

Course Description Form

1. Course Name: Geography of tourism					
2. Course Code: UOMEG134					
3. Semester / Year: 2023–2024					
4. Description Preparation Date: 10/2/2024					
5. Available Attendance Forms: In-person - electronic class					
6. Number of Credit Hours (Total) / Number of Units (Total) 6 hours a week					
7. Course administrator's name (mention all, if more than one name)					
Name: Hussein Ali Aran Email: huseen.ali@uomosul.edu.iq					
8. Course Objectives					
Course Objectives			<ul style="list-style-type: none"> Identify the basic and methodological principles of tourism geography subject Identify the natural and human geographical foundation of the geography of tourism 		
9. Teaching and Learning Strategies					
Strategy		Theoretical and practical lecture, dialogue and discussions, oral questions			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
the second the third the fourth Fifth VI Seventh	Two hours		The concept of tourism geography lecture, daily exams and questions The relationship geography to tourism, daily exam lecture and oral questions concept of tourism, lecture, daily exams and oral questions	A lecture	Daily exams and questions

VIII Ninth The tenth atheistic ten the second ten the third ten the fourth ten Fifth ten VI ten Seventh ten VIII ten Ninth ten Twenty the one And the twenty Both And the twenty the third Twenty the fourth Twenty Fifth Twenty VI Twenty Seventh Twenty VIII Twenty Ninth Twenty Thirty			development of tourism scie lectures, daily exams and questions Research methods tourism geography, lecture, d exams and oral questions Rese methods in the geography tourism, lecture, daily exams oral questions Characteristics characteristics of the geography tourism, daily exams lecture oral questions The importance objectives of tourism geograp daily exams lecture and questions The natural foundat of the geography of tourism lecture, daily exams and questions The human foundation tourism geography, lecture, d exams and oral questions economic foundations of geography of tourism, daily ex lecture and oral questions Posi aspects of tourism Negative asp of tourism Mid-year exam Type tourism Religious tourism lect daily exams and oral quest Medical tourism lecture, d exams and oral quest Ecotourism lecture, daily exams oral questions Scientific tour lecture, daily exams and questions Cultural tourism lect daily exams and oral quest Social tourism lecture daily ex and oral questions Hospital tour lecture, daily exams and questions Tourism planning lect daily exams and oral quest Tourism Development Lect daily exams and oral quest Tourism development ecotourism, daily exams lecture oral questions Sustain development and ecotourism, d exams lecture and oral quest Sustainable development tourism planning Sustain development and ecotourism practical example of ecotourism applied example of tour religious tourism		
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11. Course Evaluation

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

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	The geography and economics of modern tourism Majeed Maluk Al-Samarrai
Main references (sources)	Geography of tourism / Majeed Maluk Al-Samarrai

Recommended books and references (scientific journals, reports...)	Geography of Tourism / Subhi Ahmed Al-Dulaimi
Electronic References, Websites	

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



Academic Program and Course Description Guide

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 Al Mosul.....
Faculty/Institute: . College of Education for Human Sciences.....
Scientific Department: . Geography.....
Academic or Professional Program Name: .. Geography.....
Final Certificate Name: .. Bachelor's degree in Geography.....
Academic System: ... annual
Description Preparation Date: 2024/2/10
File Completion Date: 2024/2/10

Signature:	Signature:
Head of Department Name:	Scientific Associate Name:
Date:	Date:

The file is checked by:
Department of Quality Assurance and University Performance
Director of the Quality Assurance and University Performance Department:
Date:
Signature:

1. Program Vision

Developing students' abilities in measurement and evaluation

Graduating teachers who are proficient in measurement, evaluation, and preparing behavioral goals and tests of all kinds

Graduating teachers capable of extracting honesty, consistency, discriminating power, ease and difficulty of tests

2. Program Mission

Keeping up with new references related to measurement and evaluation topics, including books, articles, research, and the Internet

Harnessing technology to develop education and presenting lectures electronically

3. Program Objectives

The program aims to prepare teachers capable of teaching in schools with all the methods and tests required for teaching, how to prepare them and master them from a scientific and educational standpoint, and keep pace with scientific and technical developments in this specialty.

4. Program Accreditation

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

5. Other external influences

Is there a sponsor for the program?

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements				
College Requirements	1	2		
Department Requirements				
Summer Training				
Other				

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
fourth grade		Measurement and evaluation	2	

8. Expected learning outcomes of the program

Knowledge	
Learn about the concepts of measurement, evaluation, and testing and the difference between them Identify behavioral objectives at different levels Learn about the different types of tests	Cognitive and scientific qualification in the subject
Skills	
After studying this subject and during the teaching process, the student will be able to develop a table of specifications, set essay, objective, oral and written tests and apply what he has learned in a practical way.	To prepare the requirements for the teaching profession
	To adjust the variables of

Extracting the psychometric properties of tests from difficulty, ease, effectiveness of false alternatives, and discriminatory power	teaching tools
Ethics	
Developing values and trends beneficial to society	In line with the principles of divine religions
Developing the attitude towards the teaching profession	To graduate qualified teachers

9. Teaching and Learning Strategies
Lecture, discussion, interrogation, practical application of statistics, graduation project, application in schools

10. Evaluation methods
Daily, quarterly, annual, semi-annual, and annual tests in the first and second rounds, and preparing reports and assignments

11. Faculty						
Faculty Members						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Assistant Professor Dr. Lujain Salem Mustafa	Teaching methods	Methods of teaching geography			Yes	

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

Professional development of faculty members

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

12. Acceptance Criterion

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

13. The most important sources of information about the program

Al-Dulaimi, Ihsan Aliwi and Al-Mahdawi, Adnan Mahmoud (2005), Measurement and Evaluation in the Educational Process, 2nd edition, Dar Al-Kutub and Documentation, Baghdad, Iraq.

Majeed, Sawsan Shaker (2014) Foundations of constructing psychological and educational tests and standards, 3rd edition, Debono Center for Teaching Thinking Press, Amman, Jordan.

Al-Shujairi, Yasser Khalaf and Al-Zuhairi, Haider Abdul Karim (2022), Modern Trends in Psychological and Educational Measurement and Evaluation, 1st edition, Dar Al-Assar for Publishing and Distribution.

14. Program Development Plan

Focus on modern learning techniques

Developing vocabulary by 10% annually, periodically and continuously

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 grade				*	*	*	*	*	*	*	*	*	*	*	*
		Measurement and evaluation	Basic												

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

Course Description Form

1. Course Name:					
Measurement and evaluation					
2. Course Code:					
3. Semester / Year:					
Annual					
4. Description Preparation Date:					
2024/2/10					
5. Available Attendance Forms:					
Presence					
6. Number of Credit Hours (Total) / Number of Units (Total)					
Number of hours 2 Number of units 4					
7. Course administrator's name (mention all, if more than one name)					
Name:: Dr. Lujain Salem Mustafa Email :dr.lujayn63@uomosul.edu.iq					
8. Course Objectives					
Course Objectives		<ul style="list-style-type: none"> • Graduating a cadre capable of understanding measurement and evaluation • Preparing qualified teachers capable of performing the task of teaching in schools Preparing researchers who keep pace with scientific and technical developme			
9. Teaching and Learning Strategies					
Strategy		Discussion, lecture, questioning, brainstorming, practi training			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2		The concept of measurement, types of measurement, the concept of evaluation and its types		
2	2		The importance of measurement and		
3	2				
4	2				
5	2				

6	2		evaluation and the relationship between them		
7	2				
8	2		Test classification, the relationship between testing and evaluation		
9	2				
10	2		Achievement tests		
11	2		Oral exams		
12	2		Written essay tests		
13	2		Objective written tests		
14	2		Multiple choice test		
15	2		Completion test (blanks)		
16	2		True and false test		
17	2		Interview and pairing test		
18	2		Basic rules in preparing the achievement test		
19	2		Build tests		
20	2		Behavioral goals and their levels		
21	2		Specification table		
22	2		Non-test assessment methods		
23	2		Note		
24	2		School card		
25	2		Grading lists		
26	2		Good testing conditions		
	2		honesty and persistence		
	2		The ease, difficulty, and effectiveness of the wrong alternatives		
	2		Discriminatory power		
	2		Solve examples of discriminating power		
	2				
	2				
	2				
	2				
	2				
	2				
	2				
	2				

