>Second: Glaciers – Ice Sheets</p> <ul style="list-style-type: none"> • Climate and glaciers • Types of ice sheets • Physical and 	Discussion	Oral Exam

			thermal properties of ice sheets • Components and climatic controls of ice sheets		
8	4		Role of Climate in Snow and Ice Sheet Transformation • Glacier mass balance • Climatic controls	Lecture – Discussion, Theoretical	Oral Exam
9	4		Third: Geomorphological Processes and Climatic Landforms • Climate and geomorphological processes • Climate change and landform development	Lecture – Discussion, Theoretical	Oral Exam
10	4		Soil and Its Relation to the Atmosphere and Climate Change	Discussio	Oral Exam
11	4		Vegetation Cover and Climate Impact on Plant Communities	Discussio	Oral Exam
12	4		Organisms' Responses to Climate and Bioclimatic Factors	Discussio	Oral Exam
13	4		Biochemical Adaptation and Thermal Changes	Discussio	Oral Exam
14	4		Comfort Clothing and Health Human Adaptation to	Discussio	Oral Exam

			Climate		
15	4		Outer Clothing Thermal Comfort and Weather Effects on Humans	Lecture – Discussion,	Oral Exam
16	4		Urban Planning, Architecture, and Built Environment	Lecture – Discussion,	Oral Exam
17	4		Industry and Commerce and Their Relation to Climate	Discussi	Oral Exam
18	4		Transportation Systems and Climate Impact on Transport Services	Discussi	Oral Exam
19	4		Rail Transport, Land Transport, and Water Transport	Discussi	Oral Exam
20	4		Agriculture and Fisheries and Crop Response to Environmental Changes	Discussi	Oral Exam
21	4		Crop Production, Livestock Production, and Climate Change Impact	Discussi	Oral Exam
22	4		Forests Sustainability and Climate Relation	Discussi	Oral Exam
23	4		Temporal and Spatial Disturbances in the Climatic Environment	Discussi	Oral Exam
24	4		Tourism and Recreation and Weather and Climate Effects	Discussi	Oral Exam
25	4		Weather and Climatic	Discussi	Oral Exam

			Information in Tourism and Recreation Industry		
26	4		Politics, Social and Legal Aspects of Climate	Discussi	Oral Exam
27	4		<p>Chapter Four: Changing Climatic Environments</p> <p>First: Global Climate and Global Environmental Change</p> <ul style="list-style-type: none"> • Nature of global environmental change • Impact of urban climates on global environmental change • Impact of global environmental conditions on urban climate 	Discussi	Oral Exam
28	4		<p>Second: Air Pollution</p> <ul style="list-style-type: none"> • Concepts and classification of air pollution • Global air pollution problems • Continental-scale air pollution problems • Urban air pollution problems 	Discussi	Oral Exam
29	4		Third: Climate Extremes as a	Discussi	Oral Exam

			Threat to Humans • Climate extremes, hazards, and disasters • Impact of weather-related disasters and reducing their risks and effects		
30	4		Climate Extremes as Hazards and Disasters Affecting Humans	Discussi	Oral Exam

Course Evaluation

40% (term exams)

10% (attendance and daily online participation according to the class schedule).

50% (the final exam).

Learning and Teaching Resources

Required textbooks (curricular books, if any)	Selecting modern, detailed educational books with videos and audio recordings.
Main references (sources)	The most important books that related to subject.
Recommended books and references (scientific journals, reports...)	Some books, dissertations, and thesis related to the subject.
Electronic References, Websites	The online library, which includes everything related to the subject in precise and clear detail

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
Stage		Population Geography	Basic	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓

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

Course Description Form

Course Name:					
Population Geography					
Course Code:					
Semester / Year:					
Annual					
Description Preparation Date:					
2024/2025					
Available Attendance Forms:					
Attendance					
Number of Credit Hours (Total) / Number of Units (Total)					
(60) hours / (2) hours for each class					
Course administrator's name (mention all, if more than one name)					
Name: Prof.Dr. Email:					
Course Objectives					
Course Objectives				“Building scientific communication bridges with the geographical terms studied in previous stages of the student’s high school education, and preparing them for university-level study by promoting self-reliance in learning and scientific research to expand their scientific knowledge.”	
Teaching and Learning Strategies					
Strategy		<ul style="list-style-type: none"> Scheduled weekly lectures Additional lectures Classroom discussions and group interactions Homework assignments and reports on a specific topic, along with reviewing and watching educational documentaries 			
Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Homework	The Emergence of Population Geography	Lectures	Homework
2	2	Homework	Key Pioneers of Population Studies	Lectures	Homework

3	2	Homework	Stages of Population Studies Development	Lectures	Homework
4	2	Homework	Development of Population Studies and Its Relationship with Other Sciences	Lectures	Homework
5	2	Homework	Sources for Collecting Population Data	Lectures	Homework
6	2	Homework	Population Census	Lectures	Homework
7	2	Homework	Concept of Geographical Distribution of Population	Lectures	Homework
8	2	Homework	Population Concentration and Density	Lectures	Homework
9	2	Homework	Factors Affecting Population Distribution (Natural)	Lectures	Homework
10	2	Homework	Factors Affecting Population Distribution (Human)	Lectures	Homework
11	2	Homework	Population Growth and Its Historical Dimension	Lectures	Homework
12	2	Homework	Stages of Population Growth and Methods of Measurement	Lectures	Homework
13	2	Homework	Population Characteristics and the Main Influencing Factors	Lectures	Homework
14	2	Homework	Population Measures Related to Fertility”	Lectures	Homework

15	2	Homework	The Concept of Population Mortality and Its Main Causes”	Lectures	Homework
16	2	Homework	Population Mortality Measures	Lectures	Homework
17	2	Homework	Definition of Migration and Types of Spatial Movements	Lectures	Homework
18	2	Homework	International Migration: Its Main Causes and Resulting Effects	Lectures	Homework
19	2	Homework	Internal Migration: Its Main Causes and Resulting Effects	Lectures	Homework
20	2	Homework	Measures to Assess the Volume of Migration and Determine the Number of Incoming and Outgoing Migrants in a Country	Lectures	Homework
21	2	Homework	Population Structure and Determining the Qualitative Characteristics of Males and Females	Lectures	Homework
22	2	Homework	Their Age Characteristics Through Classification According to Age Groups	Lectures	Homework
23	2	Homework	Economic Characteristics of the Population”	Lectures	Homework
24	2	Homework	Social Characteristics of the Population”	Lectures	Homework

25	2	Homework	Occupational Characteristics of the Population”	Lectures	Homework
26	2	Homework	Ethnic Characteristics of the Population	Lectures	Homework
27	2	Homework	Religious Characteristics of the Population	Lectures	Homework
28	2	Homework	Population Policies in the World	Lectures	Homework
29	2	Homework	Population Theories in the World	Lectures	Homework
30	2	Homework	Demographic Experiences of Some Countries	Lectures	Homework

Course Evaluation

40% (term exams)

10% (attendance and daily online participation according to the class schedule).

50% (the final exam).

Learning and Teaching Resources

Required textbooks (curricular books, if any)	Selecting modern, detailed educational books with videos and audio recordings.
Main references (sources)	The most important books that related to subject.
Recommended books and references (scientific journals, reports...)	Some books, dissertations, and thesis related to the subject.
Electronic References, Websites	The online library, which includes everything related to the subject in precise and clear detail

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
Stage		Scientific Research Methodology	Basic	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓

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

Course Description Form

Course Name:					
Scientific Research Methodology					
Course Code:					
Semester / Year:					
Annual					
Description Preparation Date:					
2024/2025					
Available Attendance Forms:					
attendance					
Number of Credit Hours (Total) / Number of Units (Total)					
(60) hours / (2) hours for each class					
Course administrator's name (mention all, if more than one name)					
Name: Prof.Dr. Email:					
Course Objectives					
Course Objectives			Enabling the student and training them on how to write an academic research paper independently, relying on self-learning and scientific research, in order to broaden their thinking in identifying social problems and proposing appropriate solutions		
Teaching and Learning Strategies					
Strategy		1- Scheduled weekly lectures 2- Discussion and dialogue inside the classroom 3- Assigning students homework tasks			
Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Comprehension of the subject matter and preparation of research	Understanding the Concept of Science and Its Significance	Lectures	homework
2	2	Comprehension of the subject matter and preparation of research	Characteristics of Science	Lectures	homework

3	2	Comprehension of the subject matter and preparation of research	The Concept of Geography and Its Specific Specialization	Lectures	homework
4	2	Comprehension of the subject matter and preparation of research	The Concept of Practical Research	Lectures	Quiz
5	2	Comprehension of the subject matter and preparation of research	Requirements of Scientific Research	Lectures	homewor
6	2	Comprehension of the subject matter and preparation of research	Importance and Characteristics of Scientific Research	Lectures	Class Participation / Engagement
7	2	Comprehension of the subject matter and preparation of research	Fundamental Elements of Scientific Research	Lectures	Quiz
8	2	Comprehension of the subject matter and preparation of research	Required Qualities in Research	Lectures	homeworl
9	2	Comprehension of the subject matter and preparation of research	Rationale of Scientific Research	Lectures	homework
10	2	Comprehension of the subject matter and preparation of research	Fundamental Characteristics of Scientific Research	Lectures	Participatio
11	2	Comprehension of the subject matter and preparation of research	Rules of Scientific Research	Lectures	homework
12	2	Comprehension of the subject matter and preparation of research	Scientific Research Ethics	Lectures	Quoz
13	2	Comprehension of the subject matter and preparation of research	Fundamental Steps in Geographical Research	Lectures	homework
14	2	Comprehension of the subject matter and preparation of research	Selecting the Geographical Research Topic	Lectures	homework
15	2	Comprehension of the subject matter and preparation of research	Problem of research	Lectures	Semester
16	2	Comprehension of the subject matter and preparation of research	Hypotheses of the Study”	Lectures	homework

17	2	Comprehension of the subject matter and preparation of research	Objectives of Geographical Research	Lectures	Homework
18	2	Comprehension of the subject matter and preparation of research	Structure of Geographical Research	Lectures	homework
19	2	Comprehension of the subject matter and preparation of research	Introduction and Significance	Lectures	homework
20	2	Comprehension of the subject matter and preparation of research	Classification of Scientific Research	Lectures	Quiz
21	2	Comprehension of the subject matter and preparation of research	Data and Information Sources	Lectures	homework
22	2	Comprehension of the subject matter and preparation of research	Conducting Personal Interviews	Lectures	homework
23	2	Comprehension of the subject matter and preparation of research	Questionnaire Design: Types and Preparation	Lectures	Participation
24	2	Comprehension of the subject matter and preparation of research	Fieldwork and Survey Methodology	Lectures	homework
25	2	Comprehension of the subject matter and preparation of research	Tabulation of Data and Statistics	Lectures	Quiz
26	2	Comprehension of the subject matter and preparation of research	Using Tables and Creating Graphs/Charts	Lectures	homework
27	2	Comprehension of the subject matter and preparation of research	How to Cite Sources in Footnotes	Lectures	Class Participation / Engagement
28	2	Comprehension of the subject matter and preparation of research	Referencing and Proper Use of Sources	Lectures	Class Participation / Engagement
29	2	Comprehension of the subject matter and preparation of research	How to Cite Sources on Figures and Maps	Lectures	Participation
30	2	Comprehension of the subject matter and preparation of research	How to List Sources at the End of the Research	Lectures	Semester Exam

			According to Academic Style		
--	--	--	--------------------------------	--	--

Course Evaluation

40% (term exams)
10% (attendance and daily online participation according to the class schedule).
50% (the final exam).

Learning and Teaching Resources

Required textbooks (curricular books, if any)	Selecting modern, detailed educational books with videos and audio recordings.
Main references (sources)	The most important books that related to subject.
Recommended books and references (scientific journals, reports...)	Some books, dissertations, and thesis related to the subject.
Electronic References, Websites	The online library, which includes everything related to the subject in precise and clear detail

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
2 nd Stage		Hydrology / 225 G Hy	Basic	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓

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

Course Description Form

	Course Name:	
	Hydrology / 225 G Hy	
	Course Code:	
	Semester / Year:	
	Annual	
	Description Preparation Date:	
	2024/2025	
	Available Attendance Forms:	
	<ul style="list-style-type: none"> Attendance 	
	Number of Credit Hours (Total) / Number of Units (Total)	
	(60) hours / (2) hours for each class	
	Course administrator's name (mention all, if more than one name)	
	Name: . Asst. Prof. Dr. Haider Mohammed Hasan Email:	
	Course Objectives	
	Course Objectives	<ol style="list-style-type: none"> 1. To enable the student to understand the concepts of Hydrology. 2. To familiarize the student with the methodologies of studying Hydrology. 3. To enable the student to distinguish between descriptive and quantitative study methods. 4. To understand the approaches for water management and sustainability. 5. To understand the fundamentals of quantitative and qualitative hydrological properties.
	Teaching and Learning Strategies	
	Strategy	<ul style="list-style-type: none"> Lecture Method Discussion Method
	Course Structure	

Week	Hours		Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2		Understanding the concept of Hydrology and its relationship with other sciences	The same outcomes	Lecture and Discussion	Quiz
2	2		Understanding the water cycle in nature and the mechanics of fluids in the atmosphere.	The same outcome	Lecture and Discussion	Quiz
3	2		Understanding precipitation, its forms, main systems, and spatial distribution.	The same outcome	Lecture and Discussion	Quiz
4	2		Identifying factors affecting precipitation and methods of estimating it	The same outcome	Lecture and Discussion	Quiz
5	2		Understanding evaporation, its concept, types, and mechanics	The same outcome	Lecture and Discussion	Quiz
6	2		Identifying factors affecting evaporation and methods of estimating it	The same outcome	Lecture and Discussion	Quiz
7	2		Understanding infiltration, its concept, and influencing factors	The same outcome	Lecture and Discussion	Quiz
8	2		Understanding water balance, its concept, types, and methods to estimate surplus and deficit	The same outcome	Lecture and Discussion	Quiz
9	2		Understanding surface runoff, its concept, and influencing factors	The same outcome	Lecture and Discussion	Quiz
10	2		Understanding flow systems and standard equations for estimating surface runoff volume.	The same outcome	Lecture and Discussion	Quiz
11	2		Understanding channelization of watercourses and	The same outcome	Lecture and Discussion	Quiz

			flood events.			
12	2		Understanding the kinematic wave method and the Muskingum method.	The same outcome	Lecture and Discussion	Quiz
13	2		Understanding groundwater	The same outcome	Lecture and Discussion	Quiz
14	2		Understanding flow mechanics in porous media and porous flow.	The same outcome	Lecture and Discussion	Quiz
15	2		Understanding field equations of mass and driving force.	The same outcome	Lecture and Discussion	Quiz
16	2		Understanding vertical distillation and its relation to unsaturated flow.	The same outcome	Lecture and Discussion	Quiz
17	2		Understanding river basins, their concept, and characteristics.	The same outcome	Lecture and Discussion	Quiz
18	2		Understanding river orders and drainage systems.	The same outcome	Lecture and Discussion	Quiz
19	2		Understanding flow response at river catchments and linear response stability.	The same outcome	Lecture and Discussion	Quiz
20	2		Understanding elements of analysis in Hydrology	The same outcome	Lecture and Discussion	Quiz
21	2		Identify the kinematic wave method and the Muskingum method.	The same outcome	Lecture and Discussion	Quiz
22	2		Understand subsurface water and its characteristics.	The same outcome	Lecture and Discussion	Quiz
23	2		Analyze the mechanics of flow in porous media.	The same outcome	Lecture and Discussion	Quiz
24	2		Distinguish porous flow and its types.	The same outcome	Lecture and Discussion	Quiz
25	2		Recognize channelization of watercourses and flood conditions.	The same outcome	Lecture and Discussion	Quiz
26	2		Apply field equations of mass and driving	The same outcome	Lecture and Discussion	Quiz

			force in hydrological analysis.			
27	2		Interpret vertical percolation and its relation to unsaturated flow.	The same outcome	Lecture and Discussion	Quiz
28	2		Understand the concept and characteristics of river basins.	The same outcome	Lecture and Discussion	Quiz
29	2		Identify river orders and drainage systems.	The same outcome	Lecture and Discussion	Quiz
30	2		Analyze flow response at river catchments and linear response stability.	The same outcome	Lecture and Discussion	Quiz

Course Evaluation

40% (term exams)
10% (attendance and daily online participation according to the class schedule).
50% (the final exam).

Learning and Teaching Resources

Required textbooks (curricular books, if any)	Selecting modern, detailed educational books with videos and audio recordings.
Main references (sources)	The most important books that related to subject.
Recommended books and references (scientific journals, reports...)	Some books, dissertations, and thesis related the subject.
Electronic References, Websites	The online library, which includes everything related to the subject in precise and clear detail

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
Stage		Urban Geography	Basic	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓

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

Course Description Form

Course Name:					
Urban Geography					
Course Code:					
Semester / Year:					
Annual					
Description Preparation Date:					
2024/2025					
Available Attendance Forms:					
In-person lectures					
Number of Credit Hours (Total) / Number of Units (Total)					
(60) hours / (2) hours for each class					
Course administrator's name (mention all, if more than one name)					
Name: Prof. Dr. Email:					
Course Objectives					
Course Objectives			<ul style="list-style-type: none"> Introducing the student to the concept of cities, understanding their main objectives, and their relationship with Geography and other sciences. 		
Teaching and Learning Strategies					
Strategy		<ol style="list-style-type: none"> Through the use of modern teaching aids and both oral and written examinations. Lecture method. Writing research papers and reports. Discussion method and group dialogue with students. 			
Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	4	Knowledge and understanding of the Geography instructor	Emergence and Development of the City	Lecture and Discussion	Evaluation of students' background on the topic
2	4	Knowledge and understanding of	Concept of the City and Urbanization	Lecture and Discussion	student's participation

		the Geography instructor			in class discussions
3	4	Knowledge and understanding of the Geography instructor	Urban Geography and the Importance of Its Study	Lecture and Discussion	student's participation in class discussions
4	4	Knowledge and understanding of the Geography instructor	Research Methods in Urban Geography	Lecture and Discussion	Evaluation of students' research
5	4	Knowledge and understanding of the Geography instructor	Intellectual Development of Urban Geography	Lecture and Discussion	Evaluation of the reliability of information obtained by students from the information network
6	4	Knowledge and understanding of the Geography instructor	Urban Concerns	Lecture and Discussion	student's participation in class discussions
7	4	Knowledge and understanding of the Geography instructor	Location and Site of the City	Lecture and Discussion	student's participation in class discussions
8	4	Knowledge and understanding of the Geography instructor	Theories of Internal Structure of Cities	Lecture and Discussion	student's participation in class discussions
9	4	Knowledge and understanding of the Geography instructor	Land Use within Cities	Lecture and Discussion	student's participation in class discussions
10	4	Knowledge and understanding of the Geography instructor	Classification of Cities	Lecture and Discussion	student's participation in class discussions+Quiz
11	4	Knowledge and understanding of the Geography instructor	Functions of Cities	Lecture and Discussion	Evaluation of students' reports on the concept of the topic
12	4	Knowledge and understanding of the Geography instructor	Previous Material	Lecture	Quiz
13	4	Knowledge and understanding of	Economic Basis of Cities	Lecture and	Evaluation of students' reports on

		the Geography instructor		Discussion	the concept of the topic
14	4	Knowledge and understanding of the Geography instructor	Methods of Measuring Basic and Non-Basic Activities in Cities	Lecture and Discussion	students' comprehension of the lecture/topic
15	4	Knowledge and understanding of the Geography instructor	Relationship between City Sizes and Their Hierarchies	Lecture and Discussion	student's participation in class discussions
16	4	Knowledge and understanding of the Geography instructor	First Semester Exam	Firs Semester Exam	First Semester Exam
17	4	Knowledge and understanding of the Geography instructor	Hierarchy of City Sizes	Lecture and Discussion	student's participation in class discussions
18	4	Knowledge and understanding of the Geography instructor	Urban Population Characteristics and Related Terminology	Lecture and Discussion	student's participation in class discussions
19	4	Knowledge and understanding of the Geography instructor	Concept of Population Attraction Areas in Cities	Lecture and Discussion	Quiz
20	4	Knowledge and understanding of the Geography instructor	Concept of the Relationship between the City and Its Region	Lecture and Discussion	student's participation in class discussions
21	4	Knowledge and understanding of the Geography instructor	Concept of Urban Problems	Lecture and Discussion	student's participation in class discussions
22	4	Knowledge and understanding of the Geography instructor	Review of the previous material	Quiz	Quiz
23	4	Knowledge and understanding of the Geography instructor	Central Place Theory	Lecture and Discussion	student's participation in class discussions
24	4	Knowledge and understanding of the Geography instructor	Concept of City Morphology	Lecture and Discussion	student's participation in class discussions

25	4	Knowledge and understanding of the Geography instructor	Morphological Stages of the City	Lecture and Discussion	student's participation in class discussions
26	4	Knowledge and understanding of the Geography instructor	Review of the previous material	Quiz	Quiz
27	4	Knowledge and understanding of the Geography instructor	Objectives of Urban Planning and Basic City Design	Lecture and Discussion	student's participation in class discussions
28	4	Knowledge and understanding of the Geography instructor	First Semester Exam	Lecture and Discussion	student's participation in class discussions
29	4	Knowledge and understanding of the Geography instructor	Comprehensive Review of the Material	Lecture and Discussion	Quiz
30	4	Knowledge and understanding of the Geography instructor	Quiz	Lecture and Discussion	Exam

Course Evaluation

40% (term exams)

10% (attendance and daily online participation according to the class schedule).

50% (the final exam).

