

N Academic program description form

..University name: University of Tikrit

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

...Scientific Department: Department of Geography

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

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

Academic: system yearly :

Description preparation date: ١٨/١/٢٠٢٥

File filling date: ١٨/١/٢٠٢٥

:Signature:

أ.م.د. محمد عطية صالح
رئيس قسم الجغرافية
Signature

:Name of department head: A.M.D. . Muhammad Attia Saleh

Name of Scientific Assistant

A. Dr. Rashid Latif Ibrahim

:Date:

Date

:Check the file by

الاستاذ الدكتور
فهد شلاش خلف
٢٠٢٥

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

A.D . Imad Hamid Ahmed

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

The program.;

| | |
|--|--|
| 1. We establish a strong relationship | And Sasj Anerha is an anjan/jahih/that/and he was nominated. |
| 2. I am very happy / I am very sad | It is hard to get out of here and get out of here |
| 3. Asi/Sayd Anqshas | It is the meaning of Anarchti |
| 4. Successful preparation forms | Hadees |
| 5. Split up / Forget about it | The first split and the second split into two. 2024-2025 |
| 6. The most beautiful thing to happen to you (Anka) | 62 hours |
| 7. Dasa Sakh Idhaad Hazza Ansif | 2025/3/22 |
| 8. Engraved goals | |
| The student should become familiar with the concept of educational psychology and its areas of interest and study. | |
| The student should be able to understand the meaning of educational objectives, classify them, and transform them into general objectives. | |
| The student should understand the meaning of memory, its nature, its forms, and its ability to absorb information. | |
| The student should recognize the importance of motivation in the field of educational psychology. | |
| The student should become familiar with the meaning of transfer of learning effects and its educational applications. | |
| The student should understand and comprehend the meaning of the concept and its relationship to general and creative thinking. | |
| The student should know the meaning of feedback, its types and its importance for the teacher. | |
| The student should become familiar with the theories of generalization and their educational applications. | |

12. The most beautiful and elegant thing is the most beautiful and elegant thing

A- The objectives are: A1- To

reveal the truth about the Yahhu is the soul of Anshati and Jalakh Ahar, Iyadha and Dasarah, in Al-

A2- The Antana virus is present in the mouth Adhaan, Anstha, and Dhafa, and Dhiha, Anshajah, Dhafaha, and Dhiha,

of the child A3- The Antana virus is present Anshajah, Ayaha, and Ahiha, Tanstha, Nahha. Dhashakh Anrfha and Dthath

in the mouth of the child A4- The Antena virus is spread from an ant in the mouth of the child

A5- The family of the Intana woman is a woman of the same gender.

A6- The Antana Project is located in the south of Antananarivo. It is located in the south of Antananarivo. It is located in the south of Antananarivo. It is located in the south of Antananarivo.

B - The goals are simple and straightforward.

B1- Oh, Yahshah, O Issarkhadaw, and the abandonment and deprivation of one's will be separated from one another. B2-

I swear to God, I am afraid, I will go, and I will comfort them, and I will save them, and I will save them. B3- I am the one

who is the one who is the one who is the one who is the one who is the one who is the one who is the one who is the one

[illegible]

Teaching and learning methods

- Problem solving method

- Cooperative learning method

- Interactive learning method.

Evaluation methods

The other (the most important) is the explanation. I am a rank, I have been ...

C- Attractive and valuable goals

| | |
|--|-----------------|
| <p>A1- The first part of the article is about the origin of the word “anti-Semitism”. The second part is about the origin of the word “anti-Semitism”.</p> | <p>Argument</p> |
|--|-----------------|

A2- The goal of the project is to achieve the desired results, and the project is to achieve the desired results.

A3 - He has purified his morals and purified his morals, and he has exonerated his arrogance and frivolity, and he has become selfish and gullible.

A4-A smart, nahqssj, e, ngashh, or annhaas, it is basic, annqssq, e, ngashh, annahs, annahs, annqs, h.

Teaching and learning methods

- Shshh and Dhfshosh

- Discussion

Evaluation methods

- The other

- Inshaskakh

- Enrafam Insaf

D - General and transferable qualification skills (other skills related to employability and personal development)). D1-

Encourage students to deal with different educational materials in light of appropriate technical skills and education.

D2- Developing students' abilities to analyze educational content to identify thinking skills and problem-solving skills. D3-

Developing students' abilities to design presentations for thinking skills.

D4- The school Produce specific tools for teaching thinking skills in English. Complete

D5- The school the work presented to the students.

11- Course structure

| week | watches | Required learning outcomes | Unit name or the topic | road education | Evaluation method |
|-----------------------|-----------------------------------|---|---|------------------------------|--|
| the first | 2 | Understanding the meaning of educational psychology | Educational Psychology And its development | Dialogue And the Manalsha | Direction questions To the students and the answer About her from the students |
| Second | 2 | Schools of Psychology | Branches of psychology | Dialogue And the Manalsha | = |
| the third | 2 | Behavioral objectives and formulating a question to determine the objective | Educational goals | = | = |
| Fourth | 2 | Sources of derivation of educational goals | Educational goals | = | = |
| Fifth week | First exam of the first semester | | | | |
| Sixth | 2 | Understanding memory and its theories | Memory and its glances And its role In studying | = | = |
| Seventh | 2 | = | = | = | = |
| The eighth | 2 | Getting to know women and their views | Humans | = | = |
| Ninth | 2 | = | = | = | = |
| tenth | 2 | The effect of learning | = | = | = |
| eleventh | 2 | Identify the impact of learning | Learning effect transfer | | |
| Twelfth | Second semester exam the first | | | | |
| thirteenth | 2 | Recognizing the role of motivation in the process | Motivation | = | = |
| fourteenth | 2 | learning | Learning concepts | = | = |
| fifteenth | 2 | Colors of learning | The application is dead education | = | = |
| sixteenth | 2 | Learn the meaning of the concept and creative and scientific thinking | Concepts and their causes | = | = |
| seventeenth | 2 | Scientific thinking and creativity | Deduction and continuation | | |
| eighteenth | 2 | Learn the meaning of feedback | Feedback | = | = |
| nineteenth | 2 | feedback | Types of feedback | = | = |
| Twenty | 2 | Questions about programmed learning | style line The complex style | = | = |
| Week 11 And twenty | First exam of the semester Second | | | | |

| | | | | | |
|--------------------------------|----------------------------------|--|--|---|---|
| The second week And the ten | 2 | Learning Theories | Learning perspectives | = | = |
| The third week And the ten | 2 | Learning Theories | = | = | = |
| Fourth week And the ten | 2 | Learning Theories | = | = | = |
| Fifth week And the ten | 2 | Identifying the factors affecting learning | Factors affecting learning | = | = |
| Week 6 And the ten | 2 | = | = | = | = |
| The seventh week And twenty | 2 | Recognizing individual differences | individual differences And its impact on learning | = | = |
| The eighth week And twenty | 2 | = | = | = | = |
| Week 9 And twenty | Second semester exam Second | | | | |
| Week 30 | 2 | Identify skills and habits | Skills and writing ability | = | = |
| Week 11 Thirty | 2 | = | = | = | = |
| The second week Thirty | 2 | Learn about the types of learning | Types of learning | = | = |

| 12..I will go | |
|--|--|
| 1- I deny that I cooked | Fundamentals of Educational Psychology |
| 2. Create a cloud (sixth) | psychology |
| I am in denial, even if I am worried about its origins (Anjalaḥaḥh, Anqāṣa, Sh,...) | nothing |
| I am very brave to deny it, I am very brave... | nothing |

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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

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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

UniversityName:Tikrit.

Faculty/Institute:College of Education for Human Sciences

ScientificDepartment:.Geography

AcademicorProfessionalProgramName:.....

FinalCertificateName:. Bachelor's

Academic System: Annual

Description Preparation Date:

File Completion Date:

ph.Dr. Saffaa Jassim Hamad

Signature:

Head of Department Name:

Dr. Mohamad salih Harioy

Date:

Signature:

Signature:

Scientific Associate Name:

ph.Dr.Rasheed Lateef Ebraheem

Date:

Thefileischeckedby:

DepartmentofQualityAssuranceandUniversityPerformance

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 | | |
| Learning Outcomes 3 | | Learning Outcomes Statement 3 | | |
| Ethics | | | | |
| Learning Outcomes 4 | | Learning Outcomes Statement 4 | | |
| Learning Outcomes 5 | | Learning Outcomes Statement 5 | | |
| 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 describe the process used to mentor new, visiting, full—time, and part—time faculty at the institution and department level. | | | | | | |
| Professional development of faculty members | | | | | | |
| Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc. | | | | | | |
| | | | | | | |
| 12. Acceptance Criterion | | | | | | |
| (Setting regulations related to enrollment in the college or institute, whether central admission or others) | | | | | | |
| | | | | | | |
| 13. The most important sources of information about the program | | | | | | |
| State briefly the sources of information about the program. | | | | | | |
| | | | | | | |
| 14. Program Development Plan | | | | | | |
| | | | | | | |

| Program Skills Outline | | | | | | | | | | | | | | | |
|------------------------|-------------|-------------------------|-------------------|------------------------------------|----|----|----|--------|----|----|----|--------|----|----|----|
| | | | | Required program Learning outcomes | | | | | | | | | | | |
| Year/Level | Course Code | Course Name | Basic or optional | Knowledge | | | | Skills | | | | Ethics | | | |
| | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 |
| 2023-2024 | | History of Ancient Iraq | Basic | | | 1 | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |

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

CourseDescriptionForm

| 1. CourseName: | | | | | |
|---|-------|---|-------------------------|------------------------|-------------------|
| History of Ancient Iraq | | | | | |
| 2. CourseCode: | | | | | |
| | | | | | |
| 3. Semester/ Year: | | | | | |
| First Stage | | | | | |
| 4. DescriptionPreparationDate: | | | | | |
| 25/3/2024 | | | | | |
| 5.AvailableAttendanceForms: | | | | | |
| | | | | | |
| 6.NumberofCreditHours(Total)/NumberofUnits (Total) | | | | | |
| 2*2 | | | | | |
| 7.Courseadministrator'sname(mentionall,ifmorethanonename) | | | | | |
| Name: asamaeabdalkhaliqueayid | | | | | |
| Email: | | | | | |
| 8. Course Objectives | | | | | |
| Course Objectives | | 1- Introducing the student to the history of the modern Arab world 2- Introducing students to the historical events that occurred in the ancient history of Iraq 3 - A statement of the political achievements of the rulers of the Emirates and the kings of ancient Iraq 4- The student should be familiar with all methods of using geographical and historical sources. 5- The student should be familiar with modern teaching methods. | | | |
| 9. Teaching and Learning Strategies | | | | | |
| Strategy | | | | | |
| 10. Course Structure | | | | | |
| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
| 1 | 2 | Geography | Iraq in ancient history | Lecture and discussion | the exams |

| | | | | | |
|----|---|-----------|---------------------------------|------------------------|-----------|
| 2 | 2 | Geography | The author is Dr. Amar Suleiman | Lecture and discussion | the exams |
| 3 | 2 | Geography | Names of Iraq | Lecture and discussion | the exams |
| 4 | 2 | Geography | Rivers in Iraq | Lecture and discussion | the exams |
| 5 | 2 | Geography | Geography of Iraq | Lecture and discussion | the exams |
| 6 | 2 | Geography | Iraq life | Lecture and discussion | the exams |
| 7 | 2 | Geography | regime | Lecture and discussion | the exams |
| 8 | 2 | Geography | Religious beliefs | Lecture and discussion | the exams |
| 9 | 2 | Geography | Economic life | Lecture and discussion | the exams |
| 10 | 2 | Geography | Transportation methods | Lecture and discussion | the exams |
| 11 | 2 | Geography | Study ancient history | Lecture and discussion | the exams |
| 12 | 2 | Geography | Recording history | Lecture and discussion | the exams |
| 13 | 2 | Geography | Kings tables | Lecture and discussion | the exams |
| 14 | 2 | Geography | News books | Lecture and discussion | the exams |
| 15 | 2 | Geography | Calendar in ancient Iraq | Lecture and discussion | the exams |
| 16 | 2 | Geography | Kings of ancient Iraq | Lecture and discussion | the exams |

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A. Dr. Rashid Latif Ibrahim

:Date:

Date

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Division of Quality Assurance and University Performance

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| | |
|--|-------------------------|
| Course Name: Human Rights, Children and Democracy | |
| | |
| Course Code | |
| | |
| Semester / Year: Annual | |
| | |
| Date of preparation of this description / 2/15/2025 | |
| | |
| Available forms of attendance: Classroom lectures | |
| | |
| Number of study hours (total) / Number of units (total): 60 hours + Number of units 2 | |
| | |
| Name of the course supervisor (if more From a name that is mentioned) M.M. Reem Jassim Mohammed | |
| | |
| Course Objectives | |
| | A- Cognitive Objectives |
| | |

الصفحة 12

Knowing the necessary principles of human rights .

Knowing the principles of democracy and working to make it successful.

Knowing the requirements of security and political stability in the country

B- Course Skill Objectives.

-1 Students coexist with each other as individuals in an integrated society.

-2 Urging students to love the homeland and absolute loyalty to it.

-3 Broad participation in political elections and active national presence in them.

Teaching and learning strategies .1 .9

| | |
|---|---|
| <p>The various activities carried out by the professor and involving students in ..these activities</p> <p>-1</p> <p>-2</p> <p>-2 -3</p> <p>igning students to class and awareness activities in order to instill the spirit of citizenship within them</p> | <p>_Through weekly lectures and students' interaction with them and presenting scientific materials in a theoretical manner</p> |
|---|---|

Course structure The study began on 10/11/2024 and ends on 1/7/2025 The start date of the summer vacation

| Evaluation method | Learning | Name of the unit or topic | Required learning | Hours | Week |
|-------------------|----------|---------------------------|-------------------|-------|------|
|-------------------|----------|---------------------------|-------------------|-------|------|

| | method | | outcomes | | |
|---------------------------------|---------|--|----------|---|------------|
| Classroom performance and tests | Lecture | Introduction: The nature of human rights Chapter One: The history of human rights. | | 2 | November1 |
| Classroom performance and tests | Lecture | History of human rights in Iraqi civilizations and in Roman civilization, Greek civilization, Persian civilization and Egyptian civilization | | 2 | November1 |
| Classroom performance and tests | Lecture | Human rights in the heavenly religions, Judaism, Christianity and Islam. | | 2 | December2 |
| Classroom performance and tests | Lecture | History of human rights in the Middle Ages Feudalism, the Church and the Royal Institution (King) | | 2 | December2 |
| Classroom and Tests | Lecture | Human rights in the rights legislation Revolutions of the West and the East. | | 2 | December 3 |
| Classroom and Tests | Lecture | Human Rights and Definition | | 2 | December 4 |
| Classroom and Tests | Lecture | Forms of Human Rights | | 2 | January 1 |
| Classroom and Tests | Lecture | Human Civil and Political Rights | | 2 | January 2 |
| Classroom | Lecture | Human Economic, Social and | | 2 | January 3 |

| | | | | | |
|---------------------------------|---------|--|--|---|------------|
| and Tests | | Cultural Rights | | | |
| Monthly Test | Lecture | | | 2 | January 4 |
| Classroom and Tests | Lecture | Human Rights in the Universal Declaration of Human Rights 19 | | 2 | February 1 |
| Classroom and Tests | Lecture | NGOs and Human Rights | | 2 | February 2 |
| Classroom Performance and Tests | ----- | Human Rights in the Iraqi Constitution of 2005 | | 2 | February 3 |
| Classroom Performance and Tests | Lecture | Guarantees of Respect and Protection of Human Rights | | 2 | February 4 |
| Mid-year Vacation | ----- | No Lectures | | 2 | March -1 |
| Classroom Performance and Tests | Lecture | Human Rights Guarantees in Constitutional Oversight | | 2 | March -2 |
| Classroom Performance and Tests | Lecture | The Origin and Development of Rules of Children's Rights | | 2 | March -3 |
| Classroom Performan | Lecture | The Concept of Democracy (Its Development - Definition - Dimensions) | | 2 | March -4 |

| | | | | | |
|---|---------|---|--|---|----------|
| ce and Choices | | | | | |
| Classroom Performance and Tests | Lecture | Forms of Direct Democracy - Sen Direct-Representative Democrac | | 2 | April -1 |
| Classroom Performance and Tests | Lecture | Representative Democracy | | 2 | April-2 |
| Classroom Performance and Tests | Lecture | Parliament | | 2 | April-3 |
| Classroom Performan ce and Tests | Lecture | Mechanism of Representative (Parliamentary) System | | 2 | April-4 |
| Classroom Performance and Tests | Lecture | The Electoral Body | | 2 | May-1 |
| Classroom Performance and Tests | Lecture | Organizing the Election Proces | | 2 | May-2 |
| Classroom Performance Tests | | Election Systems | | 2 | May-3 |

| | | | | | |
|---|--|--|--|---|-------|
| | | Review | | 2 | May-4 |
| Final Exams | | Final Exam | | | June |
| Course evaluation | | | | | .2 |
| | | | | | |
| Learning and teaching resources | | | | | .3 |
| Human Rights, Children and Democracy Book | | Required textbooks (methodology if any) | | | |
| | | Main References (Sources) | | | |
| | | Recommended supporting books and references (scientific journals, reports, etc.) | | | |
| | | Electronic references, websites | | | |

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:Name of department head: A.M.D. . Muhammad Attia Saleh

Name of Scientific Assistant

A. Dr. Rashid Latif Ibrahim
أ. د. رشيد لطف إبراهيم

:Date:

Date

:Check the file by

Division of Quality Assurance and University Performance

Signature
الأستاذ الدكتور
فهد شلاش خلف
قسم ضمان الجودة وأداء
الجامعة

:Name of the Director of the Quality Assurance and University Performance Division

the date

the signature

Authentication of the Dean

A.D . Imad Hamid Ahmed

1. Program vision

The department's vision is divided as it is a specialty, and it is constantly evolving in its curricula and techniques to prepare an aspiring generation to serve the nation through in-depth study of all its data.