11. Course Evaluation

Daily preparation 5
 Monthly exam 5
 Attendance 5 endeavor score out of 15
 Mid-year exam 25
 40th annual quest
 Final exam 60

12. Learning and Teaching Resources

Required textbooks (curriculum books, if any)	Al-Dulaimi, Ihsan Aliwi and Al-Mahdawi, Adnan Mahmoud (2005), Measurement and Evaluation in the Educational Process, 2nd edition, Dar Al-Kutub and Documentation, Baghdad, Iraq.
Main references (sources)	Majeed, Sawsan Shaker (2014) Foundations of constructing psychological educational tests and standards, 3rd edition, Debono Center for Teaching Thinking Press, Amman, Jordan.
Recommended books and references (scientific journals, reports...)	Al-Shujairi, Yasser Khalaf and Al-Zuhairi, Haider Abdul Karim (2022), Modern Trends in Psychological and Educational Measurement and Evaluation, 1st edition, Dar Al-Assar for Publishing and Distribution.
Electronic Websites	Referenc https://youtu.be/fvo19dV5Mz4?si=nHq8I2bmRXWH-f9



Ministry of Higher Education and Scientific Research
The Ministry of Higher Education and Scientific Research
to ensure the quality and accreditation of academic programs

دليل وصف البرنامج الأكاديمي والمقرر

2024

:the introduction

The educational program is considered a coordinated and organized package of academic courses that include procedures and experiences organized in the form of academic vocabulary, the main purpose of which is to build and refine the skills of graduates, making them qualified to meet the requirements of the labor market. It is reviewed and evaluated annually through internal or external audit procedures and programs such .as the external examiner program

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

This guide, in its second edition, includes a description of the academic program after updating the vocabulary and paragraphs of the previous guide in light of the latest developments in the educational system in Iraq, which included a description of the academic program in its traditional form (annual, quarterly) , in addition to adopting the description of the academic program circulated according to the book of the Department of Studies , TC 3 / 2906 on 5/3/2023 with regard to .programs that adopt the Bologna Process as a basis for their work

In this area, we can only emphasize the importance of writing descriptions of academic programs and courses to ensure the smooth .conduct of the educational process

:Concepts and terminology

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

Course Description : Provides a necessary summary of the most important characteristics of the course and the learning outcomes expected of the student to achieve, demonstrating whether he or she has 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 an advanced, inspiring, motivating, realistic and applicable programme explains the objectives and activities necessary to **Program message:** It briefly .achieve them, and also identifies the program's development paths and directions

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

structure : All courses / study subjects included in the academic program according to the approved learning system (semester, Annual, Bologna Track) whether it is a requirement (Ministry, University, college and scientific department) .with the number of study units

that the student **Outcomes** : A compatible set of knowledge, skills, and values has acquired after successfully completing the academic program. The learning outcomes for each course must be determined in a way that achieves the program .objectives

and learning strategies : They are the strategies used by a faculty member to and they are plans that are followed to .and learning develop student teaching reach learning goals. That is, it describes all classroom activities and .extracurricular to achieve the learning outcomes of the programme

form Academic program description

..... name : **University of Mosul**

... the college / Institute: **College of Education for Humanities**

.....department : **Department of Geography**

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

...Name of final degree : Bachelor's degree in...Geography

Academic system: annual

preparation date : 28/3/2024

File filling date : 17/9/2023

**: the signature
Name of scientific
:assistant
: the date**

**the signature
Name of department
:head
: the date**

Check the file before

Division of Quality Assurance and University Performance

Name of the Director of the Quality Assurance and University

: Performance Division

the date

the signature

Authentication

of the Dean

See the program .1

Paying attention to studies related to the industry and sources that address -1

.the factors affecting it

.Conduct field visits to know the production method –2

Addressing the study of the problems facing the industry and its various –3

.impacts

For the student to know the nature of the geography of industry –4

It aims to increase students' concentration and awareness Because of the –5

importance of industry and its important role on humans, their various

.activities , and the environment in which they live

Program message .2

Follow up and keep up with any new source or modern method related to –1

industry and review research, theses and books specialized in studying the

geography of industry in international universities and use the Internet and digital

. libraries

Harnessing modern technologies and means for education and developing –2

students’ skills, helping students to use and benefit from them, and preparing

direct or electronic lectures for the subject of industrial geography, foundations and

.applications

Program Goals .3

The course aims to prepare educated teaching cadres with high efficiency ,

capable of practicing teaching and teaching, transferring skills to students,

understanding and comprehending the stage of industry development, its

methodology and fields of studies, and accessing the latest studies, sources and

research methods and harnessing them to serve the teaching and learning of the

.subject of industrial geography

Program accreditation .4

? Does the program have program accreditation ? From which side

Other external influences .5

? Is there a sponsor for the program

Program structure .6

* comments	percentage	Study unit	Number of courses	Program structure
	%4	2	1	Enterprise requirements
				College requirements
				Department requirements
				summer training
				Other

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

Program description .7

Credit hours		Name of the course or course	Course or course code	Year / level
practical	theoretical			
	2	Industry geography		Third grade

Expected learning outcomes of the programme .8

Knowledge	
Statement of learning outcomes 1	.Identify the objectives of the industry's geography -1 Comparison of trends in studying the stages of development of modern -2 .industries . Identify research methods in the geography of industry -3 .Study the impact of industrial pollutants on various human activities -4

	The extent of the industry's contribution and role in economic and social development -5
Skills	
Statement of learning outcomes 2	<p>Access to the latest sources and studies that specialize in studying and analyzing industrial localization factors -1</p> <p>Developing the skills of analysis, interpretation and linking the factors and variables that address the factors of industrial decline -2</p> <p>Working for students to acquire scientific knowledge of modern educational methods and exploiting modern technologies that contribute to supporting this goal -3</p> <p>Trying to address some of the problems and areas associated with the industry that are the main contributor to its existence -4</p>
Value	
Statement of learning outcomes 4	<p>.Supporting students' successful learning skills and scientific curiosity -1</p> <p>Encouraging students to learn about everything new in the field of methodological scientific knowledge for industry -2</p> <p>Educating students about teamwork, cognitive cooperation, and contributing to analyzing and studying industry standards -3</p>

Teaching and learning strategies .9

Discussion, analysis, and participation in addressing the aspects addressed in climate within the lecture , and developing independent educational thought for each student that develops his understanding, interpretation, and analysis skills

Evaluation methods .10

.Oral tests in the classroom and within weekly lectures -1

.achievement tests after the end of each subject -2

Assigning students to prepare reports and scientific research periodically -3

.and discuss them in front of the students

education institution .11

Faculty members						
Preparing the teaching staff		Special requirements/skills (if any)		Specialization		Scientific rank
lecturer	angel			private	general	
	Yes			Industrial	Human geography	A.M.D. Muharib Khalaf King

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

Acceptance standard .12
Establishing regulations related to admission to the college or institute, whether central) (admission or others mentioned

The most important sources of information about the program .13
Methodological and supporting sources such as books, letters, and research –1 .from libraries world wide web –2

- Educating students to understand the main and secondary objectives of the -1
 .educational process regarding the subject of industrial geography
- Maturing ideas and proposals for students to gain their self-confidence and -2
 develop an academic research personality suitable as a researcher and
 .teacher of scientific subjects after graduation
- Conducting scientific trips and field visits to industrial laboratories to learn -3
 . about the types of industries
- .Training students on how to conduct field studies on the reality of the industry -4
- Identify methods of measuring artificial concentration and dispersion using -5
 .statistical equations to develop the scientific aspect of students
- Developing students' comprehension skills and intellectual maturity and -6
 .assigning them to write research periodically
- Updating the scientific material at a rate of (20-35)% on an annual and -7
 .periodic basis

Program skills chart															
Learning outcomes required from the programme												Essential or optional	Course Name	Course Code	Year / level
Value				Skills				Knowledge							
C4	C3	C2	C1	B4	B3	B2	B 1	A4	A3	A2	A1				
													Basic	Industry geography	Third grade

Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation ●

Course description form

Course Name .1	
Industry geography, foundations and applications	
Course Code .2	
the chapter / the year .3	
annual	
Date this description was prepared .4	
2023/25/6	
A available attendance forms .5	
My presence	
Number of study hours (total) / number of units (total) .6	
Number of units 4 2	
Name of the course administrator (if more than one name is mentioned) .7	
<p>Name: Prof. Muhareb Khalaf King tends A The</p> <p>dr.moharib.khalaf@gmail.com</p>	
objectives Course .8	
<p>paring qualified teachers who have the ability to understand and analyze factors affecting the industry and training students according to an .established and modern scientific methodology that serves the specialty</p> <p>veloping perception, causality, and questioning skills and finding solutions them to understand the sections and areas of study of industrial .geography</p> <p>ining students to exploit modern technologies to view the latest climate rces and studies of interest to the subject, and to attend electronic ures, seminars, and conferences that specialize in advanced studies for .industry</p>	<ul style="list-style-type: none"> • objectives of the study subject • •
Teaching and learning strategies .9	
<p>scussion , interrogation during weekly lectures, presenting realistic examples of industrial areas</p>	<p>- e strategy</p>

. Helping students understand the factors affecting industrial settlement

couraging students to understand and analyze scientific information and -
 find solutions to problems related to industry

ness to modern methods of teaching and delivering scientific material to -
 dents and transferring skills and information related to the subject of
 industrial geography

Course structure .10

Evalu ation meth od	Learni ng metho d	Name of the unit or topic	Require d learning outcom es	hours	the week
	discussio n	The concept of industry geography and methods of research into it	ceiving and lstanding	2	the first
	ussion	The role of the industrial revolution in the development of industrial activity	ceiving and scussing	2	the second
	ussion	Classification of industrial activity and its importance The foundations of classification	ceiving and scussing	2	the third
	ussion	Criteria used in industry geography	ceiving and scussing	2	the fourth
	ussion	Natural and human industrial factors of endemism	ceiving and scussing	2	Fifth
	ussion	Regional patterns of industry concentration and dispersion	ceiving and scussing	2	VI
	ussion	Diversity and specialization	ceiving and scussing	2	Seventh

Discussion	Industrial location theories as an introduction	receiving and scussing	2	VIII
ussion	Vaughn's theory Tonen	receiving and scussing	2	Ninth
ussion	Weber's theory	receiving and scussing	2	The tenth
ussion	Loesch's theory	receiving and scussing	2	eleventh
ussion	Regional development of the industry and its strategies	receiving and scussing	2	twelvet h
ussion	administrative and service industrial links	receiving and scussing	2	Thirteenth
ussion	. Structural changes in the industry	receiving and scussing	2	fourteenth
scussion	Industrial settlements, industrial zone, industrial scope	receiving and scussing	2	Fifteenth
ussion	Industrial planning basics And its importance	And scussion	2	The sixteenth week
ussion	Planning according to state policy, central ,planning	scussion	2	eighteen
ussion	Planning in developing countries	scussion	2	nineteenth
ussion	Trends in privatization versus industrial planning	receive and discuss	2	The

					twentieth
	Discussion	Geographical distribution of industries in the world. Overview	Receiving and discussing	2	21st
	Discussion	Iron and steel industry , copper, aluminum, industries Chemical	Receiving and discussing	2	twenty two
	Discussion	Introduction to the problems facing the industry	Receiving and discussing	2	twenty third
	Discussion	Capital problem	Receiving and discussing	2	twenty fourth
	Discussion	Manpower problem	Receiving and discussing	2	25th
	Discussion	technology transfer	Receiving and discussing	2	twenty-sixth
	Discussion	The problem of industrial pollution , water pollution	Receiving and discussing	2	27th
	Discussion	Soil contamination	Receiving and discussing	2	Twenty-eighth

Course evaluation .11

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports ... Etc

Daily preparation : 5 degrees -
Monthly exams : 10 marks -
Mid-year exam : 25 marks -
Annual quest : 40 degrees -
exam : 60 marks -

Learning and teaching resources .12

A prescribed methodological book (Industry – geography, foundations and applications) Prof. Dr. Muhammad Azhar Al-Sammak , 1987	Required textbooks (methodology, if any
	Main references (sources)
Book (Geography of Industry) by Dr. Abdul Zahra Ali Al -Janabi , -	Recommended supporting

Academic program description form

University name: University of Mosul.....

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

Scientific Department: Department ofGeography.....

Name of the academic or professional program: Bachelor's Degree..Social Sciences....

Name of the final degree: Bachelor's in...Methods of teaching geography...

Academic system: annual

Description preparation date: Feb/10/2024

Date of filling the file: Feb/10/2024

:

the signature:

Name of department head:

the date:

the signature:

Name of scientific: assistant:

the date:

Check the file before

Division of Quality Assurance and University Performance

Name of the Director of the Quality Assurance and University

Performance Division:

the date

the signature

Authentication of the Dean

1. .Program vision

- .1Paying attention to studies that include topics related to education
- .2Distinguishing between learning, teaching and teaching
- .3Developing students' abilities in studying teaching methods
- .4Providing students with teaching skills
- .5Knowledge of everything modern and advanced in the field of curricula and teaching methods

2. Program message

- .1Follow up and keep up with everything new and up-to-date in references and sources on the topics of teaching methods through books, magazines, articles, research and the Internet.**
- .2Relying on modern technological means to present lectures via computer**

3 .Program objectives

The course aims to prepare male and female teachers with competence, ability and skill in teaching in middle and middle schools who are able to manage the class and employ everything they have learned theoretically to serve the classroom situation to achieve educational goals and train them on how to use modern teaching methods.

3. .Programmatic accreditation

A project to develop curricula for geography departments in colleges of education in Iraqi universities 2015

4. .Other external influences

Introducing them to realistic experiences from typical educational environments through the college's support for this by extending bridges of cooperation with other educational institutions in other ministries.

5. Program structure

comments*	percentage	Study unit	Number of courses	Program structure
	%3.1	3	1	Enterprise requirements
				College requirements
			College requirements	Department requirements
				summer training
				Other

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

6. .Program description

Credit hours		Name of the course or course	Course or course code	Year/level
practical	theoretical	Curricula and teaching methods		Third
	٢			

7. Expected learning outcomes of the program	
Knowledge	
A teacher with modern teaching skills	Geography teacher
Skills	
A teacher who gives the student practical geographical skills such as geographical mapping skills	A teacher who possesses the main teaching skills of planning, implementation and evaluation
Value	
.1A teacher who gives his students positive inclinations and attitudes toward the subject of geography .2A teacher who stimulates geographical curiosity among his students	.1A teacher who has positive attitudes towards the teaching profession of geography .2A teacher with a love of scientific curiosity .3A teacher with inclinations towards the profession of teaching geography

8. Teaching and learning strategies
Discussion – lecture – questioning – cooperative learning – brainstorming

9. Evaluation methods
Written tests – oral tests – micro-teaching

10. The teaching staff			
Faculty members			
Preparing the teaching staff	Special requirements/skills (if any)	Scientific	Scientific rank

lecturer	Staff		private	general	
	Perpetual Staff		Methods of teaching geography	Social sciences	Prof. Rana Ghanem Hamed Al-Taie

Professional development
Orienting new faculty members
Briefly describes the process used to orient new, visiting, full-time, and part-time faculty at the institution and department levels.
Professional development for faculty members
Updating the teaching method used and using sources of assistance and additional information for the subject's vocabulary

11. .Acceptance criterion
Central admission

12. .The most important sources of information about the program
<ul style="list-style-type: none"> - ابراهيم ، فاضل خليل ، المدخل إلى طرائق التدريس العامة ، 2010 ، ط2. - هندي ، صالح نياي ، طرائق تدريس التربية الاسلامية ، 2009 ، ط3 . - عطية ، محسن علي ، الاستراتيجيات الحديثة في التدريس الفعال ، 2008 ، ط1. - فياض ، محمد سلمان وآخرون ، طرائق التدريس الفعال ، 2011 ، ط1

13. .Program development plan
Activating the practical aspect of the subject after opening a laboratory equipped with all modern teaching methods in the relevant department

Field visits to middle and middle schools

Developing the subject's vocabulary annually

Program skills chart

Learning outcomes required from the programme

Value				Skills				Knowledge				Essential or optional?	Course Name	Course Code	Year/level
C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1				
/				/				/				Essential	Curricula and teaching methods		2

