

**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: Bachelor's degree in Geography

Final Certificate Name: Bachelor's degree in Geography

Academic System: Annual

Description Preparation Date: 7/2/2024

File Completion Date: 7/2/2024

Signature:

Signature:

Head of Department Name:

Scientific Associate Name:

Date:

Date:

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Approval of the Dean

1. Program Vision

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

- 1- Paying attention to Applied Climate that address important climate elements in their various application.
- 2- Knowledge of the different methods in and thier direct (instrumenttation) and indirect measurment methods using mathematical and statistical calculation methods.
- 3- Addressing the study of the fields of Applied Climate science and its various effects.
- 4- Training students on using devices to record climate elements and how to solve equations mathematical and statistical.
- 5- It aims to increase students' focus and awareness of the importance of Applied Climate science and its important role in harnessing data,climate in formation serves human and regulates its relationship between them and the environment in which they live.

2. Program Mission

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

- 1- Follow up and keep up with any new source or modern method regarding Applied Climate studies, and access to modern research, dissertations, and books specialized in applied climate in international universities, and use the Internet and digital libraries.
- 2- Harnessing modern aerial technologies means data and information to serve humanity and develop students skills helping students to use and benefit from it and prepare live or electronic lectures on climate applied.

3. Program Objectives

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

The course aims to prepare educated teaching staff with high efficiency, capable of teaching and teaching, transferring skills to students, understanding and

assimilating the Applied Climate science, its methodology and fields of study, and accessing the latest studies, sources and research methods overcoming problems and harnessing them to serve humanity and teaching and learning subject of Climate applied.

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	2	6	6%	
College Requirements				
Department Requirements				
Summer Training				
Other				

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
Second class		Applied Climatology science	3	3

8. Expected learning outcomes of the program	
Knowledge	
Learning Outcomes 1 <ul style="list-style-type: none"> 1- Learn about Applied Climatology science and the most important Climate elements. 2- finding the most important Climate elements and their impact on the rest of the elements through measurement and monitoring methods modern climate. 3- using the most important mathematical and statistical methods to extract the results of the Applied Climate subject. 4- studying the impact of climate on different human populations. 5- The extent to which climate contributes to solving many different problems through solid scientific methods. 	Learning Outcomes Statement 1
Skills	
Learning Outcomes 2 <ul style="list-style-type: none"> 1- Access to the latest sources and studies that specialize in studying and analyzing climate elements. 2- Developing the skills of analysis, interpretation, and linking factors and variables that address Applied problems. 3- Working on students acquiring scientific knowledge of modern educational methods and exploiting of modern technologies which contribute to supporting this goal. 4- an attempt to address some of the problems and areas related to Applied Climate, which is the contributor the main thing in its existence. 	Learning Outcomes Statement 2
Learning Outcomes 3	Learning Outcomes Statement 3
Ethics	
Learning Outcomes 4 <ul style="list-style-type: none"> 1- Supporting students successful learning skills and scientific curiosity. 	Learning Outcomes Statement 4

<p>2- Encouraging students to learn about everything new in the field of systematic scientific knowledge of Climate science applied.</p> <p>3- Practical application of calculations equations calcalotore and statistical methods for various climate topics applied to increase students understanding and .</p> <p>4- Educating students about teamwork and cognitive cooperation and contributing to contributing to training on how to solve problems sports ..</p>	
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.

- 1- Oral tests in the classroom and within weekly lectures.
- 2- Final monthly achievement tests after the end of each subject.
- 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	Number of the teaching

			Requirements/Skills (if applicable)	staff	
	General	Special		Staff	Lecturer
Dr: Khudhur Jassim Mohammed	Natural geography	Applied Climatology		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

State briefly the sources of information about the program.

- 1- Methodological and supporting sources such as books, letters, and research from libraries.
- 2- Climate data from the general authority for meteorology and seismic monitoring, Iraq.
- 3- climate data from meteorological stations and global websites.
- 4- The Internet

14. Program Development Plan

- 1- Educating students to understand the main and secondary objectives of the educational process regarding the subject of Applied Climate.
- 2- Training students on climate devices to measure the climatic elements available in the department and conductig scientific trips field climate stations and benefiting from the expertise of specialists.
- 3- Maturatig students ideas and proposals to gain their self-confidence and develop an academic research personality suitable as a researcher and a teacher of scientific after graduation.
- 4- Teaching students how to collect, climate data and methods for classifying and analyzing it,.
- 5- Identify mathematical methods and statistics methods to develop the practical, applied aspect for students.
- 6- Developing students' comprehension skills and intellectual maturity and assigning them to write research periodically.
- 7- Updating the scientific material by (20-30)% periodically annually.

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
Second grade		Fundamentals Of applied climatology	Basic												

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

Course Description Form

1. Course Name:	
Fundamentals of Applied Climatology	
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)	
2 Number of units 6	
7. Course administrator's name (mention all, if more than one name)	
Name: Dr:Khudhur Jassim Mohammmed Email: khudhur65@uomosul.edu.iq	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none">• Preparing qualified teachers who have the ability to understand and analyze the Applied climate subject and teach it to students according to an established and modern scientific methodology that serves the specialty it is one of the modern specializations that relate humans.• Developing students skills and awareness and finding solutions to understand the the departments and fields of study of applied climate science.• Training students to exploit modern technologies to familiarize themselves with the latset climate sources and studies of interest subject, and to attending electronic lectures, seminars, and conferences related to applied climate studies.

9. Teaching and Learning Strategies					
Strategy	<ul style="list-style-type: none"> - Discussion, questioning during the weekly lectures, contributions to Training solutions to mathematical problems and statistical methods Used for various applied climate topics . - Encouraging students to understand, analyze science, and find solutions to problems related to the applied environment . - Access to modern methods of education and delivery scientific material to students, and transfer of skills and information applied climate sciences . 				
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
The first	6		Applied Climatology Concept and Trends his study	discussion	
The second	6		Its definition Sections Analysis Methods measurement	Identify Devices and diagrams	
The third	6		Measuring and Processing Climate Information For devices Used in studies Applied climate Measuring Devices direct	Discussion And solutions For fruits and exercises	
The fourth	6		Study of Transmission By direct means In measuring Using Mathematical And statistical Mean (indirect And how to add Climate data Analysis	Discussion And solutions For Exercises and sexercises	
The fifth	6		Possible Evapotranspiration Calculation Ivanov Thornthwaite... etc and Evapotranspiration Calculation real	Discussion And solutions For exercises and exercises	
VI	6		Drought Calculation Thornthwaite Koppen	Discussion And solutions For Exercises and exercises	

Seventh	6		Calculating The Radiation Budget (Allen et al)	Discussion And solutions For exercise and exercises	
VIII	6		Calculation the Climate water budget	Discussion And solutions For fruits and training	
Ninth	6		Climatic Classifications: Fundamfntalist Classifications Koppen et al.	Discussion An Solutions For the discussion	
The tenth	6		Modern Classifications	Discussion And solutions For the Exercises and training	
Atheistic ten	6		Human Classifications (comfort Zones)	Discussion And solutions For Exercises and exercises	
The Second ten	6		The Ralationship Between Climate and: Agricclture. industry	DiscussionAnd Solutions For Exercises and exercis	
The third	6		Air. Land. And water transportation	Discussion	
The fourth	6		Tourism and entertainment	DiscussionAnd Solutions For fruits and exercises	
Fifteenth	6		Military operations	Discussion	
Sixteen			Mid-year exam		
Eighteen	6		Climate and Society: Physiological Comfort. General health	Discussion And solutions For exercises and exercises	
Nineteenth	6		Urbanism And Building design	Discussion And solutions For Exercises and exercises	
The twentieth	6		Climate and Altenative Energy sourcec: Solar radiation energy	Discussion And solutions For exercise and exercises	
Twenty-first	6		Wind enegy	Discussion And solutions For exercise and exercises	
The second the twentieth	6		Tidal energy	Discussion And solutions For exercise and exercises	
The third the twentieth	6		Lighting energy	Discussion And solutions For exercise and exercises	
IV and the twentieth	6		Theories that dealt With climate change	Discussion	

V and the twentieth	6		Naturl continental Shift theory. Volcanic Dust theory	Discussion	
VI and the twentieth	6		Astronomical theory. Sunspot theory	Discussion	
Seventh the twentieth	6		Humanity Carbon Dioxide theory dust (Pollution) theory	Discussion	
Twenty-eighth	6		City climate. Climate Change model.its Formation factors and Characteristics. And A General comparison Between it and the Rural climate	Discussion and comparisons	
			End-year exam		

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

- Monthly practical preparation: 5 dgres
- Monthly theoretical exams: 10 marks
- Mid-year exam: 25 marks
- Annual quest: 40 dgres
- Final exam: 60 marks

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Applied Climatology Dr: aadel s. Rawi Dr: kousay a. al. Samarrie. 1990.
Main references (sources)	
Recommended books and references (scientific journals, reports...)	<ul style="list-style-type: none"> - Applied climate geography.Dr. Mohammed ibrahim sharaf. 2005. - Applied Climatology. dr.Ali ahmed al. Ghanem.2010. - Climatology. Dr. Noman shehada. 2009. - al.wajeez in applied climate. Dr. Ali Hassan musa. 1982. - climate regoins. Dr.Ali hussein al- shalash 1981. - general authoity for Meteorology iraq.
Electronic References, Websites	Intenet sits <ul style="list-style-type: none"> - solid scientific reserch and reports from the Internet with climate Data. - With Climate data from Global websites.

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

Academic Program Description Form

University Name:

Faculty/Institute:

Scientific Department:

Academic or Professional Program Name:

Final Certificate Name:

Academic System:

Description Preparation Date:

File Completion Date:

Signature:

Head of Department Name:

Date:

Signature:

Scientific Associate Name:

Date:

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Approval of the Dean

1. Program Vision

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

2. Program Mission

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

3. Program Objectives

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

4. Program Accreditation

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

5. Other external influences

Is there a sponsor for the program?

6. Program Structure

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

Department				
Requirements				
Summer Training				
Other				

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

8. Expected learning outcomes of the program

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

9. Teaching and Learning Strategies

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

10. Evaluation methods

Implemented at all stages of the program in general.

11. Faculty**Faculty Members**

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

Professional Development**Mentoring new faculty members**

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

Professional development of faculty members

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

12. Acceptance Criterion

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

13. The most important sources of information about the program

State briefly the sources of information about the program.

14. Program Development Plan

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

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

Course Description Form

1. Course Name:					
2. Course Code:					
3. Semester / Year:					
4. Description Preparation Date:					
5. Available Attendance Forms:					
6. Number of Credit Hours (Total) / Number of Units (Total)					
7. Course administrator's name (mention all, if more than one name)					
Name: Email:					
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

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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)	
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Ministry of Higher Education and Scientific Research
Scientific supervision and evaluation device
Department of Quality Assurance and Academic Accreditation

Academic program description form for colleges and institutes for the academic year

the university :Mosul
TotalE/Institute:College of Education for Human Sciences
scientific department:Geography
Date the file was filled out// 2024

the signature :

the signature :

Name of scientific assistant:

Name of the Department

Head: Prof. Dr. Suhaib Hassan
Khader

the date :

the date :

Check the file before

SectionEnsuring quality and university performance

Manager nameSectionquality assuranceAnd university performance:

Prof. Dr. Hassan Moyed Hamed

the date //

Authentication of the Dean

Description of the academic program

This academic program description provides a necessary summary of the most important characteristics of the program and the learning outcomes that the student is expected to achieve, demonstrating whether he has made the most of the available opportunities. It is accompanied by a description of each course within the program

universityMosul / College of Education for Human Sciences	Educational institution .1
Department of Geography	The sectionscientific/ .2 Center
Bachelor's degree in Geography	Name of the academic .3 programOr professional
Bachelor's	Name of the final .4 certificate
annual	School system: .5 Annual/courses/other s
NCATE	Accreditation .6 programApproved
	Other external .7 influences
	Date the description .8 was prepared
	Objectives of the academic program .9
	Student definition of geographic information systems -
	Providing the student with the skills of finding solutions using information systems -
	Providing students with a positive attitude towards systems subject -

<p>Outputs aFor a programRequired teaching, learning and evaluation methods.10</p> <p>A- Cognitive objectives.</p> <p>A1-The customized study program seeks to provide the student with cognitive skills in everything related to geographic information systems</p> <p>A2-To be able to use and deal with the programArc GIS- ARC Map</p> <p>A3-To master the importance of geographic information systems in problems</p> <p>A4-This program should be applied in producing maps and databases for graduation research</p> <p>And learning about methods of communicating scientific knowledge by mastering everything related to the importance of the information provided to the student. It also enables him to study the needs of the market and how to help him determine his knowledge need and how to meet that need through the various information services that are acquired.</p>
<p>B-Skills objectives of the program:</p> <p>B1 - In this course, the student can acquire cognitive skills in dealing with information and the ability to realize the need of government institutions for geographic information systems in order to solve problems and reach the fastest solutions.</p> <p>B2 –Students can handle the calculator better through systems software</p> <p>B3 -Acquiring cognitive skill by dealing with the information provided to him</p>
<p>Teaching and learning methods</p> <p>Discussion, questioning, lecture and exercises</p>
<p>Evaluation methods</p> <p>Formative, summative and summative tests</p>
<p>C- Emotional and value-based goals:</p> <p>C1-- Asking questions related to the course topics</p> <p>C2- Developing intellectual and mental ability related toHow to deal with geographic information systems</p>

C3-Developing the intellectual sense to develop ideas to reach predictions in studying selected scientific cases
C4- Developing the ability for discussion and constructive scientific dialogue within the classroom
Teaching and learning methods
<ul style="list-style-type: none"> 1- Homework assignments 2- Contributions in daily preparation 3- Daily surprise exams 4- Monthly exams
Evaluation methods
Formative, summative and summative tests-Weekly reports

Dr-General skills And Qualification Movable (Skills Other related to employability and development personal). D1-Follow websites to enrich the learning process D2-Visit digital libraries D3-Visit the department library and the central library D4-Join educational channels on YouTube and Telegram				
Teaching and learning methods				
Discussion-Interrogation-lecture				
Evaluation methods				
Various questionnaires and follow-up through an intentional observation form				
Program structure.11				
<table border="1"> <thead> <tr> <th>Credit hours</th> <th>Name of the course or course</th> <th>Course or course code</th> <th>Educational level</th> </tr> </thead> </table>	Credit hours	Name of the course or course	Course or course code	Educational level
Credit hours	Name of the course or course	Course or course code	Educational level	

practical	theoretical	Geographic information systems	UOMEG145	Fourth
	1 1			

Planning for personal development.12 Developing vocabulary by 5% annually, periodically and continuously
Acceptance standard(situationRegulations related to college admission .13 orinstitute)
Central admission
The most important sources of information about the program.14 1- Dr. Sahar Saeed Qasim Al-Taie: Introduction to Geographic Information Systems 2-Dr.. Jumaa Al-Sayed Wali, Basics of Geographic Information Systems 3- Many lectures from scientific websites on the Internet

Curriculum skills chart

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

Learning outcomes required from the programme														Basic Or optional	Course Name	Course Code	Year/lev el		
General skills andMovable rehabilitation (Other skills related to employability and personal development)				Emotional and value goals				Skills objectives of the program				Cognitive goals							
D4	D3	D2	D1	C4	C3	C2	C1	B4	B3	B2	B 1	A4	A3	A2	A1				
																Basic	Geographi c informatio n systems	UOMEG145	2021- 2022

Course description form

Course description

This course description provides a summary of the most important course characteristics and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the opportunities.LearningAvailable. It must be linked to the program description.

University of Mosul / College of Education for Human Sciences	Educational institution .1
Department of Geography	The sectionscientific/ .2 Center
UOMEG145	Course name/code .3
Attending an electronic class	Available attendance .4 forms
2023-2024	Semester/year .5
2	Number of study .6 hours(total)
// 2024	Date this description was .7 prepared
	Course objectives .8
	Introducing the importance of the information students need.
	RecognitionsienceGeographic information systems. •
	Defining the basic pillars of geographic information systems. •
	Explaining the basic operations of databases in geographic • information systems.
	Familiarity with the applications of these systems in geographical • studies.

OutputsThe decisionTeaching, learning and evaluation methods .9

a-Cognitive goals

- A1- The customized study program seeks to provide the student with cognitive skills in everything related to geographic information systems
- A2- To be able to use and deal with the programArc GIS- ARC Map
- A3- To master the importance of geographic information systems in problems
- A4- This program should be applied in producing maps and databases for graduation research
And learning about methods of communicating scientific knowledge by mastering everything related to the importance of the information provided to the student. It also enables him to study the needs of the market and how to help him determine his knowledge need and how to meet that need through the various information services that are acquired.
- A5-findingInteractive relationship between matterAnd possibilityThe application is actually based on the calculator
- A6-Paying attention to the practical aspect of achieving academic knowledge for the student in the science of geographic information systems

B -Skills objectives for the course

B 1 -In this course, the student can acquire cognitive skills in dealing with information and the ability to realize the need of government institutions for geographic information systems in order to solve problems and reach the fastest solutions.

B2 –Building capacity in the field of interest in geographic information systems as one of the modern sciences

B3 –Opening new horizons for the student's cognitive knowledge

B4-The student becomes able to deduce and analyze

Teaching and learning methods

By the end of studying the course, the student must be able to:

1. Uses geographic information systems programs
2. Create information layers
3. Draws maps using geographic information systems programs
- 4.Knowledge of the importance of geographic information systems in study and analysis
5. Employing systems to solve problems through student research

	Evaluation methods
	Giving students the ability to think to reach a solution to a problem using geographic information systems and developing their cognitive skills in the field of study
	C-Emotional and value goals
C1-Developing dealing with geographic information systems software	
C2-Developing cognitive awareness of the importance of geographic information systems in various applications	
C3-Developing positive attitudes towards the subject	
C4-Developing scientific curiosity about systems	
	Teaching and learning methods
	Discussion-Interrogation-lecture
	Evaluation methods
	Various questionnaires
D - General skills fQualificationTransferable (other skills related to employability and personal development).	
D1-General skillsAndQualificationMovable(SkillsOther related to employability and developmentpersonal).	
D1-Follow websites to enrich the learning process	
D2-Visit digital libraries	
D3-Visit the department library and the central library	
D4-Join educational channels on YouTube and Telegram	

Course structure .10					
Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
	Diction	What is meant by geographic information systems?		2	1
	Diction	The emergence of geographic information systems		2	2
	Exploration	Information systems elements		2	3
	Problem Solving	What is the difference between geographic information systems and cartography?		2	4
	Discussion	Arc GIS: Program sections a-Arc Map b- Arc Catalog c- Arc tool box		2	5
	Diction	How can the program recognize the data?		2	6
	Diction	How can I add a layer to the map?		2	7
	Discussion	Representation of geographical data			8
	Discussion	Representing place - the nature of geographic data			9
	Discussion	Databases, their types, importance and stages of construction			10
	Discussion	Geographic data modeling			11
	Diction	Study of Arabic designs in geographic information systems			12
	Diction				13

		GIS data collection			
	Discussion	Creating and maintaining databases			14
	Discussion	Distribution information systems			15
		Mid-year exam			

Infrastructure .11

1- Dr. Sahar Saeed Qasim Al-Taie: Introduction to Geographic Information Systems 2-Dr. Jumaa Daoud Jumaa, Geographic Information Systems Science	Required prescribed -1 books
1- Dr. Sahar Saeed Qasim Al-Taie: Introduction to Geographic Information Systems 2-Dr. Jumaa Al-Sayed Wali, Basics of Geographic Information Systems	Main references -2 (sources)
Searching the global network to access scientific sites to develop the student's mental thinking to reach scientific discovery of the subject	Recommended books and references (scientific journals, reports,...)
Searching the global network to access scientific sites to develop the student's mental thinking to reach scientific discovery of the subject	Electronic references, Internet sites, ...

Course development plan .12

Update vocabulary By increasing the student's practical hours in training on geographic information systems software

**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:

Faculty/Institute:

Scientific Department:

Academic or Professional Program Name:

Final Certificate Name:

Academic System:

Description Preparation Date:

File Completion Date:

Signature:

Head of Department Name:

Date:

Signature:

Scientific Associate Name:

Date:

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Approval of the Dean

1. Program Vision

- 1– Teaching the student what environmental systems are
- 2– Increase the student's awareness of the importance of environmental science and pollution
- 3– Developing the student's awareness of the importance of this science and its relationship to the safety of humans and other creatures
- 4– Increasing the student's ability to develop solutions to environmental problems and developing the student's ability to spatial analysis in the study of environmental science and pollution

2. Program Mission

- 1– Providing the student with science related to the environment.
- 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 highly educated teaching cadres capable of teaching and teaching, transferring skills to students, understanding and absorbing environmental science and pollution, its methodology and fields of study, and accessing the latest studies, sources and research methods and harnessing them to serve teaching and learning of the climate subject.