2. Program message

Preparing a generation to serve the nation that has all the scientific and patriotic skills, is familiar with geographical curricula and academic subjects to qualify graduates to work in teaching and related departments and reach the desired goal of drawing successful and purposeful strategies that follow the correct steps in building and progressing countries according to the perspective of sustainable development.

3. Program objectives

1- Providing the Ministry of Education with staff specialized in teaching geography in secondary schools.

2- Enabling students to become familiar with aspects of spatial analysis of geographical factors affecting spatial variation

3- Enhancing students' awareness of the diverse geographical, cultural and scientific horizons in this specialization.

4- Enhancing the ability to interact with modern developments in geography through geotechnology

5- Providing graduates with the ability to deal with students by teaching geography according to the modern curriculum based on geographical technology represented by geographic information systems and remote sensing.

4. Programmatic accreditation

nothing

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 |
| Nothing | 5% | 2 | 1 | Department requirements |
| | | | | summer training |
| | | | | Other |

.Notes can 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 | | | |
| 0 | 60 | Fundamentals of weather and climate | | 2024-2023 |

| 8. Expected learning outcomes of the program | |
|--|---|
| Knowledge | |
| Statement of learning outcomes 1 | Learning Outcomes 1A1- Enabling students to control the general rules of geography. A2- Investing in students' ability to know the course of spatial variation of geographical factors. A3- Students' familiarity with the geographical aspects of the world, medical, spatial analysis of geographical factors. A4- Knowledge of the foundations of weather and climate. A5- Knowledge of the development of weather measuring devices. A6- Ability To understand climate change and climate change |
| Skills | |
| Statement of learning outcomes 2 | Learning Outcomes 2B 1 - That the student is able to become familiar with the methods of teaching, measuring and evaluating the scientific subject. B 2 - That the student is able to choose the appropriate teaching method for each scientific subject so that it presents it in an interesting way. B 3 - That the student is able to solve problems related to understanding the scientific subject in Students use theories of educational psychology and modern teaching methods, which facilitates the study and teaching of the language. |
| Statement of learning outcomes 3 | Learning Outcomes 3 C1- Raising the student to understand geographical diversity in the world C2- Knowing the applied aspects of climate geography 3- Developing the student's ability to solve and understand the elements of climate C4- Knowing the most prominent applied aspects of climate geography and their impact on the urban and regional environment |
| Value | |
| Statement of learning outcomes 4 | Learning Outcomes 4 The emotional goals are not evaluated through traditional tests, but rather, |

| | | | | | | |
|--|-------|---|--|-------------------|-------------------|---------------------|
| | | reliance is placed on observing the student's behavior, interviewing him, discussing him, and following up on his relationship with the educational environment, which provides a cumulative record of its representation of the emotional and value goals. | | | | |
| Statement of learning outcomes 5 | | Learning Outcomes 51- The student sets a good example among those around him. 2- Forms a general group of good values. 3- Provides psychological motivation to achieve emotional goals. | | | | |
| 9. Teaching and learning strategies | | | | | | |
| The inductive (deductive) method. The problem-solving method. Repeat training courses and seminars to give the student the ability to communicate with society, the ability to have fruitful dialogue, and solve educational problems using scientific methods. Classroom interaction and exchange of opinions between the student and the teacher to raise learning difficulties and discuss their solutions. | | | | | | |
| 10. Evaluation methods | | | | | | |
| Emotional goals are not evaluated through traditional tests. Rather, reliance is placed on observing the student's behavior, interviewing him, discussing him, and following up on his relationship with the educational environment, which provides a cumulative record of his representation of the emotional and value goals. | | | | | | |
| 11. The teaching staff | | | | | | |
| Faculty members | | | | | | |
| Preparing the teaching staff | | Requirements/skills (if any) | | Specialization | | Scientific rank |
| lecturer | angel | | | private | general | |
| | angel | | | Climate geography | Natural geography | Assistant Professor |

| | | | | | |
|---|--|--|--|--|--|
| Professional development | | | | | |
| Orienting new faculty members | | | | | |
| This is done by preparing a university professor capable of developing knowledge through the production of scientific research, as well as following up on intellectual developments in international universities, as well as the diversity of participation in specialized dialogue and intellectual seminars. | | | | | |
| Professional development for faculty members | | | | | |
| - Scientific communication through seminars, conferences, and joint work with competent cadres in similar specializations. - Accessing international studies in similar departments, to develop the ability to research and solve scientific problems. - Engaging in acquiring modern scientific expertise and skills in the field of modern technical communication. | | | | | |
| 12. Acceptance criterion | | | | | |
| Admission to the college follows the central distribution system followed by the Ministry of Higher Education and Scientific Research, according to the admission form to Iraqi universities and institutes, and by balancing the student's desire and the total he obtained. As for admission to the Geography Department, it is due to the | | | | | |

balance between the student's desire and her grade in Geography in the final exam for the sixth grade in secondary school.

13. The most important sources of information about the program

- Link to the program on the Internet, and its applications in similar universities. -Training courses held by university quality and performance departments on the program in various institutes and colleges in Iraq. Foundations of Climatology, Dr. Sabah Mahmoud Al-Rawi and Adnan Hazza Al-Bayati, 2011, Foundations and Principles of Weather and Climatology, Dr. Ali Abdel-Zahra Kazem Al-Waeli, 2005, Foundations of Climatology, Dr. Saeed Idris, 2017

14. Program development plan

The program plan is developed through the annual meeting held by the Ministry for the heads of geography departments, as well as the periodic meeting of the Committee of Deans of Humanities Colleges.

| 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 | | | | -2023 |
| | | | | √ | | | | √ | | | | Basic | the climate | | 2024 |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
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| | | | | | | | | | | | | | | | |

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

Course description form

| | |
|--|--|
| 1. Course name: Geography of Weather and Climate | |
| | |
| 2. Course code | |
| | |
| 3. Semester/year 2023-2024 | |
| | |
| 4. The date this description was prepared is 3/22-2024 | |
| | |

| | | | | |
|---|-------------|--|---|-------------------|
| 5. Available forms of attendance | | | | |
| | | | | |
| 6. Number of study hours (total) / Number of units (total) 60 hours / 2 units | | | | |
| | | | | |
| 7. Name of the course administrator (if more than one name is mentioned) | | | | |
| Name: A.M.D. Raed Abdel Halim Abdel Qader Email: mr.raedabed@tu.edu.iq | | | | |
| 8. Course objectives | | | | |
| • | | Objectives of the study subject | | |
| 1- Providing the Ministry of Education with staff specialized in teaching geography in secondary schools. | | | | |
| 2- Enabling students to become familiar with aspects of spatial analysis of geographical factors affecting spatial variation | | | | |
| 3- Enhancing students' awareness of the diverse geographical, cultural and scientific horizons in this specialization. | | | | |
| 4- Enhancing the ability to interact with modern developments in geography through geotechnology | | | | |
| 5- Providing graduates with the ability to deal with students by teaching geography according to the modern curriculum based on geographical technology represented by geographic information systems and remote sensing. | | | | |
| 9. Teaching and learning strategies | | | | |
| | | Strategy: Oral and written tests, individual and group, theoretical and practical. Direct observation of the student's performance in the areas of dialogue, intellectual and scientific communication, and team work within the classroom and the college and university environment. Assigning students to prepare scientific research to test their ability to think, deduce, and solve problems. | | |
| 10. Course structure | | | | |
| Credit hours | | Name of the course or course | Course or course code | Educational level |
| practical | theoretical | | | |
| - | 90 | Fundamentals of weather and climate | | The first |
| - | 12 | | Learn about the basics of weather and climate and | |

| | | | | | |
|---|---|--|--|--|--|
| | | | their elements | | |
| - | 6 | | Learn about climate science and meteorology | | |
| - | 6 | | Study of the atmosphere, its nature, composition and properties | | |
| | 9 | | Learn about the devices that measure different climate elements | | |
| | 9 | | Study of solar radiation and its effect on living organisms | | |
| | 6 | | Study of temperature and its effect on living organisms | | |
| | 6 | | Study of relative humidity | | |
| | 6 | | Study of winds, their types, and their effect on living organisms | | |
| | 6 | | Study of atmospheric pressure and its effect on living organisms | | |
| | 9 | | Study of rain and its effect on living organisms | | |
| | 6 | | Studying the types of rain, its systems, and the geographical distribution of rain | | |
| | 9 | | Study of condensation, its various forms and factors | | |

| | |
|--|---|
| 11. Course evaluation | |
| The grade is distributed as follows: 1- 2 exams in the first course (20 marks) 2- 2 exams in the second course (20 marks) 3- Relying on class participation (5 marks) 4- Homework assignments (5 marks) 5- The exam Final of the academic year (50%) | |
| 12. Learning and teaching resources | |
| Foundations of climate science by Dr. Sabah Mahmoud Al-Rawi and Adnan Hazza Al-Bayati, 2011 | Required textbooks (methodology, if any) |
| Foundations and principles in weather and climate science Dr. Ali Abdul Zahra Kazem Al-Waeli, 2005 | Main references (sources) |
| Foundations of climate science Dr. Saeed Idris, 2017 | Recommended supporting books and references (scientific journals, reports...) |
| A link to the program on the Internet, and its applications in similar universities. | Electronic references, Internet sites |

N Academic program description form

..University name: University of Tikrit

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

...Scientific Department: Department of Geography

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

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

Academic: system yearly :

Description preparation date: ١٨/١/٢٠٢٥

File filling date: ١٨/١/٢٠٢٥

:Signature:

:Name of department head: A.M.D. . Muhammad Attia Saleh

A. Dr. Rashid Latif Ibrahim

:Date:

Date

:Check the file by

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

A.D . Imad Hamid Ahmed

1. Program vision

The department's vision is divided as it is a specialty, and it is constantly evolving in its curricula and techniques to prepare an aspirational generation to serve the nation through in-depth study of all its data.

2. Program message

Preparing a generation to serve the nation that has all the scientific and patriotic skills, is familiar with geographical curricula and academic subjects to qualify graduates to work in teaching and related departments and reach the desired goal of drawing successful and purposeful strategies that follow the correct steps in building and progressing countries according to the perspective of sustainable development.

3. Program objectives

1- Providing the Ministry of Education with specialized personnel in employing the computer subject in teaching geography in secondary schools.

2- Enabling students to become familiar with using computers in a way that meets students' needs

3- Enhancing students' awareness of the diverse geographical, cultural and scientific horizons in this specialty.

4- Enhancing the ability to interact with modern developments in geography through geotechnology

5- Providing graduates with the ability to deal with students through computer teaching according to the modern curriculum based on geographic technology represented by geographic information systems and remote sensing.

4. Programmatic accreditation

nothing

5. Other external influences

Ministry of Higher Education and Scientific Research

6. Program structure

| comments | percentage | Study unit | Number of courses | Program structure |
|----------|------------|------------|-------------------|-------------------------|
| Nothing | 5% | 2 | 1 | Enterprise requirements |
| | | | | College requirements |
| | | | | Department requirements |
| | | | | summer training |
| | | | | Other |

.Notes can 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 | the computer | | The first stage |
| 40 | 60 | | | 2024-2023 |
| | | | | |

| 8. Expected learning outcomes of the program | |
|--|---|
| Knowledge | |
| Statement of learning outcomes 1 | Learning Outcomes 1A1- Being able to set the general rules for using the computer and employing it in geography. A2- Investing in the students' ability to know the processes of computer use and familiarity with its applications. A3- Students' familiarity with the natural geographical aspects to understand the medical aspects of using computers in them. |
| Skills | |
| Statement of learning outcomes 2 | Learning Outcomes 2B 1 - That the student is able to become familiar with the methods of teaching, measuring and evaluating the scientific subject. B 2 - That the student is able to choose the appropriate teaching method for each scientific subject so that it presents it in an interesting way. B 3 - That the student is able to solve problems related to understanding the scientific subject in Students use theories of educational psychology and modern teaching methods, which facilitates the study and teaching of the language. |
| Statement of learning outcomes 3 | Learning Outcomes 3 C1- Raising the student to understand and use the computer in study and various aspects of life C2- Knowing the applied aspects of the computer in geography C3- Developing the student's ability to understand climate problems and finding solutions and proposals to address them C4- Knowing the most prominent applied and practical aspects of studying the computer and its relationship with geography |
| Value | |
| Statement of learning outcomes 4 | Learning Outcomes 4 The emotional goals are not evaluated through traditional tests, but rather, |

| | | | | |
|--|-------|---|----------------|-----------------|
| | | reliance is placed on observing the student's behavior, interviewing him, discussing him, and following up on his relationship with the educational environment, which provides a cumulative record of its representation of the emotional and value goals. | | |
| Statement of learning outcomes 5 | | Learning Outcomes 51- The student sets a good example among those around him. 2- Forms a general group of good values. 3- Provides psychological motivation to achieve emotional goals. | | |
| 9. Teaching and learning strategies | | | | |
| The inductive (deductive) method. The problem-solving method. Repeat training courses and seminars to give the student the ability to communicate with society, the ability to have fruitful dialogue, and solve educational problems using scientific methods. Classroom interaction and exchange of opinions between the student and the teacher to raise learning difficulties and discuss their solutions. | | | | |
| 10. Evaluation methods | | | | |
| Emotional goals are not evaluated through traditional tests. Rather, reliance is placed on observing the student's behavior, interviewing him, discussing him, and following up on his relationship with the educational environment, which provides a cumulative record of his representation of the emotional and value goals. | | | | |
| 11. The teaching staff | | | | |
| Faculty members | | | | |
| Preparing the teaching staff | | Requirements/skills (if any) | Specialization | Scientific rank |
| lecturer | angel | | private | general |
| | angel | | the computer | geography |
| | | | | Doctor teacher |

| | |
|---|--|
| Professional development | |
| Orienting new faculty members | |
| This is done by preparing a university professor capable of developing knowledge through the production of scientific research, as well as following up on intellectual developments in international universities as well as the diversity of participation in specialized dialogue and intellectual seminars. | |
| Professional development for faculty members | |
| - Scientific communication through seminars, conferences, and joint work with competent cadres in similar specializations. - Accessing international studies in similar departments, to develop the ability to research and solve scientific problems. - Engaging in acquiring modern scientific expertise and skills in the field of modern technical communication. | |
| 12. Acceptance criterion | |
| Admission to the college follows the central distribution system followed by the Ministry of Higher Education and Scientific Research, according to the admission form to Iraqi universities and institutes, and by balancing | |

the student's desire and the total he obtained. As for admission to the Geography Department, it is due to the balance between the student's desire and her grade in Geography in the final exam for the sixth grade in secondary school.