Learning and Teaching Resources

Required textbooks (curricular books, if any)	Selecting modern, detailed educational books with videos and audio recordings.
Main references (sources)	The most important books that related to the subject.
Recommended books and references (scientific journals, reports...)	Some books, dissertations, and thesis that related to the Subject.
Electronic References, Websites	The online library, which includes everything related to the subject in precise and clear detail

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

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

Course Description Form

Course Name:					
Detailed Climate					
Course Code:					
Semester / Year:					
Annual					
Description Preparation Date:					
2024/2025					
Available Attendance Forms:					
In-person lecture					
Number of Credit Hours (Total) / Number of Units (Total)					
(60) hours / (2) hours for each class					
Course administrator's name (mention all, if more than one name)					
Name: Prof. Dr. Email:					
Course Objectives					
Course Objectives			<ul style="list-style-type: none"> Introduce the student to the importance of detailed climate in human life and the necessity of its sustainability, addressing the challenges it faces, and understanding the role of humans in identifying its characteristics, the problems it encounters, and ways to find solutions. 		
Teaching and Learning Strategies					
Strategy		<ul style="list-style-type: none"> Descriptive and statistical methods to determine the microclimate of a specific area 			
Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Nature and History of the Detailed Climate	The Nature and History of Detailed Climatology	Explanation and Dialogue	Dialogue and Discussion
2	2	Instruments used in detail climatology	How Instruments Were Discovered and Their	Explanation and Dialogue	Dialogue and Discussion

			Scientists		
3	2	Understanding the effect of temperature	How to Measure Temperature in Different Locations	Explanation and Dialogue	Dialogue and Discussion
4	2	Understanding the effect of temperature	How to Measure Temperature in Different Locations	Explanation and Dialogue	Dialogue and Discussion
5	2	Understanding the effect of temperature	How to Measure Temperature in Different Locations	Explanation and Dialogue	Dialogue and Discussion
6	2	Building Environment	How to Manage Building Climate	Explanation and Dialogue	Dialogue and Discussion
7	2	Urban Heat Island (UHI)	How to Observe the Urban Heat Island and Its Other Detail	Explanation and Dialogue	Dialogue and Discussion
8	2	(UHI)	Its Effects on the City	Explanation and Dialogue	Dialogue and Discussion
9	2	(UHI)	How to Observe and Identify It	Explanation and Dialogue	Dialogue and Discussion
10	2	Atmospheric Pressure	How to Determine Its Impact on Buildings	Explanation and Dialogue	Dialogue and Discussion
11	2	Winds and Their Role in Human Life	How to Observe It and Determine Its Impact on Human Activities	Explanation and Dialogue	Dialogue and Discussion
12	2	Thermal Standards of the City	What It Is and Its Meaning	Explanation and Dialogue	Dialogue and Discussion
13	2	Climatic Phenomena of a City	How to Identify Its Effects	Explanation and Dialogue	Dialogue and Discussion
14	2	Dew and Fog	Its Effects	Explanation and Dialogue	Dialogue and Discussion
15	2	Rainfall and Humidity	Advantages and Disadvantages	Explanation and Dialogue	Dialogue and Discussion
16	2	Agriculture Around Cities	How to Manage It	Explanation and Dialogue	Dialogue and Discussion
17	2	Obstacles to Agriculture	How to Confront and Adapt to It	Explanation and Dialogue	Dialogue and Discussion
18	2	Agriculture and Adaptation Methods	Adaptation Methods	Explanation and Dialogue	Dialogue and Discussion
19	2	Desertification Around	Adaptation	Explanation and	Dialogue and

		Cities	Challenges	Dialogue	Discussion
20	2	Soil in Cities	Problems and Solutions	Explanation and Dialogue	Dialogue and Discussion
21	2	Building Climate	How to Manage Building Climate	Explanation and Dialogue	Dialogue and Discussion
22	2	Urban Heat Island (UHI)	How to Observe the Urban Heat Island and Its Other Details	Explanation and Dialogue	Dialogue and Discussion
23	2	Atmospheric Pressure	How to Determine Its Impact on Buildings	Explanation and Dialogue	Dialogue and Discussion
24	2	Winds and Their Role in Human Life	How to Observe It and Determine Its Impact on Human Activities	Explanation and Dialogue	Dialogue and Discussion
25	2	Building Climate	How to Manage Building Climate	Explanation and Dialogue	Dialogue and Discussion
26	2	Urban Heat Island (UHI)	How to Observe the Urban Heat Island and Its Other Details	Explanation and Dialogue	Dialogue and Discussion
27	2	Atmospheric Pressure	How to Determine Its Impact on Buildings	Explanation and Dialogue	Dialogue and Discussion
28	2	Building Climate	How to Manage Building Climate	Explanation and Dialogue	Dialogue and Discussion
29	2	Urban Heat Island (UHI)	How to Observe the Urban Heat Island and Its Other Details	Explanation and Dialogue	Dialogue and Discussion
30	2	Atmospheric Pressure	How to Determine Its Impact on Buildings	Explanation and Dialogue	Dialogue and Discussion

Course Evaluation

40% (term exams)

10% (attendance and daily online participation according to the class schedule).

50% (the final exam).

Learning and Teaching Resources

Required textbooks (curricular books, if any)	Selecting modern, detailed educational books with videos and audio recordings.
Main references (sources)	The most important books that related to subject.
Recommended books and references (scientific)	Some books, dissertations, and thesis that related

journals, reports...)	the Subject.
Electronic References, Websites	The online library, which includes everything related to the subject in precise and clear detail

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
Stage		Soil Geography / 330 GSG	Basic	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓

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

Course Description Form

Course Name:					
Soil Geography / 330 GSG					
Course Code:					
Semester / Year:					
Annual					
Description Preparation Date:					
2024/2025					
Available Attendance Forms:					
Daily Class Attendance					
Number of Credit Hours (Total) / Number of Units (Total)					
(60) hours / (2) hours for each class					
Course administrator's name (mention all, if more than one name)					
Name: Prof. Dr.					
Email:					
Course Objectives					
Course Objectives			The course aims to introduce the principles of teaching the Soil Geography subject for the third stage, preparing students to understand the methods of study, elements, and fundamentals of Soil Geography. It also aims to guide the creation of tests, reports, and scientific research related to the subject, as well as the optimal preparation of a competent and qualified teacher for school teaching.		
Teaching and Learning Strategies					
Strategy		<ul style="list-style-type: none"> Scheduled weekly lectures Group discussion and classroom dialogue Homework and reports on specific topics Discussion and debate Use of maps as a teaching aid Raising questions and eliciting answers Preparation of annual research projects Daily assessment exams 			
Course Structur					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Understand the concept	Understanding the	Lecture with	Recording

		of soil	Concept of Soil Science	Questioning	student activity through answers to questions
2	2	Understand soil formation	Formation and Development of Soil	Lecture with Questioning	Recording answers
3	2	Understand mineral components	Mineral Components	Lecture with Questioning	Evaluation of answers and essay
4	2	Understand organic components	Organic Components	Lecture with Questioning	Evaluation through participation in answers
5	2	Understand water and air components in soil	Water and Air Components in Soil	Lecture with Questioning	Direct evaluation of participation
6	2	Recognize factors affecting soil	Factors Affecting Soil	Lecture with Questioning and Essay Writing	Evaluation of answers and essay
7	2	Understand effect of raw materials on soil	Effect of Raw Materials on Soil	Lecture and Discussion	Evaluation through participation in answers
8	2	Understand effect of climate and terrain on soil	Effect of Climate and Terrain on Soil	Lecture with Questioning and Essay Writing	Evaluation of answers and essay
9	2	Understand effect of natural vegetation and living organisms on soil	Effect of Natural Vegetation and Living Organisms on Soil	Lecture and Discussion	Direct evaluation of participation
10	2	Understand effect of water, humans, and time on soil	Effect of Water, Humans, and Time on Soil	Lecture and Test	Evaluation through participation in answers
11	2	Physical Properties of Soil	Physical Properties of Soil	Lecture and participation with students	Evaluation of student participation
12	2	Studying Soil Structure and Depth	Soil Structure and Depth	Lecture and discussion	Evaluation of participation
13	2	Studying Soil Texture and Its Types	Soil Texture and Its Types	Lecture with questioning	Evaluation of participation
14	2	Studying Soil Moisture	Soil Moisture	Lecture with	Evaluation of

		Content	Content	questioning	participation
15	2	Studying Soil Profile and Layer Development	Soil Profile and Layer Development	Lecture and discussion with essay writing	Evaluation of participation and essay
16	2	Studying Soil Porosity and Permeability	Soil Porosity and Permeability	Lecture and Quiz	Direct evaluation of participation
17	2	Studying Soil Temperature and Color	Soil Temperature and Color	Lecture and discussion	Evaluation through participation
18	2	Studying Soil Chemical Properties	Soil Chemical Properties	Lecture and discussion	Direct evaluation of participation
19	2	Studying the Effect of Positive and Negative Elements on Soil	Effect of Positive and Negative Elements on Soil	Lecture and discussion with report writing	Evaluation of participation and report
20	2	Studying Soil Fertility and pH (Acidity/Alkalinity)	Soil Fertility and pH (Acidity/Alkalinity)	Lecture and participation	Direct evaluation of participation
21	2	Studying Biological Properties of Soil	Biological Properties of Soil	Lecture with questioning	Direct evaluation of participation
22	2	Soil Classification	Soil Classification	Lecture with questioning	Direct evaluation of participation
23	2	Global Geographic Distribution of Soils (Zonal Soils)	Global Geographic Distribution of Soils (Zonal Soils)	Lecture and discussion	Direct evaluation of participation
24	2	Non-zonal and Intermixed Soils	Non-zonal and Intermixed Soils	Lecture and discussion	Direct evaluation of participation
25	2	Studying Soil Problems (Salinity, Erosion)	Soil Problems (Salinity, Erosion)	Lecture and discussion with report writing	Direct evaluation of participation
26	2	Studying Decline in Soil Fertility and Surface Crust	Decline in Soil Fertility and Surface Crust	Lecture and discussion	Direct evaluation of participation
27	2	Studying Soil Conservation Methods	Soil Conservation Methods	Lecture with questioning	Direct evaluation of participation
28	2	Studying Types of Soils in Iraq	Types of Soils in Iraq	Lecture and discussion with report writing	Direct evaluation of participation
29	2	Studying Soil Problems	Soil Problems in	Lecture and	Direct

		in Iraq	Iraq	Quiz	evaluation of participation
30	2	Studying Soil Conservation Methods in Iraq	Soil Conservation Methods in Iraq	Lecture and discussion	Direct evaluation of participation

Course Evaluation

40% (term exams)

10% (attendance and daily online participation according to the class schedule).

50% (the final exam).

Learning and Teaching Resources

Required textbooks (curricular books, if any)	Selecting modern, detailed educational books with videos and audio recordings.
Main references (sources)	The most important books that related to subject.
Recommended books and references (scientific journals, reports...)	Some books, dissertations, and thesis that related the Subject.
Electronic References, Websites	The online library, which includes everything related to the subject in precise and clear detail

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
Third Stage		Curricula and Teaching Methods	Basic	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓

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

Course Description Form

Course Name:					
Curricula and Teaching Methods					
Course Code:					
Semester / Year:					
Annual					
Description Preparation Date:					
2024/2025					
Available Attendance Forms:					
Attendance					
Number of Credit Hours (Total) / Number of Units (Total)					
(60) hours / (2) hours for each class					
Course administrator's name (mention all, if more than one name)					
Name: Dr:Haider Jassib Nasser					
Email:					
Course Objectives					
Course Objectives			<ul style="list-style-type: none"> Provides real practical opportunities for students to master educational and psychological principles and concepts. Prepares responsible and capable citizens. Narrows the gap between theoretical knowledge of content and its practical application. Introduces undergraduate students to the importance of mastering education to become successful teachers 		
Teaching and Learning Strategies					
Strategy		<ul style="list-style-type: none"> Electronic Lecture Cooperative Learning Student as Teacher Student Teaching the Lesson in Front of Peers Blended Learning 			
Course Structure					
Weak	Hours	Teaching and Learning Outcomes	Unit Name or Topic	Learning Method	Evaluation

					Method
1	2	Students know practical education	Introduction to curriculum and teaching methods	Lecture	Report Writing
2	2	Students explain observation	Curriculum	Discussion	Test
3	2	Students explain lecturing	Lecturing	Brainstorming Technique	Formative Tests
4	2	Students know terms in microteaching	Microteaching	Lecture	Written Exam
5	2	Students list student-centered and teacher-centered teaching methods	Teaching methods	Questioning Technique	Short Report Writing
6	2	Students explain lesson planning	Lesson planning	Discussion	Short Questions
7	2	Students know evaluation form	Evaluation form	Discussion	Oral Exams
8	2	Students present micro-lessons	Students' micro-lessons		
9	2	Students attend schools for practical application	School practicum		
11	2	Students attend schools for practical application	School practicum		
12	2	Students attend schools for practical application	School practicum		
13	2	Students attend schools for practical application	School practicum		
14	2	Students attend schools for practical application	School practicum		
15	2	Writing a report on the advantages and disadvantages faced during the application	Report writing on school practicum (advantages and disadvantages)		

Course Evaluation

40% (term exams)

10% (attendance and daily online participation according to the class schedule).

50% (the final exam).

Learning and Teaching Resources

Required textbooks (curricular books, if any)	Selecting modern, detailed educational books with videos and audio recordings.
Main references (sources)	The most important books that related to subject.
Recommended books and references (scientific journals, reports...)	Some books, dissertations, and thesis that related the Subject.
Electronic References, Websites	The online library, which includes everything related to the subject in precise and clear detail

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
Third Stage		Psychological Counseling and Mental Health	Basic	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓

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

Course Description Form

Course Name:	
Psychological Counseling and Mental Health	
Course Code:	
Semester / Year:	
Annual	
Description Preparation Date:	
2024/2025	
Available Attendance Forms:	
Attendance	
Number of Credit Hours (Total) / Number of Units (Total)	
(60) hours / (2) hours for each class	
Course administrator's name (mention all, if more than one name)	
Name: Prof.Dr. Email:	
Course Objectives	
Course Objectives	<ol style="list-style-type: none">1. Students understand the concept of psychological counseling2. Students understand the student psychological counselor3. Students understand the concept of guidance4. Students explain the difference between counseling and psychotherapy5. Students list guidance and psychological counseling methods and strategies6. Students understand direct and indirect counseling7. Students understand behavioral counseling8. Students understand play therapy counseling9. Students explain the difference between individual and group counseling10. Students explain the relationship of counseling with other sciences11. Students understand the scientific foundations of psychological counseling12. Students understand Rational Emotive Therapy theory

	13. Students understand Psychoanalytic theory 14. Students understand Behavioral theory 15. Students understand Humanistic theory 16. Students explain the importance of data collection 17. Students understand the cumulative record 18. Students understand observation 19. Students understand the interview 20. Students understand the curriculum vitae 21. Students understand case study 22. Students understand tests and measures 23. Students understand the teacher-counselor role 24. Students understand the educational counselor role 25. Students explain the meaning of mental health 26. Students explain the difference between mentally healthy and unhealthy individuals 27. Students understand psychological crises 28. Students understand frustration 29. Students understand adjustment 30. Students understand anxiety
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Teaching and Learning Strategies

Strategy	1. Course Approval 2. Using the Blackboard 3. Lecture Method 4. Discussion Method
-----------------	--------------------------------------------------------------------------------------------

Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Students understand the concept of psychological counseling	Introduction to Counseling	Whiteboard and Marker	Discussion and Exchange of Ideas
2	2	Students understand the student psychological counselor	Student Counselor	Whiteboard and Marker	Discussion and Exchange of Ideas
3	2	Students understand the concept of counseling and psychotherapy	Counseling and Psychotherapy	Whiteboard and Marker	Discussion and Exchange of Ideas

4	2	Students explain the difference between counseling and psychotherapy	Guidance and Psychotherapy	Whiteboard and Marker	Discussion and Exchange of Ideas
5	2	Students list guidance and psychological counseling methods and strategies	Guidance and Psychotherapy	Whiteboard and Marker	Discussion and Exchange of Ideas
6	2	Students understand direct and indirect counseling	Counseling Methods	Whiteboard and Marker	Discussion and Exchange of Ideas
7	2	Students explain the difference between individual and group counseling	Counseling Methods	Whiteboard and Marker	Discussion and Exchange of Ideas
8	2	Students explain the relationship of counseling with other sciences	Relationship of Counseling with Other Sciences	Whiteboard and Marker	Discussion and Exchange of Ideas
9	2	Students understand the scientific foundations of psychological counseling	Relationship of Counseling with Other Sciences	Whiteboard and Marker	Discussion and Exchange of Ideas
10	2	First semester exam	_____	Whiteboard and Marker	Discussion and Exchange of Ideas
11	2	Students understand Psychoanalytic theory	Counseling Theories	Whiteboard and Marker	Discussion and Exchange of Ideas
12	2	Students understand Behavioral theory	Counseling Theories	Whiteboard and Marker	Discussion and Exchange of Ideas
13	2	Students understand Humanistic theory and Rational Emotive Counseling theory	Counseling Theories	Whiteboard and Marker	Discussion and Exchange of Ideas
14	2	Students explain the importance of data collection	Information Collection Methods	Whiteboard and Marker	Discussion and Exchange of Ideas
15	2	Students understand the cumulative record	Information Collection Methods	Whiteboard and Marker	Discussion and Exchange of Ideas
16	2	Students understand observation	Information Collection	Whiteboard and Marker	Discussion and Exchange of

			Method		Ideas
17	2	Students understand the interview	Information Collection Methods	Whiteboard and Marker	Discussion and Exchange of Ideas
18	2	Students understand the curriculum vitae	Information Collection Methods	Whiteboard and Marker	Discussion and Exchange of Ideas
19	2	Students understand case study	Information Collection Methods	Whiteboard and Marker	Discussion and Exchange of Ideas
20	2	Students understand tests and measures	Information Collection Methods	Whiteboard and Marker	Discussion and Exchange of Ideas
21	2	Students understand the teacher-counselor role	School Counseling	Whiteboard and Marker	Discussion and Exchange of Ideas
22	2	Students understand the educational counselor role	School Counseling	Whiteboard and Marker	Discussion and Exchange of Ideas
23	2	Students explain the meaning of mental health	Mental Health	Whiteboard and Marker	Discussion and Exchange of Ideas
24	2	Second semester exam	_____	Whiteboard and Marker	Discussion and Exchange of Ideas
25	2	Students understand the concept of mental health	Mental Health	Whiteboard and Marker	Discussion and Exchange of Ideas
26	2	Students explain the difference between mentally healthy and unhealthy individuals	Mental Health	Whiteboard and Marker	Discussion and Exchange of Ideas
27	2	Students understand psychological crises	Psychological Crisis	Whiteboard and Marker	Discussion and Exchange of Ideas
28	2	Students understand adjustment	Adjustment	Whiteboard and Marker	Discussion and Exchange of Ideas
29	2	Students understand anxiety	Anxiety	Whiteboard and Marker	Discussion and Exchange of Ideas
30	2	Students understand defense mechanisms	Defense Mechanisms	Whiteboard and Marker	Discussion and Exchange of Ideas

Course Evaluation

40% (term exams)
10% (attendance and daily online participation according to the class schedule).
50% (the final exam).

Learning and Teaching Resources	
Required textbooks (curricular books, if any)	Selecting modern, detailed educational books with videos and audio recordings.
Main references (sources)	The most important books that related to subject.
Recommended books and references (scientific journals, reports...)	Some books, dissertations, and thesis related to the subject.
Electronic References, Websites	The online library, which includes everything related to the subject in precise and clear detail

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
Third Stage		Geographic al Statistics	Basic	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓

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

Course Description Form

Course Name:					
Geographical Statistics					
Course Code:					
Semester / Year:					
Annual					
Description Preparation Date:					
2024/2025					
Available Attendance Forms:					
Attendance					
Number of Credit Hours (Total) / Number of Units (Total)					
(60) hours / (2) hours for each class					
Course administrator's name (mention all, if more than one name)					
Name: Instructor: Prof. Dr. Tahseen Jassim Shanan					
Email:					
Course Objectives					
Course Objectives			<ol style="list-style-type: none"> 1. Students understand the concepts of geographical statistics 2. Students learn a large part of statistical mathematical analysis using equations or statistical functions 3. Students understand the mechanism and gain experience in using statistical models 4. Students master the basics of geographical statistics 5. Students understand mathematical methods related to geography 		
Teaching and Learning Strategies					
Strategy		<ul style="list-style-type: none"> Lecture and Discussion Method Questioning and Discussion Method Daily Quiz 			
Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Understanding	Introduction to	Explanation and	Discussion

			Statistics and Geographical Statistics	Questions	
2	2	Understanding	Geographical Data: Collection, Types, and Sources	Explanation and Questions	Discussion
3	2	Understanding	Classification and Presentation of Geographical Data	Explanation and Questions	Discussion
4	2	Comprehension	Sample and Its Types	Explanation and Questions	Discussion
5	2	Comprehension	Random Sampling and Its Types	Open Book	Quiz
6	2	Comprehension	Stratified Sampling and Its Types	Open Book	Quiz
7	2	Understanding and Analysis	Frequency Distribution Table	Explanation and Questions	Discussion
8	2	Understanding and Analysis	Histogram Construction		Computer Application
9	2	Understanding and Analysis	Frequency Polygon Construction		Computer Application
10	2	Understanding and Comprehension	Measures of Central Tendency (Mean)	Open Book	Quiz
11	2	Understanding and Comprehension	Measures of Central Tendency (Median)	Open Book	Quiz
12	2	Understanding and Comprehension	Measures of Central Tendency (Mode)	Open Book	Quiz
13	2	Understanding and Comprehension	Measures of Dispersion (Mean Deviation for Ungrouped Data)	Explanation and Questions	Discussion
14	2	Understanding and Comprehension	Measures of Dispersion (Mean Deviation for Grouped Data)	Explanation and Questions	Discussion
15	2	_____	First Semester Exam		_____
16	2	Understanding and Comprehension	Measures of Dispersion (Quartile	Explanation and Questions	Discussion

			Deviation for Ungrouped Data)		
17	2	Understanding and Comprehension	Measures of Dispersion (Quartile Deviation for Grouped Data)	Explanation and Questions	Discussion
18	2	Understanding and Comprehension	Measures of Dispersion (Standard Deviation for Ungrouped Data)	Open Book	Quiz
19	2	Understanding and Comprehension	Measures of Dispersion (Standard Deviation for Grouped Data)	Open Book	Quiz
20	2	Connection and Analysis	Simple Linear Correlation: Principles and Concepts	Explanation and Questions	Discussion
21	2	Connection and Analysis	Simple Linear Correlation: Data Method	Open Book	Quiz
22	2	Connection and Analysis	Simple Linear Correlation: Observed Values Method	Open Book	Quiz
23	2	Connection and Analysis	Simple Linear Correlation: Standard Score Method	Open Book	Quiz
24	2	Connection and Analysis	Simple Linear Correlation: Deviation from Mean Method	Open Book	Quiz
25	2	Connection and Analysis	Rank Correlation: Principles and Concepts	Explanation and Questions	Discussion
26	2	Understanding and Analysis	Characteristics, Functions, and Uses of Modeling	Explanation	Questioning and Oral Assessment
27	2	Understanding and Analysis	Types of Models	Explanatio	Questioning and Oral Assessment
28	2	Understanding and Analysis	Most Commonly Used Mathematical Methods by	Explanatio	Questioning and Oral Assessment

			Geographers in Modeling		
29	2	Understanding and Analysis	Model Selection Stages and Model Problems	Explanatio	Questioning and Oral Assessment
30	2	_____	Second semester exam		_____

Course Evaluation

40% (term exams)

10% (attendance and daily online participation according to the class schedule).

50% (the final exam).