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	
			theoretical	practical
First evening class		Biogeography	2	

8. Expected learning outcomes of the program

Knowledge

1– Providing the student with the main concepts about biogeography, its fields, and their applied importance.

Learning Outcomes Statement 1

2- Explaining the elements of the Earth's atmosphere and the relationship between these elements. 3- Clarifying vital regions and their geographical distribution. 4- Introducing the student to the developments of life on the surface of the Earth over different times.	
Skills	
1- The student's ability to identify the environment, the ecosystem, and the importance of the continued safety of the ecosystem for humans and other living organisms. 2- Scientific skills in accepting information and reformulating it.	Learning Outcomes Statement 2
3- Scientific skills in researching this science. 4- Individual skills and creating an entrepreneurial spirit to know the types of environmental systems	Learning Outcomes Statement 3
Ethics	
1- The ability to identify the integrity of the ecosystem through biodiversity. 2- The student's tendency to love geography.	Learning Outcomes Statement 4
3- The student is attracted to the teacher's material presentation style. 4- The student's interaction with the way the material is presented.	Learning Outcomes Statement 5

9. Teaching and Learning Strategies

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.

10. Evaluation methods

- 1- Oral tests in the classroom and within weekly lectures.
- 2- Final monthly achievement tests after the end of each subject.

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
M. M. Mazln Abdel Razzaq Khalil Asaad,	Earth Sciences,	Microfossils and Stratigraphy			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

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

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 biogeography.
- 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– Conducting scientific trips and field visits
- 4– Developing the scientific content of the subject by deleting, adding, and replacing.
- 5– Training students to extract, collect, analyze and classify environmental data.
- 6– Identifying ways to extract environmental phenomena from mathematical equations to develop the practical, applied aspect for students.
- 7– Developing students' comprehension skills and intellectual maturity and assigning them to write research periodically.
- 8– 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
First evening class		biogeography	basic											

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

Course Description Form

1. Course Name:	
Biogeography	
2. Course Code:	
3. Semester / Year:	
Year	
4. Description Preparation Date:	
7/ 2/ 2024	
5. Available Attendance Forms:	
present	
6. Number of Credit Hours (Total) / Number of Units (Total)	
2 hours/ 4 Units	
7. Course administrator's name (mention all, if more than one name)	
Name: M. M. Mazln Abdel Razzaq Khalil Asaad, Email:	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none">• Preparing qualified teachers who have the ability to understand and analyze the environment subject and teach it to students according to an established scientific methodology.• And modern, it serves my specialty.• Developing perception, causality, and questioning skills and finding solutions to them to understand the departments and fields of study of environmental science.• Training students to exploit modern technologies to familiarize themselves with the latest environmental sources and studies of interest.• Subject and attending electronic lectures, seminars and conferences related to environmental studies.
9. Teaching and Learning Strategies	
Strategy	<ul style="list-style-type: none">• Discussion, questioning during weekly lectures, presenting realistic examples of the environment.• Helping students analyze environmental systems

- Encouraging students to understand, analyze scientifically, and find solutions to environmental problems.
- Access to modern methods of teaching, delivering scientific material to students, and transferring skills and information
- Related to biogeography.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First Second			<ul style="list-style-type: none"> Biogeographic concept. Definition of biogeography and its development Its methods and its relationship to other sciences The appearance of living things on the surface of the Earth The first and second time The third and fourth time Plant life and the basics of classification of plant organisms Factors that control the spread of vegetation Natural factors Human factors Patterns of plant groups Plant biological relationship and ecological and biological concepts Bioregions Tropical forest region Territory of temperate, cold and coniferous forests Aquatic organisms and their geographical distribution 		
Third					
Fourth					
Fifth Sixth Seventh					
Eighth	2	Understand			
Ninth The tenth eleventh twelfth Thirteenth					discussion
fourteenth Fifteenth The sixteenth week					

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.. etc

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Plant and Animal Geography (Biogeography), Nazim Anis Issa, 2021. Life Geography, Abdul Ali Al-Khafaf, 2000
Main references (sources)	Introduction to Geography and Environment, Mahmoud Muhammad Muhamadin, 2023
Recommended books and references (scientific journals, reports...)	Ecology, Muhammad Suleiman, 2000 Geography of the Biosphere, Saadia Akul Al-Salhi and Abdel Abbas Al-Ghurairi, 1998
Electronic References, Websites	-Telegram researcher website, - Geographical Library website on Telegram

**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.

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

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

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

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

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

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

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

Academic Program Description Form

University Name:

Faculty/Institute:

Scientific Department:

Academic or Professional Program Name:

Final Certificate Name:

Academic System:

Description Preparation Date:

File Completion Date:

Signature:

Head of Department Name:

Date:

Signature:

Scientific Associate Name:

Date:

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Approval of the Dean

1. Program Vision

- 1– Teaching the student what environmental systems are
- 2– Increase the student's awareness of the importance of environmental science and pollution
- 3– Developing the student's awareness of the importance of this science and its relationship to the safety of humans and other creatures
- 4– Increasing the student's ability to develop solutions to environmental problems and developing the student's ability to spatial analysis in the study of environmental science and pollution

2. Program Mission

- 1– Providing the student with science related to the environment.
- 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 highly educated teaching cadres capable of teaching and teaching, transferring skills to students, understanding and absorbing environmental science and pollution, its methodology and fields of study, and accessing the latest studies, sources and research methods and harnessing them to serve teaching and learning of the climate subject.

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
First class		Biogeography	2	

8. Expected learning outcomes of the program

Knowledge		
1– Providing the student with the main concepts about biogeography, its fields, and their applied importance. 2– Explaining the elements of the Earth's atmosphere and the relationship between these elements. 3– Clarifying vital regions and their geographical distribution. 4– Introducing the student to the developments of life on the surface of the Earth over different times..		Learning Outcomes Statement 1
Skills		
1- The student's ability to identify the biological environment and ecosystem and the importance of the continued safety of the ecosystem for humans and other living organisms. 2- Scientific skills in accepting information and reformulating it. 3- Scientific skills in researching this science.		Learning Outcomes Statement 2
4- Individual skills and creating an entrepreneurial spirit to know the types of vital ecosystems.		Learning Outcomes Statement 3
Ethics		
1– The ability to identify the integrity of the ecosystem through biodiversity. 2– The student's tendency to love geography.		Learning Outcomes Statement 4

3- The student is attracted to the teacher's material presentation style. 4- The student's interaction with the way the material is presented.	Learning Outcomes Statement 5
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9. Teaching and Learning Strategies

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.

10. Evaluation methods

- 1- Oral tests in the classroom and within weekly lectures.
- 2- Final monthly achievement tests after the end of each subject.
- 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
A.P.Dr.Surah Bader Hussein	Natural geography	climatology			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

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

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 biogeography.
- 2– Maturating 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– Conducting scientific trips and field visits
- 4– Developing the scientific content of the subject by deleting, adding, and replacing.

- 5– Training students to extract, collect, analyze and classify environmental data.
- 6– Identifying ways to extract environmental phenomena from mathematical equations to develop the practical, applied aspect for students.
- 7– Developing students' comprehension skills and intellectual maturity and assigning them to write research periodically.
- 8– 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
First class		biogeography	basic											

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

Course Description Form

1. Course Name:	
Biogeography	
2. Course Code:	
3. Semester / Year:	
Year	
4. Description Preparation Date:	
7/ 2/ 2024	
5. Available Attendance Forms:	
present	
6. Number of Credit Hours (Total) / Number of Units (Total)	
2 hours/ 4 Units	
7. Course administrator's name (mention all, if more than one name)	
Name: A.P.Dr.Surah Bader Hussein Email: dr.surah.bader@uomosul.edu.iq	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none">• Paying attention to the natural environment and teaching subjects that mimic it.• Preparing qualified teachers who have the ability to understand and analyze the subject of biogeography and teach it to students according to an established and modern scientific methodology that serves the specialty.• Clarifying the intimate relationships that bind a person and how he influences and is affected by them.• Developing perception, causality, and questioning skills and finding solutions to them to understand the sections and fields of study of biogeography.• Training students to exploit modern technologies to familiarize themselves with the latest biogeographical sources and studies of interest

	<ul style="list-style-type: none"> • Subject and attending electronic lectures, seminars and conferences related to bioenvironmental studies..
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9. Teaching and Learning Strategies

Strategy	<ul style="list-style-type: none"> • Discussion, questioning during weekly lectures, presenting realistic examples of the biological environment. • Helping students analyze environmental systems • Encouraging students to understand, scientific analysis, and find solutions to biological environmental problems. • Access to modern methods of teaching, delivering scientific material to students, and transferring skills and information • Related to biogeography..
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First Second			<ul style="list-style-type: none"> • Biogeographic concept. • Definition of biogeography and its development • Its methods and its relationship to other sciences • The appearance of living things on the surface of the Earth • The first and second time • The third and fourth time • Plant life and the basics of classification of plant organisms • Factors that control the spread of vegetation • Natural factors • Human factors • Patterns of plant groups • Plant biological relationship and ecological and biological concepts • Bioregions • Tropical forest region 		
Third					
Fourth					
Fifth Sixth Seventh					
Eighth	2	Understand			discussion
Ninth The tenth eleventh twelfth Thirteenth					

fourteenth Fifteenth The sixteenth week			<ul style="list-style-type: none"> • Territory of temperate, cold and coniferous forests • Aquatic organisms and their geographical distribution 		
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.					
<ul style="list-style-type: none"> - Daily preparation and attendance: 5 degrees - Monthly exams: 10 marks - Mid-year exam: 25 marks - Annual quest: 40 degrees - Final exam: 60 marks.. etc 					
12. Learning and Teaching Resources					
Required textbooks (curricular books, if any)		nothing			
Main references (sources)		<ul style="list-style-type: none"> -Geography of the Biosphere, Abdul Abbas Fadhl Al-Ghurair, Saadia Akul Al-Salhi, Safaa Publishing and Distribution House, Amman, 1998. -Contemporary Biogeography, Abdel Fattah Siddiq, Dar Al-Ma'rifa for Human Development, first edition, 2007. Introduction to the science of geography and the environment, Mahmoud Muhammad Muhamadin, 2023 -Geography of plants and animals (biogeography), Nazim Anis Issa, Tahani Yassin Makhlof, Damascus University Press, 2021 Introduction to Geography and Environment, Mahmoud Muhammad Muhamadin, 2023 			
Recommended books and references (scientific journals, reports...)		<ul style="list-style-type: none"> Basics of Biogeography, Essam Abbas Babakir Karar, Translation and Arabization Unit, Ministry of Higher Education, Khartoum, 2015. Principles in Climatology and Biogeography, Bonus Element, 2008. Biogeography, Naeem Al-Zaher, Al-Yazouri Scientific House, for Publishing and Distribution, 2015. 			

	<p>Biogeography, Subhi Ahmed Al-Dulaimi, Amjad Publishing and Distribution House, 2018.</p> <p>Biodiversity and Soil, Ali Salem Ahmada Al-Shawara, Safaa Publishing and Distribution House - Amman, 2013.</p>
Electronic References, Websites	<ul style="list-style-type: none"> -Telegram researcher website, - Geographical Library website on Telegram

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 foundations 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	Tow huors		The concept of tourism geography, lecture, daily exams and questions	A lecture	Daily exams and questions
the third			The relationship between geography to tourism, daily exercises and oral questions		
the fourth			concept of tourism, lecture, daily exams and oral questions		
Fifth VI					
Seventh					

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 science lectures, daily exams and questions Research methods tourism geography, lecture, daily exams and oral questions Research methods in the geography of tourism, lecture, daily exams oral questions Characteristics characteristics of the geography of tourism, daily exams lecture oral questions The importance objectives of tourism geography daily exams lecture and questions The natural foundations of the geography of tourism lecture, daily exams and questions The human foundations of tourism geography, lecture, daily exams and oral questions economic foundations of geography of tourism, daily exams lecture and oral questions Positive aspects of tourism Negative aspects of tourism Mid-year exam Type of tourism Religious tourism lecture daily exams and oral questions Medical tourism lecture, daily exams and oral questions Ecotourism lecture, daily exams oral questions Scientific tourism lecture, daily exams and questions Cultural tourism lecture daily exams and oral questions Social tourism lecture daily exams and oral questions Hospital tourism lecture, daily exams and questions Tourism planning lecture daily exams and oral questions Tourism Development Lecture daily exams and oral questions Tourism development ecotourism, daily exams lecture oral questions Sustainable development and ecotourism, daily exams lecture and oral questions Sustainable development tourism planning Sustainable development and ecotourism practical example of ecotourism applied example of tourism 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 evaluation device
Department of Quality
Assurance and Academic Accreditation
Accreditation Department



Academic program and course description guide

2024

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, 2906/3. On 2023/5/3 regarding 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 brief summary of its vision, mission, and goals, 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 a developed, inspiring, motivating, realistic and applicable programme.

The program's mission: It briefly explains the goals and activities necessary to achieve them, and also defines 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.

Learning outcomes: A consistent set of knowledge, skills, and values that the 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.

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

Academic program description form

University name: University of Mosul

College/Institute: College of Education for Humanities

Scientific Department: Geography Department

Name of the academic or professional program: Bachelor Geography

Name of final degree: Bachelor of Geography

Academic system: annual

Description preparation date: 2024/10/2

Date of filling the file: 2024/10/2

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

1. Program vision

1. Interest in studies that include geographical thought and the possibility of its applications and principles.
2. Developing students' abilities to study geographical thought, its branches, and ideas related to contemporary geography.
3. Determine the mechanisms of study in the period of geographical thought.
4. Knowing the reality of modern studies in geographical thought

2. Program message

- 1 - Follow up and keep up with new references related to topics of geographical thought through library sources (books, articles, research, the Internet).
- 2 - Harnessing technology for the purpose of education, presenting lectures via computer, and presenting and discussing student articles on geographical thought.

3. Program objectives

The course aims to prepare qualified male and female teachers capable of performing the task of teaching in schools.

Graduating a cadre capable of understanding the subject of geographical thought and its relationship to the philosophy of geography to clarify the subject's vocabulary and concepts.

Geography and intellectual development and keeping pace with contemporary technical developments in this specialty, as well as preparing researchers who keep pace with modern and contemporary global development through their scientific research that serves society.

4. Program accreditation

Does the program have program accreditation? From which side?

5. Other external influences

Is there a sponsor for the program?

6. Program structure				
comments *	percentage	Study unit	Number of courses	Program structure
	%3.1	2	1	Enterprise requirements
				College requirements
				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
practical	theoretical			
	2	Geographic thought		The fourth stage

8. Expected learning outcomes of the programme	
Knowledge	
Statement of learning outcomes 1	<p>1- Interest in intellectual geographical studies and the philosophy of geography.</p> <p>2-Distinguishing between sections of geographical thought throughout historical times.</p> <p>3- Developing students' abilities in identifying the stages of development of geographical thought.</p> <p>4- Familiarity with all the data of the subject according to the dates and times in which geographical ideas applied.</p> <ol style="list-style-type: none"> 1. The student's awareness of the importance of ancient civilizations in the discovery and development of geographical knowledge. 2. Identify the applied role of this geographical knowledge and ideas in the development of modern and contemporary geography ideas.
Skills	
Statement of learning outcomes 2	<p>1- Follow up and keep up with new scientific references related to intellectual geographical topics.</p> <p>2- Identify the contributions of ancient civilizations and the Arab-Islamic civilization to the creation and development of contemporary geographical ideas.</p> <p>3- Using and harnessing technology to develop education through the use of computers and modern technologies.</p>
Value	
Statement of learning outcomes 4	<p>1-Developing the cognitive aspect.</p> <p>2- Developing scientific curiosity.</p> <ol style="list-style-type: none"> 1. Developing positive attitudes for the purpose of finding solutions to problems related to the subject of geographical thought. 2. Forming scientific inclinations towards the philosophy of geography and geographical idea
Statement of learning outcomes 5	Learning outcomes 5

9. Teaching and learning strategies

Discussion, interrogation through weekly lectures, presenting realistic examples of geographical ideas and linking them to daily life, lectures, meetings via social media such as Google Meet and the Classroom.

10. Evaluation methods

- 1- Daily oral tests.
- 2- Written semester tests, holding discussion sessions or asking questions and answers during the lecture.
- 3- Assigning students to homework (homework) that is part of the academic subject.
- 4- Semi-annual and annual final achievement tests.

11. education institution

Faculty members

Preparing the teaching staff		Special requirements/skills (if any)		Specialization		Scientific rank
lecturer	malak			private	general	
	Yes			Geographic thought	geography	M. Dr.. Heba Salem Yahya Al-Sultan

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

Central admission

The most important sources of information about the program

Abd Khalil Fadil, Ibrahim Abd al-Jabbar al-Mashhadani, geographical thought.

Shaker Khasbak, The Development of Geographical Thought.

Abdel-Al Abdel Moneim Al-Shami, geographical thought, biography and journey.

The philosophy of place in geographical thought, Muhammad Ahmad Al-Samarrai.

Program development plan

Program skills chart															
Learning outcomes required from the programme															
Value				Skills				Knowledge				Essential or optional?	Course Name	Course Code	Year/level
4G	3G	2G	1G	4B	3B	2B	1B	4A	3A	2A	1A				
												Basic	Geographic thought		Fourth

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

Course description form

1.	Course Name Geographical thought	
2.	Course code	
3.	Semester/year annual	
4.	The date this description was prepared 2024/2/10	
5.	Available forms of attendance My presence	
6.	Number of study hours (total)/number of units (total) Number of hours 2 / Number of units 4	
7.	Name of the course administrator (if more than one name is mentioned) Name: M. Dr. Heba Salem Yahya Al-Sultan ¹ hhibaalsultan@uomosul.edu.iq Email	
8. Course objectives		
<ul style="list-style-type: none"> • Graduating a cadre capable of understanding the subject of geographical thought and its relationship to the science of geography and its philosophy to clarify Subject vocabulary and new concepts and keeping up with technical and scientific developments in this specialization. • Preparing competent male and female teachers capable of performing the task of teaching in schools. • Preparing and graduating researchers who keep pace with global development through their research that serves society. 		Objectives of the study subject
9. Teaching and learning strategies		
Discussion and questioning during weekly lectures and presenting realistic examples of geographical ideas that we need in our daily lives.		The strategy

10. Course structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Tests Oral	Discussion	Introduction to geographical thought. Geographical thought in antiquity.		2	the first
	Discussion	Geographical thought in Iraq. Geographic thought in Egypt.		2	the second
	Discussion	Roman geographical thought.		2	the third
	=	Geographical thought in Greece.		2	the fourth
Semester exam	=	Geographical thought among the Greeks.		2	Fifth
	=	Geographical thought among Arabs before Islam.		2	VI
	=	Arab-Islamic geographical thought.		2	Seventh
	=	Geographical thought in the Middle Ages.		2	VIII
Half a year	=	Modern geographical thought.		2	Ninth
	=	Intellectual developments in the modern era.		2	The tenth
	=	Modern geography schools part 2.		2	Eleven
	=	geographical schools part		2	Twelve
	=	Contemporary geographical thought.		2	thirteen
	=	geographical concepts, determinism,		2	Fourteen
	=	Possibility, regional.		2	fifteen
	=	Geographic concepts field Geographic field		2	Sixteen
	=	unified.		2	the first
	=	The duality of geography, natural and human.		2	the second
	=	Limits of geography.		2	the third
	=	School application 6 weeks.		2	the fourth
	Final	Scientific method. Steps of the scientific method. Fields of contemporary geography. Natural geographic fields. Fields of human geography. Information revolution using systems Geographical information. Mapping and remote sensing.		2	Fifth
				2	VI
				2	Seventh
				2	VIII
				2	Ninth
				2	The tenth
				2	Eleven

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.

Semester exam: 5 marks. A report on the subject's vocabulary as an assignment, 5 marks.

Annual quest 40 degrees.

The final exam is 60 marks

12.Learning and teaching resources	
The geographical thought of the authors Abdul Khalil Fadil, Ibrahim Abdul Jabbar Al-Mashhadani	Required textbooks (methodology, if any)
All books on geographical thought and the philosophy of geography	Main references (sources)
	Recommended supporting books and references (scientific journals, reports....)
	Electronic references, Internet sites

Academic Program Description Form

University Name: ... Mosul.....

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

Scientific Department: .. Geography.....

