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

Academic Program Description

2024–2025

Introduction:

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

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

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

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

Concepts and terminology:

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

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

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

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

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

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

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

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

Academic Program Description Form

University Name: University of Mosul

Faculty/Institute: College of Education for Humanities

Scientific Department: Geography

Academic or Professional Program Name: Bachelor of Geography

Final Certificate Name: Bachelor of Geography

Academic System: Annual

Description Preparation Date: 01/09/2024

File Completion Date: 01/10/2024

Signature:

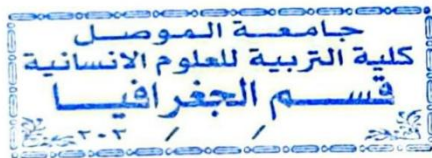Head of Department Name: Prof. Dr. Suhaib Khudur

Date:

Signature:

Scientific Associate Name: Asst. Prof. Dr. Saleh Sheikh

Date:

The file is checked by:

Department of Quality Assurance and University Performance

Asst. Lect. Mahmoud Ammar Al-Atraqji

Director of the Quality Assurance and University Performance Department

Date:

Signature:

Prof. Dr. Saad Ramadhan Mohammed

Approval of the Dean

1. Program Vision

The program aspires to be a progressive and inspiring academic model that keeps pace with modern scientific and technological changes. It aims to stimulate innovation and creativity in both physical and human geography, emphasizing practical and research applications to ensure sustainable development and community service.

2. Program Mission

The program seeks to prepare specialized scientific personnel with theoretical knowledge and practical skills in various geography fields. It offers an integrated academic curriculum combining natural, human, and educational sciences. The program emphasizes scientific research development, critical and analytical thinking enhancement, and enabling graduates to actively contribute to solving environmental and developmental issues, aligning with labor market needs and community service.

3. Program Objectives

1. To provide students with specialized geographical knowledge in both physical and human geography as well as modern geographic techniques.
2. To develop scientific research and spatial analysis skills by applying quantitative and qualitative methods to study geographical phenomena.
3. To prepare graduates qualified for the labor market in fields such as urban planning, remote sensing, GIS, environmental management, and education.
4. To enhance students' environmental and developmental awareness and connect them with contemporary geographical issues.
5. To develop pedagogical and educational skills that enable graduates to teach effectively in educational institutions.
6. To encourage scientific research and innovation in geographical topics and contribute to solving environmental and developmental problems.
7. To strengthen community partnerships and academic cooperation by organizing training workshops, scientific seminars, and contributing to community service.

4. Program Accreditation

National standards for accrediting educational group colleges' programs (In Progress).

5. Other external influences

External influences affecting the implementation of the program can be classified into positive factors that contribute to its development and negative factors that may hinder the achievement of its objectives, as follows:

First: Positive Factors:

• Scientific and Technological Developments:

The availability of modern tools and techniques such as Geographic Information Systems (GIS) and Remote Sensing (RS) helps improve the quality of education and practical training.

• Governmental and Academic Support:

Supportive government policies for higher education development—such as those at the University of Mosul and the College of Education for Humanities—led to the rehabilitation and funding of the GIS lab, enhancing students' practical understanding of GIS and RS courses. The college also aims to financially support the department in establishing another computer lab.

• Labor Market Demand:

The growing need for specialists in urban planning, environmental resource management, meteorology, statistics, and GIS increases graduates' employment opportunities.

• Orientation Towards Sustainability and Environmental Protection:

The global interest in environmental and climate issues creates opportunities for applying geographical studies in sustainable development fields.

• Opportunities for International Partnership and Collaboration:

Availability of joint research opportunities with international universities and research centers enhances the program's quality.

Second: Negative Factors:

• Logistical and Economic Challenges:

The large number of admitted students annually exceeds the capacity of available classrooms, causing disruptions in the educational process and obstructing the program's goals. In addition, limited funding for establishing and developing labs and equipment (e.g., climate sensors, air quality monitors) impacts the quality of practical training.

• Changes in Labor Market Demands:

The demand for geography graduates may be lower compared to other disciplines, requiring curriculum updates to align with market needs.

• Administrative Bureaucracy:

Delays in curriculum updates or the introduction of new courses can prevent adaptation to scientific and academic developments.

• Environmental and Political Challenges:

Political instability or security conditions may affect the execution of field activities and applied studies.

• Lack of Awareness about the Discipline's Importance:

Limited societal awareness of geography's importance and its developmental role may reduce student enrollment in the program.