Learning and Teaching Resources

Required textbooks (curricular books, if any)	Selecting modern, detailed educational books with videos and audio recordings.
Main references (sources)	The most important books that related to subject.
Recommended books and references (scientific journals, reports...)	Some books, dissertations, and thesis related to the subject.
Electronic References, Websites	The online library, which includes everything related to the subject in precise and clear detail

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 Stage		Geography of Transport and International Trade	Basic	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓

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

Course Description Form

Course Name:					
Geography of Transport and International Trade					
Course Code:					
Semester / Year:					
Annual					
Description Preparation Date:					
2024/2025					
Available Attendance Forms:					
Attendance					
Number of Credit Hours (Total) / Number of Units (Total)					
(60) hours / (2) hours for each class					
Course administrator's name (mention all, if more than one name)					
Name: Prof.Dr. Email:					
Course Objectives					
Course Objectives			<ol style="list-style-type: none"> 1. Enable students to understand the principles of transport geography and its movement patterns 2. Enable students to understand the global geographical distribution of transport patterns 3. Enable students to understand the types of transport 		
Teaching and Learning Strategies					
Strategy		<ul style="list-style-type: none"> • Use brainstorming strategy to develop skills • Use collective thinking to produce accurate information • Student discussion 			
Course Structure					
Week	Hours	Required Learning ou Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Understanding and	Evolution of	Lecture and	Evaluation of

		Perception + Discussion	Transport Geography	Discussion Method	Students' Understanding of the Topic
2	2	Understanding and Perception + Discussion	Evolution of Transport Geography	Lecture and Discussion Method	Extent of Students' Participation in Classroom Discussion
3	2	Understanding and Perception + Discussion	Evolution of Transport Geography	Engaging Students in the Lecture Topic	Extent of Students' Participation in Classroom Discussion
4	2	Understanding and Perception + Discussion	Geographical Patterns of Transport	Text Readings and Classroom Discussions	Quiz
5	2	Understanding and Perception + Discussion	Geographical Patterns of Transport	Engaging Students in Presenting Brief Reports on the Topic	Assessment of the Reliability of Information Obtained by Students from Available Sources
6	2	Understanding and Perception + Discussion	Geographical Patterns of Transport	Text Readings + Classroom Discussions	Daily Quiz on Lecture Comprehension
7	2	Understanding and Perception + Discussion	Drivers of Transport	Text Readings + Classroom Discussions	Extent of Students' Participation in Classroom Discussion
8	2	Understanding and Perception + Discussion	Drivers of Transport	Text Readings + Classroom Discussions	Extent of Students' Participation in Classroom Discussion
9	2	Understanding and Perception + Discussion	Drivers of Transport	Text Readings + Classroom Discussions	Extent of Students' Participation in Classroom Discussion
10	2	Understanding and Perception + Discussion	Elements of Transport	Text Readings + Classroom Discussions	Extent of Students' Participation in Classroom Discussion
11	2	Understanding and Perception + Discussion	Elements of Transport	Text Readings + Classroom Discussions	Extent of Students' Participation in Classroom Discussion

					Discussion+Quiz
12	2	Understanding and Perception + Discussion	Elements and Drivers of Transport	Exam	Evaluation of Students' Understanding of the Topic
13	2	Understanding and Perception + Discussion	Elements of Transport	Lecture + Discussions	Evaluation of Students' Understanding of the Topic
14	2	Understanding and Perception + Discussion	Elements of Transport	Lecture + Discussions	Monitoring Students' Understanding of the Lecture Topic
15	2	Understanding and Perception + Discussion	Objectives of Transport	Lecture + Discussions	Active Student Participation in Discussions
16	2	Understanding and Perception + Discussion	Objectives of Transport Geography	Exam	Quiz
17	2	Understanding and Perception + Discussion	Objectives of Transport Geography	Lecture + Discussions	Assessment of Students' Responses on the Lecture Topic
18	2	Understanding and Perception + Discussion	Natural Factors Affecting Transport Movement	Lecture + Discussions	Assessment of Students' Contributions on the Lecture Topic
19	2	Understanding and Perception + Discussion	Natural Factors Affecting Transport Movement	Exam	Quiz
20	2	Understanding and Perception + Discussion	Natural Factors Affecting Transport Movement	Engaging Students in Presenting Brief Presentations on the Lecture Topic	Extent of Students' Participation in Classroom Discussion
21	2	Understanding and Perception + Discussion	Natural Factors Affecting Transport Movement	Lecture + Discussions	Extent of Students' Participation in Classroom Discussion
22	2	Understanding and Perception + Discussion	Students Practice	Lecture + Discussions	Extent of Students' Participation in

					Classroom Discussion
23	2	Understanding and Perception + Discussion	Students Practice	Lecture + Discussions	Extent of Students' Participation in Classroom Discussion
24	2	Understanding and Perception + Discussion	Students Practice	Lecture + Discussions	Extent of Students' Participation in Classroom Discussion
25	2	Understanding and Perception + Discussion	Students Practice	Lecture + Discussions	Extent of Students' Participation in Classroom Discussion
26	2	Understanding and Perception + Discussion	Students Practice	Lecture + Discussions	Extent of Students' Participation in Classroom Discussion
27	2	Understanding and Perception + Discussion	Students Practice	Lecture + Discussions	Extent of Students' Participation in Classroom Discussion
28	2	Understanding and Perception + Discussion	Transport Patterns	Lecture + Discussions	Extent of Students' Participation in Classroom Discussion
29	2	Understanding and Perception + Discussion	Transport Problems and Their Study	Student Discussion	Extent of Students' Participation in Classroom Discussion
30	2	Understanding and Perception + Discussion	Concept and Development of International Trade	Student Discussion on the Concept of the Topic	Extent of Students' Participation in Classroom Discussion

Course Evaluation

40% (term exams)

10% (attendance and daily online participation according to the class schedule).

50% (the final exam).

Learning and Teaching Resources

Required textbooks (curricular books, if any)

- Transport and International Trade

	<p>Geography</p> <ul style="list-style-type: none"> • Transport Geography • Urban Transport Geography
Main references (sources)	<ul style="list-style-type: none"> • Transport Geography • Geography and Global Transport Technology
Recommended books and references (scientific journals, reports...)	<p>1- College General Library</p> <p>2- Utilizing modern scientific sources in the field of Transport Geography</p> <p>3- Finding appropriate ways to bridge academic skills and practical skills</p> <p>4- Making use of the electronic library</p>
Electronic References, Websites	<p>The online library, which includes everything related to the subject in precise and clear detail</p>

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 Stage		Geography of Services 456 GSG	Basic	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓

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

Course Description Form

Course Name:	
Geography of Services 456 GSG	
Course Code:	
Semester / Year:	
Annual	
Description Preparation Date:	
2024/2025	
Available Attendance Forms:	
Attendance	
Number of Credit Hours (Total) / Number of Units (Total)	
(60) hours / (2) hours for each class	
Course administrator's name (mention all, if more than one name)	
Name: Prof.Dr. Email:	
Course Objectives	
Course Objectives	1- Introduce the student to the importance of services for the population of urban and rural human settlements, as well as introducing the student to planning concepts and standards through which the best services can be provided in the shortest time and at the lowest economic cost. 2- Enable students to discuss and analyze geographical phenomena. 3- Students capable of diagnosing problems and proposing possible solutions. 4- Achieve a high level of cognitive understanding of the problems under discussion. 5- Encourage students to take notes, which is the skill used to record important information in a concise written form. 6- Encourage students in the skill of asking questions.

Teaching and Learning Strategies

Strategy	<p>1- Active Learning: Encourages learners to actively participate in lessons through interactive activities such as discussions and projects.</p> <p>2- Cooperative Learning: Relies on teamwork where students collaborate in small groups to solve problems or complete specific tasks, enhancing learning through the exchange of ideas and information.</p> <p>3- Project-Based Learning: Involves implementing a specific project that allows students to apply acquired knowledge and skills in a practical context.</p> <p>4- Problem-Based Learning: Uses real problems as the focus for discussion and understanding, helping students develop problem-solving and analytical skills.</p> <p>5- Technology in Education: Using technological tools such as educational software, mobile applications, and virtual classrooms to facilitate learning.</p>
-----------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Comprehension and Understanding	Concept and Types of Services	Lecture and Discussion Method	Evaluation of students' background on the topic
2	2	Comprehension and Understanding	Characteristics and Features of Services	Lecture and Discussion Method	Extent of students' participation in classroom discussion
3	2	Comprehension and Understanding	Importance of Services and Their Relation to Urban Life	Engaging students in giving brief presentations on the topic	Extent of students' participation in classroom discussion
4	2	Comprehension and Understanding	Relationship of Geography with Services	Text Readings and Classroom Discussions	Evaluation of students' research
5	2	Comprehension and Understanding	Data Sources in Service Geography	Engaging students in giving brief presentations on the topic	Evaluation of the reliability of the information obtained by students from the internet
6	2	Comprehension and Understanding	Importance of Services	Text Readings + Classroom Discussions	Extent of student participation in classroom discussion

7	2	Comprehension and Understanding	Curriculum Adopted in the Study of Service Geography	Text Readings + Classroom Discussions	Extent of student participation in classroom discussion
8	2	Comprehension and Understanding	Natural Conditions in the Study of Service Geography	Text Readings + Classroom Discussions	Extent of student participation in classroom discussion
9	2	Comprehension and Understanding	Human Conditions in the Study of Service Geography	Text Readings + Classroom Discussions	Extent of student participation in classroom discussion
10	2	Comprehension and Understanding	Production of Services in Cities	Text Readings + Classroom Discussions	Extent of student participation in classroom discussion+Quiz
11	2	Comprehension and Understanding	Some Concepts of Spatial Organization of Services	Text Readings + Classroom Discussions	Evaluation of students' reports
12	2	Comprehension and Understanding	Community Services	Exam	Exam
13	2	Comprehension and Understanding	Health Services	Text Readings + Classroom Discussions	Evaluation of students' reports
14	2	Comprehension and Understanding	Recreational Services	Text Readings + Classroom Discussions	Monitoring students' understanding of the lecture topic
15	2	Comprehension and Understanding	Infrastructure Services	Text Readings + Classroom Discussions	Active student participation in discussions about the lecture topic
16	2	Comprehension and Understanding	Water Services and Their Importance to the Population	Exam	Written Exam
17	2	Comprehension and Understanding	Sanitation Services in Cities	Lecture and Discussion	Evaluation of students' responses to the assessment questions posed about the lecture topic
18	2	Comprehension and Understanding	Service Standards and Indicators	Lecture and Discussion	Evaluation of students'

					contributions regarding the lecture topic
19	2	Comprehension and Understanding	Service Problems	Lecture and Discussion	Exam
20	2	Comprehension and Understanding	Types of Urban Transport	Engaging students giving brief presentations on the topic	Extent of students' participation in classroom discussion
21	2	Comprehension and Understanding	Some Standards for Providing Transport Services	Lecture and Discussion	Extent of students' participation in classroom discussion
22	2	Comprehension and Understanding	Service Efficiency	Lecture and Discussion	Quiz
23	2	Comprehension and Understanding	Introduction to Service Maps	Lecture and Discussion	Extent of students' participation in classroom discussion
24	2	Comprehension and Understanding	Objectives of Service Maps	Lecture and Discussion	Exam
25	2	Comprehension and Understanding	Importance of Service Maps in Cities	Exam	Extent of student participation in classroom discussion
26	2	Comprehension and Understanding	Patterns of Service Geography Maps	Lecture and Discussion	Extent of student participation in classroom discussion
27	2	Comprehension and Understanding	Representation of Services on Maps	Lecture and Discussion	Quiz
28	2	Comprehension and Understanding	Indicators for Evaluating Services in Urban Areas	Lecture and Discussion	Active student participation in discussions about the lecture topic
29	2	Comprehension and Understanding	Distribution of Service Institutions in the City	Lecture and Discussion	Active student participation in discussions about the lecture topic
30	2	Comprehension and Understanding	Student Discussions with Their Peers	Lecture and Discussion	Active student participation in discussions about the lecture topic

Course Evaluation	
40% (term exams) 10% (attendance and daily online participation according to the class schedule). 50% (the final exam).	
Learning and Teaching Resources	
Required textbooks (curricular books, if any)	Selecting modern, detailed educational books with videos and audio recordings.
Main references (sources)	The most important books that related to subject.
Recommended books and references (scientific journals, reports...)	Some books, dissertations, and thesis related to the subject.
Electronic References, Websites	The online library, which includes everything related to the subject in precise and clear detail

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 stage		Political Geography	Basic	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓

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

Course Description Form

Course Name:	
Political Geography	
Course Code:	
Semester / Year:	
Annual	
Description Preparation Date:	
2024/2025	
Available Attendance Forms:	
Attendance	
Number of Credit Hours (Total) / Number of Units (Total)	
(60) hours / (2) hours for each class	
Course administrator's name (mention all, if more than one name)	
Name: Prof.Dr. Email:	
Course Objectives	
Course Objectives	<p>1- Understanding the concept and definition of Political Geography and Geopolitics and the difference between them.</p> <p>2- Studying research methods in Political Geography and their relation to other sciences.</p> <p>3- Understanding the concept of the state, types of states, and studying the power and political weight of the state.</p> <p>4- Recognizing the importance and impact of natural, demographic, and economic geographical factors on the power of the state.</p> <p>5- Understanding the concept of borders, their types, and related problems.</p> <p>6- Understanding international conflicts among global powers and the future of conflicts.</p> <p>7- Understanding geopolitics and geostrategy theories</p>

that influence the power of the state.

8- Studying globalization, its types and tools, as well as examining some applied studies on its effects.

9- Understanding terrorism, its types, and its geographical and geopolitical extent.

10- Understanding electoral geography, its development, research methods used in its study, electoral systems, and applied studies.

Teaching and Learning Strategies

Strategy	<p>1- Presentation and Discussion Methodically by Posing Problems Needing Solutions</p> <p>2- Questioning and Discussion Method</p> <p>3- Brainstorming Method</p> <p>4- Encouraging Students for Self-Learning</p>
-----------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	As indicated in each section according to the content	Concept and Development of Political Geography and Geopolitics	<ul style="list-style-type: none"> Lecture / Presentation Discussion Brainstorming 	Oral and Written Exams
2	2	As indicated in each section according to the content	Research Methods in Political Geography and Their Relation to Other Sciences	<ul style="list-style-type: none"> Lecture / Presentation Discussion Brainstorming 	Oral and Written Exams
3	2	As indicated in each section according to the content	Natural Components – Location	<ul style="list-style-type: none"> Lecture / Presentation Discussion Brainstorming 	Oral and Written Exams
4	2	As indicated in each section according to the content	State Size and Forms	<ul style="list-style-type: none"> Lecture / Presentation Discussion Brainstorming 	Oral and Written Exams

5	2	As indicated in each section according to the content	Relief and Climate	<ul style="list-style-type: none"> • Lecture / Presentation • Discussion • Brainstorming 	Oral and Written Exams
6	2	As indicated in each section according to the content	Natural Resources	<ul style="list-style-type: none"> • Lecture / Presentation • Discussion • Brainstorming 	Oral and Written Exams
7	2	As indicated in each section according to the content	Demographic Components – Population Size	<ul style="list-style-type: none"> • Lecture / Presentation • Discussion • Brainstorming 	Oral and Written Exams
8	2	As indicated in each section according to the content	Population Distribution and Composition	<ul style="list-style-type: none"> • Lecture / Presentation • Discussion • Brainstorming 	Oral and Written Exams
9	2	As indicated in each section according to the content	Economic Components – Mineral Wealth	<ul style="list-style-type: none"> • Lecture / Presentation • Discussion • Brainstorming 	Oral and Written Exams
10	2	As indicated in each section according to the content	Energy Sources	<ul style="list-style-type: none"> • Lecture / Presentation • Discussion • Brainstorming 	Oral and Written Exams
11	2	As indicated in each section according to the content	Renewable Energy Sources	<ul style="list-style-type: none"> • Lecture / Presentation • Discussion • Brainstorming 	Oral and Written Exams
12	2	As indicated in each section according to the content	Philosophy of the Economic System, Industry, and Trade	<ul style="list-style-type: none"> • Lecture / Presentation • Discussion • Brainstorming 	Oral and Written Exams
13	2	As indicated in each section according to the content	Political Borders and Their Types	<ul style="list-style-type: none"> • Lecture / Presentation • Discussion • Brainstorming 	Oral and Written Exams
14	2	As indicated in each section according to the	Problems of Political Borders and Territorial	<ul style="list-style-type: none"> • Lecture / Presentation • Discussion 	Oral and Written Exams

		content	Waters	<ul style="list-style-type: none"> Brainstorming 	
15	2	As indicated in each section according to the content	Heartland Theory	<ul style="list-style-type: none"> Lecture / Presentation Discussion Brainstorming 	Oral and Written Exams
16	2	As indicated in each section according to the content	Land, Sea, and Air Power Theory	<ul style="list-style-type: none"> Lecture / Presentation Discussion Brainstorming 	Oral and Written Exams
17	2	As indicated in each section according to the content	Modern Geopolitical Theories	<ul style="list-style-type: none"> Lecture / Presentation Discussion Brainstorming 	Oral and Written Exams
18	2	As indicated in each section according to the content	Geopolitics of Space and the Conflict Between the Two Superpowers	<ul style="list-style-type: none"> Lecture / Presentation Discussion Brainstorming 	Oral and Written Exams
19	2	As indicated in each section according to the content	Future International Conflicts	<ul style="list-style-type: none"> Lecture / Presentation Discussion Brainstorming 	Oral and Written Exams
20	2	As indicated in each section according to the content	Concept of Arab National Security and Its Elements	<ul style="list-style-type: none"> Lecture / Presentation Discussion Brainstorming 	Oral and Written Exams
21	2	As indicated in each section according to the content	Economic Structure of the Population of the Arab World	<ul style="list-style-type: none"> Lecture / Presentation Discussion Brainstorming 	Oral and Written Exams
22	2	As indicated in each section according to the content	Economic Elements, Food Security, and Dependency	<ul style="list-style-type: none"> Lecture / Presentation Discussion Brainstorming 	Oral and Written Exams
23	2	As indicated in each section according to the	Risks Threatening Arab National	<ul style="list-style-type: none"> Lecture / Presentation Discussion 	Oral and Written Exams

		content	Security – Globalization	<ul style="list-style-type: none"> Brainstorming 	
24	2	As indicated in each section according to the content	Middle East Project and Mediterranean Partnership	<ul style="list-style-type: none"> Lecture / Presentation Discussion Brainstorming 	Oral and Written Exams
25	2	As indicated in each section according to the content	Terrorism: Concept and Types	<ul style="list-style-type: none"> Lecture / Presentation Discussion Brainstorming 	Oral and Written Exams
26	2	As indicated in each section according to the content	Impact of Strategic Theories and International Conflict in the Arab World – Western Strategy	<ul style="list-style-type: none"> Lecture / Presentation Discussion Brainstorming 	Oral and Written Exams

Course Description Form

Course Name:
• The Americas
Course Code:
Semester / Year:
Annual
Description Preparation Date:
2024/2025
Available Attendance Forms:
Attendance
Number of Credit Hours (Total) / Number of Units (Total)
(60) hours / (2) hours for each class

Course administrator's name (mention all, if more than one name)	
Name: Prof.Dr. Email:	
Course Objectives	
Course Objectives	
Teaching and Learning Strategies	
Strategy	

2024\2025

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 Stage		The Americas	Basic	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓

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

Course Description Form

Course Name:	
The Americas	
Semester / Year:	
Annual	
Description Preparation Date:	
2024/2025	
Available Attendance Forms:	
<ul style="list-style-type: none"> Attendance 	
Number of Credit Hours (Total) / Number of Units (Total)	
(60) hours / (2) hours for each class	
Course administrator's name (mention all, if more than one name)	
Name: Prof.Dr. Email:	
Course Objectives	
Course Objectives	<p>Connection with the previously studied vocabulary during the student's high school education, and preparing him for the university stage so that he may become a scientifically qualified teacher, independent, and a geography researcher.</p> <p>Cognitive Objectives</p> <p>A1 – Cognitive Objectives</p> <ul style="list-style-type: none"> A1: Linking university curricula with high school curricula. A2: Introducing the student to the new curriculum. A3: Expanding the vocabulary, broadening its concepts, and connecting them with secondary-level vocabulary. A4: Exposing students to topics related to the subject of the Americas. A5: Training students in practical application questions and linking them

- with the theoretical aspect.
- A6: Connecting the subject vocabulary of the Americas with relevant, reliable scientific research.

Skill-based Objectives of the Course

- B1: Training students to solve application questions inside the classroom.
- B2: Assigning students to solve questions on the board.
- B3: Assigning a group of students to prepare a printed assignment using the computer.

Teaching and Learning Strategies

Strategy	1- Scheduled weekly lectures
	2- Workshops in practical sessions
	3- Assignments, reports, and summaries about the Americas

Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Understanding the importance of location and surface characteristics of the Americas	Surface characteristics, location importance, and geological structure of the Americas	Theoretical and practical lecture	WeeklyQuiz
2	2	Explaining the climate characteristics of the Americas	Climate conditions in the seasons throughout the year	Theoretical and practical lecture	Weekly Quiz
3	2	Explaining population migration, types of migrants, and their geographic distribution	Distribution of immigrant entry areas	Theoretical and practical lecture	Weekly Quiz
4	2	The importance of agriculture in the Americas	Types of soil and their relation to agricultural activity	Theoretical and practical lecture	Weekly Quiz
5	2	Explaining the field of industrial development and minerals in the	Major minerals distributed in the Americas	Theoretical and practical lecture	Weekly Quiz

		Americas			
6	2	The relationship between climate and population distribution	Main activities of the population and climatic regions	Theoretical and practical lecture	Weekly Quiz
7	2	The relationship between terrain and the entry of European migrants	Distribution of immigrant entry areas	Theoretical and practical lecture	Weekly Quiz

Course Evaluation

40% (term exams)

10% (attendance and daily online participation according to the class schedule).

50% (the final exam).

Learning and Teaching Resources

Required textbooks (curricular books, if any)	Selecting modern, detailed educational books with videos and audio recordings.
Main references (sources)	The most important books that related to the subject.
Recommended books and references (scientific journals, reports...)	Some books, dissertations, and thesis related to the subject.
Electronic References, Websites	The online library, which includes everything related to the subject in precise and clear detail

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 Stage		Observation and application	Basic	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓

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

Course Name:

Observation and application

Course Code:

Semester / Year:

Annual

Description Preparation Date:

2024/2025

Available Attendance Forms:

- Face-to-face attendance

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

(30) hours / (3) hours for each class

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

Name: Asst. Prof. Dr. Randa Hussein Amih

Email: dr.rand.a@utq.edu.iq

Course Objectives

Course Objectives

1. The ultimate goal of practical education in teacher preparation programs in Colleges of Education is to develop the roles of the future teacher.
2. Developing the necessary skills for classroom teaching.
3. Achieving this through a functional framework.
4. The framework is based on a clear and conscious understanding of the educational system.
5. Understanding the educational system in all its dimensions and the teacher's role within it.

Teaching and Learning Strategies

1. Introduce students to the school social environment and how to interact with it.
2. Introduce students to classroom management problems and ways to overcome them.
3. Develop and familiarize students with classroom teaching skills.

Course-Specific Objectives and Skills

1. Train students in important learning skills and methods essential for the

		teaching process. 2. Develop students' teaching skills, understand their personal abilities, and enhance them to the maximum potential.			
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	4	<ul style="list-style-type: none"> •Practical education •The Importance of Practical Education 	Scientific Education	Discussion and Lecture	Preliminary, Formative, and Summative Assessment
2	4	<ul style="list-style-type: none"> •Standards and Requirements of the Teaching Profession 	Objectives Concept Teaching Profession: Definition Foundations Ethics	Discussion and Lecture	Preliminary, Formative, and Summative Assessment
3	4	<ul style="list-style-type: none"> •Explains classroom management problems •Defines the concept of classroom management •Outlines successful methods in classroom management •Explains the importance of classroom management 	Classroom Management Concept Importance	Cooperative Learning	Preliminary, Formative, and Summative Assessment
4	4	<ul style="list-style-type: none"> •Outlines the objectives of observation •Defines the concept of observation •Explains the importance of 	Observation	Discussion and Lecture	Preliminary, Formative, and Summative Assessment

		<p>observation</p> <ul style="list-style-type: none"> •Explains the etiquettes of observation 			
5	4	<ul style="list-style-type: none"> •Explains the importance of planning •Defines the concept of planning •Explains the types of planning •Designs a daily lesson plan 	Planning Skill	Discussion and Lecture	Preliminary, Formative, and Summative Assessment
6	4	<ul style="list-style-type: none"> •Designs an annual lesson plan 	Planning Skill	Discussion and Lecture	Preliminary, Formative, and Summative Assessment
7	4	<ul style="list-style-type: none"> •Lists the types of preparation •Defines the concept of preparation •Explains the concept of preparation and introduction •Introduces the lesson topic using various engaging activities 	Preparation Skill	Discussion and Lecture	Preliminary, Formative, and Summative Assessment
8	4	<ul style="list-style-type: none"> •Defines the concept of stimulus variation •Explains the purposes of stimulus variation 	Stimulus Variation Skill	Discussion and Lecture	Preliminary, Formative, and Summative Assessment
9	4	<ul style="list-style-type: none"> •Defines motor variation •Defines gestural variation •Distinguishes between motor variation and gestural variation 	Gestural Variation	Discussion and Lecture	Preliminary, Formative, and Summative Assessment

10	4	<ul style="list-style-type: none"> •Explains the concept of interaction transfer •Outlines the types of interaction 	Interaction Transfer	Discussion and Lecture	Preliminary, Formative, and Summative Assessment
11	4	<ul style="list-style-type: none"> •Defines silence and explains its meaning •Explains the importance of silence •Lists the types of stimuli in the micro-lesson 	Silence	Discussion and Lecture	Preliminary, Formative, and Summative Assessment
12	4	<ul style="list-style-type: none"> •Explains the importance of varying the use of senses •Explains the importance of varying the use of senses and the types of senses 	Variation in the Use of Senses	Discussion and Lecture	Preliminary, Formative, and Summative Assessment
13	4	<ul style="list-style-type: none"> •Defines the concept of concentration •Explains the types of concentration 	Questioning Skill	Discussion and Lecture	Preliminary, Formative, and Summative Assessment
14	4	<ul style="list-style-type: none"> •Explains the types of questions •Provides an example question for each type of question 	Questioning Skill	Discussion and Lecture	Preliminary, Formative, and Summative Assessment
15	4	Explains the tips and guidelines for practical application	Guidelines and Tips for Student Implementation in High Schools	Discussion and Lecture	Preliminary, Formative, and Summative Assessment

Course Evaluation

40% (term exams)

10% (attendance and daily online participation according to the class schedule).