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

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

Academic System: Annual

Description Preparation Date: 7/2/2024

File Completion Date: 7/2/2024

Signature:

Head of Department Name: Prof. Dr. Suhaib
Hassan Khadr

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

- 1- Paying attention to climate studies and sources that deal with climate and weather elements.
- 2- Knowledge of weather and climate science and methods of measuring them and extracting their rates.
- 3- Addressing the study of the fields of weather and climate science and its various effects.
- 4- Explaining the methods of extracting climate phenomena and training students on them, the equations and methods used to extract them, such as drought, evaporation, etc.
- 5- It aims to increase students' focus and awareness of the importance of climate science and its important role on humans, their various activities, and the environment in which they live.

2. Program Mission

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

3. Program Objectives

The course aims to prepare educated teaching staff with high efficiency, capable of teaching and teaching, transferring skills to students, understanding and assimilating the science of weather and climate, its methodology and fields of study, and accessing the latest studies, sources and research methods and harnessing them to serve the teaching and learning of climate subject.

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	
			theoretical	practical
First grade:		Foundations of weather and climate	2	1

8. Expected learning outcomes of the program

Knowledge

- 1- Learn about weather and climate science and the most important climatic elements.
- 2- Arriving at the most important climatic elements and their influence on the rest of the elements through modern climate measurement and monitoring methods.
- 3- Extracting many climate phenomena using

Learning Outcomes Statement 1

<p>experimental methods and statistical equations to extract drought, evaporation/transpiration, Köppen classification, and others.</p> <p>4- Study the impact of climate on various human activities.</p> <p>5- The extent to which climate contributes to solving many different problems through solid scientific methods.</p>	
Skills	
<p>1-Access to the latest sources and studies that specialize in studying and analyzing climate elements.</p> <p>2-Developing the skills of analysis, interpretation, and linking factors and variables that address specific climate phenomena.</p> <p>3- Working on students acquiring scientific knowledge of modern educational methods and exploiting modern technologies that contribute to supporting this goal.</p> <p>4- Trying to address some of the problems and areas related to climate, which is the main contributor to their existence.</p>	Learning Outcomes Statement 2
Ethics	
<p>1- Supporting learning skills, success and scientific learning.</p> <p>2- Encouraging requests for everything new in the field of scientific knowledge in climate science lessons.</p> <p>3- Practical application of experimental equations to extract climate phenomena. Of course, understanding and understanding requires the subject of weather and climate.</p> <p>4- Educating work students about cooperative work and contributing to analyzing and studying the climate.</p>	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

- 1- Oral tests in the classroom and within weekly lectures.
- 2- Final monthly achievement tests after the end of each subject.
- 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
Assist. Prof. Dr:Khalid Satam Atiyah	Natural geography	Climate			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 the foundations of weather and climate.
- 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- Conducting scientific trips and field visits to climate stations to learn about the work of climate monitoring devices and methods of measuring them.
- 4- Training students to extract, collect, analyze and classify climate data.
- 5- Identify ways to extract climate phenomena from mathematical equations to develop the practical, applied aspect for students.
- 6- Developing students' comprehension skills and intellectual maturity and assigning them to write research periodically.
- 7- 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
First grade		Fundamentals of weather and climate	Basic												

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

Course Description Form

1. Course Name: Fundamentals of weather and climate	
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) 2 Number of units 4	
7. Course administrator's name (mention all, if more than one name) Name: Assist. Prof. Dr:Khalid Satam Atiyah Email: : khalidsetam80@uomosul.edu.iq	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none">• Preparing qualified teachers who have the ability to understand and analyze climate subject matter and teach it to students according to an established and modern scientific methodology that serves the specialty.• Developing perception, causality, and questioning skills and finding solutions to them to understand the sections and fields of study of climate science.• Training students to exploit modern technologies to view the latest climate sources and studies of interest to the subject, and to attend electronic lectures, seminars, and conferences related to climate studies.
9. Teaching and Learning Strategies	
Strategy	-Discussion, questioning during weekly lectures, presenting realistic examples of the climate Helping students in extracting climatic phenomena (such as

	<p>evaporation and transpiration - hydro-climatic budget, -Dehydration...etc.)</p> <p>- Encouraging students to understand, analyze scientifically, and find solutions to problems related to the climate.</p> <p>- Access to modern methods of teaching and delivering scientific material to students, and transferring skills and information related to the subject of the foundations of weather and climate.</p>
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10. Course Structure

	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
The first	2		The concept of weather and climate science and its study trends	discussion	
the second	2		Branches of weather and climate science	discussion	
the third	2		The gaseous envelope and its layers	discussion	
the fourth	2		Pollution and its impact on climate	discussion	
Fifth	2		Solar radiation, factors affecting it, and methods of measuring it.	discussion	
VI	2		Temperature rates, factors affecting them, and methods of measuring them	discussion	
VIII	2		Atmospheric pressure, factors affecting it, and methods of measuring them. Winds, factors affecting them, and methods of measuring them.	discussion	
Ninth	2		Relative humidity, factors affecting it, and methods for measuring it.	discussion	
The tenth	2		Rain, precipitation, factors affecting it, and methods of measuring it.	discussion	
eleventh	2		Evaporation, factors affecting it, and methods of measuring it.	discussion	
twelveth	2		Air masses, factors affecting them, and methods of measuring them.	discussion	
Thirteenth	2		Weather depressions, factors affecting them, and methods of measuring them.	discussion	

fourteenth	2		Atmospheric heights, factors affecting them, and methods of measuring them Storms and hurricanes, the factors affecting them, and methods of measuring them	discussion	
Fifteenth	2			discussion	
The sixteenth week	2		Weather phenomena (fog, frost, hail, thunder, lightning) Air masses, factors affecting them, and methods of measuring them	discussion	
eighteen	2		Weather depressions, factors affecting them, and methods of measuring them	discussion	
nineteenth	2		Atmospheric heights, factors affecting them, and methods of measuring them	discussion	
The twentieth	2		Storms and hurricanes and the factors affecting them and their measurement	discussion	
21st	2		Weather phenomena (fog, frost, hail, thunder, lightning)	discussion	
twenty tow	2		Phenomena (dust storms, suspended dust, estimated dust) Weather forecasting and accordingly	discussion	
twenty third	2		Next Climate (causes - results - consumers) The city's climate is a model of local climate change	discussion	
twenty fourth	2		Return to the biological environment Climate contributed to water sources	discussion	
th25	2		Climate changes (causes - results - treatments)	discussion	
twenty-sixth	2		The city's climate is a model of local climate change	discussion	
th27	2		The impact of climate on the biological environment	discussion	

Twenty-eighth	2		The impact of climate on water sources	discussion	
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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

A prescribed methodological book (Fundamentals of Weather and Climate) Adnan Al-Bayati, Sabah Al-Rawi	
Main references (sources)	
<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, 2016 - Book (Climatology) by Dr. Noman Shehadha 2009 -Book (Reference on Climate Disasters) by Dr. Ali Hassan Musa, 2016 	
Electronic References, Websites	

Academic Program Description Form

University Name: ... Mosul.....

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

Scientific Department: .. Geography.....

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

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

Academic System: Annual

Description Preparation Date: 7/2/2024

File Completion Date: 7/2/2024

Signature:

Head of Department Name: Prof. Dr. Suhaib
Hassan Khadr

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

- 1- Paying attention to climate studies and sources that deal with climate and weather elements.
- 2- Knowledge of weather and climate science and methods of measuring them and extracting their rates.
- 3- Addressing the study of the fields of weather and climate science and its various effects.
- 4- Explaining the methods of extracting climate phenomena and training students on them, the equations and methods used to extract them, such as drought, evaporation, etc.
- 5- It aims to increase students' focus and awareness of the importance of climate science and its important role on humans, their various activities, and the environment in which they live.

2. Program Mission

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

3. Program Objectives

The course aims to prepare educated teaching staff with high efficiency, capable of teaching and teaching, transferring skills to students, understanding and assimilating the science of weather and climate, its methodology and fields of study, and accessing the latest studies, sources and research methods and harnessing them to serve the teaching and learning of climate subject.

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	
			theoretical	practical
First grade:		Foundations of weather and climate	2	1

8. Expected learning outcomes of the program

Knowledge

- 1- Learn about weather and climate science and the most important climatic elements.
- 2- Arriving at the most important climatic elements and their influence on the rest of the elements through modern climate measurement and monitoring methods.
- 3- Extracting many climate phenomena using

Learning Outcomes Statement 1

<p>experimental methods and statistical equations to extract drought, evaporation/transpiration, Köppen classification, and others.</p> <p>4- Study the impact of climate on various human activities.</p> <p>5- The extent to which climate contributes to solving many different problems through solid scientific methods.</p>	
Skills	
<p>1-Access to the latest sources and studies that specialize in studying and analyzing climate elements.</p> <p>2-Developing the skills of analysis, interpretation, and linking factors and variables that address specific climate phenomena.</p> <p>3- Working on students acquiring scientific knowledge of modern educational methods and exploiting modern technologies that contribute to supporting this goal.</p> <p>4- Trying to address some of the problems and areas related to climate, which is the main contributor to their existence.</p>	Learning Outcomes Statement 2
Ethics	
<p>1- Supporting learning skills, success and scientific learning.</p> <p>2- Encouraging requests for everything new in the field of scientific knowledge in climate science lessons.</p> <p>3- Practical application of experimental equations to extract climate phenomena. Of course, understanding and understanding requires the subject of weather and climate.</p> <p>4- Educating work students about cooperative work and contributing to analyzing and studying the climate.</p>	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

- 1- Oral tests in the classroom and within weekly lectures.
- 2- Final monthly achievement tests after the end of each subject.
- 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
Yasameen fawzi	Natural geography	Climate				yas

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 the foundations of weather and climate.
- 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- Conducting scientific trips and field visits to climate stations to learn about the work of climate monitoring devices and methods of measuring them.
- 4- Training students to extract, collect, analyze and classify climate data.
- 5- Identify ways to extract climate phenomena from mathematical equations to develop the practical, applied aspect for students.
- 6- Developing students' comprehension skills and intellectual maturity and assigning them to write research periodically.
- 7- 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
First grade		Fundamentals of weather and climate	Basic												

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

Course Description Form

1. Course Name:	
Fundamentals of weather and climate	
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)	
2 Number of units 4	
7. Course administrator's name (mention all, if more than one name)	
Name: yasameen fawzi Email: : yasameen.fawzi@uomosul.edu.iq	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> • Preparing qualified teachers who have the ability to understand and analyze climate subject matter and teach it to students according to an established and modern scientific methodology that serves the specialty. • Developing perception, causality, and questioning skills and finding solutions to them to understand the sections and fields of study of climate science. • Training students to exploit modern technologies to view the latest climate sources and studies of interest to the subject, and to attend electronic lectures, seminars, and conferences related to climate studies.
9. Teaching and Learning Strategies	
Strategy	<p>-Discussion, questioning during weekly lectures, presenting realistic examples of the climate</p> <p>Helping students in extracting climatic phenomena (such as</p>

	<p>evaporation and transpiration - hydro-climatic budget, -Dehydration...etc.)</p> <p>- Encouraging students to understand, analyze scientifically, and find solutions to problems related to the climate.</p> <p>- Access to modern methods of teaching and delivering scientific material to students, and transferring skills and information related to the subject of the foundations of weather and climate.</p>
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10. Course Structure

	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
The first	2		The concept of weather and climate science and its study trends	discussion	
the second	2		Branches of weather and climate science	discussion	
the third	2		The gaseous envelope and its layers	discussion	
the fourth	2		Pollution and its impact on climate	discussion	
Fifth	2		Solar radiation, factors affecting it, and methods of measuring it.	discussion	
VI	2		Temperature rates, factors affecting them, and methods of measuring them	discussion	
VIII	2		Atmospheric pressure, factors affecting it, and methods of measuring them. Winds, factors affecting them, and methods of measuring them.	discussion	
Ninth	2		Relative humidity, factors affecting it, and methods for measuring it.	discussion	
The tenth	2		Rain, precipitation, factors affecting it, and methods of measuring it.	discussion	
eleventh	2		Evaporation, factors affecting it, and methods of measuring it.	discussion	
twelveth	2		Air masses, factors affecting them, and methods of measuring them.	discussion	
Thirteenth	2		Weather depressions, factors affecting them, and methods of measuring them.	discussion	

fourteenth	2		Atmospheric heights, factors affecting them, and methods of measuring them Storms and hurricanes, the factors affecting them, and methods of measuring them	discussion	
Fifteenth	2			discussion	
The sixteenth week	2		Weather phenomena (fog, frost, hail, thunder, lightning) Air masses, factors affecting them, and methods of measuring them	discussion	
eighteen	2		Weather depressions, factors affecting them, and methods of measuring them	discussion	
nineteenth	2		Atmospheric heights, factors affecting them, and methods of measuring them	discussion	
The twentieth	2		Storms and hurricanes and the factors affecting them and their measurement	discussion	
21st	2		Weather phenomena (fog, frost, hail, thunder, lightning)	discussion	
twenty tow	2		Phenomena (dust storms, suspended dust, estimated dust) Weather forecasting and accordingly	discussion	
twenty third	2		Next Climate (causes - results - consumers) The city's climate is a model of local climate change	discussion	
twenty fourth	2		Return to the biological environment Climate contributed to water sources	discussion	
th25	2		Climate changes (causes - results - treatments)	discussion	
twenty-sixth	2		The city's climate is a model of local climate change	discussion	
th27	2		The impact of climate on the biological environment	discussion	

Twenty-eighth	2		The impact of climate on water sources	discussion	
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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

A prescribed methodological book (Fundamentals of Weather and Climate) Adnan Al-Bayati, Sabah Al-Rawi	
Main references (sources)	
<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, 2016 - Book (Climatology) by Dr. Noman Shehadha 2009 -Book (Reference on Climate Disasters) by Dr. Ali Hassan Musa, 2016 	
Electronic References, Websites	

Course Description Form

<p>1. Course Name: General geography</p>					
<p>2. Course Code:</p>					
<p>3. Semester / Year: 2023-2024</p>					
<p>4. Description Preparation Date: 28/11/2023</p>					
<p>5. Available Attendance Forms: In-person - electronic class</p>					
<p>6. Number of Credit Hours (Total) /</p>					
<p>Number of Units (Total) 6 hours a week</p>					
<p>7. Course administrator's name (mention all, if more than one name)</p>					
<p>Name: mohmmed mukhlef shalal Name: Dr.. Mustafa Qais Hammadi Name : M. M. Lilaf Dashwar Muhammad</p>					
<p>8. Course Objectives</p>					
<p>Course Objectives</p>				<ul style="list-style-type: none"> • • Identify the basic and methodological principles of general geography • • Identify the vocabulary of natural and human geography 	
<p>9. Teaching and Learning Strategies</p>					
<p>Strategy</p>		<p>Theoretical and practical lecture, dialogue and discussions, oral questions</p>			
<p>10. Course Structure</p>					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
the second	Tow huors		Learn about the science of geography in terms of definition, how it developed, and how it reached what it is today	A lecture	Daily exams and questions
the third			Learn about the branches of		
the fourth					
Fifth VI					
Seventh VIII					

Ninth The tenth atheistic ten the second ten the third ten the fourth ten Fifth ten VI ten Seventh ten VIII ten		<p>geography and what areas each branch is interested in</p> <p>The student will know how the continent appeared in the way it is now and what are the theories that explained this</p> <p>Identify the Earth's position relation to other planets and what effect this has on them</p> <p>Learn about the benefits of lines of longitude and latitude</p> <p>Identify the components of the Earth's crust and the types of rocks found in it</p> <p>Learn about the importance of the geological crisis and how the Earth was formed during these times</p> <p>Identifying the ways in which mountains are formed, in addition to knowing their types</p>		
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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)	nothing
Main references (sources)	1- General Geography, Abdul Zahra Ali Al-Janal 2- General Geography, Dr. Yousra Al-Jawahiri 3- Official websites.
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	https://www.windy.com/?36.335,43.119,5 https://ar.wikipedia.org/wiki/

Ministry of Higher Education and Scientific Research
Scientific supervision and evaluation device
Department of Quality Assurance and Academic Accreditation

Academic program description form for colleges and institutes for the academic year

the university :Mosul
TotalE/Institute:College of Education for Human Sciences
scientific department:Geography
File filling date://2024

the signature :

the signature :

Name of scientific assistant:

Name of the Department

Head: Prof. Dr. Suhaib Hassan
Khader

the date :

the date :

Check the file before

SectionEnsuring quality and university performance

Manager nameSectionquality assuranceAnd university performance:

Prof. Dr. Hassan Moyed Hamed

the date //

Authentication of the Dean

Description of the academic program

This academic program description provides a necessary summary of the most important characteristics of the program and the learning outcomes that the student is expected to achieve, demonstrating whether he has made the most of the available opportunities. It is accompanied by a description of each course within the program

universityMosul / College of Education for Human Sciences	Educational institution .1
Department of Geography	The sectionscientific/ .2 Center
Master's degree in geography	Name of the academic .3 programOr professional
Master's degree in geography	Name of the final .4 certificate
Second course	School system: .5 Annual/courses/other s
NCATE	Accreditation .6 programApproved
	Other external .7 influences
	Date the description .8 was prepared
	Objectives of the academic program .9
	Student definition of geographic information systems -
	Providing the student with the skills of finding solutions using information systems -
	Providing students with a positive attitude towards systems subject -

<p>Outputs aFor a programRequired teaching, learning and evaluation methods.10</p> <p>A- Cognitive objectives.</p> <p>A1-The customized study program seeks to provide the student with cognitive skills in everything related to geographic information systems</p> <p>A2-To be able to use and deal with the programArc GIS- ARC Map</p> <p>A3-To master the importance of geographic information systems in problems</p> <p>A4-This program should be applied in producing maps and databases for graduation research</p> <p>And learning about methods of communicating scientific knowledge by mastering everything related to the importance of the information provided to the student. It also enables him to study the needs of the market and how to help him determine his knowledge need and how to meet that need through the various information services that are acquired.</p>
<p>B-Skills objectives of the program:</p> <p>B1 - In this course, the student can acquire cognitive skills in dealing with information and the ability to realize the need of government institutions for geographic information systems in order to solve problems and reach the fastest solutions.</p> <p>B2 –</p> <p>B3 -</p>
<p>Teaching and learning methods</p> <p>Discussion, questioning, lecture and exercises</p>
<p>Evaluation methods</p>
<p>Formative, summative and summative tests</p>
<p>C- Emotional and value-based goals:</p> <p>C1-- Asking questions related to the course topics</p> <p>C2- Developing intellectual and mental ability related toHow to deal with geographic information systems</p>

C3-Developing the intellectual sense to develop ideas to reach predictions in studying selected scientific cases
C4-

Teaching and learning methods

- 1-Preparing scientific lectures within vocabulary
- 2- Contributions in daily preparation
- 3- Daily surprise exams
- 4- aResearch counter

Evaluation methods

Formative, summative and summative tests-Weekly reports

Dr-General skills And Qualification Movable (Skills Other related to employability and development personal).

D1-Follow websites to enrich the learning process

D2-Visit digital libraries

D3-Visit the department library and the central library

D4-Join educational channels on YouTube and Telegram

Teaching and learning methods

Discussion-Interrogation-lecture

Evaluation methods

Various questionnaires and follow-up through an intentional observation form

Program structure.11

Credit hours	Name of the course or course	Course or course code	Educational level
--------------	------------------------------	-----------------------	-------------------

practical	theoretical	Geographic information systems		Masters
	1 1			

Planning for personal development.12 Developing vocabulary by 5% annually, periodically and continuously
Acceptance standard(situationRegulations related to college admission .13 orinstitute)
Central admission
The most important sources of information about the program.14
Many sources and research on scientific materialPrograms and practical exercises

Curriculum skills chart

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

Learning outcomes required from the programme														Basic Or optional	Course Name	Course Code	Year/lev el		
General skills andMovable rehabilitation (Other skills related to employability and personal development)				Emotional and value goals				Skills objectives of the program				Cognitive goals							
D4	D3	D2	D1	C4	C3	C2	C1	B4	B3	B2	B 1	A4	A3	A2	A1				
																Basic	Geographi c informatio n systems	2022	

Course description form

Course description

Geographic information systems subjectCombining the knowledge, skills, concepts and statistical methods that a researcher needs in geographic information systems in order to study any problem through data processing, which is one of the main tools that a graduate of this department needs to be qualified and able to study any field of geographic information systems in a scientific manner in order to achieve excellence and quality in his work.