13. The most important sources of information about the program

- Link to the program on the Internet, and its applications in similar universities. -Training courses held by university quality and performance departments on the program in various institutes and colleges in Iraq. Computer science

14. Program development plan

The program plan is developed through the annual meeting held by the Ministry for the heads of geography departments, as well as the periodic meeting of the Committee of Deans of Humanities Colleges.

| 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 | | | | -2023 |
| | | | | √ | | | | √ | | | | University requirements | the computer | | 2024 |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
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Please check the boxes corresponding to the individual learning outcomes from the program * subject to evaluation

Course description form

| | |
|---|--|
| 1. Course name // Computer | |
| 2. Course code // COM145 | |
| 3. Semester/year 2023-2024 | |
| 4. The date this description was prepared is 3/22-2024 | |
| 5. Available forms of attendance | |
| 6. Number of study hours (total) / Number of units (total) 60 hours / 2 units | |

| | | | | |
|---|-------------|---|-----------------------|-------------------|
| 7. Name of the course administrator (if more than one name is mentioned) | | | | |
| Name: Prof. Rafea Khudaira Ibrahim Email: rafea.k.ibraheem@tu.edu.iq | | | | |
| 8. Course objectives | | | | |
| • | | Objectives of the study subject | | |
| 1- Providing the Ministry of Education with staff specialized in teaching computer science in secondary schools. | | | | |
| 2- Enabling female students to become familiar with aspects of spatial analysis of geographical factors affecting spatial variation | | | | |
| 3- Enhancing female students' awareness of the diverse geographical, cultural and scientific horizons in this specialization. | | | | |
| 4- Enhancing the ability to interact with modern developments in geography through geotechnology | | | | |
| 5- Providing graduates with the ability to deal with students by teaching geography according to the modern curriculum based on geographical technology represented by geographic information systems and remote sensing. | | | | |
| 9. Teaching and learning strategies | | | | |
| | | Strategy: Oral and written tests, individual and group, theoretical and practical. Direct observation of the student's performance in the areas of dialogue, intellectual and scientific communication, and team work within the classroom and the college and university environment. Assigning female students to prepare scientific research to test their ability to think, deduce, and solve problems. | | |
| 10. Course structure | | | | |
| Credit hours | | Name of the course or course | Course or course code | Educational level |
| practical | theoretical | | | |
| 30 | 60 | the computer | | Third |
| 4 | 8 | | Computer concept | |
| 2 | 4 | | Computer generations | |

| | | | | | |
|---|---|--|--------------------|--|--|
| 2 | 4 | | Types of computers | | |
| 3 | 6 | | Computer features | | |
| 3 | 6 | | Office program | | |
| 2 | 4 | | word program | | |
| 2 | 4 | | word program | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

| | | |
|---|---|--|
| 11. Course evaluation | | |
| The grade is distributed as follows: 1- 2 exams in the first course (20 marks) 2- 2 exams in the second course (20 marks) 3- Reliance on class participation (5 marks) 4- Homework assignments (5 marks) 5- Exam Final of the academic year (50%) | | |
| 12. Learning and teaching resources | | |
| Windows system, Microsoft Office | Required textbooks (methodology, if any) | |
| | Main references (sources) | |
| | Recommended supporting books and references (scientific journals, reports...) | |
| A link to the program on the Internet, and its applications in similar universities. | Electronic references, Internet sites | |

N Academic program description form

..University name: University of Tikrit

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

...Scientific Department: Department of Geography

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

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

Academic: system yearly :

Description preparation date: ١٨/١/٢٠٢٥

File filling date: ١٨/١/٢٠٢٥

:Signature:

Signature
A.M.D. . Muhammad Attia Saleh
رئيس قسم الجغرافية

:Name of department head: A.M.D. . Muhammad Attia Saleh

Name of Scientific Assistant

A. Dr. Rashid Latif Ibrahim
مساعد رئيس القسم

:Date:

Date

:Check the file by

Division of Quality Assurance and University Performance

Signature
الاستاذ الدكتور
فهد شلاش خلف
مدير قسم ضمان الجودة وأداء
الجامعة

:Name of the Director of the Quality Assurance and University Performance Division

the date

the signature

Authentication of the Dean

A.D . Imad Hamid Ahmed

1. Program Vision

The vision of the department is divided as a specialization and it is in continuous development in its curricula and techniques to prepare an aspiring generation to serve the country by studying in depth all its data

2. Program Mission

Preparing a generation to serve the country that enjoys all scientific and national, familiar with geographical curricula and study materials to qualify graduates to work in teaching and related departments and reach the desired goal in drawing successful and purposeful strategies that follow the right steps in building and advancing countries according to the perspective of sustainable development

3. Program Objectives

- 1- Preparing students qualified in geography with the ability to teach geography in preparatory, secondary and middle schools
- 2- Enabling students to identify scientific research tools and work with them in the academic and scientific field
- 3- Enabling students to develop strategies, teaching methods and modern teaching aids for teaching geography
- 4- Enhancing the ability to identify information, facts and geographical concepts that enable them to understand the surrounding environment in its various natural, human, climatic and economic phenomena
- 5- Providing graduates with the ability to deal with students by teaching geography according to the modern curriculum based on geographical technology represented by geographic information systems and remote sensing

4. Program Accreditation

There isn't any

5. Other external influences

6. Program Structure

| Reviews | Percentage | Unit of study | Number of Courses | Program Structure |
|---------|------------|---------------|-------------------|---------------------------------|
| | | | | Requirements of the institution |
| | | | | College Requirements |
| None | 5% | 2 | 1 | Department Requirements |
| | | | | Summer Training |
| | | | | Other |

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

7 . Program Description

| Credit Hours | | Course Name | Course or Course Code | Year/Level |
|--------------|-------------|-------------|-----------------------|------------|
| practical | theoretical | | | |
| 0 | 60 | Drylands | | 2024-2025 |

8. Expected Learning Outcomes of the Program

Knowledge

| | |
|-------------------------------|---|
| Learning Outcomes Statement 1 | Learning Outcomes 1 A1- Investment that students were able to know the course of spatial variation of geographical factors between arid and semi-arid regions A2- Familiarize students with the geographical aspects that caused the emergence of deserts in the world. A3- Ability to understand statistical methods in order to know arid, |
|-------------------------------|---|

| | | |
|--|--|--|
| | semi-arid, wet or semi-humid areas A4- Identifying the natural, human and economic components in arid and semi-arid areas | |
| Skills | | |
| Learning Outcomes Statement 2 | Learning Outcomes 2 B1- Enabling students to acquire the skills of dialogue, discussion, listening and accepting the opinions of others B2- Developing imaginative thinking skills and linking geographical phenomena to their real images B3 - The student should be able to solve problems related to understanding the scientific material among students using the theories of educational psychology and modern teaching methods, which facilitates the study and teaching of language. | |
| Learning Outcomes Statement 3 | Learning Outcomes 3 C1- The student's upbringing on the knowledge and distribution of deserts in the world C2- Knowing the most prominent natural and human data and climatic regions drylands C3- Asking questions to students and discussing the subject of drylands C4- Developing the student's ability to understand and solve dryland problems. And find solutions and proposals to address them. | |
| Values | | |
| Learning Outcomes Statement 4 | Learning Outcomes 4 Emotional goals are not evaluated through traditional tests, but rather rely on observing the student's behavior, interviewing, discussing and following up on his relationship with the educational community, which provides a cumulative record of their representation of emotional and value goals. | |
| Learning Outcomes Statement 5 | Learning Outcomes 5 1- Providing psychological motivation to achieve emotional goals. 2- Encouraging and motivating students 3- Training students on the skill of preserving information and benefiting from it 4- Achieving the level of mental awareness of the problems and issues around which the discussion revolves | |
| 9. Teaching and learning strategies | | |
| -Standard method (delivery) | | |

- Inductive (deductive) method.
- Problem solving method.
- Restore training courses and seminars to provide the student with the ability to communicate with the community, the ability to fruitful dialogue, and solve educational problems by scientific methods.
- Classroom interaction and exchange of views between the student and the teacher to raise learning difficulties and discuss their solutions.

10. Evaluation methods

Emotional goals are not evaluated through traditional tests, but rather rely on observing, interviewing, discussing, and following up on the student's relationship with the educational community, which provides a cumulative record of their representation of emotional and value goals.

11. Faculty

Faculty Members

| Preparation of the teaching staff | | Requirements/Skills (if applicable) | Specialization | | Academic Rank |
|-----------------------------------|-------|-------------------------------------|----------------------------------|-----------|--------------------|
| lecturer | angel | | special | year | |
| | angel | | Desertification - Environment | Geography | Lecturer Doctor |

Professional Development

Mentoring new faculty members

It is done through the preparation of a university professor capable of cognitive development through the production of scientific research as well as the follow-up of intellectual developments in international universities as well as the diversity of participation in dialogue and intellectual seminars specialized

Professional development of faculty members

- Scientific communication through seminars, conferences and joint work with qualified cadres in similar disciplines.
- Access to international studies in similar departments, to develop the ability to research and solve scientific problems.
- Engage in the acquisition of modern scientific experiences and skills in the field of modern technical communication.

12. Acceptance Criterion

- Admission to the college follows the central distribution system pursued by the Ministry of Higher Education and Scientific Research according to the admission form in Iraqi universities and institutes and by balancing between the student's desire and the total obtained.

As for admission to the Department of Geography, it is to balance between the student's desire and her degree in geography in the final exam for the sixth grade in the secondary stage.

13. The most important sources of information about the program

- The link of the program on the Internet, and its applications in similar universities.
- Training courses held by the departments of quality and university performance on the program in various institutes and colleges in Iraq.
- Geography of Drylands - Dr. Qusai Abdul Majeed Al-Samarrai - Dr. Abed Makhour Najm Al-Rihani, 1990
- Geography of Arid Regions - Hassan Ramadan Salameh, 2008-2009
- Drylands _ Kenneth Walton, translated by Dr. Ali Abdel Wahab Shaheen
- Gouda Hussein Judeh _ Natural geography of the deserts of the Arab world

14. Program Development Plan

The program plan is developed through the annual meeting held by the Ministry for the heads of geographical departments, as well as the periodic meeting of the Committee of Deans of Humanities Faculties.

| Program Skills Outline | | | | | | | | | | | | | | | |
|---|----|----|----|--------|----|----|----|-----------|----|----|----|-------------------|-------------|-------------|------------|
| Learning outcomes required from the program | | | | | | | | | | | | | | | |
| Values | | | | Skills | | | | Knowledge | | | | Basic or optional | Course Name | Course Code | Year/Level |
| C4 | C3 | C2 | C1 | B4 | B3 | B2 | B1 | A4 | A3 | A2 | A1 | | | | 2024-2025 |
| | | | | √ | | | | √ | | | | Essential | Dry land | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |

[illegible]

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

Course Description Form

| | |
|--------------------------|--|
| 1. Course Name Dry Lands | |
| | |
| 2. Course Code | |
| | |

| | |
|--|---|
| 3. Semester/Year 2024-2025 | |
| | |
| 4. Date of preparation of this description 18/1/2025 | |
| | |
| 5. Available Attendance Forms | |
| | |
| 6. Number of credit hours (total) / number of units (total) 60 hours / 2 units | |
| | |
| 7. Course administrator's name (if more than one name is mentioned) | |
| Name: Dr. Ohood Saleh Mahdi Shafer Email: ahood.salih@tu.edu.iq | |
| 8. Course Objectives | |
| • | Course Objectives |
| 1- Providing the Ministry of Education with specialized staff in teaching geography in secondary schools. | |
| 2- Enabling students to familiarize themselves with the aspects of spatial analysis of geographical factors affecting spatial variation | |
| 3- Enhancing students' awareness of the prospects of the diverse, cultural and scientific geographical culture in this specialization. | |
| 4- Enhancing the ability to interact with modern developments of geography through geographical technology | |
| 5- Providing graduates with the ability to deal with students by teaching geography according to the modern curriculum based on geographical technology represented by geographic information systems and remote sensing | |
| 9. Teaching and learning strategies | |
| | Strategy <ul style="list-style-type: none"> - Oral and written tests, individual and group, theoretical and practical. - Direct observation of the student's performance in the fields of dialogue, intellectual and scientific communication, and teamwork within |

| | |
|--|--|
| | the classroom and the college and university environment. Assigning students to prepare scientific research to test their ability to think, conclude and solve problems . |
|--|--|

| 10. Course Structure | | | | |
|----------------------|--------------|-----------------|---|------------------|
| Credit Hours | | Course Name | Course or Course Code | Grade s |
| practical | theoretic al | | | |
| - | 90 | Drylands | The concept of drylands | The first |
| - | 12 | | concept of drought based on The other concepts | |
| - | 6 | | Classification of dry by equations | |
| - | 6 | | Natural causes of dryness | |
| | 9 | | Geographical distribution of the world's drylands | |
| | 9 | | Climatic elements and their qualities in drylands | |
| | 6 | | earth's surface in Forms of the drylands | |

| | | | | |
|--|---|--|---|--|
| | 6 | | Dryland Water Resources | |
| | 6 | | Dryland population | |
| | 6 | | Mineral Resources in Drylands | |
| | 9 | | Grazing in drylands | |
| | 6 | | Ways in which organisms adapt to harsh environmental conditions | |
| | 9 | | The concept of drylands | |

11. Course Evaluation

The grade is distributed through the following

- 1- Exam number 2 in the first course (20 degrees)
- 2- Exam number 2 second course (20 degrees)
- 3- Relying on classroom participation (2 degrees)
- 4- Homework (5 marks)
- 5- Daily written exams (3 marks)
- 6- The final exam for the academic year (50%)

12. Learning and Teaching Resources

| | | |
|---|--|--|
| Drylands Geography - Dr. Qusai Abdul Majeed Al-Samarrai - Dr. Abed Makhour Najm Al-Rihani, 1990 - | Required textbooks (methodology, if any) | |
| Geography of Arid Regions – Hassan Ramadan Salameh, 2008-2009 Drylands - Kenneth and the Tun - translated by Dr. Ali Abdel Wahab Shaheen | Key references (sources) | |
| Link information on the Internet, and its applications in similar universities. | Electronic References, Websites | |

| | |
|--|--|
| | |
|--|--|

N Academic program description form

..University name: University of Tikrit

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

...Scientific Department: Department of Geography

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

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

Academic: system yearly :

Description preparation date: ١٨/١/٢٠٢٥

File filling date: ١٨/١/٢٠٢٥

:Signature:

:Name of department head: A.M.D. . Muhammad Attia Saleh

A. Dr. Rashid Latif Ibrahim

:Date:

Date

:Check the file by

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

A.D . Imad Hamid Ahmed

1. Program Vision

The vision of the department is divided as a specialization and it is in continuous development in its curricula and techniques to prepare an aspiring generation to serve the country by studying in depth all its data

2. Program Mission

Preparing a generation to serve the country with an academic vision that is constrained in building the state and for all fields, in addition to providing educational institutions with graduates of geography departments, curricula and study materials, and working to achieve successful and purposeful strategies that follow the right steps in building and advancing countries according to the perspective of geography.

3. Program Objectives

1- Providing the Ministry of Education with specialized staff in teaching geography in secondary schools.

2- Enabling students to familiarize themselves with the aspects of spatial analysis of geographical factors affecting spatial and temporal variation.

3- Enhancing students' awareness of the prospects of the diverse, cultural and scientific geographical culture in this specialization.

4- Enhancing the ability to interact with modern developments of geography through geographical technology towards state-building.

5- Providing graduates with the ability to deal with students by teaching geography according to the modern curriculum based on geographical technology represented by geographic information systems and remote sensing.

Developing students' ability to familiarize themselves with geographical maps and their problems and how to address them to come out with the representation of geographical reality.

4. Program Accreditation

There isn't any

5. Other external influences

Ministry of Higher Education and Scientific Research

6. Program Structure

| Program Structure | Number of Courses | Unit of study | Percentage | Reviews |
|---------------------------------|-------------------|---------------|------------|---------|
| Requirements of the institution | | | | |
| College Requirements | | | | |
| Department Requirements | 1 | 2 | 5% | None |
| Summer Training | | | | |
| Other | | | | |

* Notes may include whether the course is basic or optional.

7. Program Description

| Year/Level | Course or Course Code | Course Name | Credit Hours | |
|------------|-----------------------|-------------|--------------|-----------|
| | | | theoretical | practical |
| 2024-2025 | | Maps | 60 | 0 |

8. Expected Learning Outcomes of the Program

Knowledge

Learning Outcomes 1

– Cognitive objectives:

A1– Developing students' skills in terms of cartography and how to read and interpret the map.

C2– Enhancing students' abilities to

Learning Outcomes Statement 1

analyze the content of the map.

C3– Students should learn how to solve the problems facing the geographer in designing and directing the map.

Skills

Learning Outcomes 2

B1 – Enable students to familiarize themselves with the cartographic skills and the foundations on which the map is built.

B 2 – Trying to link the vocabulary of the subject to the reality of students.

B3– Qualifying students to be researchers in the field of cartography.

Learning Outcomes Statement 2

Learning Outcomes 3

C1– The ability to give students as many examples on the subject as possible.

C2– Developing students' skills and developing them through the development of sensory and cognitive observation, analysis and interpretation of geographical phenomena.

C3– Putting forward new and exciting ideas that meet the subject of the study.

Learning Outcomes Statement 3

Values

Learning Outcomes 4

Emotional goals are not evaluated through traditional tests, but rather rely on observing, interviewing, discussing, and following up on the student's relationship

Learning Outcomes Statement 4

| | |
|---|---|
| <p>with the educational community, which provides a cumulative record of their representation of emotional and value goals.</p> | |
| <p>Learning Outcomes 5</p> <p>1– Representing the student for the good example in those around him.</p> <p>2– Forming a general category of good values.</p> <p>3– Providing psychological motivation to achieve emotional goals.</p> | <p>Learning Outcomes Statement 5</p> |
| <p>9. Teaching and learning strategies</p> | |
| <p>Inductive (deductive) method.</p> <p>How to solve problems.</p> <p>He returned training courses and seminars to provide the student with the ability to communicate with the community, the ability to fruitful dialogue, and solve educational problems by scientific methods.</p> <p>Classroom interaction and exchange of views between the student and the teacher to raise learning difficulties and discuss their solutions.</p> | |
| <p>10. Evaluation methods</p> | |
| <p>Emotional goals are not evaluated through traditional tests, but rather rely on observing, interviewing, discussing, and following up on the student's relationship with the educational community, which provides a cumulative record of their representation of emotional and value goals.</p> | |
| <p>11. Faculty</p> | |

Faculty Members

| Academic Rank | Specialization | | Requirements/Skills (if applicable) | Preparation of the teaching staff | |
|---------------|----------------|-------------|-------------------------------------|-----------------------------------|----------|
| | year | special | | angel | lecturer |
| teacher | Geography | Maps | | angel | |

Professional Development

Mentoring new faculty members

It is done through the preparation of a university professor capable of cognitive development through the production of scientific research as well as follow-up intellectual developments in international universities, as well as the diversity of participation in dialogue and intellectual seminars specialized

Professional development of faculty members

- Scientific communication through seminars, conferences and joint work with qualified cadres in similar disciplines.
- Access to international studies in similar departments, to develop the ability to research and solve scientific problems.
- Engage in the acquisition of modern scientific experiences and skills in the field of modern technical communication.

12. Acceptance Criterion

- Admission to the college follows the central distribution system pursued by the Ministry of Higher Education and Scientific Research according to the admission form in Iraqi universities and institutes and by balancing between the student's desire and the total obtained.

As for admission to the Department of Geography, it is to balance between the student's desire and her degree in geography in the final exam for the sixth grade in the secondary stage.

13. The most important sources of information about the program

- Link to the program on the Internet, and its applications in similar universities.
- Training courses held by the departments of quality and university performance on the program in various institutes and colleges in Iraq.

Thematic Maps - Dr. Falah Shaker Aswad

14. Program Development Plan

The program plan is developed through the annual meeting held by the Ministry for the heads of geographical departments, as well as the periodic meeting of the Committee of Deans of Humanitarian Colleges.