50% (the final exam).

Learning and Teaching Resources

Required textbooks (curricular books, if any)	Selecting modern, detailed educational books with videos and audio recordings.
Main references (sources)	The most important books that related to subject.
Recommended books and references (scientific journals, reports...)	Some books, dissertations, and thesis related to the subject.
Electronic References, Websites	The online library, which includes everything related to the subject in precise and clear detail

Course Description Form

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 Stage		Measurement and Evaluation	Basic	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓

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

Course Description Form

Course Name:

Measurement and Evaluation

Course Code:

Semester / Year:

Annual

Description Preparation Date:

2024/2025

Available Attendance Forms:

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

(60) hours / (2) hours for each class

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

Name: . Dr. Haider Jassib Nasser

Email:

Course Objectives

Course Objectives

1. The student recognizes the concept of measurement and evaluation.
2. The student understands the concept of measurement.
3. The student understands the concept of evaluation.
4. The student explains the difference between measurement and evaluation.
5. The student lists methods and strategies in teaching.
6. The student understands the nature of evaluation.
7. The student understands the concept of behavioral measurement.
8. The student understands the concept of numerical measurement.
9. The student explains the difference between individual and group

	<p>measurement.</p> <p>10. The student explains the relationship between measurement and other sciences.</p> <p>11. The student understands the scientific foundations of psychological measurement.</p> <p>12. The student understands Rational Emotive Behavior Therapy (REBT).</p> <p>13. The student understands the psychoanalytic theory.</p> <p>14. The student understands behavioral theory.</p> <p>15. The student understands humanistic theory.</p> <p>16. The student explains the importance of information collection.</p> <p>17. The student understands the cumulative record.</p> <p>18. The student understands observation.</p> <p>19. The student understands the interview.</p> <p>20. The student understands the curriculum vitae (CV).</p> <p>21. The student understands case study.</p> <p>22. The student understands tests and scales.</p> <p>23. The student understands unit-based instructional design.</p> <p>24. The student understands constructivism.</p> <p>25. The student explains the role of oral evaluation.</p> <p>26. The student explains the difference between accurate and inaccurate evaluation.</p> <p>27. The student understands psychological crises.</p> <p>28. The student understands containment.</p> <p>29. The student understands adaptation.</p> <p>30. The student understands anxiety.</p>
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Teaching and Learning Strategies

Strategy	<ol style="list-style-type: none"> 1. Course reliance / Course adoption 2. Using the board 3. Using the lecture method 4. Discussion method
-----------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Course Structure

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

1	2	The student identifies the concept of measurement	Introduction to Measurement	Board and Marker	Discussion / Exchange of Opinions
2	2	The student identifies the concept of evaluation	Evaluation	Board and Marker	Discussion / Exchange of Opinions
3	2	The student understands the concept of therapy and replacement	Guidance	Board and Marker	Discussion / Exchange of Opinions
4	2	The student explains the difference between evaluation and assessment	Assessment and Evaluation	Board and Marker	Discussion / Exchange of Opinions
5	2	The student lists the methods and strategies of evaluation	Guidance and Evaluation	Board and Marker	Discussion / Exchange of Opinions
6	2	The student identifies the concept of direct and indirect measurement	Evaluation Methods	Board and Marker	Discussion / Exchange of Opinions
7	2	The student explains the difference between individual and group measurement	Measurement Techniques	Board and Marker	Discussion / Exchange of Opinions
8	2	The student explains the relationship of measurement with other sciences	The Relationship of Measurement with Other Sciences	Board and Marker	Discussion / Exchange of Opinions
9	2	The student identifies the scientific foundations	The Relationship of Measurement with Other Sciences	Board and Marker	Discussion / Exchange of Opinions
10	2	Exam	Exam	Exam	Exam
11	2	The student identifies the psychoanalytic theory	Analysis Theories	Board and Marker	Discussion / Exchange of Opinions
12	2	The student identifies the behavioral theory	Guidance Theories	Board and Marker	Discussion / Exchange of Opinions
13	2	The student identifies the humanistic theory and the measurement theory	Measurement	Board and Marker	Discussion / Exchange of Opinions
14	2	The student explains the importance of data collection	Information Collection Methods	Board and Marker	Discussion / Exchange of Opinions
15	2	The student identifies the cumulative record	Information Collection Methods	Board and Marker	Discussion / Exchange of Opinions

16	2	The student identifies observation	Information Collection Methods	Board and Marker	Discussion / Exchange of Opinions
17	2	The student identifies the interview	Information Collection Methods	Board and Marker	Discussion / Exchange of Opinions
18	2	The student identifies the curriculum vitae (CV)	Information Collection Methods	Board and Marker	Discussion / Exchange of Opinions
19	2	The student identifies the case study	Information Collection Methods	Board and Marker	Discussion / Exchange of Opinions
20	2	The student identifies tests and measurement tools	Information Collection Methods	Board and Marker	Discussion / Exchange of Opinions
21	2	The student identifies the ranks/levels of evaluation	Levels of Evaluation	Board and Marker	Discussion / Exchange of Opinions
22	2	The student identifies the degrees of measurement	Degrees of Measurement	Board and Marker	Discussion / Exchange of Opinions
23	2	The student explains the meaning of measurement	Measurement	Board and Marker	Discussion / Exchange of Opinions
24	2	Exam	Exam	Exam	Exam
25	2	The student identifies the discrimination power	Discrimination Power	Board and Marker	Discussion / Exchange of Opinions
26	2	The student explains the difference between measurement and evaluation	Measurement and Evaluation	Board and Marker	Discussion / Exchange of Opinions
27	2	The student identifies the nature of measurement	Nature of Measurement	Board and Marker	Discussion / Exchange of Opinions
28	2	The student identifies Bloom's Taxonomy	Bloom	Board and Marker	Discussion / Exchange of Opinions
29	2	The student identifies the test blueprint	Map	Board and Marker	Discussion / Exchange of Opinions
30	2	The student identifies the outcomes of defensive behavior	Defensive Behavior	Board and Marker	Discussion / Exchange of Opinions

Course Evaluation

40% (term exams)

10% (attendance and daily online participation according to the class schedule).
50% (the final exam).

Learning and Teaching Resources

Required textbooks (curricular books, if any)	Measurement and Evaluation / Raed Ramthan, 2023
Main references (sources)	Educational Foundations
Recommended books and references (scientific journals, reports...)	Some books, dissertations, and thesis
Electronic References, Websites	Wikipedia

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 Stage		Seas and Oceans	Basic	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓

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

Course Description Form

Course Name:					
Seas and Oceans					
Course Code:					
Semester / Year:					
Annual					
Description Preparation Date:					
2024/2025					
Available Attendance Forms:					
<ul style="list-style-type: none"> • Attendance 					
Number of Credit Hours (Total) / Number of Units (Total)					
(60) hours / (2) hours for each class					
Course administrator's name (mention all, if more than one name)					
Name: Asst. Prof. Dr. Faleh Shamkhi Naseef Jassim Email:					
Course Objectives					
Course Objectives			<ol style="list-style-type: none"> 1. Enable students to identify seas and oceans and understand the related terminology. 2. Enable students to recognize the locations, areas, and characteristics of seas. 3. Enable students to identify the phenomena occurring in seas and oceans. 		
Teaching and Learning Strategies					
Strategy		<ol style="list-style-type: none"> 1. Use descriptive methods to describe the phenomena occurring in seas and oceans. 2. Use maps to identify the locations of seas and oceans and the phenomena occurring in them. 3. Use illustrative methods such as diagrams and pictures to explain the phenomena occurring in seas and oceans 			
Course Structure					
Week	Hours	Required Learning	Unit or subject	Learning	Evaluation

		Outcomes	name	method	method
1	2	Introducing students to the subject of seas and oceans	Explaining the concept of seas and oceans	Lecture and Discussion Method	Assessing students' background on the topic
2	2	Preliminary overview of what the seas and oceans course will cover	Initial explanation of seas and oceans	Lecture and Discussion	Assessing students' background on the topic
3	2	The most important scientists who contributed to oceanography	Oceanographers	Engaging students in delivering brief presentations on the topic	The extent of students' participation in classroom discussion
4	2	Theories of formation	How seas and oceans were formed	Textual Readings and Classroom Discussions	The extent of students' participation in classroom discussion
5	2	Asteroid theories	Explaining the theory in all its details	Engaging students in delivering brief presentations on the topic	Evaluating students through discussion
6	2	Theory of Continental Drift	Explaining the theory in all its details	Textual Readings and Classroom Discussions	Evaluating the reliability of the information obtained by students from the web
7	2	Pacific Ocean	Explaining everything related to the ocean	Textual Readings and Classroom Discussions	The extent of students' participation in discussions
8	2	Atlantic Ocean	Explaining everything related to the ocean	Textual Readings and Classroom Discussions	The extent of students' participation in discussions
9	2	Indian Ocean	Explaining everything related to the ocean	Textual Readings and Classroom Discussions	The extent of students' participation in discussions
10	2	Arctic Ocean	Explaining everything related to the ocean	Textual Readings and Classroom Discussion	The extent of students' participation in discussions
11	2	Physical properties of water in seas and	Explaining all aspects of the	Textual Readings and	Evaluating students'

		oceans	properties of sea and ocean waters	Classroom Discussions	reports on the concept of the topic
12	2	Exam	Exam	Exam	Exam
13	2	Water temperature	Explaining everything related to the temperature of waters in seas and oceans	Lecture and Discussion	Evaluating students' reports on the concept of the topic
14	2	water salinity	Explaining everything related to the salinity of waters in seas and oceans	Lecture and Discussion	Monitoring students' understanding of the lecture topic
15	2	Sea ice,	Its distribution – its characteristics	Lecture and Discussion	Active students' participation in discussions
16	2	Exam	Exam	Exam	Exam
17	2	sea waves	Its types – its characteristics	Lecture and Classroom Discussion	Evaluating students' responses to the assessment questions posed on the lecture topic
18	2	Ocean currents	Its causes – its types – its effects	Lecture and Classroom Discussion	Evaluating students' contributions on the lecture topic
19	2	Atlantic Ocean currents north of the Equator	Its causes – its types – its effects	Lecture and Classroom Discussion	Students' participation in discussions
20	2	Atlantic Ocean currents south of the Equator	Its causes – its types – its effects	Lecture and Classroom Discussion	Students' participation in discussions
21	2	Pacific Ocean currents north of the Equator	Its causes – its types – its effects	Lecture and Classroom Discussion	Students' participation in discussions
22	2	Pacific Ocean currents south of the Equator	Its causes – its types – its effects	Lecture and Classroom	Students' participation in

				Discussion	discussions
23	2	Indian Ocean currents	Its causes – its types – its effects	Lecture and Classroom Discussion	Students' participation in discussions
24	2	The importance of ocean currents	Separate explanation of the importance of ocean currents	Lecture and Classroom Discussion	Students' participation in discussions
25	2	Exam	Exam	Exam	Exam
26	2	Tides	Separate explanation of the tide phenomenon	Lecture and Discussion	Students' participation in discussions
27	2	Seas of the continent of Asia	Separate explanation of the seas surrounding the continent	Lecture and Discussion	Students' participation in discussions
28	2	Seas of the continent of Europe	A separate explanation of the seas surrounding the continent	Lecture and Discussion	Students' participation in discussions
29	2	Seas of the continent of North America	A separate explanation of the seas surrounding the continent	Lecture and Discussion	Students' participation in discussions
30	2	Seas of the continent of Australia	A separate explanation of the seas surrounding the continent	Lecture and Discussion	Students' participation in discussions
31	2	Review	Review	Comprehensive Review	Review
32	2	Exam	Exam	Exam	Exam

Course Evaluation

40% (term exams)

10% (attendance and daily online participation according to the class schedule).

50% (the final exam).

Learning and Teaching Resources

Required textbooks (curricular books, if any)	Oceanography
Main references (sources)	Hydrology, the development of oceanography
Recommended books and references (scientific journals, reports...)	<ol style="list-style-type: none"> 1. General college library 2. Utilizing modern scientific sources in the field of seas and oceans 3. Utilizing the electronic library
Electronic References, Websites	Websites

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
		Geography of the Arab World	Basic	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓

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

Course Description Form

Course Name:
Geography of the Arab World
Course Code:
Semester / Year:
Annual
Description Preparation Date:
2024/2025
Available Attendance Forms:
attendance
Number of Credit Hours (Total) / Number of Units (Total)
(60) hours / (2) hours for each class
Course administrator's name (mention all, if more than one name)
Name: Dr. Email:

Course Objectives	
Course Objectives	<ul style="list-style-type: none"> • Providing the Ministry of Education with specialized staff in the geography of the Arab World for secondary schools • Enabling students to understand the spatial analysis aspects of the geographical factors affecting the spatial variation of the Arab World • Delivering information to students about the most important natural and human factors of the Arab World and their significance in national development • Understanding the geopolitical importance of the Arab World among the continents of the world • Understanding the geographical location significance of the Arab World globally • Acquiring graduates with extensive geographical knowledge about the Arab World to enable effective interaction with students through teaching geography according to the modern

	curriculum based on geographical culture, including all its developments and modern techniques
--	------------------------------------------------------------------------------------------------

Teaching and Learning Strategies

Strategy	<ol style="list-style-type: none"> 1. Weekly lectures 2. Additional lectures 3. Discussion and dialogue inside the classroom 4. Other assignments and report preparation to review additional sources related to the subject
-----------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Introducing students to the importance of the geographical location and area of the Arab World	Geographical location of the Arab World	Lecture with guided questioning for academic discussion	Answering questions with discussion
2	2	Clarifying the formation of the geological structure	Geological structure of the Arab World	discussion	Answering questions with discussion
3	2	Highlighting the most	Relief of the Arab	Quiz	Answering

		important relief features in relation to the world	World		questions with discussion
4	2	Identifying the most important plateaus in the Arab World	Plateaus in the Arab World	Lecture and discussion	Answering questions with discussion
5	2	Clarifying the most important mountains, their spatial variation, and types	Mountains and their importance in the Arab World	Lecture	Through participation in a lecture
6	2	Identifying the plains, their types, and geographical boundaries	Types of plains in the Arab World	Lecture and discussion	Quiz
7	2	Introducing students to the nature of the Arab World and its major climatic regions	Climate of the Arab World and its influencing factors	Lecture and discussion	Writing reports and discussion
8	2	The most important climatic characteristics	Climate elements, their importance, and characteristics	Lecture and discussion	Evaluation of oral exams
9	2	Teaching students the main climatic regions and where they are	Climatic regions in the Arab World	Quiz	Answering questions with discussion

		located			
10	2	Introducing students to the most important soils in the Arab World	Climatic regions in the Arab World	Brainstorming	Answering questions with discussion
11	2	Highlighting the main soil problems	Problems of soil	Lecture	Evaluation of oral exams
12	2	Explaining and identifying the vegetation regions	Natural vegetation and vegetation regions in the Arab World	Lecture	Through participation in a lecture
13	2	Clarifying the main water resources and their sources	Water resources in the Arab World	Lecture	Evaluation of oral exams
14	2	Identifying the main population characteristics in the Arab World	Population and its characteristics in the Arab World	Discussion+Quiz	Writing reports
15	2	Defining population density and distribution	Population density and its geographical distribution	Lecture with question	Evaluation of oral exams
16	2	Explaining to students	Factors affecting	Lecture with	answering and

		the main factors affecting population distribution	population distribution in the Arab World	guided questioning for academic discussion	discussing the topic
17	2	Evaluating the agricultural situation and its types	Agriculture and palm trees in the Arab World	Lecture with question	Answering questions with discussion
18	2	Introducing the main problems affecting agriculture	Agricultural problems and desertification	Lecture with supplementary materials	Answering questions with discussion
19	2	application	application		
20	2	application	application		
21	2	application	application		
22	2	application	application		
23	2	application	application		
24	2	application	application		
25	2	Animal wealth, its causes, and reasons for its underdevelopment	Animal wealth in the Arab World	Lecture and discussion	answering and discussing the topic
26	2	Introducing students to the energy resources in the Arab World	Energy resources	Lecture and discussion	answering and discussing the topic

27	2	The most important types of minerals and their geographical distribution	Mineral wealth	Lecture, questioning, and brainstorming	participation in a lecture
28	2	Transportation and its various problems	Transportation and communications in the Arab World	Quiz	answering and discussing the to
29	2	The trade of the Arab World regionally and internationally	Trade in the Arab World	Lecture and discussion	Lecture and discussion
30	2	Industry and explaining its importance to students	Industry in the Arab World	Quiz	Evaluation of exams

Course Evaluation

40% (term exams)
10% (attendance and daily online participation according to the class schedule).
50% (the final exam).

Learning and Teaching Resources

Required textbooks (curricular books, if any)	Geography of the Arab World (Regional Study)
Main references (sources)	. The prescribed textbook for the course:

	<ul style="list-style-type: none"> • Introduction to the Geography of the Arab World • Geography of the Arab World
Recommended books and references (scientific journals, reports...)	<p>Encyclopedia of Geography / Geographical Research</p> <p>Or geographical reports published in journals or research websites</p> <p>Theses and dissertations on the geography of the Arab World</p>
Electronic References, Websites	The online library, which includes everything related to the subject in precise and clear detail

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 Stage		Social Geography 453 GRP	Basic	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓



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

Course Description Form

Course Name:	
Social Geography 453 GRP	
Course Code:	
Semester / Year:	
Annual	
Description Preparation Date:	
2024/2025	
Available Attendance Forms:	
attendanc	
Number of Credit Hours (Total) / Number of Units (Total)	
(60) hours / (2) hours for each class	
Course administrator's name (mention all, if more than one name)	
Name:	
Email:	
Course Objectives	
Course Objectives	<p>Providing scientific concepts related to social geography, its topics, scales, and applications, deepening students' understanding, and identifying the geographical factors affecting individuals' behaviors, characteristics, and societal variations.</p> <p>Cognitive Objectives:</p> <p>A1. Enable students to grasp the main foundations and principles of geography.</p> <p>A2. Prepare researchers specialized in spatial studies.</p> <p>A3. Contribute to addressing social problems affecting society.</p> <p>A4. Enable students to produce geographical maps.</p> <p>A5. Develop sensory and cognitive</p>

observations.

Skills Objectives of the Course:

B1. Enable students to discuss and analyze geographical phenomena.

B2. Equip students with the ability to diagnose problems and propose possible solutions.

B3. Achieve a high level of intellectual understanding of the problems under discussion.

B4. Encourage students to take notes—a skill used to record important information concisely in writing.

B5. Encourage students in the skill of asking questions.

Teaching and Learning Strategies

Strategy

Active Learning: Encourages learners to participate actively in lessons through interactive activities such as discussions and projects.

Cooperative Learning: Relies on teamwork, where students collaborate in small groups to solve problems or complete specific tasks, enhancing learning through the exchange of ideas and information.

Project-Based Learning: Involves executing a specific project that allows students to apply acquired knowledge and skills in a practical context.

Problem-Based Learning: Uses real-world problems as the focus for discussion and understanding, helping students develop problem-solving and analytical skills.

Technology in Education: Utilizes technological tools such as educational software, mobile applications, and virtual classrooms to facilitate learning.

Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Introduction course	Vocabulary, key sources, and understanding the exam system and grade distribution	Lecture and Discussion	Test
2	2	Foundations, Principles, and Theories	Introduction and definition of Social Geography	Lecture and Discussion	Test

3	2	Foundations, Principles, and Theories	Its origin and relationship with other sciences, especially demography	Lecture and Discussion	Test
4	2	Foundations, Principles, Theories	Topics of Social Geography	Lecture and Discussion	Test
5	2	Foundations, Principles, Theories	importance	Lecture and Discussion	Test
6	2	Foundations, Principles, Theories	Uses and objectives	Lecture and Discussion	Test
7	2	Foundations, Principles, Theories	Development of geographical thought in ancient civilizations	Lecture and Discussion	Test
8	2	Foundations, Principles, Theories	Geographical thought among Arab Muslims	Lecture and Discussion	Test
9	2	Foundations, Principles, Theories	Historical development of Social Geography	Lecture and Discussion	Test
10	2	Foundations, Principles, Theories	Applied fields in Social Geography	Lecture and Discussion	Test
11	2	Foundations, Principles, Theories	Main foundations of Social Geography	Lecture and Discussion	Test
12	2	Foundations, Principles, Theories	Social Geography: features and concepts	Lecture and Discussion	Test
13	2	Foundations, Principles, Theories	Geography of social problems	Lecture and Discussion	Test
14	2	Foundations, Principles, Theories	topics	Lecture and Discussion	Test
15	2	Foundations, Principles, Theories	Causes of the emergence of these problems	Lecture and Discussion	Test
16	2				
17	2				
18	2	Foundations, Principles, Theories	Data and sources of Social Geography	Lecture and Discussion	Test
19	2	Foundations, Principles, Theories	Scales in Social Geography	Lecture and Discussion	Test
20					
21	2				

22	2				
23	2				
24	2				
25	2				
26	2	Foundations, Principles, Theories	Research Approaches in Social Geography	Lecture and Discussion	Test
27	2	Foundations, Principles, Theories	Local communities	Lecture and Discussion	Test
28	2	Foundations, Principles, Theories	Arab communities	Lecture and Discussion	Test
29	2	Foundations, Principles, Theories	Global communities	Lecture and Discussion	Test
30	2	Foundations, Principles, Theories	Applications in Social Geography	Lecture and Discussion	Test

Course Evaluation

40% (term exams)

10% (attendance and daily online participation according to the class schedule).

50% (the final exam).