University of Mosul / College of Education for Human Sciences	Educational institution .1
Department of Geography	The sectionscientific/ .2 Center
	Course name/code .3
Attending an electronic class	Available attendance .4 forms
2023-2024	Semester/year .5
2	Number of study .6 hours(total)
	Date this description was .7 prepared
	Course objectives .8
Introducing the importance of the information students need.	
Learn about geographic information systems. •	
Defining the basic pillars of geographic information systems. •	
Explaining the basic operations of databases in geographic information systems. •	
Familiarity with the applications of these systems in geographical •	

studies.

OutputsThe decisionTeaching, learning and evaluation methods .9

a-Cognitive goals

A1- The customized study program seeks to provide the student with cognitive skills in everything related to geographic information systems

A2- To be able to use and deal with the programArc GIS- ARC Map

A3- To master the importance of geographic information systems in problems

A4- This program should be applied in producing maps and databases for graduation research

And learning about methods of communicating scientific knowledge by mastering everything related to the importance of the information provided to the student. It also enables him to study the needs of the market and how to help him determine his knowledge need and how to meet that need through the various information services that are acquired.

A5-

A6-

B -Skills objectives for the course

B 1 -In this course, the student can acquire cognitive skills in dealing with information and the ability to realize the need of government institutions for geographic information systems in order to solve problems and reach the fastest solutions.

B2 -

B3 -

B4-

Teaching and learning methods

By the end of studying the course, the student must be able to:

1. Uses geographic information systems programs
2. Create information layers
3. Draws maps using geographic information systems programs
4. Knowledge of the importance of geographic information systems in study and analysis
5. Employing systems to solve problems through student research

	Evaluation methods
	Giving students the ability to think to reach a solution to a problem using geographic information systems and developing their cognitive skills in the field of study
	C-Emotional and value goals
C1-Developing dealing with geographic information systems software	
C2-Developing cognitive awareness of the importance of geographic information systems in various applications	
C3-Developing positive attitudes towards the subject	
C4-Developing scientific curiosity about systems	
	Teaching and learning methods
	Discussion-Interrogation-lecture
	Evaluation methods
	Various questionnaires
D - General skills fQualificationTransferable (other skills related to employability and personal development).	
D1-General skillsAndQualificationMovable(SkillsOther related to employability and developmentpersonal).	
D1-Follow websites to enrich the learning process	
D2-Visit digital libraries	
D3-Visit the department library and the central library	
D4-Join educational channels on YouTube and Telegram	

Course structure .10					
Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
	Diction	Recent trends in geographic research in geographic information systems		2	1
	Diction	Science of geographic information systems and artificial intelligence		2	2
	Exploration	Remote Sensing		2	3
	Problem Solving	Global Positioning System and its applications		2	4
	Discussion	Classification cartographic coding		2	5
	Diction	Digital elevation model And the digital model of molars		2	6

		and digital surface model			
	Diction	Applications of geographic information systems in Hydrological studies		2	7
	Discussion				8
	Discussion	Ground statistics analysis			9
	Discussion	Deep learning and geographic information systems			10
	Discussion	Environmental disasters and earthquakes			11
	Diction	Urbanization and rural urbanization			12
	Diction	Analysis of the Sh She cried			13
	Discussion	Submitting research and			14

		discussing it with other requirements for students in the course			
		End of course exam			15

Infrastructure .11	
Many sources and references according to the requirements of each lecture	Required prescribed -1 books
	Main references -2 (sources)
Searching the global network to access scientific sites to develop the student's mental thinking to reach scientific discovery of the subject	Recommended books and references (scientific journals, reports,.....)
Searching the global network to access scientific sites to develop the student's mental thinking to reach scientific discovery of the subject	Electronic references, websites,...

Course development plan .12
Continuously updating the vocabulary and increasing the student's practical application by increasing the number of hours allocated to the subject in order to increase the student's cognitive ability.

**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:

Signature:

Head of Department Name:

Scientific Associate Name:

Date:

Date:

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Approval of the Dean

1. Program Vision

- 1– Knowledge of the general appearance of the geography of the Arab world
- 2– Knowing the history of the Arab world
- 3 – Clarifying the general natural and human characteristics affecting the geography of the Arab world.
- 4 Explaining the foundations of distinction and the factors affecting them.
- 5 Learn about the classification of population distribution and the problems and challenges it faces.

2. Program Mission

- 1– Providing the student with sciences related to the geography of the Arab world.
- 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 practicing teaching and teaching, transferring skills to students, understanding and absorbing the geography of the Arab world, 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		Geography of the Arab world	theoretical	Practical
			6	

8. Expected learning outcomes of the program

Knowledge	
Learning Outcomes 1	1– Providing the student with basic geographical concepts 2– Identify different geographical topics 3– Clarifying the general natural and human characteristics of the geography of the Arab world. 4– Explaining the characteristics of the geological structure 5– Introduce the student to the geographical discoveries of the Arab

	world
Skills	
Learning Outcomes 2	1– That the student becomes familiar with the regional study curricula of the Arab world. 2– The student should distinguish the terrain characteristics of the Arab world
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

Discussing, analyzing, and participating in addressing the aspects covered in the geography of the Arab world within the lecture, and developing an 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 goals of the

educational process regarding the subject of geography of the Arab world.

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															
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		Geography of the Arab world	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:	
Geography of the Arab world	
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 teach in various Iraqi educational institutions • Preparing technical staff with information experience who be involved in major administrative and planning institutions • Numbers of researchers in field of regional studies who have the ability to contribute the planning and development process
9. Teaching and Learning Strategies	
Strategy	Discussion, questioning during weekly lectures, and presenting realistic examples

	<ul style="list-style-type: none"> - 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		An introduction to the geography of the Arab world	Discussion	Oral tests
the second	2		The natural aspect of the geography of the Arab world	Discussion/illustrative films	Oral tests
the third	2		Site characteristics	Presentation and interrogation	Oral tests
the fourth	2		Geological structure and terrain in the Arab world	Progressive offers	Oral tests
Fifth	2		Climate and climate region in the Arab world	Casting/satellite image	Oral tests
VI	2		Soil in the Arab world	Discussion	Oral tests
Seventh	2		Natural plant region in the Arab world	Discussion	Oral tests
VIII	2		Water resources in the Arab world	Discussion	Oral tests
Ninth	2		The human aspect in the Arab world/population	Discussion	Oral tests
The tenth	2		Population structure in the Arab world	Discussion	Oral tests
eleventh	2		Distribution and movement of populations in North America	Discussion	Oral tests
twelfth	2		The economic aspect in the Arab world	Presentation and interrogation	Oral tests
Thirteenth	2		Economic features of the Arab world	Presentation and interrogation	Oral tests
fourteenth	2		Agricultural resources in the Arab world	Presentation and interrogation	Oral tests
Fifteenth	2		Mining resources in the Arab world	Presentation and interrogation	Oral tests
sixteen	2		Industrial activity in the Arab world	Discussion	Oral tests

Seventeen	2		Transport and communication in the Arab world	Discussion/illustrative films	Oral tests
Eighteen	2		Commercial activity in the Arab world	Presentation and interrogation	Oral tests
the first	2		An introduction to the geography of the Arab world	Progressive offers	Oral tests
the second	2		The natural aspect of the geography of the Arab world	Casting/satellite image	Oral tests
the third	2		Site characteristics	Discussion	Oral tests
the fourth	2		Geological structure and terrain in the Arab world	Discussion	Oral tests
Fifth	2		Climate and climate region in the Arab world	Discussion	Oral tests
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Thirteenth			Economic features of the Arab world		
fourteenth			Agricultural resources in the Arab world		
Fifteenth			Mining resources in the Arab world		
sixteen			Industrial activity in the Arab world		
Seventeen			Transport and communications in the Arab world		
Eighteen			Commercial activity in the Arab world		

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)	Muhammad Azhar Saeed Al-Sammak Hashem Khader Al-Janabi, Geography of Arab World, final edition, 2022.
Main references (sources)	Ahmed Talal Khader Al-Taie and Nashwan Mahmoud Jassim Al-Zaidi, The Arab World: A Study in Natural and Human Geographic Characteristics, first edition, 2022. Bassem Abdel-Azir Omar Al-Othman, Huss Aliwi Nasser Al-Ziyadi, Geography of the Arab World, first edition, 2015.
Recommended books and references (scientific journals, reports...)	Dr.. Saleh Hussein Al-Titi and Abdullah Ibrahim Afaneh, The Arab World, Land and Population Relations/Problems and Solutions, 2017. Muhammad Azhar Saeed Al-Sammak, Studies in Applied Geography of the Arab World, El Publications, 2002.
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:

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

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

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

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

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

Academic Program Description Form

University Name: University of Mosul..
Faculty/Institute: College of Education for Human Sciences
Scientific Department: Geography
Academic or Professional Program Name: Bachelor's degree in Geography
Final Certificate Name: Bachelor's degree in Geography
Academic System: annual
Description Preparation Date: 7/2/2024
File Completion Date: 7/2/2024

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

- 1– Teaching the student what is the geology of the Arab world
- 2– Increasing the student's awareness of the necessity of understanding the natural and human aspects of the geography of the Arab world
- 3– Developing the student's awareness of the importance of this word and the extent of the importance of learning about the structure of the Arab world
- 4– Increasing the student's ability to draw a map of the Arab world

2. Program Mission

- 1– Providing the student with information about the nature of the Arab world.
- 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 staff with high efficiency, capable of practicing teaching and learning, transferring skills to students, understanding and assimilating the geography of the Arab world, accessing the latest studies, sources and research methods, and harnessing them to serve the teaching and learning of the regional subject.

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	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	
			theoretical	practical
2024/ the fourth	UOMEG148	Geography of the Arab world	6	

8. Expected learning outcomes of the program

Knowledge

Learning Outcomes 1

1– Providing the student with the main concepts about the geography of the Arab world, its fields, and its applied importance.
2– Explaining the geology and topography of the Arab world.
3– Clarifying the plant regions in the Arab world.
4– Introducing the student to the natural and human aspects of the Arab world.

Skills

Learning Outcomes 2	1– The student's ability to identify the most important mountain ranges in the Arab world. 2– Scientific skills in accepting information and reformulating it. 3– Scientific skills in researching this topic. 4– Individual skills and creating an entrepreneurial spirit to know the types of human activities that exist in the Arab world.
Learning Outcomes 3	Learning Outcomes Statement 3
Ethics	
Learning Outcomes 4	1– The ability to identify the most important types of soil found in the Arab world. 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.

9. Teaching and Learning Strategies

Discussion, analysis, and participation in addressing the natural and human aspects covered within the lecture, and crystallizing an 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– Final monthly achievement tests after the end of each subject.
- 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
Teacher	Natural geography	Hydrology		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– Ahmed Talal Khader Al-Taie and Nashwan Mahmoud Jassim Al-Zaidi, The Arab World: A Study in Natural and Human Geographic Characteristics, first edition, 2022.
2– Bassem Abdel-Azir Omar Al-Othman, Hussein Aliwi Nasser Al-Zayadi, Geography of the Arab World, first edition, 2015.

3- Dr. Saleh Hussein Al-Titi and Abdullah Ibrahim Afaneh, The Arab World, Land and Population Relations/Problems and Solutions, 2017.

4- Muhammad Azhar Saeed Al-Sammak, Studies in Applied Geography of the Arab World, ELGA Publications, 2002.

14. Program Development Plan

1- Educating students to understand the main and secondary goals of the educational process regarding the subject of geography of the Arab world.

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- Conducting scientific trips and field visits

4- Developing the scientific content of the subject by deleting, adding, and replacing.

5- Training students to extract, collect, analyze and classify information.

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

7- 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
2024/ the fourth	UOMEG148	Geography of the Arab world	Basic												

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

Course Description Form

1. Course Name:	
Geography of the Arab world	
2. Course Code:	
UOMEG148	
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/ 4	
7. Course administrator's name (mention all, if more than one name)	
Name: Dr.Shaymaa Basim AbdulQader Email: Dr.shaymaa.Al-Hayali@uomosul.edu.iq	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none">• Preparing qualified teachers who have the ability to understand and analyze the subject of the Arab world and teach it to students according to an established scientific methodology• And modern, it serves its specialty.• Developing perceptual causality, and questioning skills and finding solutions to them to understand the sections and fields of study of regional geography.• Training students to explore modern technologies to access information and use it in solving problems.

	<p>the latest regional sources and studies of interest</p> <ul style="list-style-type: none"> • Subject and attend electronic lectures, seminars and conferences related regional studies.
--	---

9. Teaching and Learning Strategies

Strategy	<p>Discussion, questioning during weekly lectures, presenting realistic examples about the Arab world.</p> <p>Helping students analyze natural and human aspects</p> <ul style="list-style-type: none"> - Encouraging students to understand, analyze scientifically, and find solutions to human and natural problems. - Access to modern methods of teaching, delivering scientific material to students, and transferring skills and information Concerning the subject of geography of the Arab world.
-----------------	--

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
		<ul style="list-style-type: none"> - An introduction to the geography of the Arab world. - The natural aspect of the geography of the Arab world - Site characteristic. - Geological structure and terrain in the Arab world - Geological structure and terrain in the Arab world - Soil in the Arab world. - Natural plant regions in the Arab world. - Water resources in the Arab world. 		<ul style="list-style-type: none"> - discussion - 	

		<ul style="list-style-type: none"> - The human aspect in the Arab world/population. - Population structure in the Arab world. - Distribution and movement of population in North America. - The economic aspect in the Arab world. - Economic features of the Arab world. - Agricultural resources in the Arab world. - Mining resources in the Arab world. - Industrial activity in the Arab world. - Transport and communications in the Arab world. - Commercial activity in the Arab world. 		
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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)	Muhammad Azhar Saeed Sammak and Hashem Khader Janabi, Geography of the Arab World, final edition, 2022.
Main references (sources)	Ahmed Talal Khader Al-Taie and Nashwan Mahmoud Jassim Zaidi, The Arab World: A Study of Natural and Human Geographical Characteristics, first edition, 2022. Bassem Abdel-Azir Omar Othman, Hussein Aliwi Nasser Ziyadi, Geography of the Arab World, first edition, 2015. Dr.. Saleh Hussein Al-Titi and Abdullah Ibrahim Afaneh, The Arab World, Land and Population Relations/Problems and Solutions, 2017. Muhammad Azhar Saeed Sammak, Studies in Applied Geography of the Arab World, ELGA Publications, 2002.
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	-Telegram georesearcher website - Geographical Library website -Telegram

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 foundations 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	Tow huors		The concept of tourism geography, lecture, daily exams and questions	A lecture	Daily exams and questions
the third			The relationship between geography to tourism, daily exercises and oral questions		
the fourth			concept of tourism, lecture, daily exams and oral questions		
Fifth VI					
Seventh					

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 science lectures, daily exams and questions Research methods tourism geography, lecture, daily exams and oral questions Research methods in the geography of tourism, lecture, daily exams oral questions Characteristics characteristics of the geography of tourism, daily exams lecture oral questions The importance objectives of tourism geography daily exams lecture and questions The natural foundations of the geography of tourism lecture, daily exams and questions The human foundations of tourism geography, lecture, daily exams and oral questions economic foundations of geography of tourism, daily exams lecture and oral questions Positive aspects of tourism Negative aspects of tourism Mid-year exam Type of tourism Religious tourism lecture daily exams and oral questions Medical tourism lecture, daily exams and oral questions Ecotourism lecture, daily exams oral questions Scientific tourism lecture, daily exams and questions Cultural tourism lecture daily exams and oral questions Social tourism lecture daily exams and oral questions Hospital tourism lecture, daily exams and questions Tourism planning lecture daily exams and oral questions Tourism Development Lecture daily exams and oral questions Tourism development ecotourism, daily exams lecture oral questions Sustainable development and ecotourism, daily exams lecture and oral questions Sustainable development tourism planning Sustainable development and ecotourism practical example of ecotourism applied example of tourism 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:

Approval of the Dean

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

<p>1. Course Name: Measurement and evaluation</p>					
<p>2. Course Code:</p>					
<p>3. Semester / Year: Annual</p>					
<p>4. Description Preparation Date: 2024/2/10</p>					
<p>5. Available Attendance Forms: Presence</p>					
<p>6. Number of Credit Hours (Total) / Number of Units (Total)</p>					
Number of hours 2 Number of units 4					
<p>7. Course administrator's name (mention all, if more than one name)</p>					
Name:: Dr. Lujain Salem Mustafa Email :dr.lujayn63@uomosul.edu.iq					
<p>8. Course Objectives</p>					
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 development 			
<p>9. Teaching and Learning Strategies</p>					
Strategy		Discussion, lecture, questioning, brainstorming, practical training			
<p>10. Course Structure</p>					
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				
3	2				
4	2				
5	2		The importance of measurement and		

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 Think 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	https://youtu.be/fvo19dV5Mz4?si=nHq8I2bmRXWHfi9



Ministry education High And search Scientific
Supervision And the calendar Scientific
Guarantee the quality And accreditation Academic
to divide Accreditation

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 achieves 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 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	<p>.Identify the objectives of the industry's geography -1 Comparison of trends in studying the stages of development of modern industries</p> <p>. Identify research methods in the geography of industry -3 .Study the impact of industrial pollutants on various human activities -4</p>
----------------------------------	---

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

education institution .11

Faculty members					Scientific rank
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
- Maturating 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															
Value				Skills				Knowledge				Essential or optional	Course Name	Course Code	Year / level
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)		
Name: Prof. Muhareb Khalaf King tends A The dr.moharib.khalaf@gmail.com		
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 developing 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 sources and studies of interest to the subject, and to attend electronic lectures, seminars, and conferences that specialize in advanced studies for industry</p>		
<ul style="list-style-type: none"> • ectives of the study subject • • 		
Teaching and learning strategies .9		
<p>scussion , interrogation during weekly lectures, presenting realistic examples of industrial areas - 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
cess 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

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
	scussion	The concept of industry geography and methods of research into it	ceiving and understanding	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

	scussion	Industrial location theories as an introduction	eceiving and scussing	2	VIII
	ussion	Vaughn's theory Tonen	eceiving and scussing	2	Ninth
	ussion	Weber's theory	eceiving and scussing	2	The tenth
	ussion	Loesch's theory	eceiving and scussing	2	eleventh
	ussion	Regional development of the industry and its strategies	eceiving and scussing	2	twelvet h
	ussion	administrative and service industrial links ↴	eceiving and scussing	2	Thirteenth
	ussion	. Structural changes in the industry	eceiving and scussing	2	fourteenth
	scussion	Industrial settlements, industrial zone, industrial scope	eceiving 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 n
	ussion	Planning in developing countries	scussion	2	ninetee nth
	ussion	Trends in privatization versus industrial planning	receive d discuss	2	The

					twentiet h
	ussion	Geographical distribution of industries in the world. Overview	eceiving and scussing	2	21st
	ussion	Iron and steel industry , copper, aluminum, industries Chemical	eceiving and scussing	2	twenty tow
	scussio n	Introduction to the problems facing the industry	eceiving and scussing	2	twenty third
	ussion	Capital problem	eceiving and scussing	2	twenty fourth
	ussion	Manpower problem	eceiving and scussing	2	25th
	ussion	technology transfer	eceiving and scussing	2	twenty- sixth
	ussion	The problem of industrial pollution , water pollution	eceiving and scussing	2	27th
	ussion	Soil contamination	eceiving and scussing	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	quired textbooks (methodology, if any
	Main references (sources)
Book (Geography of Industry) by Dr. Abdul Zahra Ali Al -Janabi , -	Recommended supporting

<p>Book (Geography of Industry)Dr. Ahmed Habib Rasoul , 1983 -</p> <p>Book (Industrial Site Analysis) Dr. Samira Al-Shamaa , 1986 -</p> <p>-</p>	<p>2013</p>	<p>books and references (scientific journals , (. (...reports</p>
<p>icial websites and Solid scientific research and reports from the Internet - climate data</p>		<p>electronic references , Internet sites</p>

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:

the signature:

Name of department head:

Name of scientific: assistant:

the date:

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 requireme nts	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	theoreti cal	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
ابراهيم ، فاضل خليل ، المدخل إلى طرائق التدريس العامة ، 2010 ، ط.2 .
هندى ، صالح ذياب ، طرائق تدريس التربية الإسلامية ، 2009 ، ط.3 .
عطية ، محسن علي ، الاستراتيجيات الحديثة في التدريس الفعال ، 2008 ، ط.1 .
فياض ، محمد سلمان وآخرون ، طرائق التدريس الفعال ، 2011 ، ط.1 .