Please check the boxes corresponding to the individual learning outcomes from ●
the program subject to evaluation

Course description form

1. .Course name					
Curricula and teaching methods					
2. .Course code					
UOMEQ158					
3. .Semester/year					
2023-2024					
4. .The date this description was prepared					
2024/2/10					
5. .Available forms of attendance					
In Person					
6. .Number of study hours (total)/number of units (total)					
Hours 2 Units 3					
7. .Name of the course administrator (if more than one name is mentioned)					
Mr. Dr. Rana Ghanem Hamed Al-Taie dr.rana77@uomosul.edu.iq					
8. .Course objectives					
.1 Graduating a cadre capable of understanding teaching methods .2 Preparing highly qualified male and female teachers in teaching geography					
9. .Teaching and learning strategies					
Discussion - Questioning - Developed Lecture - Cooperative Learning - Brainstorming					The strategy
10. .Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Oral and written tests Oral and written tests Oral and written tests	Literacy interrogation Conversationalism =Interrogation	Evolution of the concept of the old curriculum The modern concept of the curriculum Curriculum components		2Theoretical 2Theoretical	the first week the second week the third week

Oral and written tests		Foundations of curriculum Philosophical basis		2Theoretical	the fourth
Oral and written tests	Literacy interrogation	Psychological basis Social basis		2Theoretical	Fifth VI
Oral and written tests	Literacy interrogation	Components of community system		2Theoretical	Sevent
Oral and written tests	Practical, objective, specialized application	Types of school curriculum		2Theoretical	VIII
Oral and written tests	Practical, objective, specialized application	Educational goals Educational content and experiences		2Theoretical	Ninth The tenth and eleven
Oral and written tests	Practical, objective, specialized application	Teaching methods, the concept development		2Theoretical	The twelfth
Oral and written tests	Practical, objective, specialized application	Teaching and learning education		2Theoretical	thirteenth a
Oral and written tests	Practical, objective, specialized application	Foundations of good teaching		2Theoretical	fourteenth
Oral and written tests	Practical, objective, specialized application	Lecture method		2Theoretical	Fifteen
Oral and written tests	Practical, objective, specialized application	Interrogation method		2Theoretical	sixteen
Oral and written tests	Practical, objective, specialized application	Discussion method		2Theoretical	The sevent
Oral and written tests	Practical, objective, specialized application	Problem solving method		2Theoretical	p Evil
Oral and written tests		Unit method		2Theoretical	The eighth Evil IX A

Oral and written tests	Practical, objective, specialized application	Cooperative method	learn	2Theoretical	Evil The twentieth
	Practical, objective, specialized application	Exploratory method	metl	2Theoretical	Twent one n
	Practical, objective, specialized application	Examples of education methods		2Theoretical	Twent two n
	Practical, objective, specialized application	Planning in teaching		2Theoretical	Twent third n
	Practical, objective, specialized application	school book		2Theoretical	Twent fourth n
	Practical, objective, specialized application	Calendar		2Theoretical	25th
	Practical, objective, specialized application			2Theoretical	
	Practical, objective, specialized application			2Theoretical	
	Practical, objective, specialized application			2Theoretical	
	Practical, objective, specialized application			2Theoretical	

	Practical, objective, specialized application				
	Practical, objective, specialized application				
	Practical, objective, specialized application				
11. Course evaluation					
Daily preparation: 5 degrees Monthly exams: 10 marks Mid-year exam: 25 marks Final exam: 60 marks					
12. Learning and teaching resources					
محاضرات في مادة المناهج وطرائق تدر الجغرافية اعداد أ. م. دلجين سالم مصد الشكرجي 2013-2014		Required textbooks (methodology, if any)			
عبداللطيف بن فرج (2009) طرق التدريس في القرن الواحد والعشرين ، عمان ، 2000 الاردن. ، عبدالله محمد خطايبه (2005) تعليم العلوم للجميع ، عمان ، الاردن - ابراهيم ، فاضل خليل ، المدخل إلى طرائق التدريس العامة ، 2010 ، ط2. - هندي ، صالح ذياب ، طرائق تدريس التربية الاسلامية ، 2009 ، ط3 . - عطية ، محسن علي ، الاستراتيجيات الحديثة في التدريس الفعال ، 2008 ، ط1.		Main references (sources)			

<p>Every reference or research work to develop the student in terms of knowledge and skills, and provide him with modern educational strategies</p>	<p>Recommended supporting books and references (scientific journals, reports....)</p>
<p>- https://www.new-educ.com/ http://www.qsm.ac.il/articles</p>	<p>Electronic references, Internet sites</p>

Course Description Form

1- Name Course	.1
Apply & Watch	
2- Code Course	.2

2024-2023 Year/Semester	.3
4. Date of preparation of this description	2024/10 / 02
5. Available attendance forms / classrooms + e-classroom	
6. Number of Credit Hours) Total / (Number of Units) Total 3 / (Credit Hours 6 / Credit Hours	
7. Course administrator's name) if more than one name(
Prof. Rana Ghanem Hamed Altai	Email:
dr.rana77@uomosul.edu.iq	

8. Course Objectives	
<ul style="list-style-type: none"> - -Introducing students to the aspects and objectives observation and application material. - -Providing students with the knowledge experience necessary to practice the teaching profession. - -Providing students with an inclination towards the subject observation and application in particular and the teaching profession in general. - -Achieving and applying the necessary teaching skills required by students 	Course Objectives
9. Teaching and Learning Strategies	
<ul style="list-style-type: none"> - Developed lecture method. - Brainstorming strategy. 	Strategy

- Micro-teaching strategy.
- Cooperative learning strategy.

10. Course Structure

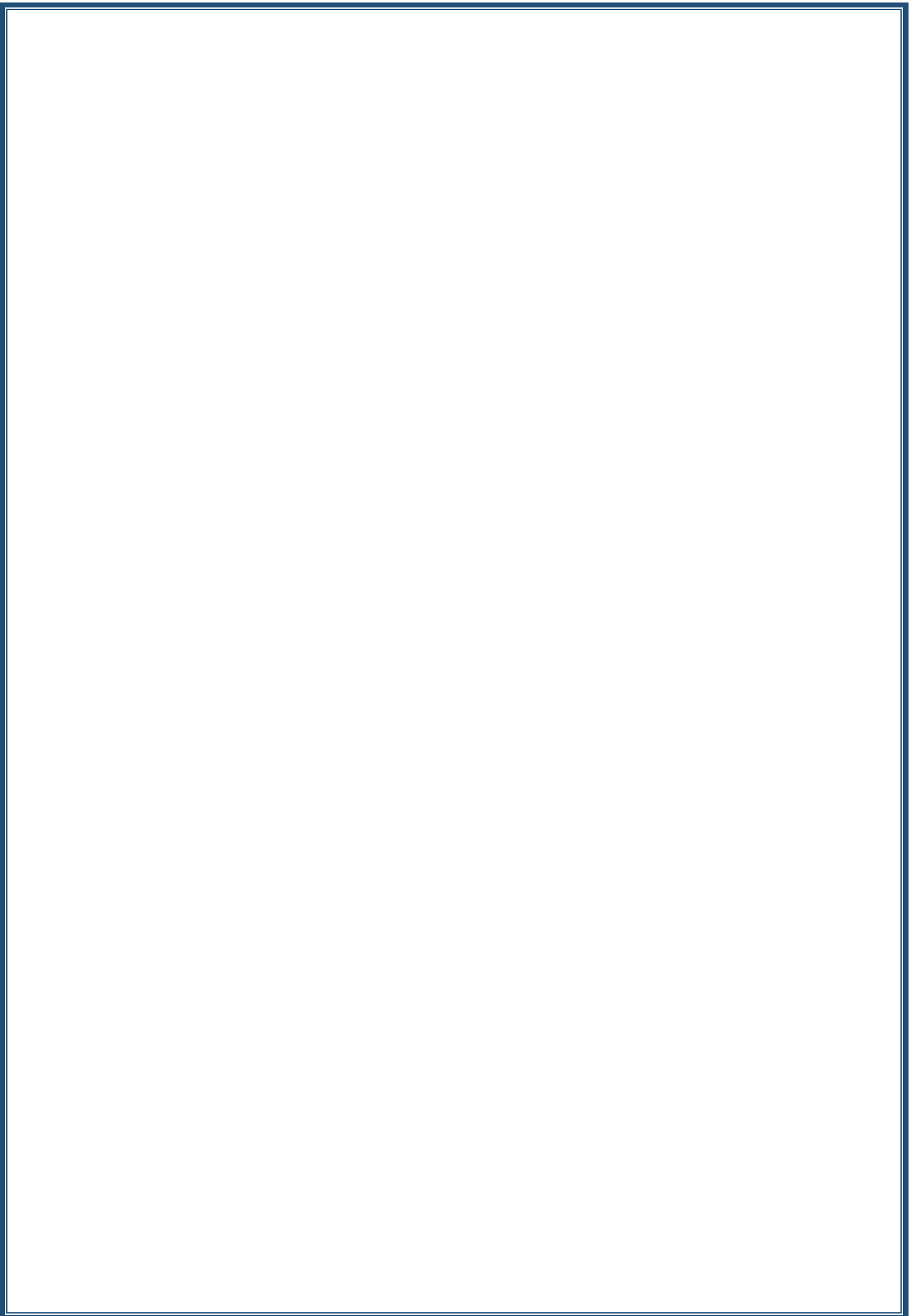
Learning method	Unit or subject name	Required Learning Outcomes	Hours	Week
Lecture + practical exercise	Definition of practical education, importance and goals	Teaching skills	3	
Lecture + practical exercise	Teaching preparation supplies	Teaching skills	3	
Discussion + practice	Teaching competencies	Teaching skills	3	
Microteaching	Teaching skills	Teaching skills	3	
Interrogative method	Class questions	Teaching skills	3	
Lecture + practical exercise	Class management	Teaching skills	3	
a lecture	The teacher's movement and voice	Teaching skills	3	
Discussion and dialogue	Viewing etiquette	Teaching skills	3	
Discussion + practice	General principles of observation	Teaching skills	3	
Extrapolation and measurement	thermal education	Teaching skills	3	
Lecture + practice	Applicant's allowances and rights	Teaching skills	3	
Lecture + practical exercise	First and second day concession	Teaching skills	3	
Discuss and practice	in the application	Teaching skills	3	
Lecture + practical exercise	Then the school principal and the cooperating teacher	Teaching skills		
Lecture + practical exercise	The second theoretical aspect	Teaching skills		