Learning and Teaching Resources

Required textbooks (curricular books, if any)	Social Geography: Principles, Foundations, and Applications by Bassem Abdel Aziz Omar Al-Othman and Hussein Alawi Nasser
Main references (sources)	Social Geography Books
Recommended books and references (scientific journals, reports...)	<ol style="list-style-type: none"> 1. General College Library 2. Utilizing modern scientific sources in the field of population studies 3. Bridging academic skills with practical skills 4. Utilizing the electronic library
Electronic References, Websites	The morphology online library, which includes everything related to the science of morphology in precise and clear detail

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 Stage		Environment and Pollution	Basic	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓

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

Course Description Form

Course Name:	
Environment and Pollution	
Course Code:	
Semester / Year:	
Annual	
Description Preparation Date:	
2024/2025	
Available Attendance Forms:	
attendanc	
Number of Credit Hours (Total) / Number of Units (Total)	
(60) hours / (2) hours for each class	
Course administrator's name (mention all, if more than one name)	
Name: Prof.	
Email:	
Course Objectives	
Course Objectives	<ol style="list-style-type: none"> 1. The concept of Environmental Geography and Pollution and its importance for the student 2. The concept of the principles adopted in classifying the environment and pollution 3. Types of approaches used in studying the environment and pollution 4. The importance of lesson preparation and methods of delivering information to the student 5. Understanding the correct scientific methods used in teaching Environmental Geography and Pollution 6. The concept of ecological balance between living and non-living organisms in the ecosystem
Teaching and Learning Strategies	
Strategy	At the beginning of the semester, students are informed about the course syllabus and sources of information (related books, journals, and academic theses). The syllabus is distributed across the weeks of the semester, along with the assessment methods that

will be applied. Accordingly:

1. Lecture preparation is carried out according to the sequence outlined in the course syllabus, utilizing the previously mentioned information sources.
2. Students are informed in advance about the topic of the upcoming lecture for preparatory purposes.
3. Students are requested to submit papers related to one or more of the topics under study.

Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Understanding the Environment and Pollution	Environment and Its Components	Discussion, Dialogue, and Questioning	Evaluation through Participation in Answers
2	2	Understanding the Environment and Pollution	Ecosystem	Discussion, Dialogue, and Questioning	Direct Evaluation of Answers
3	2	Understanding the Environment and Pollution	Biosphere	Lecture and Discussion	Oral and Written Examination
4	2	Understanding the Environment and Pollution	Lithosphere	Lecture and Quiz	Direct Evaluation of Answers
5	2	Understanding the Environment and Pollution	Biosphere layer	Lecture and Discussion	Oral and Written Examination
6	2	Understanding the Environment and Pollution	Biological Balance	Lecture with Questioning	Recording of Answers
7	2	Understanding the Environment and Pollution	Concept of Pollution and Its Types	Lecture and Discussion	Direct Evaluation of Answers
8	2	Understanding the Environment and Pollution	Causes of Pollution Intensification	Discussion, Dialogue, and Questioning	Oral and Written Examination
9	2	Understanding the Environment	Air Pollution	Lecture with Questioning	Evaluation through

		and Pollution			Participation in Answers
10	2	Understanding the Environment and Pollution	Environmental Effects of Air Pollution	Lecture with Questioning and Essay Writing	Evaluation of Answers and Essay
11	2	Understanding the Environment and Pollution	Water Pollution	Discussion, Dialogue, and Questioning	Oral and Written Examination
12	2	Understanding the Environment and Pollution	Environmental Effects of Water Pollution	Lecture and Quiz	Direct Evaluation of Answers
13	2	Understanding the Environment and Pollution	Soil Pollution	Lecture with Questioning	Evaluation through Participation in Answers
14	2	Understanding the Environment and Pollution	Environmental Effects of Soil Pollution	Discussion, Dialogue, and Questioning	Oral and Written Examination
15	2	Understanding the Environment and Pollution	Noise Pollution	Discussion, Dialogue, and Questioning	Oral and Written Examination
16	2	Understanding the Environment and Pollution	Sources and Effects of Noise Pollution	Lecture with Questioning	Evaluation through Participation in Answers
17	2	Understanding the Environment and Pollution	Nuclear Pollution	Lecture with Questioning and Essay Writing	Evaluation of Answers and Essay
18	2	Understanding the Environment and Pollution	Food Pollution	Discussion, Dialogue, and Questioning	Oral and Written Examination
19	2	Understanding the Environment and Pollution	Visual Pollution	Lecture with Questioning	Evaluation through Participation in

					Answers
20	2	Understanding the Environment and Pollution	Pesticide Pollution	Discussion, Dialogue, and Questioning	Oral and Written Examination
21	2	Understanding the Environment and Pollution	Global Warming	Lecture and Discussion	Direct Evaluation of Answers
22	2	Understanding the Environment and Pollution	Ozone Layer	Lecture and Quiz	Direct Evaluation of Answers
23	2	Understanding the Environment and Pollution	Soil Salinization	Lecture with Questioning	Direct Evaluation of Answers
24	2	Understanding the Environment and Pollution	Drought and Desertification	Lecture with Questioning	Direct Evaluation of Answers
25	2	Understanding the Environment and Pollution	Deforestation	Discussion, Dialogue, and Questioning	Oral and Written Examination
26	2	Understanding the Environment and Pollution	Population Explosion	Lecture and Discussion	Direct Evaluation of Answers
27	2	Understanding the Environment and Pollution	Food Security	Lecture with Questioning and Essay Writing	Evaluation of Answers and Essay
28	2	Understanding the Environment and Pollution	Concept of Sustainable Development	Lecture with Questioning	Evaluation through Participation in Answers
29	2	Understanding the Environment and Pollution	Objectives and Obstacles of Sustainable Development	Lecture and Discussion	Direct Evaluation of Answers
30	2	Understanding the Environment	Relationship Between the	Lecture and	Direct Evaluation of

		and Pollution	Environment and Sustainable Development	Discussion	Answers
Course Evaluation					
40% (term exams) 10% (attendance and daily online participation according to the class schedule). 50% (the final exam).					
Learning and Teaching Resources					
Required textbooks (curricular books, if any)			Environmental Science and Pollution, Hussein Ali Al-Saadi, 2022		
Main references (sources)			<ul style="list-style-type: none"> • Introduction to Geography and Environment, Mahmoud Mohammed, 2023 • Advanced Study in Environmental Pollution, Translated by Shukri Ibrahim Al-Hassan, 2019 • Climate Change and Global Sustainable Development Goals, Khaled El-Sayed Hassan, 2021 		
Recommended books and references (scientific journals, reports...)			<ul style="list-style-type: none"> • Environmental Science, Mohammed Salman, 2000 • Geography of the Biosphere, Saadiya Akool Al-Salhi & Abdul Abbas Al-Ghriri, 1998 		
Electronic References, Websites			The online library, which includes everything related to the subject in precise and clear detail		

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
4 th Stage		Geographic Information Systems (GIS)	Basic	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓

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

Course Description Form

Course Name:	
Geographic Information Systems (GIS)	
Course Code:	
Semester / Year:	
Annual	
Description Preparation Date:	
Annual	
Available Attendance Forms:	
attendanc	
Number of Credit Hours (Total) / Number of Units (Total)	
(60) hours / (2) hours for each class	
Course administrator's name (mention all, if more than one name)	
Name:	
Email:	
Course Objectives	
Course Objectives	<ol style="list-style-type: none"> 1. Providing the student with a philosophical background for conceptualizing, representing, and analyzing geographical information 2. Explaining the scientific foundations of geographic and grid coordinate systems 3. Identifying the types of Geographic Information Systems (GIS) and how phenomena are represented within them 4. Highlighting the importance of Geographic Information Systems in finding solutions to environmental problems and in making sound decisions for project planning
Teaching and Learning Strategies	
	<ol style="list-style-type: none"> 1. Lecture Method 2. Group Discussion and Dialogue Method with Students 3. Question-and-Answer Method 4. Assigning students daily homework and preparing term reports, in addition to tasks that interpret the phenomena to be represented according to the nature and topic of the lecture

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Understanding the Fundamentals and Applications of GIS	•	• Lecture and Discussion	• Participation
2	2	Understanding the Fundamentals and Applications of GIS	•	• Lecture and Discussion	• Participation
3	2	Understanding the Fundamentals and Applications of GIS	•	• Lecture and Discussion	Daily Exam
4	2	Understanding the Fundamentals and Applications of GIS	•	• Lecture and Discussion	• Participation
5	2	Understanding the Fundamentals and Applications of GIS	•	• Lecture and Discussion	• Participation
6	2	Understanding the Fundamentals and Applications of GIS	•	• Lecture and Discussion	Daily Exam
7	2	Understanding the Fundamentals and Applications of GIS	•	• Lecture and Discussion	• Participation
8	2	Understanding the Fundamentals and Applications of GIS	•	• Lecture and Discussion	• Participation
9	2	Understanding the Fundamentals and Applications of GIS	•	• Lecture and Discussion	• Participation
10	2	Understanding the Fundamentals and Applications of GIS	•	• Lecture and Discussion	Daily Exam
11	2	Understanding the Fundamentals and Applications of GIS	•	• Lecture and Discussion	• Participation
12	2	Understanding the Fundamentals and Applications of GIS	•	• Lecture and Discussion	• Participation
13	2	Understanding the Fundamentals and Applications of GIS	•	• Lecture and Discussion	• Participation
14	2	Understanding the Fundamentals and Applications of GIS	•	• Lecture and Discussion	• Participation
15	2	Understanding the Fundamentals and Applications of GIS	•	• Lecture and Discussion	Daily Exam

16	2	Understanding the Fundamentals and Applications of GIS	•	• Lecture and Discussion	Daily Exam
17	2	Understanding the Fundamentals and Applications of GIS	•	• Lecture and Discussion	• Participation
18	2	Understanding the Fundamentals and Applications of GIS	•	• Lecture and Discussion	• Participation
19	2	Understanding the Fundamentals and Applications of GIS	•	• Lecture and Discussion	• Participation
20	2	Understanding the Fundamentals and Applications of GIS	•	• Lecture and Discussion	• Participation
21	2	Understanding the Fundamentals and Applications of GIS	•	• Lecture and Discussion	• Participation
22	2	Understanding the Fundamentals and Applications of GIS	•	• Lecture and Discussion	Daily Exam
23	2	Understanding the Fundamentals and Applications of GIS	•	• Lecture and Discussion	• Participation
24	2	Understanding the Fundamentals and Applications of GIS	•	• Lecture and Discussion	• Participation
25	2	Understanding the Fundamentals and Applications of GIS	•	• Lecture and Discussion	• Participation
26	2	Understanding the Fundamentals and Applications of GIS	•	• Lecture and Discussion	• Participation
27	2	Understanding the Fundamentals and Applications of GIS	•	• Lecture and Discussion	• Participation
28	2	Understanding the Fundamentals and Applications of GIS	•	• Lecture and Discussion	• Participation
29	2	Understanding the Fundamentals and Applications of GIS	•	• Lecture and Discussion	• Participation
30	2	Understanding the Fundamentals and Applications of GIS	•	• Lecture and Discussion	• Participation

Course Evaluation

40% (term exams)

10% (attendance and daily online participation according to the class schedule).

50% (the final exam).

Learning and Teaching Resources

Required textbooks (curricular books, if any)	Geographic Information Systems (GIS)
Main references (sources)	<ul style="list-style-type: none">• Geographic Information Systems, by Prof. Dr. Ghali Abdul Abbas• Science of Geographic Information Systems, by Prof. Dr. Jumaa Dawood
Recommended books and references (scientific journals, reports...)	<ul style="list-style-type: none">• Collection of Applied Research, by Prof. Dr. Hassan Suwadi Al-Ghazi• Lecture Notes, Presentations, and Materials Sent by the Course Instructor
Electronic References, Websites	ESRI.com

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
Stage		Agricultural Geography	Basic	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓

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

Course Description Form

Course Name:	
Agricultural Geography	
Course Code:	
Semester / Year:	
Annual	
Description Preparation Date:	
2024/2025	
Available Attendance Forms:	
attendanc	
Number of Credit Hours (Total) / Number of Units (Total)	
(60) hours / (2) hours for each class	
Course administrator's name (mention all, if more than one name)	
Name: Prof. Dr.	
Email:	
Course Objectives	
Course Objectives	<ol style="list-style-type: none"> 1. Introducing the student to the nature of Agricultural Geography 2. Explaining the reasons that led to the study of Agricultural Geography within the broader field of general geography 3. Understanding the spatial variations in the distribution of agricultural crops and the factors causing these variations 4. Highlighting the importance of livestock as a fundamental contributor to the economy, especially in countries with agricultural potential 5. Assessing the response to climatic changes in relation to the problems resulting from them
Teaching and Learning Strategies	
Strategy	1. Dialogue Method

2. Brainstorming Method
3. Interview/Questionnaire Method
4. Cooperative Learning Method
5. Question-and-Answer Method

Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Understanding Agriculture Geography Courses	Definition of Agriculture	• Lecture and Discussion	Participation
2	2	Understanding Agriculture Geography Courses	Importance of Agriculture	• Lecture and Discussion	Participation
3	2	Understanding Agriculture Geography Courses	Relationship of Agriculture with Other Sciences	• Lecture and Discussion	Participation
4	2	Understanding Agriculture Geography Courses	Sunshine	• Lecture and Discussion	Participation
5	2	Understanding Agriculture Geography Courses	Temperature	• Lecture and Discussion	Participation
6	2	Understanding Agriculture Geography Courses	Rainfall	• Lecture and Discussion	Participation
7	2	Understanding Agriculture Geography Courses	Soil	• Lecture and Discussion	Participation
8	2	Understanding Agriculture Geography Courses	Water	• Lecture and Discussion	Participation
9	2	Understanding Agriculture Geography Courses	_____	• Lecture and Discussion	Participation
10	2	Understanding Agriculture Geography Courses	Wind	• Lecture and Discussion	Participation
11	2	Understanding Agriculture Geography Courses	Relief	• Lecture and Discussion	Participation
12	2	Understanding Agriculture Geography Courses	Population	• Lecture and Discussion	Participation
13	2	Understanding Agriculture Geography Courses	Capital	• Lecture and Discussion	Participation
14	2	Understanding Agriculture Geography Courses	Market	• Lecture and Discussion	Participation
15	2	Understanding Agriculture Geography Courses	Transportation	• Lecture and Discussion	Participation
16	2	Understanding Agriculture Geography Courses	Role of Government	• Lecture and Discussion	Participation
17	2	Understanding Agriculture Geography Courses	International Agreements	• Lecture and Discussion	Participation
18	2	Understanding Agriculture Geography Courses	Wheat	• Lecture and Discussion	Participation

		Geography Courses		Discussion	
19	2	Understanding Agriculture Geography Courses	Rice	• Lecture and Discussion	Participation
20	2	Understanding Agriculture Geography Courses	Barley	• Lecture and Discussion	Participation
21	2	Understanding Agriculture Geography Courses	Vegetables	• Lecture and Discussion	Participation
22	2	Understanding Agriculture Geography Courses	Dates	• Lecture and Discussion	Participation
23	2	Understanding Agriculture Geography Courses	Fruits	• Lecture and Discussion	Participation
24	2	Understanding Agriculture Geography Courses	Livestock Resources	• Lecture and Discussion	Participation
25	2	Understanding Agriculture Geography Courses	Sheep	• Lecture and Discussion	Participation
26	2	Understanding Agriculture Geography Courses	Cattle	• Lecture and Discussion	Participation
27	2	Understanding Agriculture Geography Courses	Buffalo	• Lecture and Discussion	Participation
28	2	Understanding Agriculture Geography Courses	Case Study	• Lecture and Discussion	Participation
29	2	Understanding Agriculture Geography Courses	Modern Irrigation Techniques	• Lecture and Discussion	Participation
30	2	Understanding Agriculture Geography Courses	Climate Change and Agriculture	• Lecture and Discussion	Participation

Course Evaluation

40% (term exams)

10% (attendance and daily online participation according to the class schedule).

50% (the final exam).

Learning and Teaching Resources

Required textbooks (curricular books, if any)	Agricultural Geography
Main references (sources)	Agricultural Geography, by Ahmed Ali Haroun
Recommended books and references (scientific journals, reports...)	FAO Reports (FAO = Food and Agriculture Organization of United Nations)
Electronic References, Websites	FAO Reports (FAO = Food and Agriculture Organization of United Nations)

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
Third Stage		The Modern and Contemporary History of Iraq and the Arab World	Basic	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓

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

Course Description Form

Course Name:	
The Modern and Contemporary History of Iraq and the Arab World	
Course Code:	
Semester / Year:	
Annual	
Description Preparation Date:	
2024/2025	
Available Attendance Forms:	
attendanc	
Number of Credit Hours (Total) / Number of Units (Total)	
(60) hours / (2) hours for each class	
Course administrator's name (mention all, if more than one name)	
Name: Prof. Dr	
Email:	
Course Objectives	
Course Objectives	<p>A. Cognitive Objectives:</p> <ol style="list-style-type: none"> 1. Enable students to gain knowledge of the history of Iraq and the Arab region. 2. Introduce students to the significant historical aspects of modern Iraqi history. <p>B. Skills Objectives:</p> <ol style="list-style-type: none"> 1. Develop students' ability to analyze and derive knowledge. 2. Enable students to perform comparative analysis between modern Iraqi history and its role in the Arab region.
Teaching and Learning Strategies	
Strategy	<ul style="list-style-type: none"> • Lecture • Presentation

Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Analyze and evaluate historical developments in Iraq and the Arab world.	Introduction to the Conditions of Iraq at the End of Ottoman Rule	• Lecture	daily quizzes and monthly exams.
2	2	Analyze and evaluate historical developments in Iraq and the Arab world.	Political Situation in Iraq Prior to World War I	• Lecture	daily quizzes and monthly exams.
3	2	Analyze and evaluate historical developments in Iraq and the Arab world.	Iraq's Relationship with the Ottoman Empire and the Decentralized System Turkification Policy	• Lecture	daily quizzes and monthly exams.
4	2	Analyze and evaluate historical developments in Iraq and the Arab world.	The British Campaign on Iraq in 1914	• Lecture	daily quizzes and monthly exams.
5	2	Analyze and evaluate historical developments in Iraq and the Arab world.	Political Situation in Iraq since the Armistice (1922 Treaty – Mandate Declaration – 1920 Revolution – Provisional Iraqi Government)	• Lecture	daily quizzes and monthly exams.
6	2	Analyze and evaluate historical developments in Iraq and the Arab world.	Cairo Conference and Its Impact on the Political Development in Iraq	• Lecture	daily quizzes and monthly exams.
7	2	Analyze and evaluate historical developments in Iraq and the Arab world.	Allegiance to King Faisal as King of Iraq	• Lecture	daily quizzes and monthly exams.
8	2	Analyze and evaluate historical developments in Iraq and the Arab world.	The Mandate and Issuance of the Mandate Document as the 1922 Treaty	• Lecture	daily quizzes and monthly exams.
9	2	Analyze and evaluate historical developments in Iraq and the Arab world.	Signing of the April 30, 1923 Protocol and the	• Lecture	daily quizzes and monthly exams.

			Four Agreements Related to the Treaty		
10	2	Analyze and evaluate historical developments in Iraq and the Arab world.	Political Situation in Iraq during the Independence Period Formation of the Transitional Ministry under Najib Shukri	• Lecture	daily quizzes and monthly exams.
11	2	Analyze and evaluate historical developments in Iraq and the Arab world.	Iraq's Situation during Yasin al-Hashimi's Ministry (1935–1936) Iraqi-British Relations during Yasin al-Hashimi's Ministry	• Lecture	daily quizzes and monthly exams.
12	2	Analyze and evaluate historical developments in Iraq and the Arab world.	Military Coups in Iraq (Bakr Sidqi Coup of 1936 and Its Impact on the Political Situation in Iraq)	• Lecture	daily quizzes and monthly exams.
13	2	Analyze and evaluate historical developments in Iraq and the Arab world.	Hikmat Sulayman's Ministry and Iraqi-British Relations during His Tenure	• Lecture	daily quizzes and monthly exams.
14	2	Analyze and evaluate historical developments in Iraq and the Arab world.	Second Military Coup, Assassination of Bakr Sidqi, and Dismissal of Hikmat Sulayman's Ministry	• Lecture	daily quizzes and monthly exams.
15	2	Analyze and evaluate historical developments in Iraq and the Arab world.	Formation of Jamil al-Midfai's Ministry, Third Military Coup	• Lecture	daily quizzes and monthly exams.

			(1938), Formation of Nuri al-Said's Ministry, and Assassination of King Ghazi due to Anti-British Policies		
16	2	Analyze and evaluate historical developments in Iraq and the Arab world.	Iraq during World War II (Tensions in Iraqi-British Relations under Rashid Ali al-Gilani's Ministry and the Plan to Force Its Resignation	• Lecture	daily quizzes and monthly exams.
17	2	Analyze and evaluate historical developments in Iraq and the Arab world.	Taha al-Hashimi's Ministry and Its Impact on the Political Development in Iraq	• Lecture	daily quizzes and monthly exams.
18	2	Analyze and evaluate historical developments in Iraq and the Arab world.	May 1941 Revolution (Causes and Circumstances)	• Lecture	daily quizzes and monthly exams.
19	2	Analyze and evaluate historical developments in Iraq and the Arab world.	Failure of the May 1941 Revolution and Declaration of the Armistice	• Lecture	daily quizzes and monthly exams.
20	2	Analyze and evaluate historical developments in Iraq and the Arab world.	Iraq during the Portsmouth Treaty 1948, Rejection of the Treaty, Palestinian Nakba, and Iraq's Governmental and Popular Stance	• Lecture	daily quizzes and monthly exams.
21	2	Analyze and evaluate historical developments in Iraq and the Arab world.	November 1952 Uprising (Causes and Outcomes)	• Lecture	daily quizzes and monthly exams.
22	2	Analyze and evaluate historical developments in Iraq and the Arab world.	Baghdad Pact (Circumstances of Its Formation, Participating	• Lecture	daily quizzes and monthly exams.

			Countries, and Outcomes)		
23	2	Analyze and evaluate historical developments in Iraq and the Arab world.	Causes and Precursors of the Monarchy's Collapse and the 14 July 1958 Revolution	• Lecture	daily quizzes and monthly exams.
24	2	Analyze and evaluate historical developments in Iraq and the Arab world.	Iraq-Iran Relations from 1847 to 1958	• Lecture	daily quizzes and monthly exams.
25	2	Analyze and evaluate historical developments in Iraq and the Arab world.	Modern Arab Renaissance	• Lecture	daily quizzes and monthly exams.
26	2	Analyze and evaluate historical developments in Iraq and the Arab world.	Conditions of the Arab World before World War I (1914–1918)	• Lecture	daily quizzes and monthly exams.
27	2	Analyze and evaluate historical developments in Iraq and the Arab world.	Distribution of Arab Territories under the Mandate System	• Lecture	daily quizzes and monthly exams.
28	2	Analyze and evaluate historical developments in Iraq and the Arab world.	Arab Revolutions against Colonial Powers	• Lecture	daily quizzes and monthly exams.
29	2	Analyze and evaluate historical developments in Iraq and the Arab world.	Zionist Movement and Its Roots	• Lecture	daily quizzes and monthly exams.
30	2	Analyze and evaluate historical developments in Iraq and the Arab world.	The Palestine Issue (Its Roots, Causes, and the Arab States' Stance)	• Lecture	daily quizzes and monthly exams.

Course Evaluation

40% (term exams)

10% (attendance and daily online participation according to the class schedule).

50% (the final exam).