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												Essential or optional?	Course Name	Course Code	Year/level				
Value				Skills				Knowledge											
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					
<p>.1Graduating a cadre capable of understanding teaching methods</p> <p>.2Preparing highly qualified male and female teachers in teaching geography</p>					
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	Literacy interrogation	Evolution of the concept of the old curriculum		2Theoretical	the first
Oral and written tests	Conversationism	The modern concept of the curriculum		2Theoretical	the second
Oral and written tests	=Interrogation	Curriculum components		2Theoretical	the third

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 curric		2Theoretical	VIII
Oral and written tests	Practical, objective, specialized application	Educational goals Educational content and experiences		2Theoretical	Ninth
Oral and written tests	Practical, objective, specialized application	Teaching methods, the concept and development		2Theoretical	The tenth and eleven
Oral and written tests	Practical, objective, specialized application	Teaching and learning education		2Theoretical	The twelfth
Oral and written tests	Practical, objective, specialized application	Foundations of good teaching		2Theoretical	thirteen
Oral and written tests	Practical, objective, specialized application	Lecture method		2Theoretical	fourtee
Oral and written tests	Practical, objective, specialized application	Interrogation method		2Theoretical	th wee
Oral and written tests	Practical, objective, specialized application	Discussion method		2Theoretical	Fifteen
Oral and written tests	Practical, objective, specialized application	Problem solving method		2Theoretical	sixtee
Oral and written tests		Unit method		2Theoretical	The seventh
Oral and written tests				2Theoretical	Evil
Oral and written tests				2Theoretical	The eighth
Oral and written tests				2Theoretical	Evil IX A

Oral and written tests	Practical, objective, specialized application	Cooperative method Exploratory method Educational technologies	learn meth		2Theoretical	Evil The twentieth
	Practical, objective, specialized application				2Theoretical	Twenty one
	Practical, objective, specialized application				2Theoretical	Twenty two
	Practical, objective, specialized application	Examples of education methods			2Theoretical	Twenty three
	Practical, objective, specialized application	Planning in teaching			2Theoretical	Twenty four
	Practical, objective, specialized application	school book			2Theoretical	25th
	Practical, objective, specialized application	Calendar			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 وطرق تدر الجغرافية اعداد أ. م.د.لجين سالم مص الشكري 2013-2014		Required textbooks (methodology, if any)			
عبداللطيف بن فرج (2009) طرق التدريس في القرن الواحد والعشرين ، عمان ، 2000الاردن. ، عبدالله محمد خطابية (2005) تعليم العلوم للجميع ، عمان ، الاردن - ابراهيم ، فاضل خليل ، المدخل إلى طرائق التدريس العامة ، 2010 ، ط.2. - هندي ، صالح ذياب ، طرائق تدريس التربية الاسلامية ، 2009 ، ط. 3 . - عطية ، محسن علي ، الاستراتيجيات الحديثة في التدريس الفعال ، 2008 ، ط.1.				Main references (sources)	

Every reference or research work aims to develop the student in terms of knowledge and skills, and provides him with modern educational strategies	Recommended supporting books and references (scientific journals, reports....)
<ul style="list-style-type: none"> - https://www.new-educ.com/ http://www.qsm.ac.il/articles 	Electronic references, Internet sites

Course Description Form

1- Name Course	.1
Apply & Watch	
2- Code Course	.2
<hr style="border-top: 1px dashed black;"/>	
2024-2023 Year/Semester	.3
<hr/>	
4. Date of preparation of this description 2024/10 / 02	
<hr/>	
5. Available attendance forms / classrooms + e-classroom	
<hr/>	
6. Number of Credit Hours) Total / (Number of Units) Total 3 / (Credit Hours 6 / Credit Hours	
<hr/>	
7. Course administrator's name) if more than one name(
Prof. Rana Ghanem Hamed Altai dr.rana77@uomosul.edu.iq	Email:

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.

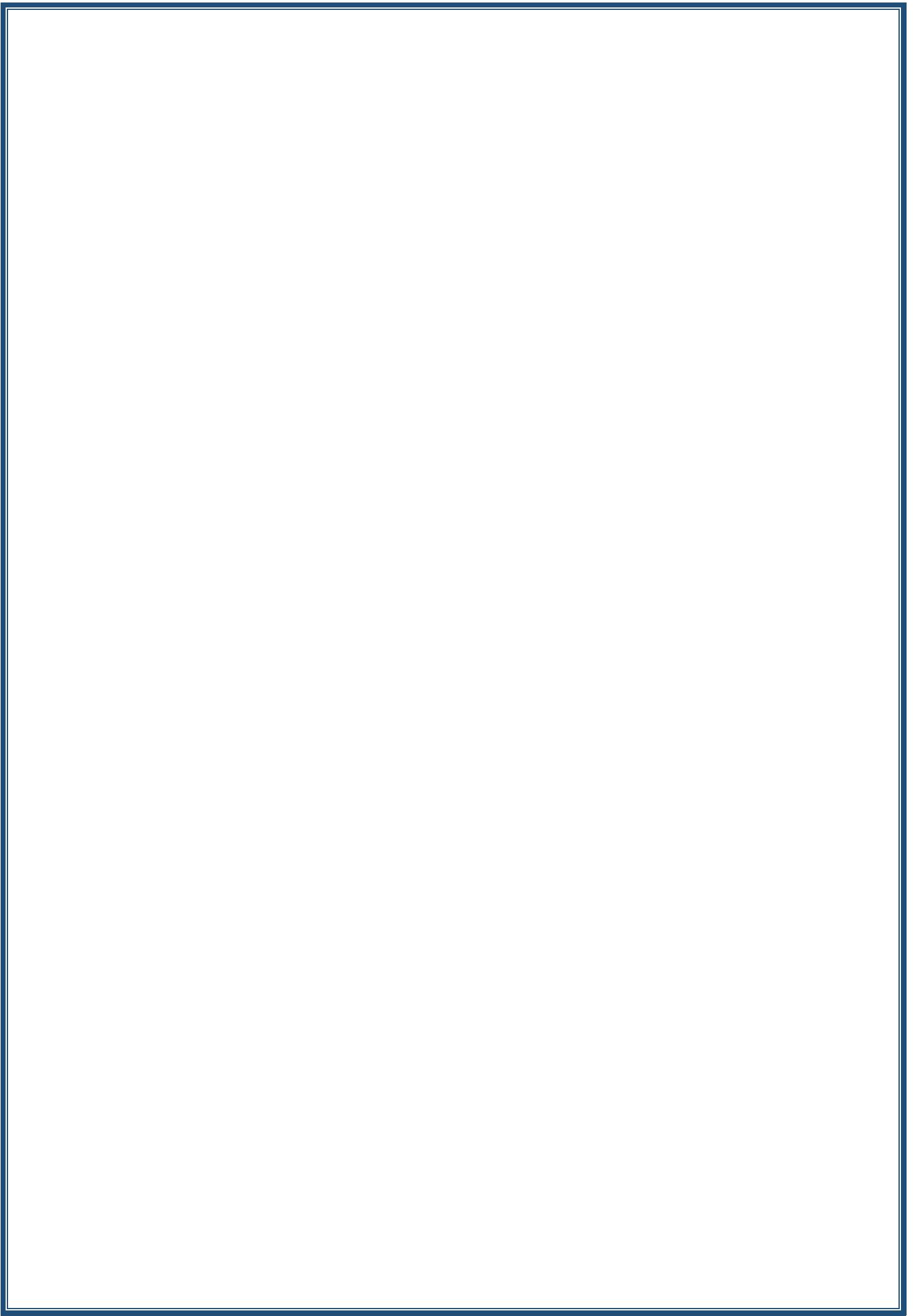
10. Course Structure

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, thermal education	Teaching skills	3
Extrapolation and measurement	Applicant's allowances and rights	Teaching skills	3
Lecture + practice	First and second day concessions in the application	Teaching skills	3
Discuss and practice	Then the school principal and the cooperating teacher	Teaching skills	3
Lecture + practical exercise	The second theoretical aspect	Teaching skills	
Lecture + practical exercise			

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)
زاير ، سعد علي وآخرون ، المشاهدة الصفيية والتطبيق العملي لطلبة أقسام اللغة العربية ، 2011 الدويري ، بسام القضاة ، دليل التربية العملية ، 2015. الزهيري ، حيدر عبدالكريم ، التربية العملية للتدريس في كليات التربية ، 2019	- -	Main references)Source s(
	-----		Recommended books and references)scientific journals ' reports. (..
	/https://www.new-educ.com http://www.qsm.ac.il/articles	-	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
The second stage		Applied climatology	Basic											

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

Course Description Form

<p>1. Course Name: Applied climatology</p>																	
<p>2. Course Code:</p>																	
<p>3. Semester / Year: year</p>																	
<p>4. Description Preparation Date: 27/5/2024</p>																	
<p>5. Available Attendance Forms: Inside the class</p>																	
<p>6. Number of Credit Hours (Total) / Number of Units (Total) 2 hours/week. Number of units: 4 hours/week</p>																	
<p>7. Course administrator's name (mention all, if more than one name) Name: M.M. sara najim abdalla Email: sara.najim@uomosul.edu.iq</p>																	
<p>8. Course Objectives</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;">Course Objectives</td> <td style="width: 50%; vertical-align: top; padding-left: 20px;"> <ul style="list-style-type: none"> • • • </td> </tr> </table>						Course Objectives	<ul style="list-style-type: none"> • • • 										
Course Objectives	<ul style="list-style-type: none"> • • • 																
<p>9. Teaching and Learning Strategies</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; vertical-align: top;">Strategy</td> <td style="width: 80%;"></td> </tr> </table>						Strategy											
Strategy																	
<p>10. Course Structure</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Week</th> <th style="width: 10%;">Hours</th> <th style="width: 10%;">Required Learning Outcomes</th> <th style="width: 40%;">Unit or subject name</th> <th style="width: 10%;">Learning method</th> <th style="width: 10%;">Evaluation method</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2</td> <td></td> <td>The concept of applied climatology</td> <td></td> <td></td> </tr> </tbody> </table>						Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method	1	2		The concept of applied climatology		
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 Köppen 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 Köppen 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, 2008 - Book of Applied Climatology by 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 education High And search Scientific
device Supervision And the calendar
Scientific
circle a guarantee the quality
And accreditation Academic
to divide Accreditation



Academic program description guideAnd the course

Academic program description form

University name: University of Mosul

Total Institute: 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

Section Ensuring quality and university performance

Manager name Section quality assurance And 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.

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

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.

14. Program development plan

- 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																
Value				Skills				ShineA flutter					Essential or optional?	Course Name	Course Code	Year/level
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. aAttendance 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	<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.•

<ul style="list-style-type: none"> Achieving and applying necessary teaching skills students. Introducing familiar and unfamiliar educational methods. 	
--	--

9. Teaching and learning strategies

Discussion - Lecture - Questioning - Practical practices - Microteaching - 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, All (2005) "Basin analysis principles and application" Second Edition, Blackwell Publishing	Main references (sources)
Sabah Touma Jabouri, Hydrology and River Basin Management, (1988), International Ather for Printing and Publishing, University of Mosul.	Recommended supporting books and references (scientific journals, reports....)
	Electronic references, Internet sites



Ministry education High And search Scientific
Supervision And the calendar Scientific
Guarantee the quality And accreditation Academic
to divide Accreditation

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 achieves 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 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

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

Teaching and learning strategies .9	
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	

Evaluation methods .10	
.Oral tests in the classroom and within weekly lectures .Final monthly achievement tests after the end of each subject Assigning students to prepare reports and scientific research periodically .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		Continent	Human	A.M.D. Muhib

				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
Maturating 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															
Value				Skills				Knowledge				Essential or optional	Course Name	Course Code	Year/level
C4	C3	C2	C1	B4	B3	B2	B 1	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	
<p>paring 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 developing perception, causality, and questioning skills and finding solutions to them to understand the sections and fields of river study</p> <p>ining students to exploit modern technologies to view the latest sources</p> <p>studies of interest to the subject and to attend electronic lectures, seminars and conferences related to regional studies</p>	<ul style="list-style-type: none"> • ectives of the study subject • •
Teaching and learning strategies .9	
<p>scussion , questioning during weekly lectures, presenting realistic examples of natural aspects</p> <p>couraging students to understand and analyze scientific matters and find solutions to problems related to the political aspect</p> <p>cess to modern methods of teaching, delivering scientific material to</p>	<ul style="list-style-type: none"> - e strategy - -

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

Course structure .10

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
	scussion	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
	scussion	.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	eleventh

					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	ninetee 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

ussion	Rivers	2	25th
ussion	a test	2	twenty-sixth
ussion	Population	2	27th
ussion	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	quired 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 Fateh 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

ctronic 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:

Signature:

Head of Department Name:

Scientific Associate Name:

Date:

Date:

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Approval of the Dean

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 learning, 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	
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
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 teach in various Iraqi educational institutions• Preparing technical staff with information experience who be involved in major administrative and planning institutions• Numbers of researchers in field of regional studies who have the ability to contribute the planning and development process
9. Teaching and Learning Strategies	
Strategy	Discussion, questioning during weekly lectures, and presenting realistic examples

	<ul style="list-style-type: none"> - 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
Twelfth	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 books Muhammad Ghoneim, Rural and Urban Land Use Planning, (A General Geographical Framework), Dar Safaa for Publishing and Distribution, Amman, 2008
Main references (sources)	Salem Khalaf Abd, Rural Society, Dar Al-Kutub for Printing and Publishing, University of Mosul, 1992
Recommended books and references (scientific journals, reports...)	Rural Geography, written by (Dr. Abdul Razzaq Muhammad Al-Butaihi and Dr. Adel Abdulla Khattab)
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:

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

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

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Academic Program Description: 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

Faculty/Institute: College of Education for Human Sciences

Scientific Department: Geography

Academic or Professional Program Name: ... Bachelor's Degree of geography

Final Certificate Name: Bachelor's geography

Academic System: annual

Description Preparation Date: Feb/10/2024

File Completion Date: Feb/10/2024

Signature:

Signature:

Head of Department Name:

Scientific Associate Name:

Date:

Date:

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Approval of the Dean

1. Program Vision

1. Paying attention to studies that include topics related to education
2. Distinguishing between learning, teaching and teaching
3. Developing students' abilities in studying the science of Geomorphology
4. Providing students with skills to teach the subject of Geomorphology
5. Knowing everything that is modern and advanced in the field of Geomorphology

2. Program Mission

1. Follow and keep up with everything new and up-to-date in references and sources on the topics of Geomorphology through books, magazines, articles, research, and the Internet.
2. Relying on modern technological means to display lectures and aerial and satellite images via computer

3. Program Objectives

The course aims to prepare male and female teachers with competence, ability and skill in the subject of Geomorphology in middle and middle schools who are able to manage the classroom and employ everything they have learned theoretically to serve the classroom situation to achieve the desired educational goals.

4. Program Accreditation

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

5. 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.

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements				
College Requirements				
Department Requirements	1	4		
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
First		Geomorphology	2	1

8. Expected learning outcomes of the program

Knowledge	
Geography teacher	A teacher who possesses the skills to teach the science of Earth's surface
Skills	
A teacher who possesses the main teaching skills of planning, implementation and evaluation	A teacher who gives the student geographical skills in identifying natural terrestrial features in terms of their origin, development and causes.
Ethics	

<p>1. A teacher who has positive attitudes towards the teaching profession of geography</p> <p>2. A teacher with a love of scientific curiosity</p> <p>3. A teacher with inclinations towards the profession of teaching geography</p>	<p>1. A teacher who gives his students positive inclinations and attitudes towards the subject of Earth's surface forms</p> <p>2. A teacher who stimulates his students' love of geographical curiosity and links it to the natural events that occurred on the Earth and the sequence of their events and natural physical, chemical and biological events up to the present time.</p>
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9. Teaching and Learning Strategies

Discussion – lecture – questioning – cooperative learning – brainstorming – mind map

10. Evaluation methods

Written tests – oral tests – mini-teaching – surprise exams

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)	Number of the teaching staff	
	General	Special		Staff	Lecturer
Assistant teacher Nazal Ibrahim Ali	Geology	Geochemistry of rocks		Perpetual Staff	

Professional Development

Mentoring new faculty members

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

Professional development of faculty members

Updating the teaching method used and using auxiliary resources and additional information for the subject's vocabulary.

12. Acceptance Criterion

Central admission

13. The most important sources of information about the program

- الجيومورفولوجيا أشكال سطح الأرض ، د. إسماهية يونس المحسن ، 2013
- مبادئ الجيومورفولوجيا ، د. عبد العظيم قدوره ، 2006
- أصول الجيومورفولوجيا ، د. حسن سيد أحمد أبو العينين
- جيومورفولوجية الأشكال الأرضية ، محمد صبري محسوب

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

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

Course Description Form

<p>1. Course Name: Geomorphology</p> <p>2. Course Code:</p> <p>3. Semester / Year: 2023–2024</p> <p>4. Description Preparation Date: 2024/2/10</p> <p>5. Available Attendance Forms: In Person</p> <p>6. Number of Credit Hours (Total) / Number of Units (Total) Hours 2 Units 3</p> <p>7. Course administrator's name (mention all, if more than one name) Name: Assistant teacher Nazal Ibrahim Ali Email: nazal.ibrahim@uomosul.edu.iq</p> <p>8. Course Objectives Course Objectives</p> <p>9. Teaching and Learning Strategies Strategy Discussion - Questioning - Developed Lecture - Cooperative Learning - Brainstorming - Mind Map</p>																	
<p>10. Course Structure</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Week</th> <th>Hours</th> <th>Required Learning Outcomes</th> <th>Unit or subject name</th> <th>Learning method</th> <th>Evaluation method</th> </tr> </thead> <tbody> <tr> <td>the first</td> <td>3</td> <td></td> <td>- The concept of the science of the shape of the Earth's surface and its relationship to other sciences and its development</td> <td>Lecture and discussion</td> <td>Oral and written exams</td> </tr> </tbody> </table>						Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method	the first	3		- The concept of the science of the shape of the Earth's surface and its relationship to other sciences and its development	Lecture and discussion	Oral and written exams
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method												
the first	3		- The concept of the science of the shape of the Earth's surface and its relationship to other sciences and its development	Lecture and discussion	Oral and written exams												

the second	3	<ul style="list-style-type: none"> - Theories of the Earth's relationship with the solar system and methods for determining the age of rocks 	Lecture and discussion	Oral and written tests
the third	3	<ul style="list-style-type: none"> - The internal structure of the Earth, the regions of the Earth, and the Earth's rotation and balance 	Lecture and discussion	Oral and written tests
the fourth	3	<ul style="list-style-type: none"> - The theory of continental creep and the theory of upwelling currents. 	Lecture and discussion	Oral and written tests
Fifth	3	<ul style="list-style-type: none"> Topographical features of ocean basins 	Lecture and discussion	Oral and written tests
Sixth	3	<ul style="list-style-type: none"> - Elements, minerals and rocks, their definition and types 	Lecture and discussion	Oral and written tests
Seventh	3	<ul style="list-style-type: none"> Igneous rocks: definition and classification 	Lecture and discussion	Oral and written tests
Eighth	3	<ul style="list-style-type: none"> Sedimentary rocks: definition and classification 	Lecture and discussion	Oral and written tests
Ninth	3	<ul style="list-style-type: none"> - Metamorphic rocks 	Lecture and discussion	Oral and written tests
tenth	3	<ul style="list-style-type: none"> - The resulting landforms About mystical forces and the definition of energy 	Lecture and discussion	Oral and written tests
eleventh	3	<ul style="list-style-type: none"> - Internal and external energy sources 	Lecture and discussion	Oral and written tests
twelveth	3	<ul style="list-style-type: none"> - Internal factors and their types 	Lecture and discussion	Oral and written tests
Thirteen		<ul style="list-style-type: none"> - Folds and faults 	Lecture and discussion	Oral and written

th fourteen th	3		- Earthquakes, volcanoes and their geographical distribution - External factors and weathering	Lecture and discussion	tests Oral and written tests
Fifteenth	3		- Physical, chemical and biological weathering, their definition and the factors affecting them - Weathering products	Lecture and discussion	Oral and written tests
sixteen	3		- Soil... its types... factors affecting it and its characteristics	Lecture and discussion	Oral and written tests
seventeen nth	3		- Slopes and their impact on shaping the Earth's surface...the factors controlling their emergence and development	Lecture and discussion	Oral and written tests
eighteen	3		- Destructive landforms and sedimentation in the slope environment	Lecture and discussion	Oral and written tests
nineteen th	3		- Rivers and their impact on shaping the Earth's surface... the water drainage network... the energy of the river, its speed, and the river load. - Geomorphic work of the river	Lecture and discussion	Oral and written tests
The twentieth	3		Landforms of rivers...for the stages of youth, maturity and old age -	Lecture and discussion	Oral and written tests
twenty one	3			Lecture and discussion	Oral and written tests
twenty two	3			Lecture and discussion	Oral and written tests

twenty third	3	<ul style="list-style-type: none"> - Groundwater and its impact on shaping the Earth's surface... influencing factors... its regions... types of groundwater reservoirs 	Lecture and discussion	Oral and written tests
twenty fourth	3	<ul style="list-style-type: none"> - Groundwater manifestations... natural flow... artificial withdrawal methods 	Lecture and discussion	Oral and written tests
Twenty-fifth	3	<ul style="list-style-type: none"> - Geomorphic work of groundwater... karstic and depositional landforms... - Winds and landforms associated with them...the destructive and constructive action of winds 	Lecture and discussion	Oral and written tests
twenty-sixth	3	<ul style="list-style-type: none"> - Waves and landforms associated with them in the coastal region... the geomorphic work of waves and their manifestations 	Lecture and discussion	Oral and written tests
Twenty-seventh	3	<ul style="list-style-type: none"> - Landforms resulting from ice in the polar and subarctic regions... the geomorphic work of refrigerators and their manifestations 		Oral and written tests

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 علم أشكال سطح الأرض

إعداد م. م. نزال ابراهيم علي

<p>الجيومورفولوجيا أشكال سطح الأرض ، د. إسماهية يونس المحسن ، 2013 . -</p> <p>قدوره ، 2006 العظيم - مبادئ الجيومورفولوجيا ، د. عبد</p> <p>- أصول الجيومورفولوجيا ، د. حسن سيد أحمد أبو العينين</p> <p>- جيومورفولوجية الأشكال الأرضية ، محمد صبرى محسوب</p> <p>كل مرجع أو بحث يعمل على تطوير الطالب من الناحية المعرفية والمهارية لتدريس مادة علم أشكال سطح الأرض</p> <p>https://mclennan.libguides.com/geology/websites/general_geological_sites</p> <p>https://geology.com/</p> <p>https://research.library.gsu.edu/c.php?g=115491&p=753773</p> <p>http://www.geomorph.org/</p> <p>https://www.geomorphology.org.uk/outreach-and-education/education-resources/</p> <p>https://geofieldlab.com/</p>

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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:

Signature:

Head of Department Name:

Scientific Associate Name:

Date:

Date:

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Approval of the Dean

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 learning, 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	
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 teach in various Iraqi educational institutions • Preparing technical staff with information experience who be involved in major administrative and planning institutions • Numbers of researchers in field of regional studies who have the ability to contribute the planning and development process
9. Teaching and Learning Strategies	
Strategy	Discussion, questioning during weekly lectures, and presenting realistic examples

	<ul style="list-style-type: none"> - 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
Twelfth	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.