11. Course Evaluation

Distribution of score out of 100 according to :Principal Grade %10 Collaborating Teacher Grade %10 University Supervisor %40 Teacher Viewing and application%40

12. Learning and Teaching Resources

	None	Required textbooks (Methodology, if any)
<p>زائر ، سعد علي وآخرون ، المشاهدة الصفية والتطبيق العملي لطلبة أقسام اللغة العربية ، 2011</p> <p>- الدويري ، بسام القضاة ، دليل التربية العملية ، 2015.</p> <p>- الزهيري ، حيدر عبدالكريم ، التربية العملية للتدريس في كليات التربية ، 2019</p>		Main references (Sources)
<p>-----</p>		Recommended books and references (scientific journals , reports. (..
<p>/https://www.new-educ.com -</p> <p>http://www.qsm.ac.il/articles</p>		Electronic reference Websites



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



Academic Program and Course Description Guide

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: Mosul...

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

Scientific Department: . Geography.

Academic or Professional Program Name: . Master's degree in Geography.

Final Certificate Name: Master's degree in Geography..

Academic System: yearly ...

Description Preparation Date: 27/5/2024

File Completion Date: 27/5/2024

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

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

2. Program Mission

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

3. Program Objectives

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

4. Program Accreditation

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

5. Other external influences

Is there a sponsor for the program?

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	1	2	4%	

College Requirements				
Department Requirements				
Summer Training				
Other				

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

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
The second stage		Applied climatology	theoretical	practical
				1

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

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

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

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
M.M. Sarah Najm Abdullah	Natural geography					

Professional Development

Mentoring new faculty members

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

Professional development of faculty members

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

12. Acceptance Criterion

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

13. The most important sources of information about the program

State briefly the sources of information about the program.

14. Program Development Plan

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
The second stage		Applied climatology	Basic												

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

Course Description Form

1. Course Name:					
Applied climatology					
2. Course Code:					
3. Semester / Year:					
year					
4. Description Preparation Date:					
27/5/2024					
5. Available Attendance Forms:					
Inside the class					
6. Number of Credit Hours (Total) / Number of Units (Total)					
2 hours/week. Number of units: 4 hours/week					
7. Course administrator's name (mention all, if more than one name)					
Name: M.M. sara najim abdalla Email: sara.najim@uomosul.edu.iq					
8. Course Objectives					
Course Objectives			<ul style="list-style-type: none"> • • • 		
9. Teaching and Learning Strategies					
Strategy					
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2		The concept of applied climatology		

2	2	.	Development of applied climatology		
3	2		The concept of the climate station and its importance		
4	2	.	Climatological measuring devices		
5	2		Modern devices for measuring climatic elements.		
6	2		Explaining the difference between climate stations		
7	2		The concept of climate elements and how to measure them.		
8	2		Methods of measuring temperatures and their types		
9	2		Possible methods of measuring evaporation/transpiration.		
10	2		Methods for measuring true evaporation/transpiration.		
11	2		Methods for extracting temperature evidence.		
12	2		The concept of drought.		
13	2		Measurement of dryness according to the Lange coefficient.		
14	2		Dryness measurement according to Demarton coefficient.		
15	2		Climate water budget.		
16	2		Radiation budget		
17	2		Climatic classifications		
18	2		The concept of the Köpp climate classification.		
19	2		climate A.		
20	2		climate B		
21	2		climate C		
22	2		climate D		

23	2		climate E		
24	2		Applied equations for Köppe classification		
25	2		Methods of measuring electrical energy.		
26	2		Methods of measuring wind direction and percentage.		
27	2		The equation for measuring human comfort		

11. Course Evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.

- Daily preparation: 5 degrees
- Monthly exams: 10 marks
- Mid-year exam: 25 marks
- Annual quest: 40 degrees
- Final exam: 60 marks

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	
Recommended books and references (scientific journals, reports...)	<ul style="list-style-type: none"> - Book (Applied Climate Geography) by Dr. Muhammad Ibrahim Sharaf 2005 - Book (Climate Geography) by Dr. Salam Hatef Al-Jubouri, 2005 - Book of Applied Climatology, Adel Saeed Al-Rawi, Qusay Abd Majeed Al-Samarrai.
Electronic References, Websites	<ul style="list-style-type: none"> - Solid scientific research and reports from the Internet, official websites, and climate data

Ministry of Education, High and Scientific
Supervision and the Calendar
Scientific
circle a guarantee of the quality
And accreditation Academic
to divide Accreditation



Academic program description guide And the course

Academic program description form

University name: University of Mosul

TotalInstitute: College of Education for Human Sciences

scientific department: Department of Geography

**Name of the academic or professional program: Bachelor of
Geography**

Name of final degree: Bachelor of Geography

Academic system: annual

Description preparation date: 2/10/2024

Fill dateFile: 2/3/2024

**the signature:
Name of scientific
assistant:
aFor a date:**

**the signature:
Name of Department
Head: Prof. Dr. Suhaib
Hassan
aFor a date:**

Check the file before

SectionEnsuring quality and university performance

Manager nameSectionquality assuranceAnd university performance:

the date

the signature

Authentication of the Dean

1. See the program

- 1- Interest in studies that include applications and principles of hydrology.
- 2- Developing students' abilities to study basins and hydrological forms in an applied manner.
- 3- Determine the devices that can be used in field work.
- 4- Distinguish between hydrology and morphometry.

2. Program message

- 1- Follow up and keep up with new revisions related to topics about water and natural processes in water resources at various sources.
- 2- Giving students an idea about water sciences and its relationship to other sciences and various hydrological applications.