Learning and Teaching Resources

Required textbooks (curricular books, if any)	Modern and Contemporary History of Iraq, Abdul-Aziz Al-Douri
Main references (sources)	<ul style="list-style-type: none"> History of Iraqi Ministries, Abdul-Razzaq Al-Hasani Political History of Iraq, Abdul-Razzaq Al-Hasani Modern History of the Arab World, Mohammed Muzafar Al-Adhami

Recommended books and references (scientific journals, reports...)	Iraq's History Between Two Occupations, Abbas Al-Azzawi
Electronic References, Websites	<p>Electronic Sources / Websites:</p> <ul style="list-style-type: none"> • www.wikipedia.com • Al-Mustafa Electronic Library • Noor Electronic Library • www.archive.org

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

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

Course Description Form

Course Name:	
Industrial Geography	
Course Code:	
Semester / Year:	
Annual	
Description Preparation Date:	
2024/2025	
Available Attendance Forms:	
attendanc	
Number of Credit Hours (Total) / Number of Units (Total)	
(60) hours / (2) hours for each class	
Course administrator's name (mention all, if more than one name)	
Name: Prof. Dr	
Email:	
Course Objectives	
Course Objectives	<ul style="list-style-type: none"> Introducing students to the concept of industrial geography, industrial classification, and the criteria for selecting industrial sites for establishing industrial projects. Studying and explaining the impact of natural and human factors on the development of industry. Familiarizing students with examples of both heavy and light industries. Identifying the major industrial regions in the world. Examining the problems of industrial pollution. Conducting a field study to acquaint students with the major industries in the province.
Teaching and Learning Strategies	

- Scheduled Weekly Lectures
- Classroom Group Discussions
- Field Lessons / Field Studies

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	homework	Introduction to the Subject	Lectures	homework
2	2	homework	The Birth of Industrial Geography	Lectures	homework
3	2	homework	The Nature of Industrial Geography	Lectures	homework
4	2	homework	Research Methods in Industrial Geography	Lectures	homework
5	2	homework	International Classification of Economic Activities	Lectures	homework
6	2	homework	Manufacturing Industries	Lectures	homework
7	2	homework	The Field of Industrial Geography	Lectures	homework
8	2	homework	The Development of Industrial Geography	Lectures	homework
9	2	homework	Characteristics of Industry	Lectures	homework
10	2	homework	Factors of Industrial Location and Manufacturing Standards	Lectures	homework
11	2	homework	Industrial Pollution	Lectures	homework
12	2	homework	Industrial Land Uses	Lectures	homework
13	2	homework	Industrial Dispersion	Lectures	homework
14	2	homework	Industrial Diversification	Lectures	homework

15	2	homework	Industrial Sites / Locations	Lectures	homework
16	2	homework	Stages of Industrial Site Planning	Lectures	homework
17	2	homework	Theories of Industrial Location	Lectures	homework
18	2	homework	Importance of Industrial Planning	Lectures	homework
19	2	homework	Principles of Planning	Lectures	homework
20	2	homework	Industrial Zones / Industrial Areas	Lectures	homework
21	2	homework	Requirements of Industrial Zones	Lectures	homework
22	2	homework	Petroleum Refining Industry	Lectures	homework
23	2	homework	Field Study: Crude Oil Refining	Lectures	homework
24	2	homework	Petrochemical Industries	Lectures	homework
25	2	homework	Industrial Land Uses	Lectures	homework
26	2	homework	Available Financial Resources to Attract Investments	Lectures	homework
27	2	homework	Economics of Industrial Clustering	Lectures	homework
28	2	homework	Industrial Development	Fieldwork	homework
29	2	homework	Development Goals	Lectures	homework
30	2	homework	Relationship between Development and Industry	Lectures	homework

Course Evaluation

40% (term exams)

10% (attendance and daily online participation according to the class schedule).

50% (the final exam).

Learning and Teaching Resources

Required textbooks (curricular books, if any)	<ul style="list-style-type: none"> • Industrial Geography, Abdul-Zahra Al-Janabi • Industrial Geography, Mohammed Azhar Al-Sammak • The Industrial Structure in Iraq, Abdul-Zahra Al-Janabi
Main references (sources)	Geography of Oil and Energy, Mohammed Azhar Al-Sammak & Abdul-Munim Abdul-Wahab
Recommended books and references (scientific journals, reports...)	<ul style="list-style-type: none"> • Geographical Research Journal, University of Kufa • Industrial Geography from a Contemporary Perspective, Sobhi Ahmed Al-Dulaimi
Electronic References, Websites	<div> https://kfs.edu.eg/arts/pdf/23320201215418.pdf </div>

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

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

Course Description Form

Course Name:					
Natural Resources					
Course Code:					
Semester / Year:					
Annual					
Description Preparation Date:					
2024/2025					
Available Attendance Forms:					
attendanc					
Number of Credit Hours (Total) / Number of Units (Total)					
(60) hours / (2) hours for each class					
Course administrator's name (mention all, if more than one name)					
Name: Asst. Prof. Intisar Sukkar Khayoun					
Email:					
Course Objectives					
Course Objectives			Introducing students to the geographical distribution of each natural resource.		
			Introducing students to the problems facing natural resources and how to maintain and preserve them.		
Teaching and Learning Strategies					
Strategy		<ul style="list-style-type: none"> •The lecture method •the method of questioning and discussion, and guiding students to some websites to benefit from in the study of natural resources. 			
Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	4	Teaching students the definition, importance, and reasons for studying natural resources, as well as their classification	Definition of natural resources, their importance, reasons for studying them, methods of studying them, and their	Theoretical	Oral Exam

			classification.		
2	4	Introducing students to the first natural resource, soil, and explaining its formation factors, including parent rock, climate, topography, living organisms, and time	Definition of soil and its components.	Theoretical Lecture	Oral Exam
3	4	Teaching students the physical properties of soil, including color, texture, structure, porosity, permeability, density, and temperature.	Physical properties of soil.	Theoretical Lecture	Discussion and General Questions
4	4	Teaching students the chemical properties of soil, including soil reaction (pH), salinity, and fertility.	Chemical properties of soil.	Theoretical	Discussion and General Questions
5	4	Teaching students the soil types and studying zonal soils	Soil classification; zonal soils.	Theoretical	Oral Exam
6	4	Introducing students to the concept of zonal soils and identifying the types of soils within the zonal category.	Soil classification; interzonal soils.	Theoretical	Written Exam
7	4	Introducing students to non-zonal soils and their types.	Soil classification; non-zonal soils.	Theoretical	Discussion and General Questions
8	4	Teaching students about soil problems, including erosion, runoff, pollution, salinization, and fertility degradation.	Soil problems	Theoretical	Discussion and General Questions
9	4	Teaching students proposed solutions to effectively address soil problems and preserve soil quality.	Soil conservation methods	Theoretical	Discussion and General Questions
10	4	Introducing students to the soils of Iraq in terms of types and distribution	Soil in Iraq	Theoretical	Discussion and General Questions
11	4	Introducing students to the concept of natural vegetation and the	The concept of natural vegetation and the factors	Theoretical	Discussion and General Questions

		factors affecting it, including climate, soil, topography, and water	affecting it.		
12	4	Teaching students the importance of forests, their problems, associated impacts, and methods of conservation	Forests: their importance, problems, consequences, and methods of forest conservation	Lecture	Oral Exam
13	4	Teaching students the classification of forests according to location and prevailing climatic conditions	Forest classification	Lecture	Oral Exam
14	4	Introducing students to types of grasses, including savannas, prairies, and steppes.	Weeds: their types	Lecture	Oral Exam
15	4	Introducing students to desert plants, their importance, tundra vegetation, and an overview of natural vegetation in Iraq.	Desert plants, tundra plants, and natural vegetation in Iraq	Lecture	Written Exam
16	4	Introducing students to terrestrial and aquatic animal resources.	Animal resources	Theoretical	Oral Exam
17	4	Introducing students to the hydrological cycle, its components, and its importance	Water resources (the water cycle in nature)	Theoretical	Oral Exam
18	4	Introducing students to types of freshwater, including rivers, glaciers, and lakes	Freshwater	Theoretical	Oral Exam
19	4		Teaching students the physical and chemical properties of seawater and ocean water.	Theoretical	Oral Exam
20	4	Teaching students about the various uses of water resources.	Uses of water resources	Theoretical	Oral Exam
21	4	Introducing students to the problems facing water resources, particularly scarcity and	Problems of water resources	Theoretical	Oral Exam

		pollution.			
22	4	Introducing students to water resources in Iraq, including rivers, lakes, marshes, and groundwater.	Water resources in Iraq	Theoretical	Written Exam
23	4	Introducing students to mineral resources and the factors affecting them.	Origin of minerals and their formation methods.	Theoretical	Discussion and General Questions
24	4	Introducing students to the origin of minerals and their formation processes.	Classification of minerals (metallic mineral group).	Theoretical	Discussion and General Questions
25	4	. Teaching students the classification of minerals, with a focus on metallic minerals.	Classification of minerals (non-metallic mineral group).	Theoretical	Discussion and General Questions
26	4	Teaching students the classification of minerals, with a focus on non-metallic minerals.		Theoretical	Discussion and General Questions
27	4	Utilization and conservation of mineral resources, and mineral resources in Iraq.		Theoretical	Discussion and General Questions
28	4	The gaseous envelope (concept, importance, components, and layers) and atmospheric pollution.		Theoretical	Written Exam
29	4	Renewable energy sources: solar energy, wind energy, and hydropower		Theoretical	Oral Exam
30	4	Renewable energy sources: tidal energy, ocean thermal energy, wave energy, geothermal energy, lightning energy, and bioenergy.		Theoretical Lecture	Oral Exam

Course Evaluation

40% (term exams)

10% (attendance and daily online participation according to the class schedule).

50% (the final exam).

Learning and Teaching Resources

Required textbooks (curricular books, if any)	Salam H. A. Al-Jubouri, Natural Resources, 2nd edition, Dalir Office, Bab Al-Muadham, 2016.
Main references (sources)	Khalis H. Al-Ashaab & Anwar M. Saleh, Natural Resources and Their Conservation, Dar Al-Kutub for Printing and Publishing, University of Mosul, 1988.
Recommended books and references (scientific journals, reports...)	<ol style="list-style-type: none">1. Azad M. A. Al-Naqshbandi & Taghlab J. Dawood, Geography of Natural Resources, University of Basra Press, Basra, 1988.2. Wafiq H. Al-Khashab & Mahdi M. A. Al-Sahaf, Natural Resources, Dar Al-Hurriya for Printing, Baghdad, 1976.3. Ibrahim I. Sharif & Ali H. Al-Shalash, Soil Geography, University of Baghdad Press, Baghdad, 1985.
Electronic References, Websites	<ol style="list-style-type: none">1. IASJ – Iraqi Academic Scientific Journals Website.2. Wikipedia – The Arabic Encyclopedia.

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

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

Course Description Form

Course Name:					
English Language					
Course Code:					
Semester / Year:					
Annual					
Description Preparation Date:					
2024/2025					
Available Attendance Forms:					
attendanc					
Number of Credit Hours (Total) / Number of Units (Total)					
(60) hours / (2) hours for each class					
Course administrator's name (mention all, if more than one name)					
Name: Assistant Lecturer.					
Email:					
Course Objectives					
Course Objectives			<ul style="list-style-type: none"> • Preparing students to teach Arabic morphology • Preparing scientific researchers in the field research in Arabic morphology • Writing research and reports on the field of Ara morphology 		
Teaching and Learning Strategies					
Strategy		1- Lecture 2- Discussion 3- Questioning 4- Brainstorming 5- Motivational Questions			
Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1 & 2	4	Students' control and theoretical and practical understanding of the subject, as well as their ability to perceive, comprehend, a transfer this knowledge others	<ul style="list-style-type: none"> • An introduction 	<ul style="list-style-type: none"> • Presentation • Discussion and Dialogue • Using the data show Project 	<ul style="list-style-type: none"> • Oral tests • Research Assignment • Students attendance and participation during the lecture

3 - 7	8	Students' control and theoretical and practical understanding of the subject, as well as their ability to perceive, comprehend, and transfer this knowledge to others	<ul style="list-style-type: none">English Sentence StructurePractical Exercises	<ul style="list-style-type: none">PresentationDiscussion and DialogueUsing the data to show project	<ul style="list-style-type: none">Oral testsResearch AssignmentStudents attendance and participation during the lecture
7 - 11	8	Students' control and theoretical and practical understanding of the subject, as well as their ability to perceive, comprehend, and transfer this knowledge to others	<ul style="list-style-type: none">TensesPractical Exercises	<ul style="list-style-type: none">PresentationDiscussion and DialogueUsing the data to show project	<ul style="list-style-type: none">Oral testsQuizStudents attendance and participation during the lecture
11 - 15	8		<ul style="list-style-type: none">Reading Comprehension	<ul style="list-style-type: none">PresentationDiscussion and DialogueUsing the data to show project	<ul style="list-style-type: none">Oral testsMemorization ExercisesStudents attendance and participation during the lecture
15 - 19	8		<ul style="list-style-type: none">PluralPractical Exercises	<ul style="list-style-type: none">PresentationDiscussion and Dialogue	<ul style="list-style-type: none">Oral testsQuizStudents attendance

19 - 23	8	Students' control and theoretical and practical understanding of the subject, as well as their ability to perceive, comprehend, and transfer this knowledge to others			and participation during the lecture
	8		<ul style="list-style-type: none"> • Writing and reading Skills • Practical Exercises 	<ul style="list-style-type: none"> • Presentation • Discussion and Dialogue • Using the data to show project 	<ul style="list-style-type: none"> • Oral tests • Research Assignments • Students attendance and participation during the lecture
	8	Students' control and theoretical and practical understanding of the subject, as well as their ability to perceive, comprehend, and transfer this knowledge to others			
23 - 27	8		<ul style="list-style-type: none"> • Countries names • Numbers, prices • Practical Exercises 	<ul style="list-style-type: none"> • Presentation • Discussion and Dialogue • Using the data to show project 	<ul style="list-style-type: none"> • Oral tests • Quiz • Students attendance and participation during the lecture
27 - 30		Students' control and theoretical and practical understanding of the subject, as well as their ability to perceive, comprehend, and transfer this knowledge to others	<ul style="list-style-type: none"> • Listening to some conversations and try to speak • Practical Exercises 	<ul style="list-style-type: none"> • Presentation • Discussion and Dialogue • Using the data to show project 	<ul style="list-style-type: none"> • Oral tests • Memorization Exercises • Students attendance

		Students' control and theoretical and practical understanding of the subject, as well as their ability to perceive, comprehend, and transfer this knowledge to others			and participation during the lecture
--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--------------------------------------

Course Evaluation

40% (term exams)

10% (attendance and daily online participation according to the class schedule).

50% (the final exam).

Learning and Teaching Resources

Required textbooks (curricular books, if any)	Selecting modern, detailed educational books with videos and audio recordings via the Classroom program (electronic classroom)
Main references (sources)	New Headway plus
Recommended books and references (scientific journals, reports...)	Some books, dissertations, and thesis related to the field of language
Electronic References, Websites	The linguistics online library, which includes everything related to the language in precise and clear detail

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
4 th Stage		Tourism Geography	Basic	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓

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

Course Description Form

Course Name:	
Tourism Geography	
Course Code:	
Semester / Year:	
Annual	
Description Preparation Date:	
2024/2025	
Available Attendance Forms:	
attendanc	
Number of Credit Hours (Total) / Number of Units (Total)	
(60) hours / (2) hours for each class	
Course administrator's name (mention all, if more than one name)	
Name: Prof.Dr. Email:	
Course Objectives	
Course Objectives	<ol style="list-style-type: none"> 1. Understanding the economic, social, civilizational, and cultural significance of tourism. 2. Enhancing students' cultural awareness to understand how to engage with tourism as one of the economic activities of countries. 3. Providing students with information about the development of tourism and the importance of tourism geography, especially for those wishing to work in the tourism sector, as a tourism geographer is best suited to manage the tourism system. 4. Introducing students to the main components of tourism in their country.
Teaching and Learning Strategies	
Strategy	<ol style="list-style-type: none"> 1. Lecture method 2. Discussion and dialogue method with students 3. Question-and-answer method
Course Structure	

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	As referred to in each axis according to the content	Concept and Development of Political Geography and Geopolitics	Lecture – Discussion	<ul style="list-style-type: none"> • Extent of students' participation class discussions
2	2	As referred to in each axis according to the content	Research Methods in Political Geography and Its Relation to Other Sciences	Lecture – Discussion	<ul style="list-style-type: none"> • Extent of students' participation class discussions
3	2	As referred to in each axis according to the content	Natural Components – Location	Lecture – Discussion	<ul style="list-style-type: none"> • Extent of students' participation class discussions
4	2	As referred to in each axis according to the content	Size and Shape of the State	Lecture – Discussion	<ul style="list-style-type: none"> • Extent of students' participation class discussions
5	2	As referred to in each axis according to the content	Topography and Climate	Lecture – Discussion	<ul style="list-style-type: none"> • Extent of students' participation class discussions
6	2	As referred to in each axis according to the content	Natural Resources	Lecture – Discussion	<ul style="list-style-type: none"> • Extent of students' participation class discussions
7	2	As referred to in each axis according to the content	Population Components – Population Size	Lecture – Discussion	<ul style="list-style-type: none"> • Extent of students' participation class discussions
8	2	As referred to in each axis according to the content	Population Distribution and Structure	Lecture – Discussion	<ul style="list-style-type: none"> • Extent of students' participation class discussions
9	2	As referred to in each axis according to the content	Economic Components –	Lecture – Discussion	<ul style="list-style-type: none"> • Extent of students' participation

			Mineral Wealth		class discussions
10	2	As referred to in each axis according to the content	Energy Sources	Lecture – Discussion	<ul style="list-style-type: none"> • Extent of students' participation class discussions
11	2	As referred to in each axis according to the content	Natural factors influencing tourism attraction	Lecture – Discussion	<ul style="list-style-type: none"> • Extent of students' participation class discussions
12	2	As referred to in each axis according to the content	Human factors influencing tourism attraction	Lecture – Discussion	<ul style="list-style-type: none"> • Extent of students' participation class discussions
13	2	As referred to in each axis according to the content	Importance of tourism at the national and individual level	Lecture – Discussion	<ul style="list-style-type: none"> • Extent of students' participation class discussions
14	2	As referred to in each axis according to the content	Types of tourism	Lecture – Discussion	<ul style="list-style-type: none"> • Extent of students' participation class discussions
15	2	As referred to in each axis according to the content	Concept of environmental pollution and its impact on tourism	Lecture – Discussion	<ul style="list-style-type: none"> • Extent of students' participation class discussions
16	2	As referred to in each axis according to the content	Types of pollutants	Lecture – Discussion	<ul style="list-style-type: none"> • Extent of students' participation class discussions
17	2	As referred to in each axis according to the content	Levels of pollution	Lecture – Discussion	<ul style="list-style-type: none"> • Extent of students' participation class discussions
18	2	As referred to in each axis according to the content	Tourism and the environment	Lecture – Discussion	<ul style="list-style-type: none"> • Extent of students' participation class discussions

19	2	As referred to in each axis according to the content	Concept of eco-tourism	Lecture – Discussion	<ul style="list-style-type: none"> Extent of students' participation class discussions
20	2	As referred to in each axis according to the content	The necessity of eco-tourism	Lecture – Discussion	<ul style="list-style-type: none"> Extent of students' participation class discussions
21	2	As referred to in each axis according to the content	Quiz	Lecture – Discussion	<ul style="list-style-type: none"> Extent of students' participation class discussions
22	2	As referred to in each axis according to the content	Tourism industry	Lecture – Discussion	<ul style="list-style-type: none"> Extent of students' participation class discussions
23	2	As referred to in each axis according to the content	Components of the tourism industry	Lecture – Discussion	<ul style="list-style-type: none"> Extent of students' participation class discussions
24	2	As referred to in each axis according to the content	Importance of the tourism industry	Lecture – Discussion	<ul style="list-style-type: none"> Extent of students' participation class discussions
25	2	As referred to in each axis according to the content	Role of the tourism industry in the economy	Lecture – Discussion	<ul style="list-style-type: none"> Extent of students' participation class discussions
26	2	As referred to in each axis according to the content	International tourism	Lecture – Discussion	<ul style="list-style-type: none"> Extent of students' participation class discussions
27	2	As referred to in each axis according to the content	Tourism in the Arab world	Lecture – Discussion	<ul style="list-style-type: none"> Extent of students' participation class discussions
28	2	As referred to in each	Tourism industry	Lecture –	<ul style="list-style-type: none"> Extent of

		axis according to the content	in Iraq	Discussion	students' participation class discussions
29	2	As referred to in each axis according to the content	Challenges facing tourism in Iraq	Lecture – Discussion	<ul style="list-style-type: none"> Extent of students' participation class discussions
30	2	As referred to in each axis according to the content	Solutions and proposals for tourism in Iraq	Lecture – Discussion	<ul style="list-style-type: none"> Extent of students' participation class discussions

Course Evaluation

40% (term exams)
10% (attendance and daily online participation according to the class schedule).
50% (the final exam).

Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	References for Tourism Geography
Recommended books and references (scientific journals, reports...)	Mohammad Sobhi Abdel-Hakim & Hamdi Ahmed Al-Deeb, Tourism Geography.
Electronic References, Websites	Specialized Websites and Electronic Journals

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
2 nd Stage		General Arabic	Basic	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓

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

Course Description Form

Course Name:					
General Arabic					
Course Code:					
Semester / Year:					
Annual					
Description Preparation Date:					
2024/2025					
Available Attendance Forms:					
attendanc					
Number of Credit Hours (Total) / Number of Units (Total)					
(60) hours / (2) hours for each class					
Course administrator's name (mention all, if more than one name)					
Name: Prof.Dr. Email:					
Course Objectives					
Course Objectives			<ol style="list-style-type: none"> 1. Providing students with linguistic knowledge 2. Explaining the most important grammatical structures 3. Enhancing proper writing skills 4. Accuracy in grammar usage 		
Teaching and Learning Strategies					
Strategy		<ol style="list-style-type: none"> 1. Lecture Method 2. Question-and-Answer Method 			
Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Accuracy in Grammar Usage	• Subject	• Lecture – Discussion	• Participation
2	2	Accuracy in Grammar Usage	• Subject	• Lecture – Discussion	• Participation
3	2	Accuracy in Grammar Usage	• Subject	• Lecture – Discussion	• Participation
4	2	Accuracy in Grammar Usage	• Direct Object	• Lecture – Discussion	• Participation

5	2	Accuracy in Grammar Usage	• Direct Object	• Lecture – Discussion	• Participation
6	2	Accuracy in Grammar Usage	• Direct Object	• Lecture – Discussion	• Participation
7	2	Accuracy in Grammar Usage	Agent in Passive Voice	• Lecture – Discussion	• Participation
8	2	Accuracy in Grammar Usage	Agent in Passive Voice	• Lecture – Discussion	• Participation
9	2	Accuracy in Grammar Usage	Qur’anic Verses	• Lecture – Discussion	• Participation
10	2	Accuracy in Grammar Usage	Qur’anic Verses	• Lecture – Discussion	• Participation
11	2	Accuracy in Grammar Usage	Qur’anic Verses	• Lecture – Discussion	• Participation
12	2	Accuracy in Grammar Usage	The Subject of Kāna and Its Sister Verbs	• Lecture – Discussion	• Participation
13	2	Accuracy in Grammar Usage	The Subject of Kāna and Its Sister Verbs	• Lecture – Discussion	• Participation
14	2	Accuracy in Grammar Usage	The Subject of Kāna and Its Sister Verbs	• Lecture – Discussion	• Participation
15	2	Accuracy in Grammar Usage	The Verb Particles ‘Inna and Its Sisters	• Lecture – Discussion	• Participation
16	2	Accuracy in Grammar Usage	The Verb Particles ‘Inna and Its Sisters	• Lecture – Discussion	• Participation
17	2	Accuracy in Grammar Usage	The Verb Particles ‘Inna and Its Sisters	• Lecture – Discussion	• Participation
18	2	Accuracy in Grammar Usage	Adjective	• Lecture – Discussion	• Participation
19	2	Accuracy in Grammar Usage	Adjective	• Lecture – Discussion	• Participation
20	2	Accuracy in Grammar Usage	Writing the Hamza	• Lecture – Discussion	• Participation
21	2	Accuracy in Grammar Usage	Writing the Hamza	• Lecture – Discussion	• Participation
22	2	Accuracy in Grammar Usage	Poem by Al-Ma‘arri	• Lecture – Discussion	• Participation
23	2	Accuracy in Grammar Usage	Poem by Al-Ma‘arri	• Lecture – Discussion	• Participation
24	2	Accuracy in Grammar Usage	Linguistic Correction	• Lecture – Discussion	• Participation
25	2	Accuracy in Grammar Usage	Linguistic Correction	• Lecture – Discussion	• Participation

26	2	Accuracy in Grammar Usage	Linguistic Correction	• Lecture – Discussion	• Participation
27	2	Accuracy in Grammar Usage	Linguistic Correction	• Lecture – Discussion	• Participation
28	2	Accuracy in Grammar Usage	Dictionary / Lexicon	• Lecture – Discussion	• Participation
29	2	Accuracy in Grammar Usage	Dictionary / Lexicon	• Lecture – Discussion	• Participation
30	2	Accuracy in Grammar Usage	Dictionary / Lexicon	• Lecture – Discussion	• Participation

Course Evaluation

40% (term exams)

10% (attendance and daily online participation according to the class schedule).