6. Program Structure

Program Structure	Number of Courses	%	Credit Units	%	Weekly Hours Theoretical	%	Practical	%	Reviews
Institution Requirements	10	17%	19	10%	9	82%	2	8%	Core
College Requirements	9	16%	38	20%	19	95%	1	5%	Core
Department Requirements	39	67%	132	69%	54	71%	24	31%	Core
Summer Training									
Other (Practical Training)									

Total

Number of Courses	Credit Units	Theoretical Weekly Hours	0f Weekly Hours %	Practical Weekly Hours	0f Weekly Hours %
58	189	82	75%	27	25%

7. Program Description

Year/Level	Course Code	Course Name	Requirement type	Credit Units	Credit Hours Theoretical	Credit Hours Practical
First Stage	UOMEG101	Cartography and Remote Sensing	Department	3	1	1
	UOMEG102	Geomorphology	Department	3	1	1
	UOMEG103	Meteorology and Climatology	Department	3	1	1
	UOMEG104	Geography of Africa and Australia	Department	4	2	0
	UOMEG105	Geography of Arid Regions	Department	3	1	1
	UOMEG106	Biogeography	Department	3	1	1
	UOMEG107	English Language Level 1	Institution	2	1	0
	UOMEG108	Ancient History of Iraq and the Arab World	Department	4	2	0
	UOMEG109	Human Rights and Democracy	Institution	2	1	0
	UOMEG110	Foundations of Education	College	4	2	0
	UOMEG111	General Arabic Language	College	4	2	0
	UOMEG112	Computer Literacy	Institution	3	1	1
	UOMEG113	Educational Psychology	College	4	2	0
Second Stage	UOMEG114	Applied Geomorphology	Department	3	1	1
	UOMEG115	Applied Climatology	Department	3	1	1
	UOMEG116	Population Geography	Department	4	2	0
	UOMEG117	Geography of Eurasia	Department	4	2	0
	UOMEG118	Modern Geographic Techniques	Department	3	1	1
	UOMEG119	Thematic Cartography	Department	3	1	1
	UOMEG120	Geography of Oil and Energy	Department	3	1	1
	UOMEG121	Rural Geography	Department	3	1	1
	UOMEG122	Hydrology	Department	3	1	1
	UOMEG123	Geography of Development and Planning	Department	3	1	1
	UOMEG124	History of the Arab Islamic State	Department	4	2	0
	UOMEG125	English Language Level 2	Institution	2	1	0

	UOMEG126	Developmental Psychology	College	4	2	0
Second Stage	UOMEG127	Secondary Education and Educational Administration	College	4	2	0
	UOMEG156	Crimes of the Ba'ath Party	Institution	2	1	0
	UOMEG157	Arabic Language	Institution	1	1	0
	UOMEG158	Computer Skills	Institution	3	1	1
Third Stage	UOMEG128	Geography of Industry	Department	4	2	0
	UOMEG129	Geography of Agriculture	Department	4	2	0
	UOMEG130	Urban Geography	Department	4	2	0
	UOMEG131	Geography of the Americas	Department	4	2	0
	UOMEG132	Geographical Statistics	Department	3	1	1
	UOMEG133	Geography of Natural Resources	Department	3	1	1
	UOMEG134	Geography of Tourism	Department	3	1	1
	UOMEG135	Micro Climatology	Department	3	1	1
	UOMEG136	Soil Geography	Department	3	1	1
	UOMEG137	Geographical Research Methods	Department	3	1	1
	UOMEG138	Curriculum and Teaching Methods	College	4	2	0
	UOMEG139	English Language Level 3	Institution	2	1	0
	UOMEG140	Guidance and Mental Health	College	4	2	0
	UOMEG141	Modern History of Iraq and the Arab World	Department	4	2	0
Fourth Stage	UOMEG142	Political Geography	Department	4	2	0
	UOMEG143	Geographical Thought	Department	4	2	0
	UOMEG144	Geography of Transport and Trade	Department	4	2	0
	UOMEG145	Geographic Information Systems (GIS)	Department	3	1	1
	UOMEG146	Regional Geography of Iraq	Department	4	2	0
	UOMEG147	Geography of the Arab World	Department	4	2	0
	UOMEG148	Measurement and Evaluation	College	4	2	0
	UOMEG149	English Language Level 4	Institution	2	1	0
	UOMEG150	Environment and Pollution	Department	3	1	1
	UOMEG151	Geography of Seas and Oceans	Department	3	1	1
	UOMEG152	Social Geography	Department	3	1	1
	UOMEG153	Geography of Services	Department	3	1	1
	UOMEG154	Field Observation and Teaching Practice	College	2	1	1
	UOMEG155	Graduation research	College	4	2	0