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

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

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

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

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

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

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

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

Academic Program Description Form

University Name: University of Mosul

Faculty/Institute: College of Education for Human Sciences

Scientific Department: Geography

Academic or Professional Program Name: ... Bachelor's Degree of geography

Final Certificate Name: Bachelor's geography

Academic System: annual

Description Preparation Date: Feb/10/2024

File Completion Date: Feb/10/2024

Signature:

Signature:

Head of Department Name:

Scientific Associate Name:

Date:

Date:

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Approval of the Dean

1. Program Vision

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

2. Program Mission

- 1-Follow 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.**
- 2-Relying 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.

4. Program Accreditation

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

5. 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.

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements				
College Requirements				
Department Requirements	1	4		
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
Second		History of the Islamic Arab state	2	

8. Expected learning outcomes of the program

Knowledge	
Geography teacher	A teacher with skills to teach the history of the Arab Islamic country
Skills	
A teacher who possesses the main teaching skills of planning, implementation and evaluation	A teacher who gives the student practical geographical and historical skills such as historical geographical mapping skills.
Ethics	
1. A teacher who has positive attitudes towards the teaching	A teacher who gives his students positive inclinations and attitudes toward the subject of geography and history .

<p>profession of geography</p> <p>.2A teacher with a love of scientific curiosity</p> <p>.3A teacher with inclinations towards the profession of teaching geography</p>	<p>2. A teacher who stimulates his students' love of geographical curiosity and links it to historical events</p>
---	---

9. Teaching and Learning Strategies

Discussion – lecture – questioning – cooperative learning – brainstorming

10. Evaluation methods

Written tests – oral tests – micro-teaching

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
T. Dr.. Firas Ghanem Mohammed	Islamic history	History of Morocco and Andalusia			Perpetual Staff	

Professional Development

Mentoring 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 of faculty members

Updating the teaching method used and using sources of assistance and additional information for the subject's vocabulary

12. Acceptance Criterion

Central admission

13. The most important sources of information about the program

- محاضرات في مادة تاريخ الدولة العربية الإسلامية اعداد د. فراس غانم محمد
- د. هاشم يحيى الملاح / الوسيط في السيرة النبوية والخلافة الراشدة .
- د. عبد الواحد ذنون طه / تاريخ الدولة العربية في العصر الاموي .
- د. عبد الواحد ذنون طه مع اخرين / تاريخ العرب وحضارتهم في الاندلس .
- د. طارق فتحي سلطان / تاريخ الدولة العربية الاسلامية في العصر العباسي(ج 1 ، ج 2) .

14. 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 Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge			Skills			Ethics					
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
2		History of the Islamic Arab state	Essential				*				*				*

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

Course Description Form

<p>1. Course Name: History of the Islamic Arab state</p>																													
<p>2. Course Code:</p>																													
<p>3. Semester / Year: 2023–2024</p>																													
<p>4. Description Preparation Date: 2024/2/10</p>																													
<p>5. Available Attendance Forms: In Person</p>																													
<p>6. Number of Credit Hours (Total) / Number of Units (Total) Hours 2 Units 4</p>																													
<p>7. Course administrator's name (mention all, if more than one name) Name: T. Dr.. Firas Ghanem Mohammed Email: dr.firashmatagha75@uomosul.edu.iq</p>																													
<p>8. Course Objectives</p> <p>1. Graduating a cadre capable of teaching history. 2. Preparing highly qualified male and female teachers in teaching history</p>																													
<p>9. Teaching and Learning Strategies</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 45%;">Strategy</th> <th style="width: 55%;">Discussion - Questioning - Developed Lecture - Cooperative Learning - Brainstorming</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table>						Strategy	Discussion - Questioning - Developed Lecture - Cooperative Learning - Brainstorming																						
Strategy	Discussion - Questioning - Developed Lecture - Cooperative Learning - Brainstorming																												
<p>10. Course Structure</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Week</th> <th style="width: 10%;">Hours</th> <th style="width: 15%;">Required Learning Outcomes</th> <th style="width: 40%;">Unit or subject name</th> <th style="width: 15%;">Learning method</th> <th style="width: 10%;">Evaluation method</th> </tr> </thead> <tbody> <tr> <td>the first</td> <td>2</td> <td></td> <td>Prophet (PBUH) Biography the of Islamic preaching (secret and public)</td> <td>a lecture</td> <td>Oral and written tests</td> </tr> <tr> <td>the second</td> <td>2</td> <td></td> <td>Migration to Abyssinia and Taif</td> <td>a lecture</td> <td>Oral and written tests</td> </tr> <tr> <td>the third</td> <td>2</td> <td></td> <td></td> <td>a lecture</td> <td>Oral and written tests</td> </tr> </tbody> </table>						Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method	the first	2		Prophet (PBUH) Biography the of Islamic preaching (secret and public)	a lecture	Oral and written tests	the second	2		Migration to Abyssinia and Taif	a lecture	Oral and written tests	the third	2			a lecture	Oral and written tests
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method																								
the first	2		Prophet (PBUH) Biography the of Islamic preaching (secret and public)	a lecture	Oral and written tests																								
the second	2		Migration to Abyssinia and Taif	a lecture	Oral and written tests																								
the third	2			a lecture	Oral and written tests																								

the fourth	2		The First and Second Pledge of Aqaba	a lecture	Oral and written tests
Fifth	2		Migration to Medina	a lecture	Oral and written tests
Sixth	2		Organizations of the Messenger (PBUH) in Medina	a lecture	Oral and written tests
Seventh	2		The most prominent battles fought by the Prophet (PBUH)	a lecture	-Oral and written tests
Eighth	2		Treaty of Hudaybiyyah and the conquest of Mecca	a lecture	Oral and written tests
Ninth	2		Apostasy movements and methods of eliminating them	a lecture	Oral and written tests
tenth	2		Liberation of Iraq and the Levant	a lecture	Oral and written tests
eleventh	2		Financial and administrative regulations	a lecture	Oral and written tests
twelveth	2		Conquest of Armenia, Persia and the Maghreb	a lecture	Oral and written tests
Thirteenth	2		Establishing a naval force and fighting the Romans at sea	a lecture	Oral and written tests
fourteenth	2		The financial policy of Caliph Ali bin Abi Talib and his efforts to preserve the unity of the nation	a lecture	Oral and written tests
Fifteenth	2		The establishment of the Umayyad state and the continuation of conquests	a lecture	Oral and written tests
sixteen	2		The most important features and achievements of the Umayyad state	a lecture	Oral and written tests
seventeen	2		The role of governors in the Umayyad state	a lecture	Oral and written tests
eighteen	2		The rule of the Covenant in the Umayyad state and the efforts to reconcile the people of the Umayyad house	a lecture	Oral and written tests

nineteenth	2	The outbreak of revolutions during the era of the Umayyad dynasty	a lecture	Oral and written tests
The twentieth	2	The end of the Umayyad dynasty and the reasons for its fall	a lecture	Oral and written tests
twenty one	2	The establishment of the Abbasid state Its most notable achievements	a lecture	Oral and written tests
twenty tow	2	The relationship of the Abbasid state with neighboring countries	a lecture	Oral and written tests
twenty third	2	Buyid control and the results of their policies in Iraq	a lecture	Oral and written tests
twenty fourth	2	Seljuk control and their relationship with the independent Islamic Emirates	a lecture	Oral and written tests
Twenty-fifth	2	Features of the government systems in the Abbasid era	a lecture	Oral and written tests
twenty-sixth	2	The era of Mongol control and the most important reasons that led to the occupation of Baghdad by the Mongols	a lecture	Oral and written tests

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 تاريخ الدولة العربية الاسلامية اعداد د. فراس غانم محمد	Required textbooks (methodology if any)
- د. هاشم يحيى الملاح / الوسيط في السيرة النبوية والخلافة الراشدة . -	Main references (sources)
- د. عبد الواحد ذنون طه / تاريخ الدولة العربية في العصر الاموي .	

<p>- د. عبد الواحد ذنون طه مع آخرين / تاريخ العرب وحضارتهم في الاندلس .</p> <p>- د. طارق فتحي سلطان / تاريخ الدولة العربية الاسلامية في العصر العباسي(ج 1 ، ج 2) .</p>	
<p>Every reference or research works to develop the student The cognitive and skill aspects of teaching history</p>	Recommended supporting books and references (scientific journals, reports....)
https://ar.wikipedia.org/wiki/ https://shamela.ws/book/16521	Electronic references, Inter sites

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....

Name of the final degree: Bachelor's geography...

Academic system: annual

Description preparation date: Feb/10/2024

Date of filling the file: Feb/10/2024

:

the signature:

the signature:

Name of department head:

Name of scientific: assistant:

the date:

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
				Enterprise requirements
				College requirements
		4	1	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	History of the Islamic Arab state		Second
	2			

7. Expected learning outcomes of the program

Knowledge

A teacher with skills to teach the history of the Arab Islamic country	Geography teacher
--	-------------------

Skills	A teacher who gives the student practical geographical and historical skills such as historical geographical mapping skills.	A teacher who possesses the main teaching skills of planning, implementation and evaluation
Value	A teacher who gives his students positive inclinations and attitudes toward the subject of geography and history 2. A teacher who stimulates his students' love of geographical curiosity and links it to historical events	.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			History of Morocco and Andalusia	Islamic history	T. Dr.. Firas Ghanem Mohammed

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

- محاضرات في مادة تاريخ الدولة العربية الإسلامية اعداد د. فراس غانم محمد
- د. هاشم يحيى الملاح / الوسيط في السيرة النبوية والخلافة الراشدة .
- د. عبد الواحد ذنون طه / تاريخ الدولة العربية في العصر الاموي .
- د. عبد الواحد ذنون طه مع اخرين / تاريخ العرب وحضارتهم في الاندلس .
- د. طارق فتحي سلطان / تاريخ الدولة العربية الاسلامية في العصر العباسي(ج 1 ، ج 2) .

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	History of the Islamic Arab state		2

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

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

Course description form

1. .Course name					
History of the Islamic Arab state					
2. .Course code					
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 4					
7. .Name of the course administrator (if more than one name is mentioned)					
T. Dr.. Firas Ghanem Mohammed dr.firashmatagha75@uomosul.edu.iq					
8. .Course objectives					
1.Graduating a cadre capable of teaching history. 2. Preparing highly qualified male and female teachers in teaching history					
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	a lecture	Biography the of Prophet (PBUH)		Theoretical 2	stfir the
Oral and written tests	a lecture	Islamic preaching (secret and public)		2Theoretical	the second
Oral and					

written tests	a lecture	Migration to Abyssinia and Taif		2Theoretical	the third
Oral and written tests	a lecture	The First and Second Pledge of Aqaba		2Theoretical	the fourth
Oral and written tests	a lecture	Migration to Medina		2Theoretical	Fifth the
Oral and written tests	a lecture	Organizations of the Messenger (PBUH) in Medina		2Theoretical	the Six
-Oral and written tests	a lecture	The most prominent battles fought by the Prophet (PBUH)		2Theoretical	Seventh
Oral and written tests	a lecture	Treaty of Hudaybiyyah and the conquest of Mecca		2Theoretical	Eighth
Oral and written tests	a lecture	Apostasy movements and methods of eliminating them		2Theoretical	Ninth
Oral and written tests	a lecture	Liberation of Iraq and the Levant		2Theoretical	The tenth
Oral and written tests	a lecture	Financial and administrative regulations		2Theoretical	eleventh
Oral and written tests	a lecture	Conquest of Armenia, Persia and the Maghreb		2Theoretical	twelveth
Oral and written tests	a lecture	Establishing a naval force and fighting the Romans at sea		2Theoretical	Thirteen th
Oral and written tests	a lecture	The financial policy of Caliph Ali bin Abi Talib and his		2Theoretical	fourteen th
Oral and					

written tests	a lecture	efforts to preserve the unity of the nation		2Theoretical	Fifteenth
Oral and written tests	a lecture	The establishment of the Umayyad state and the continuation of conquests		2Theoretical	sixteen
Oral and written tests	a lecture	The most important features and achievements of the Umayyad state		2Theoretical	seventeenth
Oral and written tests	a lecture	The role of governors in the Umayyad state		2Theoretical	eighteen
Oral and written tests	a lecture	The rule of the Covenant in the Umayyad state and the efforts to reconcile the people of the Umayyad house		2Theoretical	nineteenth
Oral and written tests	a lecture	The outbreak of revolutions during the era of the Umayyad dynasty The end of the Umayyad dynasty and the reasons for its fall		2Theoretical	The twentieth
Oral and written tests	a lecture	The establishment of the Abbasid state Its most notable		2Theoretical	twenty one

Oral and written tests	a lecture	achievements The relationship of the Abbasid state with neighboring countries		2Theoretical	twenty tow
Oral and written tests	a lecture	Buyid control and the results of their policies in Iraq		2Theoretical	twenty third
Oral and written tests	a lecture	Seljuk control and their relationship with the independent Islamic Emirates		2Theoretical	twenty fourth
Oral and written tests	a lecture	Features of the government systems in the Abbasid era		Theoretical 2	twenty Fifth
Oral and written tests	a lecture	The era of Mongol control and the most important reasons that led to the occupation of Baghdad by the Mongols		Theoretical 2	twenty - sixth

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 تاريخ الدولة العربية الإسلامية اعداد د. فراس غانم محمد	Required textbooks (methodology, if any)
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- د. عبد الواحد ذنون طه / تاريخ الدولة العربية في	

<p>العصر الاموي .</p> <p>- د. عبد الواحد ذنون طه مع اخرين / تاريخ العرب وحضارتهم في الاندلس .</p> <p>- د. طارق فتحي سلطان / تاريخ الدولة العربية الاسلامية في العصر العباسي(ج 1 ، ج 2) .</p>	
<p>Every reference or research works to develop the student The cognitive and skill aspects of teaching history</p>	<p>Recommended supporting books and references (scientific journals, reports....)</p>
<p>https://ar.wikipedia.org/wiki/</p> <p>https://shamela.ws/book/16521</p>	<p>Electronic references, Internet sites</p>

**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 Humanities

Scientific Department: Geographic Department

Academic or Professional Program Name: Bachelor's degree

Final Certificate Name: Bachelor of Geography

Academic System: annual

Description Preparation Date: 2/10/2024

File Completion Date: 2/10/2024

Signature:

Head of Department Name:

Dr Suhaib Hassan Khadr

Signature:

Scientific Associate Name:

Dr.. Hassan Moayed Hamed

Date:

Date:

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Approval of the Dean

1. Program Vision

With studies that contain the geography of Iraq, George. Developing students' abilities in the field of studying the geography of Algeria and Iraq

2. Program Mission

1-Message The program is graduation Educational cadres at a level capable of wonderful work in supporting the state to support the development of society.

2-The development keeps pace with scientific references and sources related to the topics of the geography of Iraq and Algeria

3. Program Objectives

Preparation Scientifically and educationally qualified graduates in the field of scientific research And gain Experts with relevant experience b Geography. Providing scientific expertise in the field Geology to The virus of the state and the private sector

4. Program Accreditation

Is it possible to obtain accreditation on the programs? From which side?
both

5. Other external influences

Is there an accident sponsor? Ministry of Higher Education / University of Mosul

6. Program Structure

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

College Requirements				
Department Requirements				
Summer Training				
Other				

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

8. Expected learning outcomes of the program

Knowledge	
Learning Outcomes 1	The final course in Iraq aims to develop students' creative skills
Skills	
Learning Outcomes 2	Preparing teachers familiar with the geography of brotherly Iraq
Learning Outcomes 3	
Ethics	
Learning Outcomes 4	Developing culture among students Strict scientific inclinations towards the subject of geography, classy neighbors
Learning Outcomes 5	

9. Teaching and Learning Strategies

Future lecture Experimental ,Dialogue and the years Problem Solving School graduation project

10. Evaluation methods

The correct annual and quarterly examinations for the annual and annual congratulations to Al-Bargain I And number Reports and homework.

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
M. Dr. Abdel Mohsen Ahmed Ibrahim Taha	Geography	Human Geography			Yes	

Professional Development

Mentoring new faculty members

Providing the library with scientific resourcesmodern ,Subscriptions and courses D.NS specialization

Professional development of faculty members

12. Acceptance Criterion

Turkish acceptance

13. The most important sources of information about the program

Central changes guide, department website and the Internet

14. Program Development Plan

An update has been made based on modern sources



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

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

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



Academic Program and Course Description Guide

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:

Approval of the Dean

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

<p>1. Course Name: Measurement and evaluation</p>					
<p>2. Course Code:</p>					
<p>3. Semester / Year: Annual</p>					
<p>4. Description Preparation Date: 2024/2/10</p>					
<p>5. Available Attendance Forms: Presence</p>					
<p>6. Number of Credit Hours (Total) / Number of Units (Total)</p>					
Number of hours 2 Number of units 4					
<p>7. Course administrator's name (mention all, if more than one name)</p>					
Name:: Dr. Lujain Salem Mustafa Email :dr.lujayn63@uomosul.edu.iq					
<p>8. Course Objectives</p>					
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 development 			
<p>9. Teaching and Learning Strategies</p>					
Strategy		Discussion, lecture, questioning, brainstorming, practical training			
<p>10. Course Structure</p>					
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				
3	2				
4	2				
5	2		The importance of measurement and		

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 Think 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	https://youtu.be/fvo19dV5Mz4?si=nHq8I2bmRXWHfi9

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



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2024

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

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

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

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

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

Academic Program Description Form

University Name:

Faculty/Institute:

Scientific Department:

Academic or Professional Program Name:

Final Certificate Name:

Academic System:

Description Preparation Date:

File Completion Date:

Signature:

Head of Department Name:

Date:

Signature:

Scientific Associate Name:

Date:

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Approval of the Dean

1. Program Vision

- 1– Providing the student with basic geographical concepts
- 2–Learn about different geographical topics
- 3– Explaining the general characteristics of the detailed climate. . .
- 4–The role of climate in improving the quality of life in cities.
- 5– Familiarize the student with the factors controlling the microclimate
- 6– Providing models of detailed climate patterns, such as the climate of cities, mountains, valleys, and caves

2. Program Mission

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

3. Program Objectives

The course aims to prepare educated teaching staff with high efficiency, capable of practicing teaching and learning, transferring skills to students, understanding and assimilating detailed climate science, 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 detailed climate subject..