50% (the final exam).

Learning and Teaching Resources

Required textbooks (curricular books, if any)	General Arabic and Its Applications
Main references (sources)	Methods of Teaching Arabic Principles of Teaching Arabic
Recommended books and references (scientific journals, reports...)	Arabic Grammar Book Say and Don't Say) Book
Electronic References, Websites	Electronic Books for General Arabic

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
2 nd Stage		Thematic Maps	Basic	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓

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

Course Description Form

Course Name:					
Thematic Maps					
Course Code:					
Semester / Year:					
Annual					
Description Preparation Date:					
Available Attendance Forms:					
attendanc					
Number of Credit Hours (Total) / Number of Units (Total)					
(60) hours / (2) hours for each class					
Course administrator's name (mention all, if more than one name)					
Name: Prof.Dr. Email:					
Course Objectives					
Course Objectives			<ol style="list-style-type: none"> 1. Introducing students to the concept and content of thematic maps 2. Understanding the types of geographical data 3. Learning the types of symbols used to represent data 4. Understanding quantitative and qualitative methods of representing phenomena 5. Interpreting thematic maps and applying them in geographical studies 		
Teaching and Learning Strategies					
Strategy		<ol style="list-style-type: none"> 1. Scheduled weekly lectures 2. Available teaching aids (maps and board) 3. Discussion and dialogue method 4. Question-and-answer method 			
Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Homework	Historical Overview of	Lecture – Discussion	Background Knowledge

			Thematic Maps		Evaluation
2	2	Homework	Concept of Thematic Maps	Lecture – Discussion	Extent of Students' Participation in Classroom Discussion
3	2	Homework	Types of Thematic Maps	Lecture – Discussion	Extent of Student Participation in Classroom Discussion
4	2	Homework	Classification of Maps by Content	Lecture Discussion	Extent of Students' Participation in Classroom Discussion
5	2	Homework	Classification of Maps by Function	Lecture Discussion	Extent of Students' Participation in Classroom Discussion
6	2	Homework	Map Classification Based on Production Methods	Lecture Discussion	Extent of Students' Participation in Classroom Discussion
7	2	Homework	Previous Course	Lecture Discussion	Extent of Students' Participation in Classroom Discussion
8	2	Homework	Contents of the Thematic Map	Lecture Discussion	Extent of Students' Participation in Classroom Discussion
9	2	Homework	Sources of the Thematic Map	Lecture Discussion	Extent of Students' Participation in Classroom Discussion
10	2	Homework	Types of Geographical Data	Lecture Discussion	Extent of Students' Participation in Classroom Discussion
11	2	Homework	Types of Symbols Used to Represent Data	Lecture Discussion	Extent of Students' Participation in Classroom

					Discussion
12	2	Homework	Qualitative Symbols	Lecture Discussion	Extent of Student Participation in Classroom Discussion
13	2	Homework	Quantitative Representation	<ul style="list-style-type: none"> Utilization of Educational Tools for Instruction 	Extent of Students' Participation in Classroom Discussion
14	2	Homework	Methods of Quantitative Representation	<ul style="list-style-type: none"> Utilization of Educational Tools for Instruction 	Extent of Students' Participation in Classroom Discussion
15	2	Homework	Methods of Determining the Frequency and Converting It into Symbols	<ul style="list-style-type: none"> Utilization of Educational Tools for Instruction 	Extent of Students' Participation in Classroom Discussion
16	2	Homework	Method of Compound Symbols	<ul style="list-style-type: none"> Utilization of Educational Tools for Instruction 	Extent of Students' Participation in Classroom Discussion
17	2	Homework	Quiz	Lecture Discussion	Monitoring Students' Understanding of the Subject
18	2	Homework	Proportional and Areal Density Maps	Lecture Discussion	Extent of Students' Participation in Classroom Discussion
19	2	Homework	Statistical Methods for Representing Density Maps	<ul style="list-style-type: none"> Utilization of Educational Tools for Instruction 	Extent of Students' Participation in Classroom Discussion
20	2	Homework	Quiz	<ul style="list-style-type: none"> Utilization of Educational Tools for Instruction 	Extent of Students' Participation in Classroom Discussion
21	2	Homework	Problems of	Lecture	Extent of

			Density Maps	Discussion	Students' Participation in Classroom Discussion
22	2	Homework	Enhanced Proportional and Density Maps	Lecture Discussion	Extent of Students' Participation in Classroom Discussion
23	2	Homework	Representation of Double Densities	Lecture Discussion	Extent of Students' Participation in Classroom Discussion
24	2	Homework	Dot Maps	Lecture Discussion	Extent of Students' Participation in Classroom Discussion
25	2	Homework	Stages of Creating a Dot Map	Lecture Discussion	Extent of Students' Participation in Classroom Discussion
26	2	Homework	Choosing the Weight of the Dot	Utilization of Educational Tools for Instruction	Extent of Students' Participation in Classroom Discussion
27	2	Homework	Importance of Computers in Map Production	Lecture Discussion	Extent of Students' Participation in Classroom Discussion
28	2	Homework	Problems Related to Computer Techniques	Lecture Discussion	Extent of Students' Participation in Classroom Discussion
29	2	Homework	Software Used in Map Production	Lecture Discussion	Extent of Students' Participation in Classroom Discussion
30	2	Homework	General Review	Lecture Discussion	Extent of Students' Participation in Classroom

					Discussion
Course Evaluation					
40% (term exams)					
10% (attendance and daily online participation according to the class schedule).					
50% (the final exam).					
Learning and Teaching Resources					
Required textbooks (curricular books, if any)					
Main references (sources)			Sources for Thematic Maps		
Recommended books and references (scientific journals, reports...)			Thematic Maps: Safouh Khair, Shahir Jamal Agha, and Ali Mousa		
Electronic References, Websites			Specialized Websites / Relevant Websites		

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
2 nd Stage		Rural Geography	Basic	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓

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

Course Description Form

Course Name:	
Rural Geography	
Course Code:	
Semester / Year:	
Annual	
Description Preparation Date:	
2024/2025	
Available Attendance Forms:	
attendanc	
Number of Credit Hours (Total) / Number of Units (Total)	
(60) hours / (2) hours for each class	
Course administrator's name (mention all, if more than one name)	
Name: Prof.Dr. Email:	
Course Objectives	
Course Objectives	<ul style="list-style-type: none"> Supporting students with the scientific background to analyze spatial variation in rural communities Providing the Ministry of Education and relevant institutions with specialized personnel in Rural Geography Enabling students to understand the main geographical factors affecting rural communities Studying Rural Geography both practically and theoretically, covering all its components Enabling students to discuss the main problems faced by rural areas
Teaching and Learning Strategies	
Strategy	<ol style="list-style-type: none"> 1. Weekly Lectures 2. Discussion and Dialogue in the Classroom 3. Question-and-Answer Method 4. Using Teaching Strategies such as Brainstorming and Feedback to Develop Skills during Lectures
Course Structure	

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Clarifying the Concept of Rural Geography	Concept of Rural Geography	Lecture and asking questions for discussion	Questions – Discussion
2	2	Explaining the Focus and Development of Rural Geography	Rural Geography: Its Nature, Interests, and Conceptual Development	Questions – Discussion	Answers and Topic Discussion
3	2	Presenting the Key Criteria Distinguishing Rural and Urban Areas	Criteria for Distinguishing Rural Areas from Urban Areas	Discussion – Daily Quiz	Questions – Discussion
4	2	Explaining Its Relationship with Branches of Geography	Relationship of Rural Geography with Other Branches of Geography	Lecture and asking questions for discussion	Questions – Discussion
5	2	Examining Its Relationship with Other Sciences	Relationship of Rural Geography with Other Sciences	Lecture with other teaching aids	Participation
6	2	Analyzing the Nature of the Rural Community	Nature of the Rural Community	Lecture – Discussion	Quiz
7	2	Explaining the Main Characteristics of the Rural Community	Characteristics of the Rural Community	Lecture and asking questions for discussion	Writing a Report
8	2	Clarifying the Foundations for Classifying the Rural Community	Foundations for Classifying the Rural Community	Lecture – Discussion	Oral Test
9	2	Identifying the Forms of the Rural Community	Forms of the Rural Community	Quiz	Questions – Discussion
10	2	Analyzing the Problems Faced by the Rural Community	Problems of the Rural Community	Lecture with brainstorming questions	Answers and Topic Discussion
11	2	Identifying Types of Rural Patterns and Their Geographical Distribution	Patterns of Rural Settlement Distribution	Lecture – Multiple Tests	Questions – Discussion
12	2	Clarifying the Characteristics of Clustered (Compact)	Clustered (Compact) Rural Settlement	Lecture – Discussion	Participation

		Settlements			
13	2	Understanding Dispersed Rural Settlements	Dispersed Rural Settlement	Lecture – Discussion	Tests
14	2	Analyzing the Features of Isolated Settlements	Isolated Rural Settlement	Lecture – Discussion	Report Writing – Oral Examinations
15	2	Understanding the Nature of Scattered Settlements	Scattered Rural Settlement	• Lecture – Discussion	Oral Test
16	2	Analyzing Geographical Factors	Factors Affecting Rural Settlements	• Lecture – Discussion	Answers and Topic Discussion
17	2	How These Factors Affect Settlement Distribution	Natural Factors	• Lecture – Discussion	Questions – Discussion
18	2	Understanding the Impact of Economic Level on These Settlements	Economic Factors	• Lecture – Discussion	Answering Questions and Daily Tests
19	2	Social Structure and Its Effects on Rural Community Distribution	Social Factors	Lecture – Quiz	Participation
20	2	Understanding the Role of Factors or Historical Depth of Rural Settlements	Historical Factors	Lecture with brainstorming questions	Test
21	2	Understanding the Spatial Variation of Rural Settlements and the Nature of the Plains Environment	Geographical and Environmental Distribution of Rural Settlements	• Lecture –	Writing a Report
22	2	Analyzing the Characteristics of Mountainous Rural Areas	Plains Environment	• Lecture – Multiple Tests	Oral Test
23	2	Identifying the Distinct Features of This Environment Compared to Other Environments	Mountain Environment	• Lecture – Discussion	Answers and Topic Discussion
24	2	Explaining the Unique Features of Marsh Environments Compared to Other Environments	Marshes and Swamps	• Lecture – Discussion	Questions – Discussion
25	2	Understanding the	Urban Centers on	• Lecture –	Questions –

		Impact of Urban Centers on Rural Areas	Rural Areas and Their Regional Relations	Discussion	Discussion
26	2	Analyzing the Key Relationships Between the City and the Countryside	Agricultural Relations	• Lecture –Quiz	Participation
27	2	Clarifying the Commercial Relationship and Its Effect on Rural Development	Commercial Relations	• Lecture – Discussion	Participation
28	2	Explaining the Connection Between Urban and Rural Areas Through Industrialization	Industrial Relations	• Lecture – Discussion	Report Writing
29	2	Analyzing the Link in Terms of Population Relations	Population Relations	• Lecture –Quiz	Oral Test
30	2	Clarifying the Service Relationship Between Them	Service Relations	• Lecture – Discussion	Participation

Course Evaluation

40% (term exams)

10% (attendance and daily online participation according to the class schedule).

50% (the final exam).

Learning and Teaching Resources

Required textbooks (curricular books, if any)	//
Main references (sources)	<ul style="list-style-type: none"> • Rural Geography • Geography of Rural Settlement
Recommended books and references (scientific journals, reports...)	<ul style="list-style-type: none"> • Specialized books on rural geography available in the college or central library • Iraqi and Arab scientific journals in the field of geography • Reports on rural geography from research centers
Electronic References, Websites	<ul style="list-style-type: none"> • Electronic websites • Digital libraries

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
2 nd Stage		Geography of Development and Planning	Basic	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓

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

Course Description Form

Course Name:	
Geography of Development and Planning	
Course Code:	
Semester / Year:	
Annual	
Description Preparation Date:	
2024/2025	
Available Attendance Forms:	
attendanc	
Number of Credit Hours (Total) / Number of Units (Total)	
(60) hours / (2) hours for each class	
Course administrator's name (mention all, if more than one name)	
Name: Prof.Dr. Email:	
Course Objectives	
Course Objectives	<p>Introducing Students to the Concept of Planning and Development</p> <p>Explaining its importance and role in geography, as well as the relationship between planning, development, geography, and other sciences. Introducing students to units of measurement, how planning varies from one country to another, and linking it to development, its main objectives, and principles.</p> <p>Cognitive Objectives</p> <ol style="list-style-type: none"> 1. Introduce students to the concept of development and planning. 2. Explain the importance of development in advancing various economic, social, and service sectors. 3. Familiarize students with the experiences of some countries in

	<p>achieving successful development and planning.</p> <ol style="list-style-type: none"> 4. Identify the role of planning in the development of cities and regions. 5. Explain the relationship between planning and development sciences and geography. 6. Introduce students to the fact that development geography is a branch of human geography.
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Teaching and Learning Strategies

Strategy	<ol style="list-style-type: none"> 1. Classroom Lectures 2. Scientific Discussion and Dialogue 3. Raising Questions in Each Topic
-----------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------

Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Knowledge and Understanding – Geography Teacher	Concept of Development and Development Geography	Lecture – Discussion	Assessing Students' Background Knowledge on the Topic
2	2	Knowledge and Understanding – Geography Teacher	The Relationship Between Geography and Development	Lecture – Discussion	Evaluating the Extent of Students' Participation in Discussions
3	2	Knowledge and Understanding – Geography Teacher	Fields of Development, Development Components, and Development Obstacles	Engaging Students in Delivering Brief Presentations on the Topic	Evaluating the Extent of Students' Participation in Discussions
4	2	Knowledge and Understanding – Geography Teacher	Principles of Development, Requirements for Development, and Its Types	Textual Readings and Classroom Discussions	Assessing Students' Research Papers
5	2	Knowledge and Understanding – Geography Teacher	Urban Development	Engaging Students in Delivering Brief	Assessing the Reliability of Information Obtained by

				Presentations on the Topic	Students from the Internet
6	2	Knowledge and Understanding – Geography Teacher	Human Development Goals, Dimensions of Human Development, Human Development Strategy	Textual Readings and Classroom Discussions	Extent of Students' Participation in Discussions
7	2	Knowledge and Understanding – Geography Teacher	Human Development and Human Rights, Human Development Measurement Indicators	Textual Readings and Classroom Discussions	Extent of Students' Participation in Discussions
8	2	Knowledge and Understanding – Geography Teacher	Human Development Guide	Textual Readings and Classroom Discussions	Extent of Students' Participation in Discussions
9	2	Knowledge and Understanding – Geography Teacher	Agricultural Development	Textual Readings and Classroom Discussions	Extent of Students' Participation in Discussions
10	2	Knowledge and Understanding – Geography Teacher	Goals of Agricultural Development, Problems of Agricultural Development in Iraq	Textual Readings and Classroom Discussions	Extent of Students' Participation in Discussions
11	2	Knowledge and Understanding – Geography Teacher	Industrial Development	Textual Readings and Classroom Discussions	Assessing Students' Reports on the Concept of the Topic
12	2	Knowledge and Understanding – Geography Teacher	Prerequisite Course	Quiz	<ul style="list-style-type: none"> Quiz
13	2	Knowledge and Understanding – Geography Teacher	The French Experience in Industrial Development	Lecture – Discussion	Assessing Students' Reports on the Concept of the Topic
14	2	Knowledge and Understanding – Geography Teacher	The Role of Geographical Techniques in	Lecture – Discussion	Monitoring Students' Understanding

			Development		of the Lecture Topic
15	2	Knowledge and Understanding – Geography Teacher	Developmental Models	Lecture – Discussion	Effective Student Engagement in Discussions on the Lecture Topic
First Semester Exam	First Semester Exam	First Semester Exam	First Semester Exam	First Semester Exam	First Semester Exam
17	2	Knowledge and Understanding – Geography Teacher	Introduction to Planning	Lecture – Discussion	Extent of Students' Participation in Discussions
18	2	Knowledge and Understanding – Geography Teacher	The Relationship Between Humans and Planning, Geography and Its Relation to Planning, and Planning Methods	Lecture – Discussion	Active Student Participation in Discussions on the Lecture Topic
19	2	Knowledge and Understanding – Geography Teacher	Types of Planning, Basic Principles of Planning, and Planning Components and Obstacles	Lecture – Discussion	Extent of Students' Participation in Discussions
20	2	Knowledge and Understanding – Geography Teacher	Planning Field and Its Elements, and Planning Levels	Lecture – Discussion	Extent of Students' Participation in Discussions
21	2	Knowledge and Understanding – Geography Teacher	Concept of Regional Planning, Set of Terms Related to the Concept of Region, and Criteria for Determining a Region	Lecture – Discussion	Extent of Students' Participation in Discussions
22	2	Knowledge and Understanding – Geography Teacher	Prerequisite Course	Quiz	Quiz
23	2	Knowledge and	Concept and	Lecture –	Extent of

		Understanding – Geography Teacher	Definition of Regional Planning, and the Relationship Between Geography and Regional Planning	Discussion	Students' Participation in Discussions
24	2	Knowledge and Understanding – Geography Teacher	Spatial Dimensions of Regional Planning, Objectives of Regional Planning, and Data Sources for Regional Planning	• Lecture – Discussion	Extent of Students' Participation in Discussions
25	2	Knowledge and Understanding – Geography Teacher	Functional Planning (Urban and Rural Planning) and Theories in Regional Planning and Development	• Lecture – Discussion	Extent of Students' Participation in Discussions
26	2	Knowledge and Understanding – Geography Teacher	Prerequisite Course	• Lecture – Discussion	Prerequisite Course
27	2	Knowledge and Understanding – Geography Teacher	Global Experiences in Planning (The British Experience, The Polish Experience, The Indian Experience)	• Lecture – Discussion	Extent of Students' Participation in Discussions
28	2	Knowledge and Understanding – Geography Teacher	The Experience of Regional Planning in Iraq	• Lecture – Discussion	Extent of Students' Participation in Discussions
29	2	Knowledge and Understanding – Geography Teacher	Comprehensive Review of the Previous Material	• Lecture – Discussion	Extent of Students' Participation in Discussions
30	Quiz	Quiz	• Quiz	• Quiz	• Quiz
Course Evaluation					

40% (term exams)
 10% (attendance and daily online participation according to the class schedule).
 50% (the final exam).

Learning and Teaching Resources

Required textbooks (curricular books, if any)	-----
Main references (sources)	<p>Sources on Development and Planning</p> <ul style="list-style-type: none"> • Foundations of Regional Planning: Muhammad Azhar Al-Samak
Recommended books and references (scientific journals, reports...)	<ul style="list-style-type: none"> • Development Geography: Concepts – Theories – Applications: Muhammad Dulf Al-Dulaimi & Fawaz Ahmed Al-Mousa
Electronic References, Websites	<ul style="list-style-type: none"> • Relevant Websites and Scientific Journals in the Field

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
Stage		Islamic History	Basic	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓

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

Course Description Form

Course Name:	
Islamic History	
Course Code:	
Semester / Year:	
Annual	
Description Preparation Date:	
2024/2025	
Available Attendance Forms:	
attendanc	
Number of Credit Hours (Total) / Number of Units (Total)	
(60) hours / (2) hours for each class	
Course administrator's name (mention all, if more than one name)	
Name: Prof. Dr. Email:	
Course Objectives	
Course Objectives	<p>Introducing Students to the Concept of Islamic History</p> <p>Focusing on the study of the life of the Prophet Muhammad (PBUH), the cultural and political environment in the Arabian Peninsula at that time, as well as familiarizing students with the Prophet's military expeditions (Ghazawat and Saraya).</p> <p>Cognitive Objectives</p> <ol style="list-style-type: none"> 1. Introduce students to the concept of Islamic History. 2. Learn about the life of the Prophet Muhammad (PBUH). 3. Understand the customs and traditions of the Arab Muslims in the Arabian Peninsula. 4. Learn about the political system prevailing at that time. 5. Identify the early Muslims who accepted the Prophet's call.

6. Understand the stance of the polytheists toward the Prophet's call.

Teaching and Learning Strategies

- | | |
|-----------------|----------------------------------------------------------------------------------------------------|
| Strategy | <ul style="list-style-type: none"> • Classroom Lecture • Raising Questions |
|-----------------|----------------------------------------------------------------------------------------------------|

Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Islamic History	Geography of the Arabian Peninsula	Lecture – Discussion	Assessing Students' Background Knowledge on the Topic
2	2	Islamic History	Social Life of the Arabs	Lecture – Discussion	Student Participation in the Discussion
3	2	Islamic History	Life of the Prophet Muhammad (PBUH)	Lecture – Discussion	Student Participation in the Lecture
4	2	Islamic History	Culture and Spiritual Life of Muhammad (PBUH)	Textual Readings and Discussions	Student Participation in the Lecture
5	2	Islamic History	The Islamic Call (Da'wah)	Textual Readings and Discussions	Student Participation in the Discussion
6	2	Islamic History	Principles and Teachings of Islam	• Quiz	Quiz
7	2	Islamic History	Motivations of the Early Muslims	Lecture – Discussion	Student Participation in the Discussion
8	2	Islamic History	Revelation of the Quran	Lecture – Discussion	Student Participation in the Discussion
9	2	Islamic History	Resistance of the Polytheists to the Call	Classroom Discussion	Student Participation in the Discussion
10	2	Islamic History	The Secret Call (Da'wah al-Sirriyyah)	Classroom Readings	Student Participation in the Discussion
11	2	Islamic History	The Role of Banu Hashim	Lecture – Discussion	Student Participation in

					the Discussion
12	2	First Semester Exam	First Semester Exam	First Semester Exam	First Semester Exam
13	2	Islamic History	Factors Behind the Polytheists' Resistance to the Call	• Lecture – Discussion	Student Participation in the Discussion
14	2	Islamic History	The First Migration to Abyssinia	• Lecture – Discussion	Student Participation in the Discussion
15	2	Islamic History	The Polytheists' Stance Toward the Call	• Lecture – Discussion	Student Participation in the Discussion
16	2	Islamic History	The Prophet's Migration (Hijrah) to Yathrib (Medina)	• Lecture – Discussion	Student Participation and Attendance
17	2	Islamic History	The Prophet's Activities in Medina	• Lecture – Discussion	Student Participation and Attendance
18	2	Islamic History	Establishment of the Medina State	• Lecture – Discussion	Student Participation in the Discussion
19	2	Islamic History	Change in the Prophet's Stance Toward the Polytheists	• Lecture – Discussion	Student Participation in the Discussion
20	2	Islamic History	Establishment of the Medina State	• Lecture – Discussion	Student Participation in the Lecture
21	2	Islamic History	The Prophet's Change of Stance Toward the Polytheists	• Lecture – Discussion	Student Participation in the Lecture
22	2	Islamic History	The Prophet's Military Expeditions (Ghazawat and Saraya)	• Lecture – Discussion	Student Participation in the Lecture
23	2	Islamic History	The First Battle of Badr	• Lecture – Discussion	Student Participation in the Lecture
24	2	Islamic History	The Early Muslims and Their Military Participation	• Lecture – Discussion	Student Participation and Attendance
25	2	Islamic History	The Prophet's Messengers	• Lecture – Discussion	Student Participation in

			Outside the Arabian Peninsula		the Lecture
26	2	Islamic History	The Stance of the Persian and Roman Kings Toward the Call	• Lecture – Discussion	Student Participation in the Lecture
27	2	Islamic History	The Prophet's Wars Outside the Arabian Peninsula	• Lecture – Discussion	Student Participation in the Lecture
28	2	Islamic History	Delegations of the Arab Tribes to the Prophet (PBUH)	• Lecture – Discussion	Student Participation in the Lecture
29	2	Islamic History	The Prophet's Position in the Arabian Peninsula	• Lecture – Discussion	Student Participation in the Lecture
30	2	Islamic History	The Farewell Pilgrimage and the Passing of the Prophet (PBUH)	• Lecture – Discussion	Student Participation in the Lecture

Course Evaluation

40% (term exams)

10% (attendance and daily online participation according to the class schedule).