8. Expected learning outcomes of the program	Code
Knowledge	**A**
The graduate demonstrates a clear understanding of the fundamental concepts and theories in both physical and human geography and their subfields. They are able to interpret the interrelationships between the natural environment and human activities, and acquire knowledge of geographic research methodologies and how to prepare a graduation thesis.	A1
The student explains the core principles of modern geographic techniques such as Geographic Information Systems (GIS), Remote Sensing (RS), and methods of fieldwork and statistical analysis in studying geographic phenomena.	A2
The student describes modern educational theories and teaching methodologies specific to geography instruction. They are able to identify the foundations of assessment design and student learning evaluation methods in geography, and understand stages of psychological development, principles of educational counseling, and student mental health.	A3

The student interprets major historical developments that have shaped Iraq and the Arab world through the ages and examines their impact on political, social, and economic geography. They also understand the principles of human rights and democracy, and recognize the crimes and violations committed by the Ba'ath Party against humanity.	A4
The student becomes proficient in using office software tools (Microsoft Office), understands their importance in data processing, preparing charts, and composing geographic reports in a structured and accurate manner.	A5
The student gains knowledge of the foundational rules of both Arabic and English languages and recognizes their role in academic and professional communication, thus enhancing their reading, writing, and speaking skills.	A6
Skills	**B**
The student applies concepts and theories of physical and human geography to analyze environmental and social phenomena. The student possesses skills in analysis, interpretation, and correlation of factors and variables related to practical issues. The student also applies research methods in data collection and analysis and prepares a scientifically-based graduation project.	B1
The student efficiently uses modern geographic techniques to solve spatial problems, including accurate map reading and drawing, and the use of GIS and RS to analyze spatial data and interpret geographic patterns.	B2
The student applies effective teaching skills in real classroom environments in public schools for 40 days, including lesson planning, classroom management, use of diverse instructional strategies, and student performance evaluation to ensure learning goals are met.	B3
The student analyzes major historical events that affected Iraq and the Arab world throughout history and uses reliable historical sources to compare their impacts on political, social, and economic geography while drawing evidence-based conclusions.	B4
The student uses office software (Microsoft Office) in preparing charts and geographic reports.	B5
The student utilizes language skills in Arabic and English for preparing reports and academic research, and develops the ability to speak and write clearly and precisely in academic and professional contexts.	B6
Ethics	**C**
Promotes successful learning skills and scientific curiosity among students.	C1
The student appreciates the teacher's role in building future generations and demonstrates ethical commitment and educational responsibility during school teaching practice by respecting students' individual differences and positively engaging with them to inspire and motivate learning.	C2
The student commits to environmental responsibility principles and increases awareness of the importance of achieving sustainable development goals by adopting eco-friendly practices and contributing to solving modern environmental problems to preserve natural resources for future generations.	C3
The student appreciates the historical heritage of Iraq and the Arab world and understands its role in shaping national identity and cultural affiliation. The student expresses respect for cultural and social diversity and promotes a spirit of tolerance and intercultural dialogue.	C4
The student adheres to the ethics of technology use and respects privacy laws and information security in scientific research and computing applications.	C5

The student values language proficiency for enhancing effective communication between cultures and commits to developing linguistic skills to strengthen learning and interaction in diverse academic and professional environments.	C6

9. Teaching and Learning Strategies

- Lecture

- Discussion

- Cooperative learning

- Brainstorming

- Project-based learning

- Problem-based learning

- Mind mapping and conceptual mapping

- Inquiry and discovery

- E-learning

- Field trips

- Simulation and modeling

- Use of Geographic Information Systems (GIS)

- Game-based learning

10. Evaluation methods

- Written examinations

- Oral examinations

- Formative assessment

- Summative assessment (semester, mid-year, final)

- Laboratory practical exams

- Periodic report preparation, presentations, assignments, and daily participation tracking