Program Skills Outline

Learning outcomes required from the program

| Year/Level | Course Code | Course Name | Basic or optional | Knowledge | | | | Skills | | | | Values | | | |
|------------|-------------|-------------|-------------------|-----------|----|----|----|--------|----|----|----|--------|----|----|----|
| 2024-2025 | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 |
| | | Maps | Essential | | | | √ | | | | √ | | | | √ |
| | | | | | | | | | | | | | | | |
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*Please tick the boxes corresponding to the individual learning outcomes from the program under evaluation.

Course Description Form

1. Course Name Maps

2. Course Code

3. Semester/Year 2024-2025

4. Date of preparation of this description 6/2-2025

5. Available Attendance Forms

6. Number of credit hours (total) / number of units (total) 60 hours / 2 units

7. Course administrator's name (if more than one name is mentioned)

Name: Dr. Muhannad Faleh Kazar Shannon Email: mohanad.falih@tu.edu.iq

8. Course Objectives

Course Objectives

1- Providing the Ministry of Education with specialized staff in teaching geography in secondary schools.

2- Enabling students to familiarize themselves with the aspects of spatial analysis of geographical factors affecting spatial variation

3- Enhancing students' awareness of the prospects of the diverse, cultural and

scientific geographical culture in this specialization.

4- Enhancing the ability to interact with modern developments of geography through geographical technology

5- Providing graduates with the ability to deal with students by teaching geography according to the modern curriculum based on geographical technology represented by geographic information systems and remote sensing

9. Teaching and learning strategies

Strategy

Oral and written tests, individual and group, theoretical and practical.

Direct observation of the student's performance in the areas of dialogue, intellectual and scientific communication, and teamwork within the classroom and the college and university environment.

Assigning students to prepare scientific research to test their ability to think, conclude and solve problems.

10. Course Structure

| | Grades | Course or Course Code | Course Name | Credit Hours | |
|--|-----------|-------------------------------|-------------|--------------|-----------|
| | | | | theoretical | practical |
| | The first | | Maps | 90 | - |
| | | Cartographic Science | | 12 | - |
| | | Maps in ancient civilizations | | 6 | - |

| | | | | |
|--|------------------------------------|--|---|---|
| | Arabic Maps | | 6 | - |
| | Recent developments in cartography | | 9 | |
| | Population Maps | | 9 | |
| | Types of maps | | 6 | |
| | Map components | | 6 | |
| | Map Basics | | 6 | |
| | Scale | | 6 | |
| | Map coordinates | | 9 | |
| | Map Projections | | 6 | |
| | Cartographic symbols | | 9 | |

11. Course Evaluation

The grade is distributed through the following

- 1- Exam number 2 in the first course (20 degrees)
- 2- Exam number 2 second course (20 degrees)
- 3- Relying on classroom participation (5 degrees)
- 4- Homework (5 marks)
- 5- The final exam for the academic year (50%)

12. Learning and Teaching Resources

| | |
|---|--------------------------------------|
| Required textbooks (methodology, if any) | Scientific geography and maps |
| Key references (sources) | Introduction to cartography / Friday |

| | |
|---|--|
| | of David |
| Recommended books and references (scientific journals, reports...) | Ahmed Shari'ai, geographical maps, reading and interpretation. |
| Electronic References, Websites | The link of the program on the Internet, and its applications in similar universities. |

N Academic program description form

..University name: University of Tikrit

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

...Scientific Department: Department of Geography

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

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

Academic: system yearly :

Description preparation date: ١٨/١/٢٠٢٥

File filling date: ١٨/١/٢٠٢٥

:Signature:

:Name of department head: A.M.D. . Muhammad Attia Saleh

A. Dr. Rashid Latif Ibrahim

:Date:

Date

:Check the file by

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

A.D. . Imad Hamid Ahmed

Course

description form

Course description

This course description provides a concise summary of the main course features and the learning outcomes expected of the student, demonstrating whether the student has made the most of the available learning opportunities. It must be linked to the program description.

| | |
|--------------------------------|---|
| Educational Institution: | Tikrit University / College of Education for Humanities |
| Scientific Department/Center | Department of Geography |
| Course Name/Code: | English |
| Available Attendance Formats | Weekly |
| Semester/Year: | First Stage of the Academic Year 2024-2025 |
| Number of Class Hours (Total): | 84 |
| Date of Preparation | |

Course Objectives

1. Master the basic rules of conversation skills
2. Master writing skills
3. Learn the most important media terminology
4. Translate English reports
5. Optimize the use of media terminology

Required program outcomes, teaching, learning and assessment methods

Program Cognitive and Skill Objectives

One of the most important objectives adopted by the Media Department is to provide journalists with the ability to use the English language optimally and understand the role of journalists in conveying news that may be in English.

Familiarity with all translation tools and methods qualifies journalists to be a true and reliable tool in conveying media news. Furthermore, an effective journalist is one who is fluent in more than one language.

Cognitive Objectives

Understanding theoretical and grammatical information

Understanding and familiarizing themselves with modern translation methods

Skill Objectives

Flexibility in language use

Flexibility in translation

Teaching and learning methods

Lectures

- Presentation of Resources
- Translation
- Discussion and Critical Thinking
- Reports
- Working Paper
- Research

Evaluation methods

- Daily exams
- Assessment exams
- Tests
- Projects and research

2- General and transferable skills (other skills related to employability and personal development).

- The ability to find more flexible and accessible resources.
- Using a dictionary.
- Using modern translation and speaking applications downloaded on mobile phones.
- Creating student vocabulary channels.

Teaching and learning methods

- Discussion lectures
- Online lectures
- Practical lectures
- Educational seminars on technology and language services

Evaluation methods

- Conversation tests
- Simultaneous translation tests

Planning for personal development

Working on developing the curriculum
Using modern methods in a practical manner that suits the labor market
Adopting modern methods

Admission Criteria (setting regulations for admission to a college or institute)

The student's performance must not be less than a passing grade. This is the acceptable average for studying at the College of Education for Human Sciences.

The most important sources of information about the program

intermediate book
Pre-intermediate book
Students book (john and Liz Soars)

Structure of subject

| Assessment Method | Teaching Method | Topic Name | Required Learning Outcomes | hours | Week |
|-------------------|-----------------|---|--------------------------------|-------|------------------|
| | نظري | Present Simple Questions and answers | Managing understanding english | 3 | 1 st |
| | نظري | am / are / is Questions + Media terms | Managing understanding english | 3 | 2 nd |
| | نظري | Personal information Questions and short answer | Managing understanding english | 3 | 3 rd |
| | نظري | Numbers | Managing understanding english | 3 | 4 th |
| | عملي | Cities and countries | Managing understanding english | 3 | 5 th |
| | نظري | Social expressions | Managing understanding english | 3 | 6 th |
| | عملي | Possessives | Managing understanding english | 3 | 7 th |
| - | - | Exam | | 3 | 8 th |
| | نظري | Present Simple 1 | Managing understanding english | 3 | 9 th |
| | عملي | Present Simple 2 | Managing understanding english | 3 | 10 th |
| | نظري | Present Simple | Managing understanding english | 3 | 11 th |
| | عملي | Word Grouping | Managing understanding english | 3 | 12 th |
| | نظري | Countries and nationalities | Managing understanding english | 3 | 13 th |
| | عملي | Odd-one-out | Managing understanding english | 3 | 14 th |

| | | | | | |
|------------|------|---|-------------------------------------|---|------------------|
| - | - | Exam | - | - | 15 th |
| Half-year | | | | | |
| | نظري | Your day | Participate in English conversation | 3 | 1 st |
| | نظري | Question words | Participate in English conversation | 3 | 2 nd |
| | نظري | Questions and answers Verb patterns 1 | Participate in English conversation | 3 | 3 rd |
| | نظري | For & since Tenses revision | Participate in English conversation | 3 | 4 th |
| | نظري | There is / are | Participate in English conversation | 3 | 5 th |
| | نظري | Past Simple irregular | Participate in English conversation | 3 | 6 th |
| | نظري | was / were | Participate in English conversation | 3 | 7 th |
| - | - | Exam | Participate in English conversation | 3 | 8 th |
| | نظري | Everyday English Adjectives | Participate in English conversation | 3 | 9 th |
| | نظري | Places and things | Participate in English conversation | 3 | 10 th |
| | نظري | Reading Passage + listening passage + Media terms | Participate in English conversation | 3 | 11 th |
| | نظري | have, do, go + media term | Participate in English conversation | 3 | 12 th |
| | نظري | Translation Passage + Media term | Participate in English conversation | 3 | 13 th |
| | نظري | Past Simple 1 | Participate in English conversation | 3 | 14 th |
| - | - | Exam | | | 15 th |
| Final Exam | | | | | |

N Academic program description form

..University name: University of Tikrit

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

...Scientific Department: Department of Geography

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

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

Academic: system yearly :

Description preparation date: ١٨/١/٢٠٢٥

File filling date: ١٨/١/٢٠٢٥

:Signature:

:Name of department head: A.M.D. . Muhammad Attia Saleh

A. Dr. Rashid Latif Ibrahim

:Date:

Date

:Check the file by

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

A.D . Imad Hamid Ahmed

1. Program vision

The department's vision is divided as it is a specialty, and it is constantly evolving in its curricula and techniques to prepare an aspirational generation to serve the nation through in-depth study of all its data.

2. Program message

Preparing a generation to serve the nation that has all the scientific and patriotic skills, is familiar with geographical curricula and academic subjects to qualify graduates to work in teaching and related departments and reach the desired goal of drawing successful and purposeful strategies that follow the correct steps in building and progressing countries according to the perspective of sustainable development.

3. Program objectives

Preparing students qualified in geography who have the ability to teach geography in middle, -1 secondary, and middle schools

2- Enabling students to recognize scientific research tools and work with them in the academic and scientific field

3- Enabling students to create strategies, teaching methods, and modern educational methods for teaching geography

4- Enhancing the ability to recognize geographical information, facts and concepts that enable them to understand the surrounding environment with its various natural, human, climatic and economic phenomena.

5- Providing graduates with the ability to deal with students by teaching geography according to the modern curriculum based on geographical technology represented by geographic information systems and remote sensing.

4. Programmatic accreditation

nothing

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 |
| Nothing | 5% | 2 | 1 | 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 | | | |
| 0 | 60 | Africa and Australia | | 2025-2024 |

| 8. Expected learning outcomes of the program | |
|--|--|
| Knowledge | |
| Statement of learning outcomes 1 | <p>Learning outcomes 1</p> <p>A1-Investing in students' ability to understand the course of spatial variation in geographical factors between the continent of Africa and Australia</p> <p>A3-Familiarize students with geographical aspectsUnderstanding the components of the parts of the universe and identifying the most important theories that explained the formation methods</p> <p>A4- Enabling students to get to know the countries of the world and their geographical characteristics in order to understand their policies in dealing with each other</p> <p>A5-Identify the natural, human and economic components of the continents of Africa and Australia</p> |
| Skills | |
| Statement of learning outcomes 2 | <p>Learning outcomes 2</p> <p>B1- Enabling students to acquire the skills of dialogue, discussion, listening, and accepting the opinions of others</p> <p>B2- Developing the skills of using and reading maps</p> <p>B3- Training students on drawing geographic maps and symbols using geographic information systems and remote sensing</p> |

| | |
|---|--|
| | B4- Developing imaginative thinking skills and linking geographical phenomena to their real images |
| Statement of learning outcomes 3 | Learning outcomes 3 C1- That the student be able to solve problems related to students' understanding of the scientific subject by using theories of educational psychology and modern teaching methods. C2- Knowledge of the most prominent natural and human data and climatic regions of the continents of Africa and Australia C3- Asking students questions and discussing topics related to Africa and Australia C4- Knowledge of recent developments in the continents of Africa and Australia |
| Value | |
| Statement of learning outcomes 4 | Learning outcomes 4 Emotional goals are not evaluated through traditional tests. Rather, reliance is placed on observing the student's behavior, interviewing him, discussing him, and following up on his relationship with the educational community, which provides a cumulative record of his representation of the emotional and value goals. |
| Statement of learning outcomes 5 | Learning outcomes 5 Providing psychological motivation to -1 achieve emotional goals. Encouraging and motivating students -2 Training students on the skill of -3 memorizing information and benefiting from it Achieving the level of mental awareness of -4 the problems and issues around which the discussion revolves |
| 9. Teaching and learning strategies | |
| Standard method (automatic) - Inductive (deductive) method. - Method of solving problems. - He repeated training courses and seminars to provide the student with the ability to - communicate with society, the ability to have fruitful dialogue, and to solve educational problems using scientific methods. Classroom interaction and exchange of opinions between the student and the teacher to - raise learning difficulties and discuss their solutions. | |
| 10. Evaluation methods | |
| Emotional goals are not evaluated through traditional tests. Rather, reliance is placed on observing the student's behavior, interviewing him, discussing him, and following up on his relationship with | |

the educational environment, which provides a cumulative record of his representation of the emotional and value goals.

11. The teaching staff

Faculty members

| Preparing the teaching staff | | Requirements/skills (if any) | Specialization | | Scientific rank |
|------------------------------|-------|------------------------------|--------------------|-----------|-------------------|
| lecturer | angel | | private | general | |
| | angel | | Geographic thought | geography | assistant teacher |

Professional development

Orienting new faculty members

This is done by preparing a university professor capable of developing knowledge through the production of scientific research, as well as following up on intellectual developments in international universities, as well as the diversity of participation in specialized dialogue and intellectual seminars.

Professional development for faculty members

- Scientific communication through seminars, conferences, and joint work with competent cadres in similar specializations.
- Accessing international studies in similar departments, to develop the ability to research and solve scientific problems.
- Engaging in acquiring modern scientific expertise and skills in the field of modern technical communication.

12. Acceptance criterion

Admission to the college follows the central distribution system followed by the Ministry of Higher Education and Scientific Research, according to the admission form to Iraqi universities and institutes, and by balancing the student's desire and the total he obtained.

As for admission to the Geography Department, it is due to the balance between the student's desire and her grade in Geography in the final exam for the sixth grade in secondary school.

13. The most important sources of information about the program

- A link to the program on the Internet, and its applications in similar universities. -
- Training courses held by university quality and performance departments on the program in various institutes and colleges in Iraq. -
- Sub-Saharan Africa, Ibrahim Abdul-Jabbar al-Mashhadani and Ahmed Najm al-Din -
- Regional geography of the continents of Asia-Africa-Australia, Yusuf Muhammad Al-Sultan -
- The continent of Africa (studies in regional geography), Gouda Hassanein Gouda -
- Benefit from modern scientific sources -

14. Program development plan

The program plan is developed through the annual meeting held by the Ministry for the heads of geography departments, as well as the periodic meeting of the Committee of Deans of Humanities Colleges.

| Program skills chart | | | | | | | | | | | | | | | | |
|---|----|----|----|--------|----|----|-----|-----------|--------|--------|--------|-----------------------------------|--------------------------------|--------------------|----------------|--|
| Learning outcomes required from the programme | | | | | | | | | | | | | | | | |
| Value | | | | Skills | | | | Knowledge | | | | Essen tial or optio nal? | Course Name | Cour se Code | Year/le vel | |
| C4 | C3 | C2 | C1 | B4 | B3 | B2 | B 1 | A 4 | A 3 | A 2 | A 1 | | | | 2024- 2025 | |
| | | | | √ | | | | √ | | | | Basic | Africa and Australi a | | | |
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***Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation**

Course description form

| | |
|--|---------------------------------|
| 1. Name of the course: Africa and Australia | |
| | |
| 2. Course code | |
| | |
| 3. Semester/year 2024-2025 | |
| | |
| 4. The date this description was prepared is 3/22-2025 | |
| | |
| 5. Available forms of attendance | |
| | |
| 6. Number of study hours (total) / Number of units (total) 60 hours / 2 units | |
| Name: Marwan Mubdar Naji Yassin Email: Marwan.m.naji@tu.edu.iq | |
| 7. Name of the course administrator (if more than one name is mentioned) | |
| | |
| 8. Course objectives | |
| <ul style="list-style-type: none"> • | Objectives of the study subject |

- | |
|---|
| 1- Providing the Ministry of Education with staff specialized in teaching geography in secondary schools. |
| 2- Enabling female students to become familiar with aspects of spatial analysis of geographical factors affecting spatial variation |
| 3- Enhancing female students' awareness of the diverse geographical, cultural and scientific horizons in this specialization. |
| 4- Enhancing the ability to interact with modern developments in geography through geotechnology |
| 5- Providing graduates with the ability to deal with students by teaching geography according to the modern curriculum based on geographical technology represented by geographic information systems and remote sensing. |

| | |
|--|---|
| 9. Teaching and learning strategies | |
| | <p>The strategy</p> <p>Oral and written tests, individual and group, theoretical and practical. -</p> <p>Direct observation of the student's performance in the areas of dialogue, -</p> |

| | |
|--|---|
| | <p>intellectual and scientific communication, and team work within the classroom and the college and university environment.</p> <p>Assigning students to prepare scientific research to test their ability to think, deduce, and solve problems.</p> |
|--|---|

10. Course structure

| Credit hours | | Name of the course or course | Course or course code | Educational level |
|--------------|-------------|------------------------------|---|-------------------|
| practical | theoretical | | | |
| - | 60 | Africa and Australia | | The first |
| - | 8 | | Location and area of the continent of Africa | |
| - | 8 | | Origins of Africa's population | |
| - | 6 | | The economic situation of the African continent | |
| | 6 | | Study models from African countries | |
| | 6 | | Nigeria | |
| | 6 | | Tanzania | |
| | 6 | | Industry in Africa | |
| | 8 | | Location and area of Australia | |
| | 6 | | Australian population | |
| | 8 | | Australia's natural | |

| | | | | |
|--|---|--|--|--|
| | | | state | |
| | 6 | | Climatic regions of Australia | |
| | 8 | | Water resources and their sources for the continent of Australia | |

11. Course evaluation

The grade is distributed as follows

- 1- Exam number 2 in the first course (20 marks)
- 2- Exam number 2, second course (20 marks)
- 3- Relying on classroom participation (2 marks)
- 4- Homework assignments (5 marks)
- 5- Daily written exams (3 marks)
- 6- Final exam for the academic year (50%)

12. Learning and teaching resources

| | |
|--|--|
| Sub-Saharan Africa, Ibrahim Abdul-Jabbar al-Mashhadani and Ahmed Najm al-Din - | Required textbooks (methodology, if any) |
| Regional Geography of the Continents Asia - Africa - Australia, Youssef Muhammad Al-Sultan - The continent of Africa (studies in regional geography), Gouda Hassanein Gouda - Benefit from modern scientific sources - | Main references (sources) |
| Link to information on the Internet, and its applications in similar universities. | Electronic references, Internet sites |

N Academic program description form

..University name: University of Tikrit

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

...Scientific Department: Department of Geography

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

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

Academic: systemyearly :

Description preparation date: ١٨/١/٢٠٢٥

File filling date: ١٨/١/٢٠٢٥

:Signature:

Signature
أ.م.د. محمد عطية صالح
رئيس قسم الجغرافية

:Name of department head: A.M.D. . Muhammad Attia Saleh

Name of Scientific Assistant

A. Dr. Rashid Latif Ibrahim

:Date:

Date

:Check the file by

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

A.D . Imad Hamid Ahmed

1. Program vision

The department's vision is divided as it is a specialty, and it is constantly evolving in its curricula and techniques to prepare an aspiring generation to serve the nation through in-depth study of all its data.