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	
Tird class		Micro climatology	Theoretical 2	practical

8. Expected learning outcomes of the program

Knowledge

Learning Outcomes 1	– Learn about detailed climatology and the most important climate elements.
---------------------	---

	<p>2– Arriving at the most important climatic elements and their influence on the rest of the elements through modern climate measurement and monitoring methods.</p> <p>3– Extracting many climate phenomena using experimental methods and statistical equations to extract drought, evaporation/transpiration, Köppen classification, and others.</p> <p>4– Study the impact of climate on various human activities.</p> <p>5– The extent to which climate contributes to solving many different problems through solid scientific methods.</p>
Skills	
Learning Outcomes 2	<p>1– Access to the latest sources and studies that specialize in studying and analyzing detailed climate elements.</p> <p>2– Developing the skills of analysis, interpretation, and linking factors and variables that address specific climate phenomena.</p> <p>3– Working on students acquiring scientific knowledge of modern educational methods and exploiting modern technologies that contribute to supporting this goal.</p> <p>4– Trying to address some of the problems and areas related to climate, which is the main contributor to their existence.</p>
Learning Outcomes 3	Learning Outcomes Statement 3
Ethics	
Learning Outcomes 4	<p>1– Supporting students' successful learning skills and scientific curiosity.</p> <p>2– Encouraging students to learn about everything new in the field of systematic scientific knowledge and detailed climate science.</p> <p>3– Practical application of practical monitoring to measure climate elements to increase understanding and understanding of the methodology of the Detailed Climatology course.</p> <p>4– Educating students about teamwork, cognitive cooperation, and contributing to detailed climate analysis and study</p>
Learning Outcomes 5	Learning Outcomes Statement 5

9. Teaching and Learning Strategies

Discussion, analysis, and participation in addressing the aspects covered in the detailed climate within the lecture, and crystallizing an 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– Final monthly achievement tests after the end of each subject.
- 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
A.P.Dr.Surah Bader Hussein	Physical geography	climatology			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

State briefly the sources of information about the program.

14. Program Development Plan

- 1– Educating students to understand the main and secondary objectives of the educational process regarding the subject of detailed climate science.
- 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– Conducting scientific trips and field visits to climate stations to learn about the work of climate monitoring devices and methods of measuring them.
- 4– Training students on practical monitoring of climate elements in a limited area.
- 5– Identify methods of statistical analysis of climate data.
- 6– Applying general climate data to analyze and describe the detailed characteristics of the climate.
- 7– Developing students' comprehension skills and intellectual maturity and assigning them to write research periodically.

8– 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
Third class		Micro climatology	Basic											

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

Course Description Form

1. Course Name:	
Micro climatology	
2. Course Code:	
3. Semester / Year:	
annual	
4. Description Preparation Date:	
6/2/2024	
5. Available Attendance Forms:	
Presence	
6. Number of Credit Hours (Total) / Number of Units (Total)	
2 Number of units 4	
7. Course administrator's name (mention all, if more than one name)	
Name: A.P.Dr.Surah Bader Hussein	
Email: Dr.surah.bader@uomosul.edu.iq	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none">• Preparing qualified teachers who have the ability understand and analyze the subject of detailed climate science and teach it to students according to an established and modern scientific methodology that serves the specialty.• Developing perception, causality, and questioning skills and finding solutions to them to understand the sections and fields of study of detailed climate science.• Training students to exploit modern technologies view the latest climate sources and studies of interest to the subject, and to attend electronic

	lectures, seminars, and conferences that specialize in detailed climate studies.....
--	---

9. Teaching and Learning Strategies

Strategy	Discussion, questioning during weekly lectures, presenting realistic examples of the detailed climate <ul style="list-style-type: none"> - Encouraging students to understand, analyze scientifically, and find solutions to problems related to the detailed climate. - Identify the most important detailed climate patterns and compare them. - Access to modern methods of teaching, delivering scientific material to students, and transferring skills and information related to detailed climate science
-----------------	--

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2		Define the concept of microclimatology.	discussion	
2	2		Evolution of microclimatology	Discussion	
3	2		Research methods and tools in microclimatology	Discussion	
4	2		Using remote sensing to study micro weather and climate	Discussion	
5	2		The importance of studying the detailed climate Methods that can be adopted in studying the climate	Discussion	
6	2		Selected models of micro cave climate	Discussion	
7	2		Forest climate	Discussion	

8	2		Soil surface climate	Discussion	
9	2		Climate of snow, and water surfaces	Discussion	
10	2		Mountain climate	Discussion	
11	2		Valley climate	Discussion	
12	2		Semester exam		
13	2		Theoretical exam (mid-year)		
14	2		Theoretical exam (mid-year)		
15	2		Desert climate	Discussion	
16	2		Criteria for determining desert climate	Discussion	
17	2		Types of deserts	Discussion	
18	2		Climate of the c and the surroundi countryside	Discussion	
19	2		Factors that h shape the cit climate	Discussion	
20	2		The basic characteristics of t city's climate	Discussion	
21	2		A general comparison betwee the climate of the c and the surroundin countryside	Discussion	
22	2		Climate in closed environments	Discussion	
23	2		Room climate and c climate	Discussion	

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)	There is no new material.
Main references (sources)	-The Minor Climate, Ali Hassan Mu Damascus Publishing and Distributi House, 1991
Recommended books and references (scientific journals, reports...)	<p>1 - Local Climate, Ahmed Saeed Hadid, a others, Ibn Al-Atheer Press, University Mosul, 1981.</p> <p>2-Climatic and vegetation geographi Abdel Aziz Tareeh Sharaf, Dar Al-Ma'r University, 2000.</p> <p>3- Geography of Climate Regions, Hassan Musa, Damascus University Pre 2016</p> <p>4- Geography of Climate and Plan Youssef Abdel Majeed Fayed, Dar Al-F Al-Arabi, 1969.</p> <p>5</p> <p>Weather Geography, Ibrahim Ibra Sharif, Ministry of Higher Education a Scientific Research, Book One, 1991.</p>

Electronic References, Websites

- Solid scientific research and reports from the Internet, official websites, and climate data



Ministry education High And search Scientific
Supervision And the calendar Scientific
Guantee the quality And accreditation Academic
to divide Accreditation

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 achieves 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 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

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

Teaching and learning strategies .9	
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	

Evaluation methods .10	
.Oral tests in the classroom and within weekly lectures .Final monthly achievement tests after the end of each subject Assigning students to prepare reports and scientific research periodically .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		Continent	Human	A.M.D. Muhib

				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
Maturating 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															
Value				Skills				Knowledge				Essential or optional	Course Name	Course Code	Year/level
C4	C3	C2	C1	B4	B3	B2	B 1	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	
<p>paring 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 developing perception, causality, and questioning skills and finding solutions to them to understand the sections and fields of river study</p> <p>ining students to exploit modern technologies to view the latest sources</p> <p>studies of interest to the subject and to attend electronic lectures, seminars and conferences related to regional studies</p>	<ul style="list-style-type: none"> • ectives of the study subject • •
Teaching and learning strategies .9	
<p>scussion , questioning during weekly lectures, presenting realistic examples of natural aspects</p> <p>couraging students to understand and analyze scientific matters and find solutions to problems related to the political aspect</p> <p>cess to modern methods of teaching, delivering scientific material to</p>	<ul style="list-style-type: none"> - e strategy - -

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

Course structure .10

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
	scussion	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
	scussion	.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	eleventh

					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	ninetee 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

ussion	Rivers	2	25th
ussion	a test	2	twenty-sixth
ussion	Population	2	27th
ussion	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	quired 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 Fateh 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

ctronic references, Internet sites



Ministry education High And search Scientific
Supervision And the calendar Scientific
Guantee the quality And accreditation Academic
to divide Accreditation

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 achieves 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 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	<p>.Identify the objectives of the industry's geography -1 Comparison of trends in studying the stages of development of modern industries</p> <p>. Identify research methods in the geography of industry -3 .Study the impact of industrial pollutants on various human activities -4</p>
----------------------------------	---

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

education institution .11

Faculty members					Scientific rank
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

Maturating 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															
Value				Skills				Knowledge				Essential or optional	Course Name	Course Code	Year / level
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)		
Name: Prof. Muhareb Khalaf King tends A The dr.moharib.khalaf@gmail.com		
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 developing 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 sources and studies of interest to the subject, and to attend electronic lectures, seminars, and conferences that specialize in advanced studies for industry</p>		
<ul style="list-style-type: none"> • ectives of the study subject • • • 		
Teaching and learning strategies .9		
<p>scussion , interrogation during weekly lectures, presenting realistic examples of industrial areas - 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
cess 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

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
	scussion	The concept of industry geography and methods of research into it	ceiving and understanding	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

	scussion	Industrial location theories as an introduction	eceiving and scussing	2	VIII
	ussion	Vaughn's theory Tonen	eceiving and scussing	2	Ninth
	ussion	Weber's theory	eceiving and scussing	2	The tenth
	ussion	Loesch's theory	eceiving and scussing	2	eleventh
	ussion	Regional development of the industry and its strategies	eceiving and scussing	2	twelvet h
	ussion	administrative and service industrial links ↴	eceiving and scussing	2	Thirteenth
	ussion	. Structural changes in the industry	eceiving and scussing	2	fourteenth
	scussion	Industrial settlements, industrial zone, industrial scope	eceiving 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 n
	ussion	Planning in developing countries	scussion	2	ninetee nth
	ussion	Trends in privatization versus industrial planning	receive d discuss	2	The

					twentiet h
	ussion	Geographical distribution of industries in the world. Overview	eceiving and scussing	2	21st
	ussion	Iron and steel industry , copper, aluminum, industries Chemical	eceiving and scussing	2	twenty tow
	scussio n	Introduction to the problems facing the industry	eceiving and scussing	2	twenty third
	ussion	Capital problem	eceiving and scussing	2	twenty fourth
	ussion	Manpower problem	eceiving and scussing	2	25th
	ussion	technology transfer	eceiving and scussing	2	twenty- sixth
	ussion	The problem of industrial pollution , water pollution	eceiving and scussing	2	27th
	ussion	Soil contamination	eceiving and scussing	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	quired textbooks (methodology, if any
	Main references (sources)
Book (Geography of Industry) by Dr. Abdul Zahra Ali Al -Janabi , -	Recommended supporting

<p>Book (Geography of Industry)Dr. Ahmed Habib Rasoul , 1983 -</p> <p>Book (Industrial Site Analysis) Dr. Samira Al-Shamaa , 1986 -</p> <p>-</p>	<p>2013</p>	<p>books and references (scientific journals , (. (...reports</p>
<p>icial websites and Solid scientific research and reports from the Internet - climate data</p>		<p>electronic references , Internet sites</p>



Ministry education High And search Scientific
device Supervision And the calendar Scientific
circle a guarantee the quality And
accreditation Academic
to divide Accreditation

Academic program and course

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.

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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 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: It provides a necessary summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he has made the most of the learning opportunities available. 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 program.

Program message: It briefly explains the objectives and activities necessary to achieve them, and also identifies the program's development paths and directions.

Program Goals: 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/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.

Learning Outcomes: A compatible set of knowledge, skills and values that the student 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.

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

Academic program description form

University Name: University of Al Mosul

the college/Institute: College of Education for Human Sciences

scientific department: Department of Geography

Name of the academic or professional program:Bachelor's
Name of the final certificate:Bachelor's degree in Geography

School system:Annual

Date the description was prepared:9/3/2023

Date the file was filled out:

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

See the program .1

Remember to see the program as stated in the university prospectus and website.

Program message .2

The subject of population geography is one of the subjects scheduled for the students of the second stage of the Geography Department. The subject

includes a set of concepts and terminology related to population and demographic geography, as well as a set of equations and measurements through which the student learns to extract population growth rates and population projections, as well as distribution density rates, in addition to many problems. Which studies population geography, including high fertility and mortality rates, migration, population policies, composition and distribution.

Program Goals .3

identification requester With concepts in geography Population -
 that He learns requester Reasons And results the problems in Geography Population -
 Gain Students information on material geography Population -
 Gain Students information on material geography Population -
 that He learns requester skills Solution Equations And the laws Demographics -
 identification requester With concepts in geography Population And demography -

Program accreditation .4

Does the program have program accreditation? From which side?

Other external influences .5

Is there a sponsor for the program?

nothing

Program structure .6

comments *	percentage	Study unit	Number of courses	Program structure
				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	Population geography	UOMEG116))	annual
	3*3 weekly			

Expected learning outcomes of the programme .8	
Knowledge	
	Learning Outcomes1
Skills	
Relying on multiple sources to clarify the material Population data sources Reports United Nations	Learning Outcomes2
Statement of learning outcomes3	Learning Outcomes3
Value	
Use of data for population problems and its application to measurement laws Use the scientific calculator in the app Make charts and graphs to illustrate this	Learning Outcomes4
Statement of learning outcomes5	Learning Outcomes5

Teaching and learning strategies .9	
Applying examples of laws, methods of measuring equations for population growth, migration, and population densities Discussion session with students	

Evaluation methods .10	

Semi-monthly, monthly and end-of-year tests.

education institution .11

Faculty members

Preparing the teaching staff		Special requirements/skills (if any)		Specialization		Scientific rank
lecturer	angel			private	general	
	angel			Populatio n	geograp hy	Doctor teacher

Professional development

Orienting new faculty members

Professional development for faculty members

Acceptance standard .12

(central)

The most important sources of information about the program .13

Al-Hadithi, Taha Hammadi, (2000) Population Geography, 2nd edition, Dar Ibn al-Atheer for Printing and Publishing, Mosul, Jordan.

- Ismail, Ahmed Ali (1997) Foundations of Population Science, Eighth Edition, Dar Al-Thaqafa and Publishing Press, Cairo, Egypt.

Saeed, Ibrahim Ahmed (1997) Foundations of Human Geography, eighth edition, Directorate of University Books and Publications, Aleppo, Syria.

Abu Sobha, Othman Kayed, Population Geography, first edition, Al-Awael Publishing House, Amman-Jordan,2015

Program development plan .14

Vocabulary is developed by no less than 7% annually

Program skills chart															
Outputs Learning required from the program															
Value				Skills				Knowledge				Essential or optional?	name The decision	Code The decision	the year / the level
C4	C3	C2	C1	B4	B3	B2	B1	a4	a3	a2	a1				
*				*				*				Basic	geography Population	UOMEG116))	

Please situation Signal in Squares the interview For outputs Learning Individuality from the program Submissive For evaluation●

Course description form

Name The decision .1 Population geography						
Date The decision .2 (UOMEG116))						
Chapter / the year/ .3 Annual						
Date Preparation this the description .4 3/2023						
Available attendance forms .5						
Number of study hours (total)/number of units (total) .6 3						
Name of the course administrator (if more than one name is mentioned) Name: Dr. wissam Abdullah Hussein Email :wissam.abad@uomosul.edu.iq						
Course objectives .8						
<p>Introducing the student to concepts in population geography and demography</p> <p>The student will learn the skills of solving demographic equations and laws</p> <p>Providing students with information about population geography</p>			<ul style="list-style-type: none"> • Objectives of the study subject • • 			
Teaching and learning strategies .9						
<p>Application of examples of laws, methods of measuring population equations</p> <p>Discussion session with students</p>					Strategy	
Course structure .10						
Evaluation method	Learning method	Name of the unit or topic		Required learning outcomes	hours	the week
Exam Oral And editorial	Discussion, questions and answers, and operative learning	Population		Identify main Concepts in study geography	3	Weekly

			Population sources Data study geography Population Methods measurement Deaths Methods measurement Fertility Methods measurement Immigration Methods measurement growth Population ctors affecting e and growth of rld population		
--	--	--	---	--	--

Course evaluation .11

distribution Class from 100 on according to mission Assigned With it requester like Preparation Daily And reports And exams Daily And oral 15% and editorial 85%....etc

Learning and teaching resources .12

Al-Hadithi, Taha Hammadi, (2000) Population Geography, 2nd edition, Dar Ibn al-Atheer for Printing and Publishing, Mosul, Jordan.	quired textbooks (methodology, if any)
- Ismail, Ahmed Ali (1997) Foundations of Population Science, Eighth Edition, Dar Al-Thaqafa and Publishing Press, Cairo, Egypt.	in references (sources)
Saeed, Ibrahim Ahmed (1997) Foundations of Human Geography, eighth edition, Directorate of University Books and Publications, Aleppo, Syria. Abu Sobha, Othman Kayed, Population Geography, first edition, Al-Awael Publishing House, Amman-Jordan,2015	Recommended supporting books and references (scientific journals, reports....)
Internet	ctronic references, Internet sites

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:

the signature:

Name of department head:

Name of scientific: assistant:

the date:

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 requireme nts	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	theoreti cal	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
ابراهيم ، فاضل خليل ، المدخل إلى طرائق التدريس العامة ، 2010 ، ط.2 .
هندى ، صالح ذياب ، طرائق تدريس التربية الإسلامية ، 2009 ، ط.3 .
عطية ، محسن علي ، الاستراتيجيات الحديثة في التدريس الفعال ، 2008 ، ط.1 .
فياض ، محمد سلمان وآخرون ، طرائق التدريس الفعال ، 2011 ، ط.1 .

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					
<p>.1Graduating a cadre capable of understanding teaching methods</p> <p>.2Preparing highly qualified male and female teachers in teaching geography</p>					
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	Literacy interrogation	Evolution of the concept of the old curriculum		2Theoretical	the first
Oral and written tests	Conversationism	The modern concept of the curriculum		2Theoretical	the second
Oral and written tests	=Interrogation	Curriculum components		2Theoretical	the third

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 curric		2Theoretical	VIII
Oral and written tests	Practical, objective, specialized application	Educational goals Educational content and experiences		2Theoretical	Ninth
Oral and written tests	Practical, objective, specialized application	Teaching methods, the concept and development		2Theoretical	The tenth and eleven
Oral and written tests	Practical, objective, specialized application	Teaching and learning education		2Theoretical	The twelfth
Oral and written tests	Practical, objective, specialized application	Foundations of good teaching		2Theoretical	thirteen
Oral and written tests	Practical, objective, specialized application	Lecture method		2Theoretical	fourtee
Oral and written tests	Practical, objective, specialized application	Interrogation method		2Theoretical	th wee
Oral and written tests	Practical, objective, specialized application	Discussion method		2Theoretical	Fifteen
Oral and written tests	Practical, objective, specialized application	Problem solving method		2Theoretical	sixtee
Oral and written tests		Unit method		2Theoretical	The seventh
Oral and written tests				2Theoretical	Evil
Oral and written tests				2Theoretical	The eighth
Oral and written tests				2Theoretical	Evil IX A

Oral and written tests	Practical, objective, specialized application	Cooperative method Exploratory method Educational technologies	learn meth		2Theoretical	Evil The twentieth
	Practical, objective, specialized application				2Theoretical	Twenty one
	Practical, objective, specialized application				2Theoretical	Twenty two
	Practical, objective, specialized application	Examples of education methods			2Theoretical	Twenty three
	Practical, objective, specialized application	Planning in teaching			2Theoretical	Twenty four
	Practical, objective, specialized application	school book			2Theoretical	25th
	Practical, objective, specialized application	Calendar			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 وطرق تدر الجغرافية اعداد أ. م.د.لجين سالم مص الشكري 2013-2014		Required textbooks (methodology, if any)			
عبداللطيف بن فرج (2009) طرق التدريس في القرن الواحد والعشرين ، عمان ، 2000الاردن. ، عبدالله محمد خطابية (2005) تعليم العلوم للجميع ، عمان ، الاردن - ابراهيم ، فاضل خليل ، المدخل إلى طرائق التدريس العامة ، 2010 ، ط.2. - هندي ، صالح ذياب ، طرائق تدريس التربية الاسلامية ، 2009 ، ط. 3 . - عطية ، محسن علي ، الاستراتيجيات الحديثة في التدريس الفعال ، 2008 ، ط.1.				Main references (sources)	

Every reference or research work aims to develop the student in terms of knowledge and skills, and provides him with modern educational strategies	Recommended supporting books and references (scientific journals, reports....)
<ul style="list-style-type: none"> - https://www.new-educ.com/ http://www.qsm.ac.il/articles 	Electronic references, Internet sites

Course Description Form

1- Name Course	.1
Apply & Watch	
2- Code Course	.2
<hr style="border-top: 1px dashed black;"/>	
2024-2023 Year/Semester	.3
<hr/>	
4. Date of preparation of this description 2024/10 / 02	
<hr/>	
5. Available attendance forms / classrooms + e-classroom	
<hr/>	
6. Number of Credit Hours) Total / (Number of Units) Total 3 / (Credit Hours 6 / Credit Hours	
<hr/>	
7. Course administrator's name) if more than one name(
Prof. Rana Ghanem Hamed Altai dr.rana77@uomosul.edu.iq	Email:

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.