50% (the final exam).

Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	
Recommended books and references (scientific journals, reports...)	Sources on Islamic History and the Prophet's Biography (Seerah)
Electronic References, Websites	Al-Waseet Between the Prophet's Biography and the Rashidun Caliphate Author: Hashim Yahya Al-Mallah

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
Third Stage		Geographic al Techniques Code: EDGE 14F205	Basic	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓

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

Course Description Form

Course Name:					
Geographical Techniques Code: EDGE 14F205					
Course Code:					
Semester / Year:					
Annual					
Description Preparation Date:					
2024/2025					
Available Attendance Forms:					
attendanc					
Number of Credit Hours (Total) / Number of Units (Total)					
(90) hours / 3) hours for each class					
Course administrator's name (mention all, if more than one name)					
Name: Prof.					
Email:					
Course Objectives					
Course Objectives			The course aims to strengthen the student's connection with the geographical concepts and knowledge previously studied in secondary school, and to prepare him for the university stage so that he becomes more ready for higher academic requirements. This will qualify him to be a competent teacher in the future, scientifically well-prepared, self-reliant, and a geographical researcher equipped with tools of analysis and knowledge."		
Teaching and Learning Strategies					
Strategy		<ul style="list-style-type: none"> Scheduled weekly lectures Workshops in practical sessions Assignments, reports, and summaries on modern geographical technique 			
Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	Understanding the meaning of modern geographical techniques	The Concept of Modern Geographical Techniques	Lecture (Theory & Practice)	Weekly Test
2	3	Explaining the	Definition of	Lecture (Theory	Weekly Test

		relationship of remote sensing to applied aspects	Remote Sensing	& Practice)	
3	3	Explaining the relationship of remote sensing to applied aspects	The Importance of Remote Sensing in the Environment and Pollution Monitoring	Lecture (Theory & Practice)	Weekly Test
4	3	Importance of remote sensing tools in spatial environmental monitorin	Monitoring Pollution Sources on Land and at Sea	Lecture (Theory & Practice)	Weekly Test
5	3	Explaining technological development in remote sensing	Types of Remote Sensing Methods and Techniques	Lecture (Theory & Practice)	Weekly Test
6	3	Explaining technological development in remote sensing	Contemporary Remote Sensing Techniques	Lecture (Theory & Practice)	Weekly Test
7	3	Explaining technological development in remote sensing	Contemporary Remote Sensing Techniques	Lecture (Theory & Practice)	Weekly Test
8	3	Applying the use of digital terrain modeling	Using Radar Data for Digital Terrain Modeling	Lecture (Theory & Practice)	Weekly Test
9	3	Explaining technological development in environmental remote sensing	Using Radar Data for Geographical Image Analysis	Lecture (Theory & Practice)	Weekly Test
10	3	Recognizing digital satellite imagery	General Characteristics of Satellite Data	Lecture (Theory & Practice)	Weekly Test
11		Recognizing digital satellite imagery	Using Remote Sensing Data for Applied Geographical Research	Lecture (Theory & Practice)	Weekly Test

12		Developing classification skills	Digital Classification Processes	Lecture (Theory & Practice)	Weekly Test
1	3	Developing location determination skills	The Concept of Modern Geographical Techniques	Lecture (Theory & Practice)	Weekly Test
2	3	Determining moving paths	Clarifying the Definition of Remote Sensing	Lecture (Theory & Practice)	Weekly Test
3	3	Theoretical overview of total station system	The Importance of Remote Sensing in the Environment and Pollution Monitoring	Lecture (Theory & Practice)	Weekly Test
4	3	Understanding the concept of Geographic Information Systems (GIS)	Monitoring Pollution Sources on Land and at Sea	Lecture (Theory & Practice)	Weekly Test
5	3	Features of the system	Types of Remote Sensing Methods and Techniques	Lecture (Theory & Practice)	Weekly Test
6	3	Identifying main components of the system	Contemporary Remote Sensing Techniques	Lecture (Theory & Practice)	Weekly Test
7	3	Understanding main sources of data and information	Contemporary Remote Sensing Techniques	Lecture (Theory & Practice)	Weekly Test
8	3	Understanding main sources of spatial metadata	Using Radar Data for Digital Terrain Modeling	Lecture (Theory & Practice)	Weekly Test
9	3	Practicing data output for cartographic production	Using Radar Data for Geographical Image Analysis	Lecture (Theory & Practice)	Weekly Test
10	3	Understanding the meaning of modern	General Characteristics of Satellite Data	Lecture (Theory & Practice)	Weekly Test

		geographical techniques			
11	3	Explaining the relationship of remote sensing to applied aspects	Using Remote Sensing Data for Applied Geographical Research	Lecture (Theory & Practice)	Weekly Test
12	3	Explaining the relationship of remote sensing to applied aspects	Digital Classification Processes	Lecture (Theory & Practice)	Weekly Test
13	3	Importance of remote sensing tools in spatial environmental monitoring	Global Positioning System (GPS)	Lecture (Theory & Practice)	Weekly Test
14	3	Explaining technological development in remote sensing	Applications of the Global Positioning System (GPS)	Lecture (Theory & Practice)	Weekly Test
15	3	Explaining technological development in remote sensing	Integrated Station Device	Lecture (Theory & Practice)	Weekly Test
16	3	Explaining technological development in remote sensing	General Concept of Geographic Information Systems (GIS)	Lecture (Theory & Practice)	Midterm Exam
17	3	Applying the use of digital terrain modeling	Monitoring Pollution Sources on Land and at Sea	Lecture (Theory & Practice)	• Practical
18	3	Explaining technological development in environmental remote sensing	Components of a Geographic Information System (GIS)	Lecture (Theory & Practice)	• Practical
19	3	Recognizing digital satellite imagery	Sources of Geographical Data	Lecture (Theory & Practice)	• Practical
20	3	Recognizing digital satellite imagery for applied geographical research	Spatial Metadata	Lecture (Theory & Practice)	• Practical
21	3	Reviewing Training Data for Cartographic Output	Production of Digital Geographic Maps	Lecture (Theory & Practice)	• Practical

Course Evaluation	
40% (term exams) 10% (attendance and daily online participation according to the class schedule). 50% (the final exam).	
Learning and Teaching Resources	
Required textbooks (curricular books, if any)	Book of Modern Geographical Techniques
Main references (sources)	Modern Geographical Techniques
Recommended books and references (scientific journals, reports...)	Modern Geographical Techniques: Principles and Applications Summary of Core Topics: Theoretical and Practical Remote Sensing – Principles and Applications
Electronic References, Websites	Practical Applied Lessons for Selected Areas

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
2 nd Stage		Educational Administration	Basic	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓

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

Course Description Form

Course Name:	
Educational Administration	
Course Code:	
Semester / Year:	
Annual	
Description Preparation Date:	
2024/2025	
Available Attendance Forms:	
attendanc	
Number of Credit Hours (Total) / Number of Units (Total)	
(60) hours / (2) hours for each class	
Course administrator's name (mention all, if more than one name)	
Name: Prof. Dr. Email:	
Course Objectives	
Course Objectives	<ul style="list-style-type: none"> To provide the student with basic information and principles of administration. To enable the student to understand the meaning of administration. To introduce the student to the concept of classroom management, including its nature and role in education. To familiarize the student with modern trends in educational administration and supervision. To enable the student to understand the concept of educational supervisory objectives and their types. To explain the relationship between the school and the community, including means of communication. To introduce the student to management theories.
Teaching and Learning Strategies	
Strategy	<ul style="list-style-type: none"> Scheduled Weekly Lectures Additional Lectures Using Multiple Teaching Methods to Engage Students and Maintain

	Attention During Lectures				
Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Homework	Educational Administration and Its Historical Development	Presentation – Discussion	Evaluation of Direct Participation
2	2	Homework	Concept and Definition of Administration	Dialogue – Discussion – Interrogation	Oral and Written Tests
3	2	Homework	Characteristics and Elements of Administration	Presentation – Quiz	Evaluation of Direct Participation
4	2	Homework	Theories of Educational Administration	Dialogue – Discussion	Oral and Written Tests
5	2	Homework	Prevailing Trends in Administration	Presentation – Questioning	Recording Answers
6	2	Homework	Functions of Educational Administration	Presentation – Discussion	Evaluation of Direct Participation
7	2	Homework	Types of Administration	Presentation with Questioning	Oral and Written Tests
8	2	Homework	Communication Methods	Presentation – Questioning – Writing an Essay	Assessment Based on Participation in Responses
9	2	Homework	School Administration	Dialogue – Discussion – Interrogation	Evaluation of Answers and Essays
10	2	Homework	Objectives and Types of Administration	Presentation – Quiz	Oral and Written Tests
11	2	Homework	Administration’s Relationship and Tasks	Presentation with Questioning	Evaluation of Direct Participation
12	2	Homework	Characteristics of Administration	Presentation with Questioning	Assessment Based on Participation in Responses
13	2	Homework	School and Classroom Administration	Dialogue – Discussion – Interrogation	Oral and Written Tests
14	2	Homework	Role of Administration in the Educational	Dialogue – Discussion – Interrogation	Oral and Written Tests

			Process		
15	2	Homework	School and Community	Presentation with Questioning	Evaluation of Direct Participation
16	2	Homework	Leadership: Concept and Development	Presentation – Questioning – Writing an Essay	Evaluation of Answers and Essays
17	2	Homework	Major Leadership Theories	Dialogue – Discussion – Interrogation	Oral and Written Tests
18	2	Homework	Selected Models of Leadership Behavior: Concept and Types	Presentation with Questioning	Assessment Based on Participation in Responses
19	2	Homework	Educational Supervision	Dialogue – Discussion – Interrogation	Oral and Written Tests
20	2	Homework	Types and Methods of Educational Supervision	Dialogue – Discussion	Evaluation of Direct Participation
21	2	Homework	Philosophy of Educational Supervision	Presentation – Quiz	Evaluation of Direct Participation
22	2	Homework	Objectives, Tasks, and Types of Educational Supervision	Presentation with Questioning	Assessment Based on Participation in Responses
23	2	Homework	Modern Trends in Educational Supervision	Presentation – Questioning – Writing an Essay	Evaluation of Answers and Essays
24	2	Homework	Principles of Educational Supervision	Dialogue – Discussion – Interrogation	Oral and Written Tests
25	2	Homework	Methods of Educational Supervision	Dialogue – Discussion	Evaluation of Direct Participation
26	2	Homework	Selection of Educational Supervisors	Presentation – Questioning – Writing an Essay	Evaluation of Answers and Essays
27	2	Homework	Training of Supervisors	Presentation with Questioning	Assessment Based on Participation in Responses
28	2	Homework	The Reality of Educational	Dialogue – Discussion	Evaluation of Direct

			Supervision in Iraq		Participation
29	2	Homework	Evaluation of Educational Supervision	Dialogue – Discussion	Evaluation of Direct Participation
30	2	Homework	Final Exam	Presentation with Questioning	Assessment Based on Participation in Responses

Course Evaluation

40% (term exams)

10% (attendance and daily online participation according to the class schedule).

50% (the final exam).

Learning and Teaching Resources

Required textbooks (curricular books, if any)

Main references (sources)

1. Dr. Abdul Karim Shantawi et al., Foundations of Education, Dar Al-Safa, 1992
2. Dr. Ibrahim Nasser, Foundations of Education, Dar Al-Tali'a, Amman, 2004

Recommended books and references (scientific journals, reports...)

1. Dr. Abdul Raouf Al-Rawabdeh, Education and the Future, Dar Ammar, 1998
2. Dr. Saleh Dhiyab Hindi, Foundations of Education, Dar Al-Fikr, Amman, 1989
3. Dr. Omar Ahmed Al-Hamshari, Introduction to Education, Dar Al-Safa, 2001

Electronic References, Websites

- Specialized websites
- Virtual library

Course Description Form

Course Name:					
Crimes of the Ba'ath Party					
Course Code:					
Semester / Year:					
Annual					
Description Preparation Date:					
2024/2025					
Available Attendance Forms:					
2nd stage Attendanc					
Number of Credit Hours (Total) / Number of Units (Total)					
(60) hours /(1) hours for each class					
Course administrator's name (mention all, if more than one name)					
Name: Prof. Email:					
Course Objectives					
Course Objectives			<p>To recognize and review a set of crimes committed by the defunct and dissolved Ba'ath Party against the Iraqi people, with all their different components and groups, and to establish students' awareness of rejecting all forms of injustice and authoritarianism practiced by such regimes, as well as demanding all civil and political rights.</p> <ul style="list-style-type: none"> Clarifying the crimes and their types. Identifying the criminal methods practiced by the Ba'ath Party. 		
Teaching and Learning Strategies					
Strategy		<ul style="list-style-type: none"> Lecture Method Discussion Method Assigning Students Daily Tasks / Homework 			
Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	1	Ba'ath Party Crimes under Iraqi Criminal Law	Crimes of the Ba'ath Party according to the Iraqi Criminal Court Law	Lecture-Discussion	Participation
2	1	Concept of Crimes and	Concept of	Lecture-	Examination

		Their Classifications	Crimes and Their Classifications	Discussion	
3	1	Definition of Crime (Linguistic and Terminological)	Definition of Crime	Lecture-Discussion	Examination
4	1	To distinguish between the concept of crimes and their classifications	Definition of Crime (Linguistic and Terminological)	Lecture-Discussion	Examination
5	1	To learn about the classifications of crimes	Crime Classifications	Lecture-Discussion	Examination
6	1	To learn about the types of international crimes	Types of International Crimes	Lecture-Discussion	Participatio
7	1	To learn about social crimes	Social Crimes	Lecture-Discussion	Homework
8	1	To clarify the concept of the militarization of society	Militarization of Society	Lecture-Discussion	Examination
9	1	To learn about the Ba'ath's stance on religion	The Ba'ath Party's Stance on Religion	Lecture-Discussion	Examination
10	1	To learn about the violation of Iraqi laws	Violation of Iraqi Laws	Lecture-Discussion	Examination
11	1	To distinguish the concept of crimes and their categories	Forms of Human Rights Violations	Lecture-Discussion	Examination
12	1	To identify the categories of crimes	Some Decisions on Political Violations	Lecture-Discussion	Examination
13	1	To identify the types of international crimes	Locations of Prisons and Detention Centers	Lecture-Discussion	Examination
14	1	To identify social crimes	Environmental Crimes of the Ba'ath Regime	Lecture	Examination
15	1	To explain the concept of the militarization of society	Wartime Pollution	Lecture	Examination
16	1	To identify the Ba'ath party's position on religion	Destruction of Cities and Villages	Lecture	Examination

Course Evaluation

40% (term exams)

10% (attendance and daily online participation according to the class schedule).

50% (the final exam).

Learning and Teaching Resources

Required textbooks (curricular books, if any)

Crimes of the Ba'ath Regime in Iraq

Main references (sources)	Archive of the Political Prisoners Foundation
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Course Name:
Arabic Language
Course Code:
Semester / Year:

Annual	
Description Preparation Date:	
2024/2025	
Available Attendance Forms:	
2nd stage Attendanc	
Number of Credit Hours (Total) / Number of Units (Total)	
(60) hours /(1) hours for each class	
Course administrator's name (mention all, if more than one name)	
Name: Prof. Email:	
Course Objectives	
Course Objectives	<ol style="list-style-type: none"> 1. The course aims to provide the most important Arabic vocabulary (in grammatical and morphological matters) in a sufficient and comprehensive manner, relevant to the student's daily life and future needs. 2. To introduce students to the basics of correct writing (such as distinguishing between Arabic sentences and knowing their types, understanding primary and secondary grammatical markers, knowing the sentence-altering particles for nominal sentences, and differentiating sentences morphologically in terms of gender and other aspects). 3. The course aims to provide the most important vocabulary (in spelling and expressive matters) in general. 4. To teach students to differentiate between the tied taa (ة) and the open taa (ت), distinguish between daad (ض) and dha (ظ), understand punctuation marks, and avoid the most common errors in Arabic. 5. To introduce students to writing numbers in Arabic and understanding the correct usage of the hamza in its various forms. 6. To develop students' literary appreciation skills. 7. To introduce students to the literary eras and their prominent poets.
Teaching and Learning Strategies	

Strategy	1. Lecture				
	2. Discussion				
	3. Dialogue				
	4. Questioning				
Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	1	Knowledge – Understanding	Introductory Lecture and an Overview of the Types of Arabic Words and How to Distinguish Between Them	Lecture-discussion-daily quizzes	Discussion
2	1	Knowledge – Understanding	Nominative Nouns in Arabic (Their Types and Case Markers)	Lecture-discussion-daily quizzes	Discussions – Questions
3	1	Knowledge – Understanding	Al-Mubtada’ (the Subject of a Nominal Sentence)	Lecture-discussion-daily quizzes	Discussions – Questions
4	1	Knowledge – Understanding	Al-Khabar (the Predicate of a Nominal Sentence)	Lecture-discussion-daily quizzes	Discussions – Questions
5	1	Knowledge – Understanding	Al-Fa‘il (the Subject of a Verbal Sentence)	Lecture-discussion-daily quizzes	Discussions – Questions
6	1	Knowledge – Understanding	Na’ib al-Fa‘il (the Passive Subject / Agent Substitute)	Lecture-discussion-daily quizzes	Discussions – Questions
7	1	Knowledge – Understanding	The Subject of Kana and Its Sisters	Lecture-discussion-daily quizzes	Discussions – Questions
8	1	Knowledge – Understanding	The Predicate of Inna and Its Sisters	Lecture-discussion-daily quizzes	Discussions – Questions
9	1	Knowledge – Understanding	Literary Life in the Early Islamic Era (Features and Characteristics)	Lecture-discussion-daily quizzes	Discussions – Questions
10	1	Monthly Exam	Monthly Exam	Monthly Exam	Monthly Exam
11	1	Knowledge – Understanding	The Farewell Sermon (Khutbat	Lecture-discussion-daily	Discussions – Questions

			Hajjat al-Wada') of the Noble Prophet Muhammad (peace be upon him and his family).	quizzes	
12	1	Knowledge – Understanding	Al-Burdah Poem by Ka'b ibn Zuhayr: (His life, critical commentary, and memorization of 10 verses).	Lecture-discussion-daily quizzes	Discussions – Questions
13	1	Knowledge – Understanding	Literary Life in the Umayyad Era	Lecture-discussion-daily quizzes	Discussions – Questions
14	1	Knowledge – Understanding	Poetry of al-Naqā'id (Poetic Duels): First Example: Jarir	Lecture-discussion-daily quizzes	Discussions – Questions
15	1	Knowledge – Understanding	Second Example: al-Farazdaq (memorization of 10 verses).	Lecture-discussion-daily quizzes	Discussions – Questions
Second Semester					
1	1	Knowledge – Understanding	Accusative Nouns in Arabic (Their Types and Case Markers	Lecture-discussion-daily quizzes	Discussion
2	1	Knowledge – Understanding	Al-Maf'ul Bihi (the Direct Object)	Lecture-discussion-daily quizzes	Discussions – Questions
3	1	Knowledge – Understanding	Al-Maf'ul al-Mutlaq (the Absolute Object / Cognate Accusative)	Lecture-discussion-daily quizzes	Discussions – Questions
4	1	Knowledge – Understanding	Al-Maf'ul Li-Ajlih (the Object of Cause / Causal Accusative)	Lecture-discussion-daily quizzes	Discussions – Questions
5	1	Knowledge – Understanding	Al-Maf'ul Fih (the Adverbial Object of Time or Place)	Lecture-discussion-daily quizzes	Discussions – Questions

6	1	Knowledge – Understanding	Al-Maʿfūl Maʿahu (the Comitative Object)	Lecture-discussion-daily quizzes	Discussions – Questions
7	1	Knowledge – Understanding	Sentence-Transforming Particles Affecting the Muʿtadaʾ and Khabar.	Lecture-discussion-daily quizzes	Discussions – Questions
8	1	Knowledge – Understanding	Literary Life in the Abbasid Era (Poetry and Prose).	Lecture-discussion-daily quizzes	Discussions – Questions
9	1	Monthly Exam	Monthly Exam	Monthly Exam	Monthly Exam
10	1	Knowledge – Understanding	A Brief Overview of the Life of Abu Nuwas, along with memorization of ten verses from his poem “O Abode, What Have the Days Done to You” (Yā Dār, Mā Faʿalat Biki al-Ayyām).	Lecture-discussion-daily quizzes	Discussions – Questions
11	1	Knowledge – Understanding	A Brief Overview of the Life of al-Mutanabbi, along with memorization of ten verses from his poem “Wa-Aḥar Qalbāh” (Oh, How Burning is My Heart).	Lecture-discussion-daily quizzes	Discussions – Questions
12	1	Knowledge – Understanding	A Brief Overview of the Life of Abu Tammam al-Taʾi, along with memorization of ten verses from his poem “Fath ʿAmooriyya” (The Conquest of Amorium).	Lecture-discussion-daily quizzes	Discussions – Questions
13	1	Knowledge – Understanding	A Brief Overview of the Life of al-	Lecture-discussion-daily	Discussions – Questions

			Jahiz, along with a sample of his prose.	quizzes	
14	1	Knowledge – Understanding	Medial Hamza and Final Hamza	Lecture-discussion-daily quizzes	Discussions – Questions
15	1	Knowledge – Understanding	Punctuation Marks	Lecture-discussion-daily quizzes	Discussions – Questions
Course Evaluation					
40% (term exams) 10% (attendance and daily online participation according to the class schedule). 50% (the final exam).					
Learning and Teaching Resources					
Required textbooks (curricular books, if any)			General Arabic Curriculum for Non-Specialized Departments		
Main references (sources)			<ul style="list-style-type: none"> • Sharh Ibn Aqeel – Abdullah bin Abdulrahman Al-Aqeeli • Jami' Al-Durus Al-Arabiyya – Sheikh Mustafa Al-Ghalayini • Clear Spelling (Al-Ilm Al-Wadeh) – Abdul Majid Al-Nuaimi • How to Master Grammar – Ahmed Iskandar 		
Recommended books and references (scientific journals, reports...)			<ul style="list-style-type: none"> • Grammar for Beginners • Summary of Arabic Grammar Rules – Fouad Ni'ma • Al-Ustadh Magazine 		
Electronic References, Websites			Reliable Digital Library Websites		