2. Program message

Preparing a generation to serve the nation that has all the scientific and patriotic skills, is familiar with geographical curricula and academic subjects to qualify graduates to work in teaching and related departments and reach the desired goal of drawing successful and purposeful strategies that follow the correct steps in building and progressing countries according to the perspective of sustainable development.

3. Program objectives

1- Providing the Ministry of Education with staff specialized in teaching geography in secondary schools.

2- Enabling students to become familiar with the geography of the Americas.

3 Educating students about the importance of understanding the natural and human geographical features of the North and South American continents.

4- Strengthening the ability to interact with modern developments in the geography of the New World.

5- Knowing the aspects of strength and weakness socially and economically For both North and South America

4. Programmatic accreditation

nothing

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 | 1 | 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 | | | |
| 0 | 60 | Biogeography and soil | | 2023-2024 |

| 8. Expected learning outcomes of the program | |
|--|--|
| Knowledge | |
| Statement of learning outcomes 1 | <p>Learning outcomes 1</p> <p>A1-Enabling students to know the basics of biogeography and soil</p> <p>A2-Investing in students' ability to know the formation of the regions of living organisms</p> <p>A3-Familiarize students with the geographical aspects of the world to understand the biological environments on Earth</p> <p>A4-Knowledge of the biological environment on Earth</p> <p>A5-Plant and animal distribution in biological environments</p> <p>A6-The ability to understand the changes that</p> |

| | |
|----------------------------------|--|
| | have occurred in biological environments |
| Skills | |
| Statement of learning outcomes 2 | <p>Learning outcomes 2</p> <p>B 1 -That students be able to master teaching methods.</p> <p>B2 -The student should be able to choose the appropriate teaching method for each scientific subject so that it is presented in an interesting way.</p> <p>B3 -That the student is able to solve problems related to students' understanding of scientific material by using theories of educational psychology and modern teaching methods, which facilitates the study and teaching of the language.</p> |
| Statement of learning outcomes 3 | <p>Learning outcomes 3</p> <p>C1-Raising the student to understand the geographical diversity of the world</p> <p>C2- Enhancing students' understanding of regional studies.</p> <p>C3-Developing students' ability to make a comparison between the regional strengths and weaknesses of the studied region</p> <p>C4- Encouraging students to search for and update recent data</p> |
| Value | |
| Statement of learning outcomes 4 | <p>Learning outcomes 4</p> <p>Emotional goals are not evaluated through traditional tests. Rather, reliance is placed on observing the student's behavior, interviewing him, discussing him, and following up on his relationship with the educational environment, which provides a cumulative record of his representation of the emotional and value goals.</p> |
| Statement of learning outcomes 5 | <p>Learning outcomes 5</p> <p>1-The student sets a good example among</p> |

those around him.
 2- Forming a general category of good values.
 3-Providing psychological motivation to achieve emotional goals.

9. Teaching and learning strategies

Lecture method. -
 Inductive (deductive) method. -
 Method of solving problems. -

He repeated training courses and seminars to provide the student with the ability to communicate with society, the ability to have fruitful dialogue, and to solve educational problems using scientific methods.

Classroom interaction and exchange of opinions between the students themselves, the students and the teacher to raise learning difficulties and discuss their solutions. -

10. Evaluation methods

Students are evaluated by observing the student's behavior in the classroom and conducting an interview.

11. The teaching staff

Faculty members

| Preparing the teaching staff | | Requirements/skills (if any) | Specialization | | Scientific rank |
|------------------------------|-------|------------------------------|-------------------|-----------|-------------------|
| lecturer | angel | | private | general | |
| | angel | | Natural geography | geography | assistant teacher |

Professional development

Orienting new faculty members

This is done through the production of scientific research, as well as supervising the research of fourth-stage students, following up on or participating in seminars held by continuing education, as well as specialized dialogue and intellectual seminars.

Professional development for faculty members

- Scientific communication through seminars, conferences, and joint work with competent cadres in similar specializations.
- Accessing international studies in similar departments, to develop the ability to research and solve scientific problems.
- Engaging in acquiring modern scientific expertise and skills in the field of modern technical communication.
- Participation among the teaching staff by holding joint workshops and seminars in all specializations

12. Acceptance criterion

Admission to the college follows the central distribution system followed by the Ministry of Higher Education and Scientific Research, according to the admission form to Iraqi universities and institutes, and by balancing the student's desire and the total he obtained.

As for admission to the Geography Department, it is due to the balance between the student's desire and her grade in Geography in the final exam for the sixth grade in secondary school.

13. The most important sources of information about the program

- Link to the program on the Internet, and its applications in similar universities.
 - Training courses held by university quality and performance departments on the program in various institutes and colleges in Iraq.
- geographythe new World

14. Program development plan

The program plan is developed through the annual meeting held by the Ministry for the heads of geography departments, as well as the periodic meeting of the Committee of Deans of Humanities Colleges.

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 | | | | 2024-2025 |
| | | | | ✓ | | | | ✓ | | | | Basic | Biogeography and soils | | |
| | | | | | | | | | | | | | | | |
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*Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation

Course description form

| | |
|---|---------------------------------|
| 1. Name of the course: Biogeography and Soils | |
| | |
| 2. Course code | |
| | |
| 3. Semester/year 2024-2025 | |
| | |
| 4. The date this description was prepared is 10/11-2025 | |
| | |
| 5. Available forms of attendance | |
| | |
| 6. Number of study hours (total) / Number of units (total) 60 hours / 4 units | |
| | |
| 7. Name of the course administrator (if more than one name is mentioned) | |
| Name: M.M. Tahajjud Baban Abdullah Email: tahajjud.baban@tu.edu.iq | |
| 8. Course objectives | |
| <ul style="list-style-type: none"> • | Objectives of the study subject |
| | |
| 1- Providing the Ministry of Education with staff specialized in teaching geography in secondary schools. | |
| 2- Enabling the student to become familiar with aspects of spatial analysis of | |

geographical factors affecting spatial variation

3- Enhancing female students' awareness of the diverse geographical, cultural and scientific horizons in this specialization.

4- Enhancing the ability to interact with modern developments in geography through geotechnology

5- Providing graduates with the ability to deal with students by teaching geography according to the modern curriculum based on geographical technology represented by geographic information systems and remote sensing.

9. Teaching and learning strategies

| | |
|--|--|
| | <p>The strategy</p> <p>Daily, oral and written tests, - individual and group, and theory. Direct observation of the - student's performance in the areas of dialogue, intellectual and scientific communication, and team work within the classroom and the college and university environment.</p> <p>Assigning students to prepare scientific research to test their ability to think, deduce, and solve problems.</p> |
|--|--|

10. Course structure

| Credit hours | | Name of the course or course | Course or course code | Educational level |
|--------------|-------------|---------------------------------|--|----------------------|
| practical | theoretical | | | |
| - | 90 | Biogeography and soils | | Third |
| - | 6 | | Biogeography, its definition and topic | |
| - | 6 | | Formation of the regions of living organisms | |

| | | | | |
|---|----|--|--|--|
| - | 6 | | Environmental factors and their relationship with living organisms | |
| | 9 | | Biological environments on Earth | |
| | 9 | | Plant and animal distribution | |
| | 12 | | Principles of soil geography | |
| | 6 | | Factors affecting soil formation | |
| | 6 | | Physical and chemical properties of soil | |
| | 6 | | The geographical distribution of soil in the world | |
| | 9 | | Soil maintenance | |

11. Course evaluation

The grade is distributed as follows

1- Exam number 1 in the first Korean (20 marks)

- 2- Exam No. 1 of the second course (20 marks)
- 3- Reliance on preparing reports (3 marks) in each course
- 4- Assignments (2 marks) in each course
- 5- Final exam for the academic year (50%)

12. Learning and teaching resources

| | |
|---|--|
| Biogeography and soil, Hassan Youssef Abu Sammour | Required textbooks (methodology, if any) |
| Biogeography, Mr. Khaled Al-Matari, second edition, | Main references (sources) |
| Foundations of climatic and botanical geography, Ali Al-Banna | Recommended supporting books and references (scientific journals, reports...) |
| A link to the program on the Internet, and its applications in similar universities. | Electronic references, Internet sites |

N Academic program description form

..University name: University of Tikrit

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

...Scientific Department: Department of Geography

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

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

Academic: systemyearly :

Description preparation date: ١٨/١/٢٠٢٥

File filling date: ١٨/١/٢٠٢٥

:Signature:

أ.م.د. محمد عطية صالح
رئيس قسم الجغرافية

Signature

:Name of department head: A.M.D. . Muhammad Attia Saleh

Name of Scientific Assistant

A. Dr. Rashid Latif Ibrahim

:Date:

Date

:Check the file by

Division of Quality Assurance and University Performance

الأستاذ الدكتور
فهد شلاش خلف

:Name of the Director of the Quality Assurance and University Performance Division

the date

the signature

Authentication of the Dean

A.D . Imad Hamid Ahmed

| | |
|--|---------------------------------------|
| Ministry of Higher Education and Scientific Research | 1. Educational institution |
| Tikrit University / College of Education for Humanities | 2. Scientific department/center |
| Regional Geography of Eurasia | 3. Course name/code |
| weekly | 4. Available forms of attendance |
| Annual/2024 - 2025 | 5. Semester/year |
| Two hours a week | 6. Number of study hours (total) |
| 4/10/2024 | 7. Date this description was prepared |
| <p>8. Objectives of the Geography Department program</p> <ol style="list-style-type: none"> 1. Preparing students qualified in geography who have the ability to teach geography in middle, secondary, and middle schools. 2. Enabling students to identify geographical information, facts and concepts that enable students to understand the surrounding environment in all its various natural, human, climatic and economic phenomena. 3. Keeping up with modern scientific developments in geographical sciences and working to employ them. 4. Harmonizing theoretical trends and practical reality in geographical sciences. 5. Students acquire skills in dealing with modern equipment and technologies related to geographical sciences and work to employ and benefit from them during the study period and during the work period. 6. Enabling students to learn about the latest strategies, teaching methods, and modern educational methods for teaching geography. 7. Enabling students to recognize scientific research tools and use them in the academic and practical fields. 8. Introducing students to educational, psychological and cultural sciences and arming them with them in order to achieve distinction and scientific and professional development in them. 9. Preparing and qualifying students to pursue postgraduate studies by developing their intellectual, scientific and research skills. | |
| Identify the geographical location of the two continents of Eurasia | |
| 2. Identify the differences and similarities between the two continents of Eurasia. | |
| 3. Identify the natural characteristics of the two continents of Eurasia. | |
| 4. Identify the human characteristics of the two continents of Eurasia. | |
| 5. Identify a number of regional geography of the countries of the two continents of Eurasia. | |
| 6. Definition of the importance of regional maps for the geography of Eurasia. | |

| |
|---|
| 9. Course outcomes and methods of teaching, learning and evaluation: Developing the student's abilities in studying natural and human phenomena and the relationship and difference between the continents of Asia and Europe. |
| A - Cognitive objectives A1 - Knowledge of the natural and human geographical phenomena of the continents of Asia and Europe. A2- Understanding the causal relationships between the geographical places and phenomena of the continents of Asia and Europe. A3-Knowing the patterns of phenomena and their spatial distribution between parts of both the continents of Asia and Europe. A4- Preserving natural and human sites on maps, making it easy to understand the reasons for this and quickly retrieving them. |
| B - The skills objectives of the course. After completing the course, the student will have: B1 - The ability to identify the continents of Europe and Asia on the world map. B2 - The ability to identify and draw countries and natural phenomena on the maps of Europe and Asia. |
| Teaching and learning methods (cognitive objectives and skill objectives) |
| 1- Using the method of electronic communication, via the Google Mate program, and using the method of presentation, discussion, and interrogation. 2- Using the method of displaying the lecture on the automatic projector, DATA SHOW, and displaying video clips related to the subject. |
| Evaluation methods (cognitive objectives and skill objectives) |
| 1- Daily oral tests. 2- Semester and final written tests. |
| C- Emotional and value objectives. C- To make the student, at the end of the course, able to: C1- Distinguish between the natural and human phenomena of the continents of Asia and Europe. C2- Distinguish between the natural phenomena of the maps of Asia and Europe. C3- Draw the maps of the continents of Asia and Europe. |
| Teaching and learning methods (emotional and value objectives) |
| 1- Using the method of presentation and discussion to develop skills. 2- Introducing the student to the importance of training on maps of the continents of Asia and Europe. |
| Evaluation methods (emotional and value objectives) |
| 1- Daily exams 2- Monthly exams |
| D - General and qualifying transferable skills (other skills related to employability and personal development). D1 - Work with quality and efficiency within the team. D2 - He faces professional pressures positively. D3 - He is able to manage time and invest it in achieving the best goals. D4 - Possess the skills of expressing problems. Using appropriate methods. D5- Developing independent learning skills independently of the lecture. D6- Possessing the ability to use various materials, whether the library or specialized electronic databases, to support learning processes. D7- Communicating with others in a positive manner. D8- Understanding scientific and professional literature: Read and use literature from approved references in the fields of |

knowledge to support educational activities. D9- Possessing self-management skills and the ability to manage one's time and work within specified deadlines.

Teaching and learning methods (general and rehabilitative transferable skills)

1- Planning 2- Calendar

Evaluation methods (general and qualifying transferable skills)

1- The ability to prepare and draw maps of the continent of Asia and Europe, and identify natural phenomena as well as determine the characteristics of human phenomena and the relationship between them. 2- Giving additional marks for each report prepared by the student, as well as drawing maps of the two continents.

N Academic program description form

..University name: University of Tikrit

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

...Scientific Department: Department of Geography

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

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

Academic: system yearly :

Description preparation date: ١٨/١/٢٠٢٥

File filling date: ١٨/١/٢٠٢٥

:Signature:

Signature
A.M.D. . Muhammad Attia Saleh
رئيس قسم الجغرافية

:Name of department head: A.M.D. . Muhammad Attia Saleh

Name of Scientific Assistant

A. Dr. Rashid Latif Ibrahim
معاون رئيس القسم

:Date:

Date

:Check the file by

Division of Quality Assurance and University Performance

Signature
الاستاذ الدكتور
فهد شلاش خلف
مدير قسم ضمان الجودة وأداء الجامعات

:Name of the Director of the Quality Assurance and University Performance Division

the date

the signature

Authentication of the Dean

A.D. . Imad Hamid Ahmed

Dean's approval

1. Program vision

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

2. Program message

Remember RquestionThe program is as mentioned in the university's prospectus and website.

3. Program objectives

General phrases describing what is intendedThe programOr the institution to achieve it.

4. Program accreditation

DoThe programIs the program accredited? And from which authority?

5. Other external influences

Is there a sponsor? Forprogram?

6. Program structure

| comments | percentage | Study unit | Number of courses | Program structure |
|----------|------------|------------|-------------------|----------------------------|
| | | | | Institutional Requirements |
| | | | | College |

| | | | | |
|------------------------|-----------|----------|----------|-------------------------|
| | | | | Requirements |
| Core curriculum | 5% | 2 | 1 | Department Requirements |
| | | | | Summer training |
| | | | | Other |

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

| 7. Program Description | | | | |
|-------------------------------|--------------------|--------------------|--------------------|-------------------|
| Credit hours | | Course name | Course code | Year/Level |
| practical | theoretical | | | |
| | 60 | | | |

8. Expected learning outcomes of the program

Knowledge

| | |
|-------------------------------|---------------------|
| Learning Outcomes Statement 1 | Learning Outcomes 1 |
|-------------------------------|---------------------|

Skills

| | |
|-------------------------------|---------------------|
| Learning Outcomes Statement 2 | Learning Outcomes 2 |
|-------------------------------|---------------------|

| | |
|-------------------------------|---------------------|
| Learning Outcomes Statement 3 | Learning Outcomes 3 |
|-------------------------------|---------------------|

Values

| | |
|-------------------------------|---------------------|
| Learning Outcomes Statement 4 | Learning Outcomes 4 |
|-------------------------------|---------------------|

| | |
|-------------------------------|---------------------|
| Learning Outcomes Statement 5 | Learning Outcomes 5 |
|-------------------------------|---------------------|

9. Teaching and learning strategies

Teaching and learning strategies and methods adopted in implementing the program in

general.