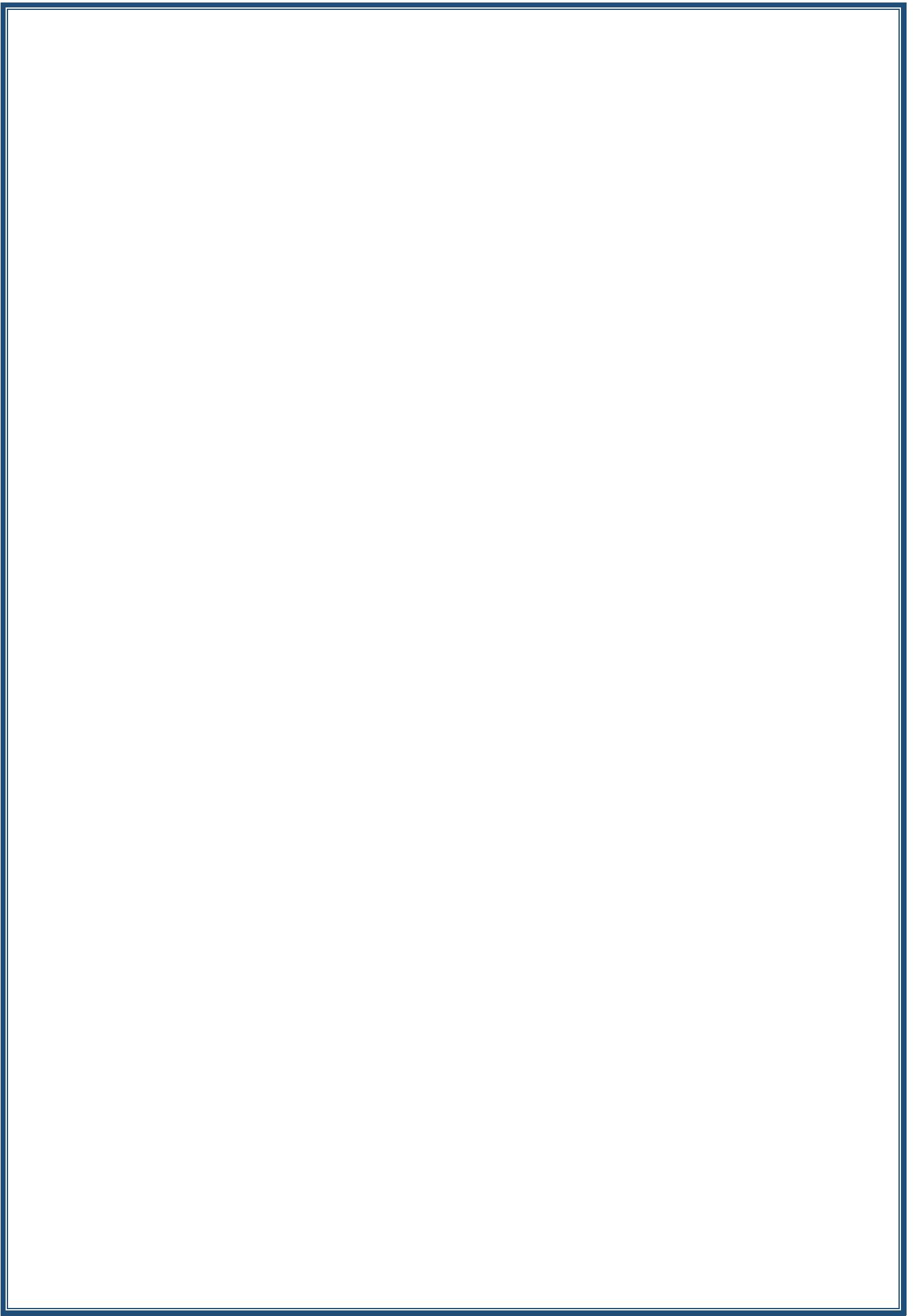
10. Course Structure

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, thermal education	Teaching skills	3
Extrapolation and measurement	Applicant's allowances and rights	Teaching skills	3
Lecture + practice	First and second day concessions in the application	Teaching skills	3
Discuss and practice	Then the school principal and the cooperating teacher	Teaching skills	3
Lecture + practical exercise	The second theoretical aspect	Teaching skills	
Lecture + practical exercise			

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)
زاير ، سعد علي وآخرون ، المشاهدة الصفيية والتطبيق العملي لطلبة أقسام اللغة العربية ، 2011 الدويري ، بسام القضاة ، دليل التربية العملية ، 2015. الزهيري ، حيدر عبدالكريم ، التربية العملية للتدريس في كليات التربية ، 2019	- -	Main references)Source s(
	-----		Recommended books and references)scientific journals ' reports. (..
	/https://www.new-educ.com - http://www.qsm.ac.il/articles		electronic reference Websites



Course Description Form

1.	Course Name: Regional Geography of the Americas				
2.	Course Code: UOMEG131				
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)				
<p>Name: Nashwan Ali Hammadi Email: nashwan.ali@uomosul.edu.iq</p>					
8.	Course Objectives				
<p>Course Objectives</p>				<ul style="list-style-type: none"> • Identify the basic and methodological principles of regional geography • Identify the natural and human geographical foundations of the Americas 	
9.	Teaching and Learning Strategies				
<p>Strategy</p>		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	Tow huors		The North American continent/geographical discoveries of the North American continent The natural side of North American continent	A lecture	Daily exams and questions
the third					
the fourth					
Fifth VI					
Seventh 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			Site characteristics Geological structure and topography of the North American continent Climate and climatic regions of North America Natural plant region of North America Soils of North America Water resources in North America The human aspect of North America / the inhabitants of the continent Demographics in North America Population density in North America Economic aspect in North America Mineral resources in North America Transportation route North America Canada as an applied study on the North American continent The continent of South America/geographical discoveries of the continent of South America The natural side of South American continent Site characteristics Geological structure and topography of the South American continent Climate and climatic regions of the South American continent Natural plant region of continent of South America Soils in the continent of South America Water resources in continent of South America The human aspect of South America and the inhabitants of the continent Demographics in South America		
---	--	--	--	--	--

		America and population density in South America Economic aspect in South America Mineral resources in South America Transportation route in South America Brazil as an applied study on the South American continent Similarities and differences between the continents North America and South America		
--	--	---	--	--

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)	Muhammad Hamid Al-Tai, Ali Hussein Al-Shalabi, Geography of the New World, Ministry of Higher Education and Scientific Research, Iraq.
Main references (sources)	Geography of the Americas / Fathi Muhammad Abu Ayash, Muhammad Al-Fathi Bakir Muhammad Alexandria, [Egypt]: Dar Al-Ma'rifa University for Print Publishing and Distribution, 2015. Hussam El-Din Jad Al-Rab, Geography of the Americas, Ithra Education and Publishing, 2017 Earl N. Mittelman, A Brief Geography of America, 2008
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	https://www.windy.com/?36.335.43.119,5

**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
The second stage		Applied climatology	Basic											

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

Course Description Form

<p>1. Course Name: Applied climatology</p>																	
<p>2. Course Code:</p>																	
<p>3. Semester / Year: year</p>																	
<p>4. Description Preparation Date: 27/5/2024</p>																	
<p>5. Available Attendance Forms: Inside the class</p>																	
<p>6. Number of Credit Hours (Total) / Number of Units (Total) 2 hours/week. Number of units: 4 hours/week</p>																	
<p>7. Course administrator's name (mention all, if more than one name) Name: M.M. sara najim abdalla Email: sara.najim@uomosul.edu.iq</p>																	
<p>8. Course Objectives</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">Course Objectives</td> <td style="width: 50%; padding: 5px; vertical-align: top;"> <ul style="list-style-type: none"> • • • </td> </tr> </table>						Course Objectives	<ul style="list-style-type: none"> • • • 										
Course Objectives	<ul style="list-style-type: none"> • • • 																
<p>9. Teaching and Learning Strategies</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; padding: 5px;">Strategy</td> <td style="width: 80%; padding: 5px;"></td> </tr> </table>						Strategy											
Strategy																	
<p>10. Course Structure</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Week</th> <th style="width: 10%;">Hours</th> <th style="width: 15%;">Required Learning Outcomes</th> <th style="width: 45%;">Unit or subject name</th> <th style="width: 10%;">Learning method</th> <th style="width: 10%;">Evaluation method</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2</td> <td></td> <td>The concept of applied climatology</td> <td></td> <td></td> </tr> </tbody> </table>						Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method	1	2		The concept of applied climatology		
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 Köppen 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 Köppen 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, 2008 - Book of Applied Climatology by 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 education High And search Scientific
device Supervision And the calendar Scientific
circle a guarantee the quality And accreditation Academic
to divide Accreditation

Academic program and course

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.3/2906 on 5/3/2023 regarding 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 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: It provides a necessary summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he has made the most of the learning opportunities available. 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 program.

Program message: It briefly explains the objectives and activities necessary to achieve them, and also identifies the program's development paths and directions.

Program Goals: 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/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.

Learning Outcomes: A compatible set of knowledge, skills and values that the student 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.

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

Academic program description form

University Name: University of Al Mosul

the college/Institute: College of Education for Human Sciences

scientific department: Department of Geography

Name of the academic or professional program:Bachelor's
Name of the final certificate:Bachelor's degree in Geography

School system:Annual

Date the description was prepared:9/3/2023

Date the file was filled out:

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

See the program .1

Remember to see the program as stated in the university prospectus and website.

Program message .2

The subject of social geography is one of the subjects prescribed for the students of the fourth stage in the Geography Department. The subject

includes a set of concepts and terminology related to social geography and social problems. It also includes a number of equations, measurements, and applications through which the student learns to extract applications and understand social problems such as crimes, poverty, unemployment, divorce, educational dropout, and the expected projections of social problems. As well as many problems that are studied in social geography, including immigration, population growth, and population policies.

Program Goals .3

identification requester With concepts in geography Social -
that He learns requester Reasons And results the problems in Geography Social -
Gain Students information on material geography Social -

Program accreditation .4

Does the program have program accreditation? From which side?

Other external influences .5

Is there a sponsor for the program?

nothing

Program structure .6

comments *	percentage	Study unit	Number of courses	Program structure
				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	Social geography	UOMEG152))	Annual
	3*2 weekly			

Expected learning outcomes of the programme .8	
Knowledge	
Identify concepts in the study of social geography Data sources for a social geography study Applications in social geography Causes and solutions to problems	Learning Outcomes1
Applications in the problem of poverty Applications in the migration problem Applications in the crime problem Divorce problem applications	Learning Outcomes2
Skills	
Statement of learning outcomes3	Learning Outcomes3
Value	
Using data for social problems and applying it to measurement laws Use the scientific calculator in the app Make charts and graphs to illustrate this	Learning Outcomes4
Statement of learning outcomes5	Learning Outcomes5

Teaching and learning strategies .9	
Applying examples of laws, methods of measuring equations to problems of poverty, divorce, and crimes Discussion session with students	

Evaluation methods .10	
6	

Semi-monthly, monthly and end-of-year tests.

education institution .11

Faculty members

Preparing the teaching staff		Special requirements/skills (if any)		Specialization		Scientific rank
Lecturer	angel			private	general	
	angel			Social	geography	Doctor teacher

Professional development

Orienting new faculty members

Professional development for faculty members

Acceptance standard .12

(central)

The most important sources of information about the program .13

Basem Abdulaziz Omar and Hussein Aliwi Nasser, Social Geography Principles, Foundations and Applications, ed1, Al-Basr, 2014.

Mudar Khalil Omar, Muhammad Ahmad Uqla, Social Geographical Problems, Jordan1999 Part One

Mudar Khalil Omar, Muhammad Ahmad Uqla, Social Geographical Problems, Jordan1999, Parts Two and Three
The Internet

Program development plan .14

Vocabulary is developed by no less than 7% annually

Program skills chart

Outputs Learning required from the program															
Value				Skills				Knowledge				Essential or optional?	name The decision	Code The decision	the year / the level
C4	C3	C2	C1	B4	B3	B2	B1	a4	a3	a2	a1				
*				*				*				Basic	geography Social	UOME G152))	

Please situation Signal in Squares the interview For outputs Learning Individuality from the program Submissive For evaluation

Course description form

me The decision .1					
cial geography					
de The decision UOMEG152)) .2					
UOMEG152))					
e chapter / the year/ .3					
nual					
te Preparation this the description .4					
3/2023					
Available attendance forms .5					
Number of study hours (total)/number of units (total) .6					
2					
Name of the course administrator (if more than one name is mentioned) .7					
me: Dr. wissam Abdullah Hussein Email :wissam.abad@uomosul.edu.iq					
Course objectives .8					
Introducing the student to concepts in social geography and social problems	•		ectives of the study subject		
The student learns the skills of solving equations and laws in social problem applications	•				
viding students with information about social geography	•				
Teaching and learning strategies .9					
Applying examples of laws, methods of measuring equations to problems of poverty, divorce, and crimes				strategy	
Discussion session with students					
Course structure .10					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
am Oral And editorial	iversity methods learning	ography social	Identify on Concepts in study	3	eeekly

			geography Social sources Data study Geography Social		
--	--	--	---	--	--

Course evaluation .11

distribution Class from 100 on according to mission Assigned With it requester like Preparation Daily And reports And exams Daily And oral 15% and editorial 85%....etc

Learning and teaching resources .12

	quired textbooks (methodology, if any)
Basem Abdulaziz Omar and Hussein Aliwi Nasser, Social Geography Principles, Foundations and Applications, ed1, Al-Basr, 2014.	n references (sources)
Mudar Khalil Omar, Muhammad Ahmad Uqla, Social Geographical Problems, Jordan1999 Part One Mudar Khalil Omar, Muhammad Ahmad Uqla, Social Geographical Problems, Jordan1999, Parts Two and Three	Recommended supporting books and references (scientific journals, reports....)
Internet	ctronic references, Internet sites

Ministry education High And search Scientific
device Supervision And the calendar
Scientific
circle a guarantee the quality
And accreditation Academic
to divide Accreditation



Academic program description guideAnd the course

Academic program description form

University name: University of Mosul

Total Institute: 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

Section Ensuring quality and university performance

Manager name Section quality assurance And 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.
----------------------------------	---

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

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.

14. Program development plan

- 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																
Value				Skills				ShineA flutter					Essential or optional?	Course Name	Course Code	Year/level
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. aAttendance 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	<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.•

<ul style="list-style-type: none"> Achieving and applying necessary teaching skills students. Introducing familiar and unfamiliar educational methods. 	
--	--

9. Teaching and learning strategies

Discussion - Lecture - Questioning - Practical practices - Microteaching - 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, All (2005) "Basin analysis principles and application" Second Edition, Blackwell Publishing	Main references (sources)
Sabah Touma Jabouri, Hydrology and River Basin Management, (1988), International Ather 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
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:

Signature:

Head of Department Name:

Scientific Associate Name:

Date:

Date:

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Approval of the Dean

1. Program Vision

1. Interest in studies that involve geographical technologies and their scientific foundations.
2. Understanding the concepts of modern techniques used in map drawing and preparation.
3. Developing students' abilities to handle modern technologies and learn software for map drawing and production.

2. Program Mission

1. Keeping up with and following new topics that generally relate to and enter the field of geography.
2. Following up on sources, references, articles, and both modern and old research published within the specialty.

3. Program Objectives

1. Developing communication skills regarding the geographical concepts the student has studied in previous stages.

2. Preparing for the university study phase by relying on learning and scientific research to prepare the student to become a successful teacher and geographical researcher.
3. Equipping the student with skills to handle modern geographical information.
4. Teaching the student methods of using geographical technology programs, both offline and online.
5. Instilling in the student a positive motivation towards studying contemporary geographical technologies.

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	UOMEG118	Modern Geographical Technologies	theoretical	practical
			2	2

8. Expected learning outcomes of the program

Knowledge	
Learning Outcomes 1	<ol style="list-style-type: none">1. Technical sciences and applications in contemporary geography have direct relevance to practical life in all geographical specializations.2. Introducing the most important geographical technologies such as remote sensing data, geographic information systems (GIS), and global positioning systems (GPS).3. How to handle and collect various types of geographical data from different sources.
Skills	
Learning Outcomes 2	<ol style="list-style-type: none">1. Training students in methods of interpreting and analyzing geographical data.2. Acquiring skills to utilize available resources for map production.
Learning Outcomes 3	Using Satellite Images in Technical Applications
Ethics	
Learning Outcomes 4	Developing the cognitive aspect, fostering curiosity, and attempting to understand urban problems and propose solutions for them. Cultivating a scientific interest in geographical technologies and learning how to use them.

9. Teaching and Learning Strategies

Lecture – Discussion – Utilization of digital learning resources available online – Interactive questioning and inquiry.

10. Evaluation methods

Presentations using PowerPoint, explanatory videos, modern educational programs, monthly formative and summative assessments, interactive classroom discussions, and reports.

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)	Number of the teaching staff	
	General	Special		Staff	Lecturer
A.M. Ahed Dhunoon Al-Hamami	Geography	Geographical techniques		YES	
M.M. Hussein Ali Rashid					

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

The required textbooks and main references are: "Geographical Technologies: Principles and Applications" by Dr. Ali Al-Azzawi, Ahed Al-Hamami, and Omar Al-Qasab.

Recommended books and references include: "MAPwindows Training Guide" from the University of Idaho, USA.

For electronic references and internet sources: comprehensive presentations covering all course topics along with associated video lectures have been uploaded to YouTube as a stable resource to support course lectures throughout the year.

14. Program Development Plan

1. Emphasis on modern education.
2. Teaching computer skills and guiding students toward mastering and possessing them to increase their chances of using them to develop their technical skills.

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: Modern Geographical Technologies	
2. Course Code: UOMEG118	
3. Semester / Year: annual	
4. Description Preparation Date: 15-2-2024	
5. Available Attendance Forms: My presence	
6. Number of Credit Hours (Total) / Number of Units (Total) The number of hours 2 / the number of units 6.	
7. Course administrator's name (mention all, if more than one name) Aahed Dhunoon Al-Hamami - aahedalhamamy@uomosul.edu.iq Hussein Ali Rashid - hussein.alzoury@uomosul.edu.iq	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none">• 1. Developing scientific communication skills regarding geographical concepts studied by the student in previous stages.• 2. Preparing for the university study phase by relying on learning scientific research to prepare the student to become a successful and geographical researcher.• 3. Equipping the student with skills to handle modern geographical information.• 4. Teaching the student methods of using geographical technology programs, both offline and online.• 5. Instilling in the student a positive motivation toward contemporary geographical technologies.
9. Teaching and Learning Strategies	
Strategy	Discussion and questioning through weekly lectures questions, and linking them to real-life scenarios.
10. Course Structure	

Week	Hours	Unit or subject name	Learning method	Evaluation method
1. The first	2	1. The concept of geographical technologies	Presentation	Daily quizzes and monthly exams
2. The second	2	2. Remote sensing and importance	Illustrative films	
3. The third	2	3. Remote sensing satellites	Practical applications	
4. The fourth	2	4. Data in remote sensing	Discussion, questioning and presentation	
5. The fifth	2	5. Image analysis and interpretation		
6. The sixth	2	6. Evolution and production maps		
7. The seventh	2	7. Applied geographical research		
8. The eighth	2	8. Production of digital map		
9. The ninth	2	9. Midterm exam		
10. The tenth	2	10. Types and sources of data		
11. The eleventh	2	11. Functions of technology and GIS		
12. The twelfth	2	12. Geographic databases		
13. The thirteenth	2	13. Descriptive data databases		
14. The fourteenth	2	14. Geographic applications for DEM		
		15. Total station surveying instrument		

11. Course Evaluation

Grade distribution out of 100 based on the tasks assigned to the student, such as daily preparation, data collection, and written exams, monthly assessments, reports, etc.:

- Midterm exam: 20 points
- Final exam: 50 points
- Teacher's evaluation: 30 points

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	Geographic Information Systems - Jumaa Dabwood
Recommended books and references (scientific journals, reports...)	Geographic Information Systems - Ali Abdurrahman
Electronic References, Websites	