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Professor (Ph.D.)	Physical Geography	Hydrology			1	0
	Physical Geography	Geomorphology			0	1
	Geography	Cartography			1	0
	Human Geography	Political Geography			1	0
	Teaching Methods	Geography Methods			1	0
Total Professors					**5**	
Assistant Professor (Ph.D.)	Geography	Cartography			1	0
	Physical Geography	Climatology			2	0
	Human Geography	Transport Geography			1	0
	Human Geography	Urban Geography			1	0
	Human Geography	Industrial Geography			2	0
	Geography	GIS			2	0
	Human Geography	Population Geography			1	0
	Teaching Methods	Geography			1	
Assistant Professor (MA)	Teaching Methods	Geography			1	0
Total Assistant Professors (Ph.D. & MA)					**12**	
Lecturer (Ph.D.)	Geography	Physical Geography			4	0
	Geography	Human Geography			7	0
	Geography	Regional Geography			1	0
	History	History			1	0
Lecturer (MA)	Geography	GIS			1	0
Total Lecturers (PhD & MA)					**14**	
Assistant Lecturer (MA)	Geography	Physical Geography			12	0
	Geography	Human Geography			11	0
	Geography	Cartography			1	0
	Geology	Remote Sensing			1	0
	Geology	Geochemistry			1	0
	Geology	Paleontology and Stratigraphy			1	0
	Management Information Systems	MIS			1	0
	Arabic Language	Abbasid Literature			1	0
Total Assistant Lecturers					**29**	
Total Academic Staff					**60**	

Professional Development
Mentoring new faculty members

Orienting new, visiting, full-time, and part-time faculty members is a necessary process to ensure their smooth integration into the academic environment and to enable effective performance in their teaching, research, and administrative responsibilities. This process is implemented at both the institutional and departmental levels through the following stages:

First: At the Institutional Level

1. **Official Welcome and Introduction to the Institution:**

   - Holding a welcome session organized by the university administration in coordination with various colleges.

   - Providing a Faculty Handbook that includes the university's vision and mission, academic regulations, administrative procedures, and policies related to teaching, research, and academic publishing.

   - Offering a campus tour to familiarize new members with university facilities such as libraries, classrooms, laboratories, administrative offices, and available services.

2. **Workshops and Training Courses:**

   - Organizing training sessions on modern teaching strategies, the use of Learning Management Systems (LMS), and research ethics.

   - Introducing administrative requirements related to submitting academic reports, student assessment, and quality assurance procedures.

3. **Technical and Administrative Support:**

   - Providing institutional accounts for educational resources, official email, and student management systems.

   - Guiding them through financial procedures, payroll, and health and social insurance services.

Second: At the Departmental Level

1. **Academic and Administrative Orientation:**

   - Assigning an experienced faculty member (academic mentor) to each new member to offer professional guidance, academic support, and respond to inquiries.

   - Providing an overview of teaching assignments, evaluation systems, and departmental procedures.

- Familiarizing them with the academic curriculum, available learning resources, and research projects they may join.

2. **Participation in Academic Meetings:**
   - Inviting new members to departmental meetings to introduce them to internal policies, academic plans, and teaching load distribution.
   - Encouraging participation in academic activities such as conferences and scientific seminars.

3. **Evaluation and Follow-up:**
   - Conducting periodic follow-up sessions to assess the integration of new faculty members and identify their needs.
   - Encouraging them to provide feedback on the orientation experience to improve future processes.

Professional development of faculty members

Academic and Professional Development Plan for Faculty Members in the Department of Geography:

The academic and professional development of faculty members in the Department of Geography is a fundamental component for enhancing the quality of both the educational and research processes, as well as for improving academic performance to keep pace with scientific and technological developments in the field of geography and Geographic Information Systems (GIS). In this context, the department adopts a development plan that includes the following key areas:

1. **Teaching and Learning Strategies:**
   - **Workshops and Training Courses:**
   - Organizing training workshops on the latest methods of teaching geography, such as Problem-Based Learning (PBL), active learning, and field trips as educational tools.
   - Developing faculty members' skills in using GIS and Remote Sensing (RS) technologies for teaching and research.
   - **E-learning and Blended Learning:**
   - Enhancing the use of Learning Management Systems (LMS) such as Moodle and Google Classroom to enrich the educational process.

- Developing digital educational content that includes interactive videos, digital maps, and 3D models for analyzing geographic phenomena.

  - **Linking Geography to Society:**

- Integrating environmental issues, climate change, and sustainable development into the curriculum to raise students' awareness of geography's role in addressing societal problems.

2. **Learning Outcomes Assessment:**

   - **Improving Assessment Methods:**

- Enhancing student assessment methods to include practical evaluation, research projects, and field analysis alongside traditional examinations.

- Training faculty on designing standardized tests that measure students' analytical and applied understanding of geographic concepts.