10. Evaluation methods

Implementing it in all stages of the program in general.

11. Faculty

Faculty members

| Faculty preparation | | Requirements/Skills (if any) | Specialization | | Academic rank |
|---------------------|-------|------------------------------|--------------------------|-----------|---------------------|
| lecturer | angel | | Private | general | |
| | angel | | developmental psychology | geography | Assistant Professor |

Professional development

Orientation of new faculty members

Briefly describes the process used to orient new, visiting, full-time, and part-time faculty members at the institutional and departmental levels.

Professional development for faculty members

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

12. Acceptance Criteria

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

13. The most important sources of information about the program

Remember briefly.

14. Program Development Plan

Program Skills Chart

Required learning outcomes of the program

| values | | | | Skills | | | | knowledge | | | | Essenti al or optional ? | Cours e name | Cours e code | Year/Lev el |
|--------|--------|--------|--------|--------|--------|--------|--------|-----------|--------|--------|--------|-----------------------------------|--------------------|--------------------|----------------|
| A 4 | A 3 | A 2 | A 1 | B 4 | B 3 | B 2 | B 1 | A 4 | A 3 | A 2 | A 1 | | | | |
| | | | | | | | | | | | | | | | |
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*Please tick the boxes corresponding to the individual learning outcomes of the program being assessed.

Course Description Form

| |
|---|
| 1. Course name: Educational Guidance |
| |
| 2. Course code |
| |
| 3. Semester/Year 2024/2025 |
| |
| 4. Date of preparation of this description: 10/2/2025 |
| |

5. Available forms of attendance

6. Number of study hours (total) / Number of units (total) 60 hours / 2 units

7. Name of the course administrator (if more than one name is mentioned)

Name: M.M. Mohammed Majeed Taha

[Emailmohammed.m.taha23@tu.edu.iq](mailto:mohammed.m.taha23@tu.edu.iq)

8. Course objectives

| | |
|---|-------------------|
| 1-Educating students about the nature of psychology and its role in the educational process. 2- Enabling students to understand the design of psychology curricula. 3- Students' knowledge of psychological theories 4- Scientific trends in planning guidance programs in psychology 5- The importance of studying a child's growth 6- Principles of growth and its general foundations | Course objectives |
|---|-------------------|

9. Teaching and learning strategies

| | |
|--|----------|
| Discussion, short reports, induction and analogy, lecture, narrative question and answer | Strategy |
|--|----------|

10. Course structure

| Evaluation method | Learning method | Name of the unit or topic | Required learning outcomes | watches | week |
|-------------------|-----------------|---------------------------|----------------------------|---------|------|
| Oral exam | a lecture | developmental psychology | Bachelor of Geography | 2 | 30 |

11. Course Evaluation

The grade is distributed out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams, reports, etc. (25) for the first semester and (25) for the second semester, equal to (50) annual effort and (50) final (10 attendance and participation and 15 monthly exams for each semester).

12. Learning and teaching resources

| | |
|--|---|
| developmental psychology | Required textbooks (methodology if any) |
| Child and Adolescent Psychology | Main References (Sources) |
| Jamal Hussein Al-Alusi-College of Education-University of Baghdad Amina Ali Khan-College of Education-University of Baghdad | Recommended supporting books and references (scientific journals, reports...) |
| | Electronic references, websites |

N Academic program description form

..University name: University of Tikrit

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

...Scientific Department: Department of Geography

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

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

Academic: systemyearly :

Description preparation date: ١٨/١/٢٠٢٥

File filling date: ١٨/١/٢٠٢٥

:Signature:

:Name of department head: A.M.D. . Muhammad Attia Saleh

A.D. Rashid Latif Ibrahim

:Date:

Date

:Check the file by

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

A.D. Imad Hamid Ahmed

Academic Program Description

Mr. Adi Saddam Janan

This course description provides a concise summary of the main features of the course and the learning outcomes expected of the student, demonstrating whether the student has made the most of the learning opportunities available. It must be linked to the programme description.;

| | |
|---|---|
| Ministry of Higher Education and Scientific Research / Tikrit University | Educational institution .1 |
| Faculty of Education for Humanities / Department of Geography | Scientific Department / .2 Center |
| Bachelor of Geography | Name of academic or .3 professional program |
| Bachelor's | Final Certificate Name .4 |
| annual | Academic system: .5 Annual / Courses / Other |
| In-person education | Accredited Certification .6 Program |
| Some skills and applications require a live environment (classroom lessons). (traditional) | Other external influences .7 |
| 22/3/5202 | Description preparation .8 date |
| Academic Program Objectives .9 | |
| A- Making students understand the nature of teaching curricula and methods and their role in the educational process. | |
| B- Enabling students to know Educational administration Traditional teacher-based. | |

| |
|---|
| C- Students' knowledgeEducational administrationStudent-driven. |
| C- Students' familiarity with educational objectives and how to formulate them. |
| E- Providing students with teaching skills. |
| - Students' knowledge of planning educational lessons. |
| Z- Students' understanding of evaluation, its types and tools. |

| Required program outcomes, teaching, learning and assessment methods.10 |
|---|
| <p style="text-align: right;">Cognitive objectives -1</p> <p>A1- The student should know how to teach.</p> <p>A2- The student should knowEducational management.</p> <p>A3- The student should list the types of educational objectives.</p> <p>A4- The student should explain the developmentEducational managementAnd classify it.</p> <p>A5- The student should mention teaching skills.</p> <p>A6- The student should explain the purposes of observing teaching behavior.</p> <p>A7- The student should explain the importance of planning the lesson.</p> |
| <p>B - Program specific skill objectives</p> <p>B1 - The student should draw a diagram showing the classification.Educational administration.</p> <p>B2 - The student designs a model lesson (using the problem-solving method).</p> <p>B3 - The student uses the data show device to display a daily study plan.</p> <p>B4- The student should formulate behavioral objectives for the personality subject on the board.</p> |
| Teaching and learning methods |

C- Emotional and value goals.

A1- The student should be inclined to study curricula and Educational administration.

A2- The student should like the teacher's style. Educational administration.

A3- The student interacts with the way the material is presented. Except for educational administration

Teaching and learning methods

(Discussion, lecture, and interrogation)

Evaluation methods

Attendance and participation. -1

Periodic tests. -2

Outdoor activities. -3

D - General and transferable skills (other skills related to employability and personal development).

D1- Scientific dialogue and discussion skills.

D2- Modern technology skills in communications, documentation and communication with scientific institutions and centers.

D3- Oral question presentation skill

Program structure.11

| Credit hours | | Course name | Course code | Academic stage |
|--------------|-------------|----------------------------|-------------|----------------|
| practical | theoretical | | | |
| | 4 | Educational administration | | The second |

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

Planning for personal development.12

- Scientific communication through seminars, conferences and joint work with qualified cadres in similar specializations.
- Reviewing international studies in similar departments, to develop the ability to research and solve scientific problems.
- Engaging in acquiring modern scientific experiences and skills in the field of modern technical communication.

Admission Criteria (Setting regulations for admission to a college or institute).13

- Admission to the college follows the central distribution system adopted by the Ministry of Higher Education and Scientific Research according to the admission form for Iraqi universities and institutes and by balancing between the student's desire and the total he obtained.

The most important sources of information about the program.14

- Sectoral Committee Decisions.
- General Education Administration / Dawood Maher Mohammed and Majeed Mahdi Mohammed
- Teaching Compass / Dr. Nidal Muzahim Al-Azzawi
- Educational Administration / Dr. Falah Saleh Hussein

| | | | | | | | | Required learning outcomes of the program | | | | | | | | | | |
|---|----|----|----|--|----|----|----|---|----|----|----|-------------------------|----|----|----|------------------------------|---------------------------------------|-----------|
| General and transferable skills (other skills related to employability and personal development) | | | | Objectives Consciousness And the value | | | | Objectives Skills Program specific | | | | Cognitive objectives | | | | essential Or optional | Course name | Year |
| D4 | D3 | D2 | D1 | A4 | A3 | A2 | A1 | B4 | B3 | B2 | B1 | A4 | A3 | A2 | A1 | essential | Education al administr ation | 4202-5202 |
| | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | |

N Academic program description form

..University name: University of Tikrit

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

...Scientific Department: Department of Geography

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

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

Academic: systemyearly :

Description preparation date: ١٨/١/٢٠٢٥

File filling date: ١٨/١/٢٠٢٥

:Signature:

:Name of department head: A.M.D. . Muhammad Attia Saleh

A. Dr. Rashid Latif Ibrahim

:Date:

Date

:Check the file by

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

A.D . Imad Hamid Ahmed

Course description form

Course description

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

| | |
|--|--|
| 1. Educational institution | Tikrit University - College of Education for Human Sciences |
| 2. Scientific department/center | Geography |
| 3. Course code name | General Arabic |
| 4. Available forms of attendance | |
| 5. Semester/year | yearly |
| 6. Number of study hours (total) | Nothing |
| 7. The date this description was prepared | Field visits accompanied by students to relevant educational institutions and application in schools |
| | 8. Course objectives |

| |
|---|
| 1. Teaching the student how to become able to use eloquent linguistic methods |
| 2. Employing the prescribed curriculum vocabulary |
| 3. Developing the student's mental and personal ability in his specialty is an important part of his field of specialization. |
| 4. Providing the student with communication skills and using modern educational technologies effectively . |

| 10.Course outcomes and teaching, learning and evaluation methods |
|---|
| <p>A- Cognitive objectives</p> <p>A1- The student's knowledge of general Arabic</p> <p>A2- Differentiating between a correct verb and a defective verb</p> <p>A3- Differentiating between number and countable</p> <p>A4-</p> <p>A5-</p> <p>A6-</p> |
| <p>B - The skills objectives of the course</p> <p>B1- Topics related to general Arabic</p> <p>B2- Knowledge regarding the exchange rate</p> |

| | |
|--|-----|
| | B3- |
| | B4- |
| Teaching and learning methods | |
| <p>Providing an appropriate educational climate for logical thinking and continuous guidance for students by the subject professor during the lecture, opening the door for open and direct discussions with students to create a spirit of ability to express an opinion, hear other opinions and respect them.</p> | |
| Evaluation methods | |
| <p>1.Evaluating the student inside the classroom</p> <p>Student interaction with the lecture and class discussions.2</p> <p>Conducting practical and theoretical tests for the student.3</p> | |
| C- Emotional and value goals | |
| | C1- |
| | C2- |

| |
|---|
| C3- |
| C4- |
| Teaching and learning methods |
| <p>1.Lectures .</p> <p>Asking questions and opening the door to dialogue ..2</p> <p>Assigning the student to some scientific reports ..3</p> |
| Evaluation methods |
| <p>1-Monthly exam</p> <p>2-Daily preparation</p> |
| <p>D - Transferable general and qualifying skills (other skills related to employability and personal development.(</p> <p>D1- Asking intellectual questions</p> <p>D2 - The questions include at least one question based on thinking and analysis</p> <p>D3-</p> <p>D4-</p> |

| 11. Course structure | | | | | |
|----------------------|-------|--|--|-----------------|-------------------|
| the week | hours | Required learning outcomes | Name of the unit/topic | Teaching method | Evaluation method |
| | 1 | The two hamzas of connection and separation | Their positions | | |
| | 1 | Medium and extreme hamza | Their positions | | |
| | 1 | punctuation marks | Its sections | | |
| | 1 | The marbuta and bastu ta' | Its definitions and locations | | |
| | 1 | Chapters on abstract triple action | Definitions and sections of the chapters | | |
| | 1 | The incomplete, shortened, and extended noun | Bend it and collect it | | |
| | 1 | Correct and incorrect action | Its definitions and sections | | |

12. Infrastructure

| | |
|--|---------------------------|
| 1.Required prescribed books | Grammar |
| 2. Main references (sources) | Explanation of Ibn- Aqeel |
| A.Recommended books and references (scientific journals, reports...) | |
| B - Electronic references, Internet sites... | |

| |
|-----------------------------------|
| 13.Course development plan |
| |

N Academic program description form

..University name: University of Tikrit

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

...Scientific Department: Department of Geography

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

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

Academic: system yearly :

Description preparation date: ١٨/١/٢٠٢٥

File filling date: ١٨/١/٢٠٢٥

:Signature:

:Name of department head: A.M.D. . Muhammad Attia Saleh

A. Dr. Rashid .Latif Ibrahim

:Date:

Date

:Check the file by

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

A.D . Imad Hamid Ahmed

:Check the file by

Division of Quality Assurance and University Performance

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the date

the signature

Authentication of the Dean

A.D . Imad Hamid Ahmed

| |
|--|
| 1. Program vision |
| The department's vision is divided as it is a specialty, and it is constantly evolving in its curricula and techniques to prepare an aspirational generation to serve the nation through in-depth study of all its data. |

| |
|---|
| 2. Program message |
| Preparing a generation to serve the nation that has all the scientific and patriotic skills, is familiar with geographical curricula and academic subjects to qualify graduates to work in teaching and related departments and reach the desired goal of drawing successful and purposeful strategies that follow the correct steps in building and progressing countries according to the perspective of sustainable development. |

| |
|---|
| 3. Program objectives |
| 1- Providing the Ministry of Education with specialized personnel in employing the computer subject in teaching geography in secondary schools. |
| 2- Enabling students to become familiar with using computers in a way that meets students' needs |
| 3- Enhancing students' awareness of the diverse geographical, cultural and scientific horizons in this specialty. |
| 4- Enhancing the ability to interact with modern developments in geography through geotechnology |
| 5- Providing graduates with the ability to deal with students through computer teaching according to the modern curriculum based on geographic technology represented by geographic information systems and remote sensing. |

| |
|-------------------------------|
| 4. Programmatic accreditation |
| nothing |

| |
|--|
| 5. Other external influences |
| Ministry of Higher Education and Scientific Research |

| 6. Program structure | | | | |
|----------------------|------------|------------|-------------------|-------------------------|
| comments | percentage | Study unit | Number of courses | Program structure |
| Nothing | 5% | 2 | 1 | Enterprise requirements |
| | | | | College requirements |
| | | | | Department requirements |
| | | | | summer training |
| | | | | Other |

.Notes can 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 | the computer | | The first stage |
| 40 | 60 | | | 2024-2023 |
| | | | | |

| 8. Expected learning outcomes of the program | |
|--|--|
| Knowledge | |
| Statement of learning outcomes 1 | Learning Outcomes 1A1- Being able to set the |

| | |
|----------------------------------|---|
| | general rules for using the computer and employing it in geography. A2- Investing in the students' ability to know the processes of computer use and familiarity with its applications. A3- Students' familiarity with the natural geographical aspects to understand the medical aspects of using computers in them. |
| Skills | |
| Statement of learning outcomes 2 | Learning Outcomes 2B 1 - That the student is able to become familiar with the methods of teaching, measuring and evaluating the scientific subject. B 2 - That the student is able to choose the appropriate teaching method for each scientific subject so that it presents it in an interesting way. B 3 - That the student is able to solve problems related to understanding the scientific subject in Students use theories of educational psychology and modern teaching methods, which facilitates the study and teaching of the language. |
| Statement of learning outcomes 3 | Learning Outcomes 3 C1- Raising the student to understand and use the computer in study and various aspects of life C2- Knowing the applied aspects of the computer in geography C3- Developing the student's ability to understand climate problems and finding solutions and proposals to address them C4- Knowing the most prominent applied and practical aspects of studying the computer and its relationship with geography |
| Value | |
| Statement of learning outcomes 4 | Learning Outcomes 4 The emotional goals are not evaluated through traditional tests, but rather, reliance is placed on observing the student's behavior, interviewing him, discussing him, and following up on his relationship with the educational environment, which provides a cumulative record of its representation of the emotional and value goals. |
| Statement of learning outcomes 5 | Learning Outcomes 51- The student sets a good example among those around him. 2- Forms a general group of good values. 3- Provides psychological motivation to achieve emotional goals. |

| | | | | | |
|--|-------|------------------------------|----------------|-----------|-------------------|
| 9. Teaching and learning strategies | | | | | |
| The inductive (deductive) method. The problem-solving method. Repeat training courses and seminars to give the student the ability to communicate with society, the ability to have fruitful dialogue, and solve educational problems using scientific methods. Classroom interaction and exchange of opinions between the student and the teacher to raise learning difficulties and discuss their solutions. | | | | | |
| 10. Evaluation methods | | | | | |
| Emotional goals are not evaluated through traditional tests. Rather, reliance is placed on observing the student's behavior, interviewing him, discussing him, and following up on his relationship with the educational environment, which provides a cumulative record of his representation of the emotional and value goals. | | | | | |
| 11. The teaching staff | | | | | |
| Faculty members | | | | | |
| Preparing the teaching staff | | Requirements/skills (if any) | Specialization | | Scientific rank |
| lecturer | angel | | private | general | |
| | angel | | the computer | geography | assistant teacher |

| | | | | | |
|---|--|--|--|--|--|
| Professional development | | | | | |
| Orienting new faculty members | | | | | |
| This is done by preparing a university professor capable of developing knowledge through the production of scientific research, as well as following up on intellectual developments in international universities, as well as the diversity of participation in specialized dialogue and intellectual seminars. | | | | | |
| Professional development for faculty members | | | | | |
| - Scientific communication through seminars, conferences, and joint work with competent cadres in similar specializations. - Accessing international studies in similar departments, to develop the ability to research and solve scientific problems. - Engaging in acquiring modern scientific expertise and skills in the field of modern technical communication. | | | | | |
| 12. Acceptance criterion | | | | | |
| Admission to the college follows the central distribution system followed by the Ministry of Higher Education and Scientific Research, according to the admission form to Iraqi universities and institutes, and by balancing the student's desire and the total he obtained. As for admission to the Geography Department, it is due to the balance between the student's desire and her grade in Geography in the final exam for the sixth grade in secondary school. | | | | | |

| |
|---|
| 13. The most important sources of information about the program |
| - Link to the program on the Internet, and its applications in similar universities. -Training courses held by university quality and performance departments on the program in various institutes and colleges in Iraq. Computer science |
| 14. Program development plan |
| The program plan is developed through the annual meeting held by the Ministry for the heads of geography departments, as well as the periodic meeting of the Committee of Deans of Humanities Colleges. |

| Program skills chart | | | | | | | | | | | | | | | |
|---|--------|--------|--------|--------|--------|--------|--------|-----------|--------|--------|--------|----------------------------|---------------------|--------------------|----------------|
| Learning outcomes required from the programme | | | | | | | | | | | | | | | |
| Value | | | | Skills | | | | Knowledge | | | | Essential or optional? | Course Name | Cours e Code | Year/leve l |
| C 4 | C 3 | C 2 | C 1 | B 4 | B 3 | B 2 | B 1 | A 4 | A 3 | A 2 | A 1 | | | | -2023 2024 |
| | | | | √ | | | | √ | | | | University requirements | the compute r | | |
| | | | | | | | | | | | | | | | |
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|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