3. Program Goals

- Introducing students to the basics of hydrology
- Providing students with the necessary cognitive experiences that qualify them for the teaching profession
- Providing students with inclinations towards the subject of hydrology in particular and the teaching profession in general.
- Achieving and applying the necessary teaching skills by students

4. Program accreditation

Does the program have program accreditation? From which side?
both

--

5. Other external influences

Ministry of Higher Education and Scientific Research

6. Program structure

comments *	percentage	Study unit	Number of courses	Program structure
				Enterprise requirements
				College requirements
The course is basic	5%	2	2	Department requirements
				summer training
				Other

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

7. Program description

Credit hours		Name of the course or course	Course or course code	Year/level
1	1	Hydrology		the second

8. Expected learning outcomes of the programme

Knowledge

Statement of learning outcomes 1	exit- Providing students with the educational concepts necessary for teaching. A2- Introducing students to the cognitive aspects of hydrology.
----------------------------------	---

	<p>A3– Helping students analyze the cognitive material into its parts.</p> <p>A4– Helping students to reconstruct the material in a way that suits his understanding and ability.</p> <p>A5– Pushing students towards mastering the subject, including the cognitive and practical information it contains, and transforming and applying it on the ground</p> <p>Learning 1</p>
Skills	
Statement of learning outcomes 2	<p>1– Practical application of effective teaching methods.</p> <p>2– Real possession of teaching skills.</p>
Statement of learning outcomes 3	Practical application of active learning strategy
Value	
Statement of learning outcomes 4	<p>.– Developing cognitive motivation.</p> <p>– Developing positive attitudes towards the teaching profession in general and hydrology in particular.</p>
Statement of learning outcomes 5	<p>– Developing scientific curiosity.</p> <p>– Forming scientific inclinations towards the subject of hydrology and mastering it</p>

9. Teaching and learning strategies

Discussion – Lecture – Questioning – Practical Practices – Micro–Teaching – Blended (E–Learning)

10. Evaluation methods

Formative, achievement, and summative tests, and practical and evaluation applications.

11. education institution

Faculty members

Preparing the teaching staff		Special requirements/skills (if any)		Specialization		Scientific rank
lecturer	angel			private	general	
	Yes			Hydrology	Natural geography	Professor Dr. Suhaib Hassan Khader

Professional development

There is an interest in applying sustainable development standards, supporting energy, and reducing polluting emissions to ensure an appropriate healthy environment, and updating school curricula that pay attention to this

Professional development for faculty members

.There is an interest in applying sustainable development standards, supporting energy, and reducing polluting emissions to ensure an appropriate healthy environment, and updating school curricula that pay attention to this

12. Acceptance standard

Central admission

13. The most important sources of information about the program

Sabah Touma Jabouri, Hydrology and River Basin Management, (1988), Ibn Atheer for Printing and Publishing, University of Mosul.

– Engineer Khalifa Abdel Hafez Daradkeh, Hydrology of Surface Water and Groundwater, Amman, 2006.

– Translated by Muhammad Suleiman Hassan and others, Engineering Hydrology, University of Mosul, 2005.

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14. Program development plan
<ul style="list-style-type: none">- Focus on modern educational technologies- Increased interest in the practical and applied aspect- Scientific trips and extracurricular activities.- Developing vocabulary periodically by a rate of no less than 10%.

Skills chartprogram															
Learning outcomes required from the programme												Essential or optional?	Course Name	Course Code	Year/level
Value				Skills				ShineA flutter							
C4	C3	C2	C1	B4	B3	B2	B 1	A4	A3	A2	A1				
		√	√	√	√	√	√	√	√	√	√	Basic	Hydrology	the second	

- Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation

Course description form

1. Course Name	Hydrology		
2. Code	The decision		
3. the chapter /the year	annual		
4. Date this was prepared	the description 10/2/2024		
5. Attendance forms available	In-person and electronic		
6. Number of study hours (total)/number of units (total)/	Two hours and two units		
7. Name of the course administrator(If more than one name is mentioned)	Name: Prof. Dr. Suhaib Hassan Khader Email:suhaib.hassan@uomosul.edu.iq Name: Reham Salem Khaderuomosul.edu.iq @Rriham.alqawal Name : Hussein Ali Rasheed hussein.alzoury@uomosul.edu.iq		
8. Course objectives	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • Introducing students to the aspects and objectives of the hydrology subject. • Providing students with necessary cognitive experiences that qualify them for the teaching profession • Providing the student with principles and foundations of teaching, and distinguishing between traditional and modern ones. • </td> <td style="width: 50%; vertical-align: top;"> <p>Objectives of the study subject</p> </td> </tr> </table>	<ul style="list-style-type: none"> • Introducing students to the aspects and objectives of the hydrology subject. • Providing students with necessary cognitive experiences that qualify them for the teaching profession • Providing the student with principles and foundations of teaching, and distinguishing between traditional and modern ones. • 	<p>Objectives of the study subject</p>
<ul style="list-style-type: none"> • Introducing students to the aspects and objectives of the hydrology subject. • Providing students with necessary cognitive experiences that qualify them for the teaching profession • Providing the student with principles and foundations of teaching, and distinguishing between traditional and modern ones. • 	<p>Objectives of the study subject</p>		

- Achieving and applying necessary teaching skills students.
- Introducing familiar and unfamiliar educational methods. •

9. Teaching and learning strategies

Discussion - Lecture - Questioning - Practical practices - Micro-teaching - Blended (electronic) learning

The strategy

10. Course structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
	a lecture	Concept And the field of science Hydrology and its relationship to science other and its development		2	the first
	a lecture	The water cycle in nature and water budget estimates		2	the second
	a lecture	Precipitation		2	the third
	a lecture	Precipitation measurement / practical		2	the fourth
	a lecture	Evaporation		2	Fifth
	a lecture	Estimates of water losses due to evaporation / practical		2	VI
	a lecture	Infiltration		2	Seventh
	a lecture	Infiltration measurement is applied and laboratory		2	VIII
	a lecture	Runoff		2	Ninth
	a lecture	The relationship between precipitation and surface runoff		2	The tenth
	a lecture	Surface flow coefficients		2	eleventh

	a lecture	Surface leakage measurement / practical		2	twelfth
	a lecture	Surface runoff water curve		2	Thirteenth
	a lecture	Methods of measuring hydrographs/practical		2	fourteenth
	a lecture	Test and review assignments		2	Fifteenth

11. Course evaluation

Daily testing 5%
Assigned duties 5%
Discussions and solutions of exercises 5%
First semester exam 25%
Annual Quest 40%
Final exam 60%

12. Learning and teaching resources

nothing	Required textbooks (methodology, if any)
Dr. Muhammad Hassan Hussein Hydrology: Its Basics and Applications Amman 2016 - Philip A, Allen and John R, Allen (2005) "Basin analysis principles and application" Second Edition, Blackwell Publishing	Main references (sources)
Sabah Touma Jabouri, Hydrology and River Basin Management, (1988), I Atheer for Printing and Publishing University of Mosul.	Recommended supporting books and references (scientific journals, reports....)
	Electronic references, Internet sites



Ministry of Higher Education and Scientific Research
The Ministry of Higher Education and Scientific Research
to ensure the quality and accreditation of academic programs

دليل وصف البرنامج الأكاديمي والمقرر

2024

:the introduction

The educational program is considered a coordinated and organized package of academic courses that include procedures and experiences organized in the form of academic vocabulary, the main purpose of which is to build and refine the skills of graduates, making them qualified to meet the requirements of the labor market. It is reviewed and evaluated annually through internal or external audit procedures and programs such .as the external examiner program

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

This guide, in its second edition, includes a description of the academic program after updating the vocabulary and paragraphs of the previous guide in light of the latest developments in the educational system in Iraq, which included a description of the academic program in its traditional form (annual, quarterly), in addition to adopting the description of the academic program circulated according to the book of the Department of Studies, T.M.3 /3. 2906 on 5/3/2023 with regard to .programs that adopt the Bologna Process as a basis for their work

In this area, we can only emphasize the importance of writing descriptions of academic programs and courses to ensure the smooth .conduct of the educational process

:Concepts and terminology

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

Course Description : Provides a necessary summary of the most important characteristics of the course and the learning outcomes expected of the student to achieve, demonstrating whether he or she has 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 an advanced, inspiring, motivating, realistic and applicable programme explains the objectives and activities necessary to **Program message:** It briefly .achieve them, and also identifies the program's development paths and directions