  - **Feedback and Continuous Improvement:**

- Strengthening mechanisms for providing effective feedback to students to support their academic improvement.

- Analyzing course evaluation results to improve teaching quality and update curricula in line with labor market needs.

3. **Professional and Research Development:**

   - **Supporting Scientific Research and Academic Publishing:**

- Organizing training workshops on academic writing, publishing in globally indexed journals, and using research databases such as Scopus and Web of Science.

- Encouraging faculty members to submit research proposals in fields such as applied geography, GIS, environment, and sustainable development**.**

  - **Research Collaboration and Scientific Exchange:**

- Promoting partnerships with other academic departments and research institutions inside and outside the university to develop interdisciplinary research.

- Supporting faculty participation in local and international scientific conferences to enhance academic networking and knowledge exchange.

  - **Academic Supervision and Research Guidance:**

- Enhancing supervision skills for postgraduate students and preparing them for contribution to advanced scientific research.
- Encouraging applied research contributes to solving environmental and developmental problems at the local and regional levels.

4. **Administrative and Leadership Development:**

   - **Enhancing Administrative Skills:**

- Organizing training courses for faculty members on academic work management, strategic planning, and managing research teams.

   - **Leadership Development:**

- Supporting the development of leadership skills among faculty by involving them in scientific and administrative committees within the department and college.

5. **Implementation and Follow-Up Mechanisms:**

   - Establishing an Academic Development Committee within the department responsible for planning and supervising the implementation of training and development programs.
   - Conducting periodic evaluations of professional development programs through surveys and consultations with faculty members to determine actual development needs.
   - Promoting academic excellence by offering awards and certificates of appreciation for outstanding performance in teaching, research, and community service.

12. Acceptance Criterion

- Central Admission.
- Parallel (Self-Financed) Admission.
- Evening Admission

13. The most important sources of information about the program

To obtain comprehensive information about the Bachelor's program in the Department of Geography at the College of Education for Humanities, University of Mosul, you can visit the following sources:

1. **The official website of the College of Education for Human Sciences**: Provides general information about the college and its departments, including the Department of Geography. College of Education for Humanities

2. **Geography Department Page:** Contains an overview of the department, its vision, mission, objectives, and administrative structure.

   Department of Geography – College of Education for Humanities

3. **Academic Program Description:** This section provides detailed information about the Geography Department's academic program across different academic years.

   Description of Academic Program (department of geography) – College of Education for Humanities

4. **Course and Curriculum Description:** This page presents the subjects and credit units offered by the Geography Department for the academic year 2023–2024.

   Course Description (department of geography) – College of Education for Humanities

14. Program Development Plan

1. Updating curricula content to align with scientific progress and sustainable development goals; balancing physical and human geography with a practical focus.

2. Enhancing student practical skills by integrating advanced geographic technologies (GIS, RS, spatial analysis) and tools such as Google Earth Engine, Envi, Erdas, and QGIS.

3. Innovating teaching methods via blended and interactive learning, encouraging critical thinking through problem-solving discussions of current geographical issues.

4. Expanding research and field-based education: supporting student participation in conferences, research contests, and partnerships with public and private institutions.

5. Improving the learning environment: upgrading classrooms with smart technology, modernizing GIS and RS labs, establishing a digital geography library, and providing access to global spatial databases.

6. Aligning program outcomes with labor market needs by introducing relevant, job-oriented courses.

7. Meeting international accreditation standards by aligning learning outcomes with global benchmarks and engaging with students, graduates, and employers in curriculum review.

Program Skills Outline

Year/Level	Course Code	Course Name	Type	Knowledge (A)						Skills (B)						Ethics (C)					
				A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6
First Stage	UOMEG101	Cartography and Remote Sensing	**Core**		✔					✔						✔				✔	
	UOMEG102	Geomorphology	**Core**	✔						✔						✔		✔			
	UOMEG103	Meteorology and Climatology	**Core**	✔						✔						✔		✔			
	UOMEG104	Geography of Africa and Australia	**Core**	✔						✔						✔					
	UOMEG105	Geography of Arid Regions	**Core**	✔						✔						✔		✔			
	UOMEG106	Biogeography	**Core**	✔						✔						✔		✔			
	UOMEG107	English Language Level 1	**Core**						✔						✔	✔					✔
	UOMEG108	Ancient History of Iraq and the Arab World	**Core**				✔						✔			✔			✔		
	UOMEG109	Human Rights and Democracy	**Core**				✔						✔			✔			✔		
	UOMEG110	Foundations of Education	**Core**			✔						✔				✔	✔				
	UOMEG111	General Arabic Language	**Core**						✔						✔	✔					✔
	UOMEG112	Computer Literacy	**Core**					✔						✔		✔				✔	
	UOMEG113	Educational Psychology	**Core**			✔						✔				✔	✔				
Second Stage	UOMEG114	Applied Geomorphology	**Core**	✔						✔						✔		✔			
	UOMEG115	Applied Climatology	**Core**	✔						✔						✔		✔			
	UOMEG116	Population Geography	**Core**	✔						✔						✔					
	UOMEG117	Geography of Eurasia	**Core**	✔						✔						✔					