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

Course description form

| |
|----------------------------|
| 1. Course name // Computer |
|----------------------------|

| | |
|---|---|
| | |
| 2. Course code // COM145 | |
| | |
| 3. Semester/year 2023-2024 | |
| | |
| 4. The date this description was prepared is 3/22-2024 | |
| | |
| 5. Available forms of attendance | |
| | |
| 6. Number of study hours (total) / Number of units (total) 60 hours / 2 units | |
| | |
| 7. Name of the course administrator (if more than one name is mentioned) | |
| Name: Prof. reem hazem shihab Email: reem.hazem90@tu.edu.iq | |
| 8. Course objectives | |
| <ul style="list-style-type: none"> • | Objectives of the study subject |
| 1- Providing the Ministry of Education with staff specialized in teaching computer science in secondary schools. | |
| 2- Enabling female students to become familiar with aspects of spatial analysis of geographical factors affecting spatial variation | |
| 3- Enhancing female students' awareness of the diverse geographical, cultural and scientific horizons in this specialization. | |
| 4- Enhancing the ability to interact with modern developments in geography through geotechnology | |
| 5- Providing graduates with the ability to deal with students by teaching geography according to the modern curriculum based on geographical technology represented by geographic information systems and remote sensing. | |
| 9. Teaching and learning strategies | |
| | Strategy: Oral and written tests, individual and group, theoretical and practical. Direct observation of the student's performance in the |

| | |
|--|---|
| | areas of dialogue, intellectual and scientific communication, and team work within the classroom and the college and university environment. Assigning female students to prepare scientific research to test their ability to think, deduce, and solve problems. |
|--|---|

10. Course structure

| Credit hours | | Name of the course or course | Course or course code | Educational level |
|--------------|-------------|------------------------------|-------------------------|-------------------|
| practical | theoretical | | | |
| 30 | 60 | the computer | | Third |
| 4 | 8 | | Computer net works | |
| 2 | 4 | | Computer generations | |
| 2 | 4 | | E- commerce | |
| 3 | 6 | | Computer features | |
| 3 | 6 | | Office program | |
| 2 | 4 | | word program | |
| 2 | 4 | | Artificial Intelligence | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

| | |
|---|---|
| 11. Course evaluation | |
| The grade is distributed as follows: 1- 2 exams in the first course (20 marks) 2- 2 exams in the second course (20 marks) 3- Reliance on class participation (5 marks) 4- Homework assignments (5 marks) 5- Exam Final of the academic year (50%) | |
| 12. Learning and teaching resources | |
| Windows system, Microsoft Office | Required textbooks (methodology, if any) |
| | Main references (sources) |
| | Recommended supporting books and references (scientific journals, reports...) |
| A link to the program on the Internet, and its applications in similar universities. | Electronic references, Internet sites |

N Academic program description form

..University name: University of Tikrit

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

...Scientific Department: Department of Geography

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

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

Academic: system yearly :

Description preparation date: ١٨/١/٢٠٢٥

File filling date: ١٨/١/٢٠٢٥

:Signature:

:Name of department head: A.M.D. . Muhammad Attia Saleh

A. Dr. Rashid Latif Ibrahim

:Date:

Date

:Check the file by

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

A.D . Imad Hamid Ahmed

1. Program Vision

The vision of the department is divided as a specialization and it is in continuous development in its curricula and techniques to prepare an aspiring generation to serve the country by studying in depth all its data

2. Program Mission

Preparing a generation to serve the country that enjoys all scientific and national, familiar with geographical curricula and study materials to qualify graduates to work in teaching and related departments and reach the desired goal in drawing successful and purposeful strategies that follow the right steps in building and advancing countries according to the perspective of sustainable development

3. Program Objectives

- 1- Providing the Ministry of Education with specialized staff in teaching geography in secondary schools.
- 2- Enabling students to familiarize themselves with the aspects of spatial analysis of geographical factors affecting spatial variation
- 3- Enhancing students' awareness of the prospects of the diverse, cultural and scientific geographical culture in this specialization.
- 4- Enhancing the ability to interact with modern developments of geography through geographical technology
- 5- Providing graduates with the ability to deal with students by teaching geography according to the modern curriculum based on geographical technology represented by geographic information systems and remote sensing

4. Program Accreditation

There isn't any

5. Other external influences

Ministry of Higher Education and Scientific Research

6. Program Structure

| Program Structure | Number of Courses | Unit of study | Percentage | Reviews |
|---------------------------------|--------------------------|----------------------|-------------------|----------------|
| Requirements of the institution | | | | |
| College Requirements | | | | |
| Department Requirements | 1 | 2 | 5% | No |
| Summer Training | | | | |
| Other | | | | |

* Notes may include whether the course is basic or optional.

7. Program Description

| Year/Level | Course or Course Code | Course Name | Credit Hours |
|-------------------|------------------------------|--------------------|---------------------|
|-------------------|------------------------------|--------------------|---------------------|

| | | | | |
|------------------|--|------------------------|--------------------|------------------|
| | | | theoretical | practical |
| 2024-2025 | | Rural geography | 60 | |

| 8. Expected Learning Outcomes of the Program | |
|---|---|
| Knowledge | |
| <p>Learning Outcomes 1</p> <p>A1- Enable the adjustment of the general rules of geography A2- Investing students' ability to know the course of spatial variation of geographical factors A3- Familiarity of students with the geographical aspects of the world for a medical mouth Spatial analysis of geographical factors A4- Know the historical development of cities in the world A5- Knowledge of the morphological development of the city A6. Ability to understand changes in urban land use</p> | <p>Learning Outcomes Statement 1</p> |
| Skills | |
| <p>Learning Outcomes 2</p> <p>B 1 - The student should be able to familiarize himself with the methods of teaching, measurement and evaluation of the scientific material. B2 - The student should be able to choose the appropriate teaching method for each scientific subject so that it is presented in</p> | <p>Learning Outcomes Statement 2</p> |

| | |
|---|--------------------------------------|
| <p>an interesting way.</p> <p>B3 - The student should be able to solve problems related to understanding the scientific material among students using the theories of educational psychology and modern teaching methods, which facilitates the study and teaching of language.</p> | |
| <p>Learning Outcomes 3</p> <p>C1- Raising the student to understand the geographical diversity in the world</p> <p>C2- Knowledge of applied aspects in the geography of cities.</p> <p>C3- Developing the student's ability to solve the problems suffered by cities</p> <p>C4- Knowledge of the most prominent applied aspects in the geography of cities and their reflection on the urban and regional environment</p> | <p>Learning Outcomes Statement 3</p> |
| <p>Values</p> | |
| <p>Learning Outcomes 4</p> <p>Emotional goals are not evaluated through traditional tests, but rather rely on observing, interviewing, discussing, and following up on the student's relationship with the educational community, which provides a cumulative record of their representation of emotional and value goals.</p> | <p>Learning Outcomes Statement 4</p> |

| | | | | | |
|--|----------------|---------|-------------------------------------|-----------------------------------|----------|
| Learning Outcomes 5 | | | Learning Outcomes Statement 5 | | |
| 1- Representing the student for the good example in those around him. 2- Forming a general category of good values. 3- Providing psychological motivation to achieve emotional goals. | | | | | |
| 9. Teaching and learning strategies | | | | | |
| Inductive (deductive) method. How to solve problems. He returned training courses and seminars to provide the student with the ability to communicate with the community, the ability to fruitful dialogue, and solve educational problems by scientific methods. Classroom interaction and exchange of views between the student and the teacher to raise learning difficulties and discuss their solutions. | | | | | |
| 10. Evaluation methods | | | | | |
| Emotional goals are not evaluated through traditional tests, but rather rely on observing, interviewing, discussing, and following up on the student's relationship with the educational community, which provides a cumulative record of their representation of emotional and value goals. | | | | | |
| 11. Faculty | | | | | |
| Faculty Members | | | | | |
| Academic Rank | Specialization | | Requirements/Skills (if applicable) | Preparation of the teaching staff | |
| | year | special | | angel | lecturer |

| | | | | | |
|-----|----------------------|--------------------|--|-------|--|
| M.D | Geography mankind | Rural geography | | angel | |
|-----|----------------------|--------------------|--|-------|--|

| | |
|--|--|
| Professional Development | |
| Mentoring new faculty members | |
| It is done through the preparation of a university professor capable of cognitive development through the production of scientific research as well as the follow-up of intellectual developments in international universities as well as the diversity of participation in dialogue and intellectual seminars specialized | |
| Professional development of faculty members | |
| <ul style="list-style-type: none"> - Scientific communication through seminars, conferences and joint work with qualified cadres in similar disciplines. - Access to international studies in similar departments, to develop the ability to research and solve scientific problems. - Engage in the acquisition of modern scientific experiences and skills in the field of modern technical communication. | |
| 12. Acceptance Criterion | |
| <p>- Admission to the college follows the central distribution system pursued by the Ministry of Higher Education and Scientific Research according to the admission form in Iraqi universities and institutes and by balancing between the student's desire and the total obtained.</p> <p>As for admission to the Department of Geography, it is to balance between the student's desire and her degree in geography in the final exam for the sixth grade in the secondary stage.</p> | |

13. The most important sources of information about the program

- Link to the program on the Internet, and its applications in similar universities.
- Training courses held by the departments of quality and university performance on the program in various institutes and colleges in Iraq.

Rural geography

Dr. Abdulrazzaq Mohammed Al-Bataihi

Dr. Adel Abdullah Khattab

1982

14. Program Development Plan

The program plan is developed through the annual meeting held by the Ministry for the heads of geographical departments, as well as the periodic meeting of the Committee of Deans of Humanities Faculties.

| Program Skills Outline | | | | | | | | | | | | | | | |
|---|-------------|-----------------|-------------------|-----------|-----|-----|-----|--------|-----|-----|-----|--------|-----|-----|-----|
| Learning outcomes required from the program | | | | | | | | | | | | | | | |
| Year/Level | Course Code | Course Name | Basic or optional | Knowledge | | | | Skills | | | | Values | | | |
| 2024-2025 | | | | A 1 | A 2 | A 3 | A 4 | B 1 | B 2 | B 3 | B 4 | C 1 | C 2 | C 3 | C 4 |
| | | Rural geography | Essential | | | | √ | | | | √ | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |

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

Course Description Form

| | |
|---|--|
| 1. Course Name Rural Geography | |
| | |
| 2. Course Code | |
| | |
| 3. Semester/Year 2023-2024 | |
| | |
| 4. Date of preparation of this description 22/3-2024 | |
| | |
| 5. Available Attendance Forms | |
| | |
| 6. Number of credit hours (total) / number of units (total) 60 hours / 2 units | |
| | |
| 7. Course administrator's name (if more than one name is mentioned) | |
| Name: Eng. Esraa Hatem Amin Email / https://forms.gle/rrgcy8qKkmMBihtx6 | |
| 8. Course Objectives | |
| Course Objectives | |
| 1- Preparing teachers with competence capable of performing teaching tasks in schools | |

| |
|--|
| 2- Enable students to acquire, understand and know all geographical concepts |
| 3- Enabling students to acquire and understand the geography of the countryside |
| 4- Enabling the geographical specialist to sign natural and human geographical phenomena and determine their location on the surface of the earth with high accuracy |
| 5- Enable students to understand and acquire human geography and interact with natural factors |

9. Teaching and learning strategies

Strategy

Oral and written tests, individual and group, theoretical and practical.

Direct observation of the student's performance in the areas of dialogue, intellectual and scientific communication, and teamwork within the classroom and the college and university environment.

Assigning students to prepare scientific research to test their ability to think, conclude and solve problems.

10. Course Structure

| Grades | Course or Course Code | Course Name | Credit Hours | |
|--------|-----------------------|-------------|--------------|-----------|
| | | | theoretical | practical |
| The | | Rural | 90 | - |

| | | | | |
|--------|--|-----------|----|--|
| second | | geography | | |
| | The concept of rural geography, its fields and relations | | 12 | |
| | The concept of the term rural | | 6 | |
| | The emergence of interest in the countryside and its motives | | 6 | |
| | The importance of rural planning in rural geography | | 9 | |
| | The relationship of rural geography with the branches of natural geography | | 9 | |
| | Research areas in rural geography | | 6 | |
| | Components of rural phenomena | | 6 | |
| | The nature of the population structure in the agricultural sector | | 6 | |
| | Patterns of rural settlement | | 6 | |

| | | | | |
|--|-------------------------------------|--|---|--|
| | Rural and urban population change | | 9 | |
| | Development and demographics | | 6 | |
| | Rural development and modernization | | 9 | |

11. Course Evaluation

The degree is distributed through the following

- 1- Exam number 2 in the first Korean (20 degrees)
- 2- Exam number 2 second course (20 degrees)
- 3- Relying on classroom participation (5 degrees)
- 4- Homework (5 marks)
- 5- The final exam for the academic year (50%)

12. Learning and Teaching Resources

| | |
|---|--|
| Required textbooks (methodology, if any) | Geotechnologies |
| Key references (sources) | Abdul razzaq Muhammad Albatyhi |
| Recommended books and references (scientific journals, reports...) | Dr. Adel Abdullah Khattab |
| Electronic References, Websites | https://ar.wikipedia.org/wiki/ |

N Academic program description form

..University name: University of Tikrit

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

...Scientific Department: Department of Geography

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

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

Academic: systemyearly :

Description preparation date: ١٨/١/٢٠٢٥

File filling date: ١٨/١/٢٠٢٥

:Signature:

:Name of department head: A.M.D. . Muhammad Attia Saleh

A. Dr. Rashid Latif Ibrahim

:Date:

Date

:Check the file by

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

A.D . Imad Hamid Ahmed

Academic program description form

Reviewing the performance of higher education institutions ((academic program review))

Description of the academic program

1. Educational Institution, Tikrit University / College of Education for Human Sciences
2. University Department/Center, Department of History
3. Name of the academic program Description of the academic program for Islamic History / Geography Department / Second Stage / for morning and evening study
4. Name of the final degree: Bachelor of Geography
5. The academic system is semester
6. Date of preparation of the description: 9/12/2025

Instructor's name and email: Faris Arak Abed - faris.a.abed@tu.edu.iq

7. Objectives of the academic program

- 1- Introducing bachelor's students in Islamic history.
- 2- Increasing students' knowledge of what Islamic history has to offer.
- 3- Developing the skills of bachelor's students to serve this science, especially Islamic history, and then analyzing them scientifically on the basis of what was stated in the main historical sources that dealt with the various periods that Islamic history passed through.
- 4- Preparing the history student with exemplary preparation through which he will be able to perceive and understand Islamic history.
- 5- Providing the student with the skills that make him able to understand historical periods and preparing him carefully professionally in this academic scientific field.