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

Curriculum structure: All courses/study subjects included in the academic program according to the approved learning system (semester, annual, Bologna track), whether it is a requirement (ministry, university, college, or scientific .department), along with the number of study units

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

and learning strategies : They are the strategies used by a faculty member to and they are plans that are followed to .and learning develop student teaching reach learning goals. That is, it describes all classroom activities and .extracurricular to achieve the learning outcomes of the programme

form Academic program description

.....**University name: University of Mosul**

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

.....**scientific department: Department of Geography**

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

...Name of final degree: Bachelor's degree in...Geography

Academic system: annual

Description preparation date: 3/24/2024

File filling date : 9/17/2023

: the signature

Name of scientific

:assistant

: the date

: the signature

:Name of department head

: the date

Check the file before

Division of Quality Assurance and University Performance

Name of the Director of the Quality Assurance and University

: Performance Division

the date

the signature

Authentication

of the Dean

See the program .1

Interest in regional studies and sources dealing with sweating on the -1

.Eurasian continent
.Knowledge of the geological structure of the Eurasian continent –2
Addressing the study of the differences between the continent of Asia and –3
.Europe
It aims to increase students’ focus and awareness of the economic –4
.importance of the Eurasian continent and its important role on humans

Program message .2

Follow up and keep up with any new source or modern method regarding –1
regional studies, review research, theses and books specialized in climate in
. international universities, and use the Internet and digital libraries
Harnessing modern technologies and means for education and developing –2
students’ skills, helping students to use and benefit from them, and preparing
.direct or electronic lectures for the foundations of weather and climate course

Program Goals .3

The course aims to prepare educated teaching cadres with high efficiency,
capable of practicing teaching and learning, transferring skills to students,
understanding and assimilating what is going on in the Eurasian continent and its
fields of study, and accessing the latest studies, sources and research methods
.and harnessing them to serve the teaching and learning of the climate subject

Program accreditation .4

¿Does the program have program accreditation? From which side

Other external influences .5

¿Is there a sponsor for the program

--

Program structure .6				
* comments	percentage	Study unit	Number of courses	Program structure
	%4	2	1	Enterprise requirements
				College requirements
				Department requirements
				summer training
				Other

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

Program description .7				
Credit hours		Name of the course or course	Course or course code	Year/level
practical	theoretical			
	2	Geography of Eurasia		First grade

Expected learning outcomes of the programme .8	
Knowledge	
Statement of learning outcomes 1	.Identify the geological aspects of the continent -1 .Achieving a study of more aspects related to the Eurasian continent -2 Study the types of soils spread across the continent -4 .Getting to know the political map of the continent -5
Skills	
Statement of learning outcomes 2	Access to the latest sources and studies related to the study of the Eurasian continent -1 Developing the skills of analysis, interpretation, and linking factors and variables that address specific regional phenomena -2

	<p>Working for students to acquire scientific knowledge of modern educational methods and exploiting modern technologies that contribute .to supporting this goal -3</p> <p>Trying to address some of the problems and areas associated with .economic activity, which is the main contributor to its existence -4</p>
Value	
Statement of learning outcomes 4	<p>.Supporting students' successful learning skills and scientific curiosity -1</p> <p>Encouraging students to learn about everything new in the field of systematic scientific knowledge of the continent -2</p> <p>Educating students about teamwork, cognitive cooperation, and .contributing to the analysis of human aspects -3</p>

Teaching and learning strategies .9
<p>Discussion, analysis, and participation in addressing the aspects covered by the topic within the lecture, and developing an independent educational thought for .each student that develops his understanding, interpretation, and analysis skills</p>

Evaluation methods .10
<p>.Oral tests in the classroom and within weekly lectures -1</p> <p>.Final monthly achievement tests after the end of each subject -2</p> <p>Assigning students to prepare reports and scientific research periodically -3 .and discuss them in front of the students</p>

education institution .11					
Faculty members					
Preparing the teaching staff		Special requirements/skills (if any)	Specialization		Scientific rank
lecturer	angel		private	general	
	Yes		Continent	Human	A.M.D. Muharib

				of Eurasia	geography	Khalaf King
--	--	--	--	-----------------------	------------------	--------------------

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

Acceptance standard .12
Developing regulations related to admission to the college or institute, whether central) (admission or others mentioned

The most important sources of information about the program .13
Methodological and supporting sources such as books, letters, and research –1 .from libraries world wide web –2

Program development plan .14
Educating students to understand the main and secondary goals of the –1 .educational process regarding the subject of natural and human features Maturing ideas and proposals for students to gain their self-confidence and –2

develop an academic research personality suitable as a researcher and
.teacher of scientific subjects after graduation

Developing students' comprehension skills and intellectual maturity and -3
.assigning them to write research periodically

Updating the scientific material at a rate of (20-35)% on an annual and -4
.periodic basis

Program skills chart															
Learning outcomes required from the programme												Essential or optional	Course Name	Course Code	Year/level
Value				Skills				Knowledge							
C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1				
													Basic	Eurasia continent	First grade

Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation ●

Course description form

Course Name .1	
Continent of Eurasia	
Course Code .2	
Semester/ year .3	
annual	
Date this description was prepared .4	
2024/2/6	
A available attendance forms .5	
My presence	
Number of study hours (total)/number of units (total) .6	
Number of units 45 45	
Name of the course administrator (if more than one name is mentioned) .7	
Name: Prof. Muhareb Khalaf King Email dr.moharib.khalaf@gmail.com	
objectives Course .8	
comparing qualified teachers who have the ability to understand and analyze subject of human geography and teach it to students according to an .established and modern scientific methodology that serves the specialty veloping perception, causality, and questioning skills and finding solutions • .to them to understand the sections and fields of river study ining students to exploit modern technologies to view the latest sources • studies of interest to the subject and to attend electronic lectures, .seminars and conferences related to regional studies	• objectives of the study subject
Teaching and learning strategies .9	
scussion , questioning during weekly lectures, presenting realistic examples of natural aspects , couraging students to understand and analyze scientific matters and find - .solutions to problems related to the political aspect ccess to modern methods of teaching, delivering scientific material to -	- e strategy

dents, and transferring skills and information related to the subject of the Eurasian continent

Course structure .10

Evalu ation meth od	Learni ng metho d	Name of the unit or topic	Require d learning outcom es	hours	the week
	discussio n	Introduction to the continent		2	the first
	ussion	General features of the Eurasian continent		2	the second
	ussion	Identify the natural features of the Asian continent		2	the third
	ussion	Study of structure		2	the fourth
	ussion	a test		2	Fifth
	ussion	Climate systems		2	VI
	ussion	Pressure areas in summer and winter		2	Seventh
	discussio n	.Factors affecting climate		2	VIII
	ussion	.Soils in hot and cold areas		2	Ninth
	ussion	.Rivers		2	The tenth
	ussion	. Factors affecting river flow		2	elevent

					h
	ussion	Study of human breeds		2	twelvet h
	ussion	Study of religions		2	Thirtee nth
	ussion	The economic activity		2	fourtee nth
	scussio n	.Transport on the continent		2	Fifteenth
	ussion	Transport and trade		2	The sixteenth week
	ussion	.Racialization in Europe		2	eightee n
	ussion	Study the natural and human features of .the continent		2	nineteee nth
	ussion	. Climate study		2	The twentiet h
	ussion	Factors affecting climate		2	21st
	ussion	Pressure areas		2	twenty tow
	scussio n	The soil		2	twenty third
	ussion	Types of soil		2	twenty fourth

Discussion	Rivers	2	25th
Discussion	a test	2	twenty-sixth
Discussion	Population	2	27th
Discussion	Economic features	2	Twenty-eighth

Course evaluation .11

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc

Daily preparation: 5 degrees -
Monthly exams: 10 marks -
Mid-year exam: 25 marks -
Annual quest: 40 degrees -
Final exam: 60 marks -

Learning and teaching resources .12

A prescribed methodological book (Eurasian – Geography) by Hashim Khudair Al–Bayati, College of Education, University of Mosul, 1987	Required textbooks (methodology, if any)
	Main references (sources)
Book (Geography of Eurasia) by Dr. Muhammad Ibrahim Sharaf - 2005 Asia: A Study in Regional Geography, Dr. Muhammad Khamis Al- - Zouka, University Knowledge House, Alexandria, 2000 Regional Geography of the World, Seasonal Asia and Pacific - Science, Dz Muhammad Fatch Aqeel and others, Arab Renaissance House, Beirut, 1976	Recommended supporting books and references scientific journals,) (...reports
cial websites, and Solid scientific research and reports from the Internet - climate data	Electronic references, Internet sites

**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 Mosul.....

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

Scientific Department: Department ofGeography.....