Stage	Code	Course	Type	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13	C14	C15	C16
Second Stage	UOMEG118	Modern Geographic Techniques	**Core**		✔					✔				✔				✔	
	UOMEG119	Thematic Cartography	**Core**		✔					✔				✔					
	UOMEG120	Geography of Oil and Energy	**Core**	✔					✔					✔		✔			
	UOMEG121	Rural Geography	**Core**	✔					✔					✔		✔			
	UOMEG122	Hydrology	**Core**	✔					✔					✔		✔			
	UOMEG123	Geography of Development and Planning	**Core**	✔					✔					✔		✔			
	UOMEG124	History of the Arab Islamic State	**Core**				✔					✔		✔			✔		
	UOMEG125	English Language Level 2	**Core**					✔					✔	✔					✔
	UOMEG126	Developmental Psychology	**Core**			✔					✔			✔	✔				
	UOMEG127	Secondary Education and Educational Administration	**Core**			✔					✔			✔	✔				
	UOMEG156	Crimes of the Ba'ath Party	**Core**				✔					✔		✔			✔		
	UOMEG157	Arabic Language	**Core**					✔					✔	✔					✔
	UOMEG158	Computer Skills	**Core**				✔						✔	✔			✔		
Third Stage	UOMEG128	Geography of Industry	**Core**	✔					✔					✔		✔			
	UOMEG129	Geography of Agriculture	**Core**	✔					✔					✔		✔			
	UOMEG130	Urban Geography	**Core**	✔					✔					✔		✔			
	UOMEG131	Geography of the Americas	**Core**	✔					✔					✔					
	UOMEG132	Geographical Statistics	**Core**	✔			✔		✔					✔				✔	
	UOMEG133	Geography of Natural Resources	**Core**	✔					✔					✔		✔			
	UOMEG134	Geography of Tourism	**Core**	✔					✔					✔		✔			
	UOMEG135	Micro Climatology	**Core**	✔					✔					✔		✔			
	UOMEG136	Soil Geography	**Core**	✔					✔					✔		✔			
	UOMEG137	Geographical Research Methods	**Core**	✔					✔					✔				✔	

Stage	Code	Course	Type	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Third Stage	UOMEG138	Curriculum and Teaching Methods	**Core**			✓					✓				✓	✓				
	UOMEG139	English Language Level 3	**Core**						✓					✓	✓					
	UOMEG140	Guidance and Mental Health	**Core**			✓					✓				✓	✓				
	UOMEG141	Modern History of Iraq and the Arab World	**Core**				✓					✓			✓			✓		
Fourth Stage	UOMEG142	Political Geography	**Core**	✓						✓					✓					
	UOMEG143	Geographical Thought	**Core**	✓						✓					✓					
	UOMEG144	Geography of Transport and Trade	**Core**	✓						✓					✓		✓			
	UOMEG145	Geographic Information Systems (GIS)	**Core**		✓						✓				✓				✓	
	UOMEG146	Regional Geography of Iraq	**Core**	✓						✓					✓					
	UOMEG147	Geography of the Arab World	**Core**	✓						✓					✓					
	UOMEG148	Measurement and Evaluation	**Core**			✓				✓	✓				✓	✓				
	UOMEG149	English Language Level 4	**Core**						✓					✓	✓					✓
	UOMEG150	Environment and Pollution	**Core**	✓						✓					✓		✓			
	UOMEG151	Geography of Seas and Oceans	**Core**	✓						✓					✓		✓			
	UOMEG152	Social Geography	**Core**	✓						✓					✓			✓		
	UOMEG153	Geography of Services	**Core**	✓						✓					✓		✓			
	UOMEG154	Field Observation and Teaching Practice	**Core**			✓					✓				✓	✓				
	UOMEG155	Graduation research	**Core**	✓						✓					✓				✓	