Name of the academic or professional program: Bachelor’s degree...Geography...

Name of final degree: Bachelor’s degree in...Geography...

Academic system: annual

Description preparation date: 2/7/2024

Date of filling the file: 2/7/2024

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:

1. Program Vision

- 1– Knowledge of the general appearance of the countryside
- 2– Knowing the history of the development of the countryside
- 3 – Clarifying the general natural and human characteristics affecting the countryside.
- 4 Explaining the foundations of distinction between rural and urban areas and the factors affecting them.
- 5 To introduce students to the classification of rural settlement.
- 6 – Study the components of rural geography and its functions

2. Program Mission

- 1– Providing the student with sciences related to rural geography.
- 2– Consolidating educational and scientific principles that contribute to the development of society.
- 3– Deepening geographical knowledge to keep pace with the modern development of science.
- 4– Developing the ability to work collectively and cooperatively.

3. Program Objectives

The course aims to prepare educated teaching cadres with high efficiency, capable of teaching and teaching, transferring skills to students, understanding and comprehending the geography of the countryside, its methodology, and fields of studies, and accessing the latest studies, sources, and research methods, and harnessing them to serve the teaching and learning of the subject.

4. Program Accreditation

NCATE

5. Other external influences

Websites – guidance sessions – training workshops

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	1	2	4%	
College Requirements				
Department Requirements				
Summer Training				
Other				

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
2-23-2024		Rural geography	theoretical	practical
			6	

8. Expected learning outcomes of the program

Knowledge

Learning Outcomes 1

- 1- Knowledge of the general appearance of the countryside
- 2- Knowing the history of the development of the countryside
- 3- Clarifying the general natural and human characteristics affecting the countryside.
- 4- Explaining the foundations of distinction between rural and urban areas and the factors affecting them.

	5- Familiarize students with the classification of rural settlement. 6- Study the components of rural geography and its functions
Skills	
Learning Outcomes 2	1- To distinguish the similarities and differences in characteristics between urban and rural areas and the services provided in them. 2- Scientific skills in accepting information and reformulating it. 3- Scientific skills in researching this science. 4- Individual skills and creating an entrepreneurial spirit to know the types of regional rural-urban services
Learning Outcomes 3	Learning Outcomes Statement 3
Ethics	
Learning Outcomes 4	1- Developing positive attitudes towards the student's specialty 2- The student's tendency to love geography. 3- The student is attracted to the teacher's style of presenting the material. 4- The student's interaction with the way the material is presented.
Learning Outcomes 5	Learning Outcomes Statement 5

9. Teaching and Learning Strategies

Discussion, analysis, and participation in addressing the aspects addressed in rural geography within the lecture, and developing independent educational thought for each student that develops his understanding, interpretation, and analysis skills.

10. Evaluation methods

- 1- Oral tests in the classroom and within weekly lectures.
- 2- Monthly achievement tests.
- 3- Assigning students to prepare scientific reports and research periodically and discuss them in front of the students.

11. Faculty

Faculty Members						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
D. Alaa Hikmat Ahmed	the cities	Urban transportatio			YES	

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

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

13. The most important sources of information about the program
1- Methodological and supporting sources such as books, letters, and research from libraries.
2- The Internet

14. Program Development Plan

- 1– Educating students to understand the main and secondary objectives of the educational process regarding the subject of rural geography.
- 2– Maturing ideas and proposals for students to gain their self–confidence and develop an academic research personality suitable as a researcher and teacher of the scientific subject after graduation.
- 3– Developing the scientific content of the subject by deleting, adding, and replacing.
- 4– Developing students’ comprehension skills and intellectual maturity and assigning them to write research periodically.
- 5– Updating the scientific material at a rate of (20–35)% on an annual and periodic basis.

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
the second 2023-2024		Rural geography	Basic	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4

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

Course Description Form

1. Course Name:	
Rural geography	
2. Course Code:	
3. Semester / Year:	
annual	
4. Description Preparation Date:	
6-2-2024	
5. Available Attendance Forms:	
My presence	
6. Number of Credit Hours (Total) / Number of Units (Total)	
6	
7. Course administrator's name (mention all, if more than one name)	
Name: D. Alaa Hikmat Ahmed Email:	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> • Numbers of educational teachers in various Iraqi educational institutions • Preparing technical staff with information experience who can be involved in management, administrative and planning in educational institutions • Numbers of researchers in the field of regional studies who have the ability to contribute to the planning and development process
9. Teaching and Learning Strategies	
Strategy	Discussion, questioning during weekly lectures, and presenting realistic examples

- Encouraging students to understand and analyze science and find solutions.
- Access to modern methods of teaching, delivering scientific material to students, and transferring skills and information pertaining to the article.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
the first	2		Basic concepts of rural geography	Discussion	Oral tests
the second	2		The concept of the term rural among the Arabs	Discussion/illustrative films	Oral tests
the third	2		The relationship of rural geography to other branches of geography	Presentation and interrogation	Oral tests
the fourth	2		The relationship of rural geography to the branches of physical geography	Progressive offers	Oral tests
Fifth	2		The relationship of rural geography to the branches of human geography	Casting/satellite image	Oral tests
VI	2		The discriminatory foundations between rural and urban areas	Discussion	Oral tests
Seventh	2		Population size	Discussion	Oral tests
VIII	2		Functional basis	Discussion	Oral tests
Ninth	2		Based on external appearance	Discussion	Oral tests
The tenth	2		Administrative basis	Discussion	Oral tests
Eleventh	2		On the basis of behavioral and value standards	Discussion	Oral tests
Twelveth	2		Morphology of rural settlements	Presentation and interrogation	Oral tests
Thirteenth	2		Morphology of the rural dwelling	Presentation and interrogation	Oral tests
Fourteenth	2		The form of a rural dwelling	Presentation and interrogation	Oral tests
Fifteenth	2		Rural residence design	Presentation and interrogation	Oral tests

Sixteenth week	2		Components of a rural dwelling	Discussion	Oral tests
Seventeen	2		Classification of rural settlement:-	Discussion/illustrative films	Oral tests
Eighteen	2		Environmental classification	Presentation and interrogation	Oral tests
Nineteen	2		Engineering classification	Progressive offers	Oral tests
Twenty	2		Functional classification of rural settlement	Casting/satellite image	Oral tests
twenty one	2		Jobs of agricultural rural settlements	Discussion	Oral tests
twenty two	2		Land uses in rural areas	Discussion	Oral tests
Twenty-three	2		Rural uses in the primitive economy	Discussion	Oral tests
Twenty-four	2		Rural uses in advanced economies	Discussion	Oral tests
twenty five	2		Land uses for non-agricultural purposes	Discussion	Oral tests
twenty six	2		Geographical distribution of rural settlements and settlement patterns in terms of:	Discussion	Oral tests
twenty seven	2		Patterns of rural settlements in terms of size	Presentation and interrogation	Oral tests
Twenty-eight	2		Patterns of rural settlements in terms of form	Presentation and interrogation	Oral tests
Twenty-nine	2		Factors affecting the distribution of rural settlements	Presentation and interrogation	Oral tests
Thirty	2		Natural factors	Presentation and interrogation	Oral tests

11. Course Evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.

- Daily preparation: 5 degrees
- Monthly exams: 10 marks

- Mid-year exam: 25 marks
- Annual quest: 40 degrees
- Final exam: 60 marks

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	1- Required prescribed booksOth Muhammad Ghoneim, Rural and Urban L Use Planning, (A General Geograph Framework), Dar Safaa for Publishing Distribution, Amman, 2008
Main references (sources)	Salem Khalaf Abd, Rural Society, Dar Al-Ku for Printing and Publishing, University Mosul, 1992
Recommended books and references (scientific journals, reports...)	Rural Geography, written by (Dr. Abdul Raz Muhammad Al-Butaihi and Dr. Adel Abdu Khattab
Electronic References, Websites	