| Lecture | Date | Subject |
|---------|-----------|--|
| 1 | 29/9/2024 | Introducing students to Islamic history, which helps them learn about the Prophet's biography, and then introducing the lineage of the Prophet, may God bless him and grant him peace, his family, the digging of the Zamzam Well, and the Battle of the Elephant. |

| | | |
|---|------------|--|
| 2 | 6/10/2024 | The birth of the Messenger, may God bless him and grant him peace, and the introduction of the Messenger's wet nurses, may God bless him and grant him peace. Then the death of his father, Abdullah bin Abdul Muttalib. |
| 3 | 13/10/2024 | The Fijar War, the Hilf al-Fudul, and the life of toil in Medina. |
| 4 | 20/10/2024 | Addressing the subject of the Prophet's life before prophethood and the Prophet's marriage, may God bless him and grant him peace, to Lady Khadija bint Khuwaylid. |

| | | |
|----|------------|---|
| 5 | 27/10/2024 | The construction of the Kaaba, the arbitration issue, the misguidance of prophecy, and seclusion in the Cave of Hira. |
| 6 | 3/11/2024 | Gabriel descending with the revelation to the Messenger, may God bless him and grant him peace. Then the revelation stops and returns again. |
| 7 | 10/11/2024 | First month exam of the first semester on the topics studied during the previous lectures. |
| 8 | 17/11/2024 | Spreading the Islamic call secretly and the methods of the Quraish to confront the Islamic call. |
| 9 | 24/11/2024 | The first and second migration to Abyssinia and the escape from the methods of the Quraish against the Islamic call. |
| 10 | 1/12/2024 | The year of sadness, the death of Abu Talib, the death of Lady Khadija bint Khuwaylid, and the accumulation of sorrows. |
| 11 | 15/12/2024 | The first pledge of Aqaba, the second pledge of Aqaba, and the emphasis on the seriousness of the pledge. |
| 12 | 22/12/2024 | Migration from Mecca to Medina and passing through the tent of Umm Ma'bad Al-Khuza'iyah. |
| 13 | 2024/12/29 | The second month exam of the first semester on the topics studied during the previous lectures. |
| 14 | 2025/1/5 | Spring break for two weeks. |
| 15 | 19/1/2025 | The first stage and the current situation in Medina at the time of the migration, and then the most important actions carried out by the Messenger, may God bless him and grant him peace, in Medina. |

| | | |
|----|-----------|---|
| 16 | 26/1/2025 | The raids and expeditions (the Battle of Badr, the Battle of Uhud, the mistake of the archers, the rumor of the killing of the Messenger, may God bless him and grant him peace, and its effect on the battle). |
| 17 | 2025/2/2 | The Battle of the Trench, the Treaty of Hudaibiyyah, and the Battle of Khaybar. |
| 18 | 2025/2/9 | The Umrah of Qada, the Battle of Mu'tah, the Battle of Conquest, and the Battle of Hunayn. |
| 19 | 2025/2/16 | The Battle of Tabuk, the Farewell Pilgrimage, and the death of the Messenger, may God bless him and grant him peace, in the year 11 AH. |
| 20 | 2025/2/23 | The first month exam of the second semester on the topics studied during the previous lectures. |
| 21 | 2025/3/2 | The era of the Rightly Guided Caliphs from 11-40 AH. (Abu Bakr Al-Siddiq, may God be pleased with him) from (11-13) AH. |
| 22 | 2025/3/9 | Omar bin Al-Khattab, may God be pleased with him, from (13-23) AH. Othman bin Affan, may God be pleased with him, from (23-35) AH. |
| 23 | 2025/3/16 | Ali bin Abi Talib, may God be pleased with him, from (35-40) AH. The rise of the Umayyad state from (41-132) AH and its founder Muawiyah bin Abi Sufyan. |
| 24 | 2025/3/23 | The relationship with the Byzantine Empire and the conquests during the reign of Muawiyah bin Abi Sufyan. |
| 25 | 2025/3/30 | The Caliphate of Yazid bin Muawiyah, the revolution of Hussein bin Ali, may God be pleased with him, and the revolution of Abdullah bin Al-Zubayr. |
| 26 | 2025/4/6 | The Battle of Al-Harrah, the Battle of Marj Rahit, the conflict with Ibn Al-Zubayr, and the death of Marwan Ibn Al-Hakam. |
| 27 | 2025/4/13 | The East and West Front, the Byzantine State Front, and the Administration in the Umayyad Era. |
| 28 | 2025/4/20 | Diwans in the Umayyad era and the urban movement in the Umayyad era (achievements). |
| 29 | 2025/4/27 | The reasons that led to the fall of the Umayyad state in 132 AH and the rise of the Abbasid state. |
| 30 | 2025/5/1 | Second month exam of the second semester. On the topics studied during the previous lectures. |

N Academic program description form

..University name: University of Tikrit

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

...Scientific Department: Department of Geography

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

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

Academic: system yearly :

Description preparation date: ١٨/١/٢٠٢٥

File filling date: ١٨/١/٢٠٢٥

:Signature:

:Name of department head: A.M.D. . Muhammad Attia Saleh

A. Dr. Rashid 'Latif Ibrahim

:Date:

Date

:Check the file by

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

A.D . Imad Hamid Ahmed

1. Program vision

The department's vision is divided as it is a specialty, and it is constantly evolving in its curricula and techniques to prepare an aspiring generation to serve the nation through in-depth study of all its data.

2. Program message

Preparing a generation to serve the nation that has all the scientific and patriotic skills, is familiar with geographical curricula and academic subjects to qualify graduates to work in teaching and related departments and reach the desired goal of drawing successful and purposeful strategies that follow the correct steps in building and progressing countries according to the perspective of sustainable development.

3. Program objectives

1- Providing the Ministry of Education with staff specialized in teaching geography in secondary schools.

2- Enabling students to become familiar with the geography of the Arab world.

3 Educating students about the importance of the resources of the Arab world as they are the main engine of the world

4- Enhancing the ability to interact with modern developments in the Arab world and their distribution locations in the world.

4. Programmatic accreditation

nothing

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 | 1 | Department requirements |
| | | | | summer training |
| | | | | Other |

.Notes can 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 | | | |
| 0 | 60 | Applid geomorphology | | 2025-2024 |

| 8. Expected learning outcomes of the program | |
|--|--|
| Knowledge | |
| Statement of learning outcomes 1 | A1- Being able to control the general rules of climate geography |
| Skills | |
| Statement of learning outcomes 2 | A2- Investing in students' ability to understand the course of spatial and temporal variation of climate factors and changes |
| Statement of learning outcomes 3 | A3- Familiarize students with the natural geographical aspects of detailed climate analysis |
| Value | |
| Statement of learning outcomes 4 | A4- Knowledge of the historical development of climatic conditions |
| Statement of learning outcomes 5 | A5- The ability to understand climate changes and their impact on the nature of current climate conditions |
| 9. Teaching and learning strategies | |

| | | | | | |
|---|-------|------------------------------|-------------------|-----------|-------------------|
| B1 - That the student is able to become familiar with the methods of teaching, measuring and evaluating the scientific subject. | | | | | |
| B2 - The student should be able to choose the appropriate teaching method for each scientific subject so that it is presented in an interesting way. | | | | | |
| B3 - That the student is able to solve problems related to students' understanding of the scientific subject by using theories of educational psychology and modern teaching methods, which facilitates the study and teaching of the language. | | | | | |
| 10. Evaluation methods | | | | | |
| Students are evaluated by observing the student's behavior in the classroom and conducting an interview. | | | | | |
| 11. The teaching staff | | | | | |
| Faculty members | | | | | |
| Preparing the teaching staff | | Requirements/skills (if any) | Specialization | | Scientific rank |
| lecturer | angel | | private | general | |
| | angel | | Natural geography | geography | assistant teacher |

| |
|---|
| Professional development |
| Orienting new faculty members |
| This is done through the production of scientific research, as well as supervising the research of fourth-stage students, and following up or participating in seminars held by continuing education, as well as specialized dialogue and intellectual seminars. |
| Professional development for faculty members |
| - Scientific communication through seminars, conferences, and joint work with competent cadres in similar specializations. - Accessing international studies in similar departments, to develop the ability to research and solve scientific problems. - Engaging in acquiring modern scientific expertise and skills in the field of modern technical communication. - Participation among the teaching staff by holding joint workshops and seminars in all specializations |
| 12. Acceptance criterion |
| Admission to the college follows the central distribution system followed by the Ministry of Higher Education and Scientific Research, according to the admission form to Iraqi universities and institutes, and by balancing the student's desire and the total he obtained. As for admission to the Geography Department, it is due to the balance between the student's desire and her grade in Geography in the final exam for the sixth grade in secondary school. |
| 13. The most important sources of information about the program |
| - Link to the program on the Internet, and its applications in similar universities. -Training courses held by university quality and performance departments on the program in various institutes and colleges in Iraq. - Modern research related to oil and energy |

14. Program development plan

The program plan is developed through the annual meeting held by the Ministry for the heads of geography departments, as well as the periodic meeting of the Committee of Deans of Humanities Colleges.

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

| Program skills chart | | | | | | | | | | | | | | | |
|---|-----|-----|-----|--------|-----|-----|-----|-----------|-----|-----|-----|-------------------------|----------------------|--------------|-------------|
| Learning outcomes required from the programme | | | | | | | | | | | | | | | |
| Value | | | | Skills | | | | Knowledge | | | | Essential or optional ? | Course Name | Cours e Code | Year/leve l |
| C 4 | C 3 | C 2 | C 1 | B 4 | B 3 | B 2 | B 1 | A 4 | A 3 | A 2 | A 1 | | | | -2024 2025 |
| | | √ | | √ | | | | √ | | | | Basic | Applid geomorphology | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
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| | | | | | | | | | | | | | | | |

الصفحة

Course description form

| | |
|---|---------------------------------|
| 1. Course name: Geography of the Arab World | |
| | |
| 2. Course code | |
| | |
| 3. Semester/year 2023-2024 | |
| | |
| 4. The date this description was prepared is 3/2-2025 | |
| | |
| 5. Available forms of attendance | |
| | |
| 6. Number of study hours (total) / Number of units (total) 60 hours / 2 units | |
| | |
| 7. Name of the course administrator (if more than one name is mentioned) | |
| Name: M.D Ibrehim.f.hessen Email: ibrehim.f.hessen @tu.edu.iq | |
| 8. Course objectives | |
| <ul style="list-style-type: none"> • | Objectives of the study subject |
| 1- Providing the Ministry of Education with staff specialized in teaching geography in secondary schools. | |
| 2- Enabling the student to become familiar with aspects of spatial analysis of geographical factors affecting spatial variation | |
| 3- Enhancing students' awareness of the diverse geographical, cultural and scientific horizons in this specialization. | |
| 4- Enhancing the ability to interact with modern developments in geography through geotechnology | |
| 5- Providing graduates with the ability to deal with students by teaching geography according to the modern curriculum based on geographical technology represented by geographic information systems and remote sensing. | |
| 9. Teaching and learning strategies | |

| | |
|--|---|
| | Strategy: Daily, oral and written tests, individual and group, theory. Direct observation of the student's performance in the areas of dialogue, intellectual and scientific communication, and team work within the classroom and the college and university environment. Assigning female students to prepare scientific research to test their ability to think, deduce, and solve problems. |
|--|---|

10. Course structure

| Credit hours | | Name of the course or course | Course or course code | Educational level |
|--------------|-------------|---|-----------------------|-------------------|
| practical | theoretical | | | |
| - | 9 | The concept of applied geomorphology | | Third |
| - | 6 | Rock cycle in nature | | |
| - | 6 | Surface and subsurface formations | | |
| - | 12 | Erosion and weathering | | |
| | 9 | Morphometric measurements of river basins | | |
| | 9 | River basin | | |
| | 6 | River valley | | |
| | 3 | Regressions and their forms | | |
| | | | | |
| | | | | |

| | | | | |
|--|--|--|--|--|
| | | | | |
| | | | | |
| | | | | |

| | |
|---|---|
| 11. Course evaluation | |
| The grade is distributed as follows: 1- 2 exams in the first course (15 marks) 2- 2 exams in the second course (15 marks) 3- Reliance on preparing reports (5 marks) in each course 4- Homework assignments (5 marks) in Each course 5 - Final exam for the academic year (50%) | |
| 12. Learning and teaching resources | |
| Microclimate , Ali Hussein Musa | Required textbooks (methodology, if any) |
| Microclimate , Ali Hussein Musa | Main references (sources) |
| Microclimate , Ali Hussein Musa | Recommended supporting books and references (scientific journals, reports...) |
| A link to the program on the Internet, and its applications in similar universities. | Electronic references, Internet sites |

N Academic program description form

..University name: University of Tikrit

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

...Scientific Department: Department of Geography

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

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

Academic: system yearly :

Description preparation date: ١٨/١/٢٠٢٥

File filling date: ١٨/١/٢٠٢٥

:Signature:

:Name of department head: A.M.D. . Muhammad Attia Saleh

A. Dr. Rashid Latif Ibrahim

:Date:

Date

:Check the file by

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

A.D . Imad Hamid Ahmed

1. Program Vision

The vision of the department is divided as a specialization and it is in continuous development in its curricula and techniques to prepare an aspiring generation to serve the country by studying in depth all its data

2. Program Mission

Preparing a generation to serve the country with an academic vision that is constrained in building the state and for all fields, in addition to providing educational institutions with graduates of geography departments, curricula and study materials, and working to achieve successful and purposeful strategies that follow the right steps in building and advancing countries according to the perspective of geography.

3. Program Objectives

- 1- Providing the Ministry of Education with specialized staff in teaching geography in secondary schools.
- 2- Enabling students to familiarize themselves with the aspects of spatial analysis of geographical factors affecting spatial and temporal variation.
- 3- Enhancing students' awareness of the prospects of the diverse, cultural and scientific geographical culture in this specialization.
- 4- Enhancing the ability to interact with modern developments of geography through geographical technology towards state-building.
- 5- Providing graduates with the ability to deal with students by teaching geography according to the modern curriculum based on geographical technology represented by geographic information systems and remote sensing.
- Developing students' ability to familiarize themselves with geographical maps and their problems and how to address them to come out with the representation of geographical reality.

4. Program Accreditation

There isn't any

5. Other external influences

Ministry of Higher Education and Scientific Research

6. Program Structure

| Program Structure | Number of Courses | Unit of study | Percentage | Reviews |
|---------------------------------|-------------------|---------------|------------|---------|
| Requirements of the institution | | | | |
| College Requirements | | | | |
| Department Requirements | 1 | 2 | 5% | None |
| Summer Training | | | | |
| Other | | | | |

* Notes may include whether the course is basic or optional.

7. Program Description

| Year/Level | Course or Course Code | Course Name | Credit Hours | |
|------------|-----------------------|---------------|--------------|-----------|
| | | | theoretical | practical |
| 2024-2025 | | Thematic maps | 60 | 0 |

8. Expected Learning Outcomes of the Program

| Knowledge | |
|--|--------------------------------------|
| Learning Outcomes 1 – Cognitive objectives: A1– Developing students' skills in terms of cartography and how to read and interpret the map. C2– Enhancing students' abilities to analyze the content of the map. C3– Students should learn how to solve the problems facing the geographer in designing and directing the map. | Learning Outcomes Statement 1 |
| Skills | |
| Learning Outcomes 2 B1 – Enable students to familiarize themselves with the cartographic skills and the foundations on which the map is built. B 2 – Trying to link the vocabulary of the subject to the reality of students. B3– Qualifying students to be researchers in the field of cartography. | Learning Outcomes Statement 2 |
| Learning Outcomes 3 C1– The ability to give students as many examples on the subject as possible. C2– Developing students' skills and developing them through the development of sensory and cognitive observation, analysis | Learning Outcomes Statement 3 |

| | |
|--|--------------------------------------|
| and interpretation of geographical phenomena. | |
| C3– Putting forward new and exciting ideas that meet the subject of the study. | |
| Values | |
| Learning Outcomes 4 Emotional goals are not evaluated through traditional tests, but rather rely on observing, interviewing, discussing, and following up on the student's relationship with the educational community, which provides a cumulative record of their representation of emotional and value goals. | Learning Outcomes Statement 4 |
| Learning Outcomes 5 1– Representing the student for the good example in those around him. 2– Forming a general category of good values. 3– Providing psychological motivation to achieve emotional goals. | Learning Outcomes Statement 5 |
| 9. Teaching and learning strategies | |
| Inductive (deductive) method. How to solve problems. He returned training courses and seminars to provide the student with the | |

ability to communicate with the community, the ability to fruitful dialogue, and solve educational problems by scientific methods.

Classroom interaction and exchange of views between the student and the teacher to raise learning difficulties and discuss their solutions.

10. Evaluation methods

Emotional goals are not evaluated through traditional tests, but rather rely on observing, interviewing, discussing, and following up on the student's relationship with the educational community, which provides a cumulative record of their representation of emotional and value goals.

11. Faculty

Faculty Members

| Academic Rank | Specialization | | Requirements/Skills (if applicable) | Preparation of the teaching staff | |
|---------------|----------------|----------------------|-------------------------------------|-----------------------------------|----------|
| | year | special | | angel | lecturer |
| teacher | Geography | Thematic maps | | angel | |

Professional Development

Mentoring new faculty members

It is done through the preparation of a university professor capable of cognitive development through the production of scientific research as well as follow-up intellectual developments in international universities, as well as the diversity of

participation in dialogue and intellectual seminars specialized

Professional development of faculty members

- Scientific communication through seminars, conferences and joint work with qualified cadres in similar disciplines.
- Access to international studies in similar departments, to develop the ability to research and solve scientific problems.
- Engage in the acquisition of modern scientific experiences and skills in the field of modern technical communication.

12. Acceptance Criterion

- Admission to the college follows the central distribution system pursued by the Ministry of Higher Education and Scientific Research according to the admission form in Iraqi universities and institutes and by balancing between the student's desire and the total obtained.

As for admission to the Department of Geography, it is to balance between the student's desire and her degree in geography in the final exam for the sixth grade in the secondary stage.

13. The most important sources of information about the program

- Link to the program on the Internet, and its applications in similar universities.
 - Training courses held by the departments of quality and university performance on the program in various institutes and colleges in Iraq.
- Thematic Maps - Dr. Falah Shaker Aswad

14. Program Development Plan

The program plan is developed through the annual meeting held by the Ministry for the heads of geographical departments, as well as the periodic meeting of the Committee of Deans of Humanitarian Colleges.

| Program Skills Outline | | | | | | |
|---|--------|--------|----------|-----------|--------|--------|
| Learning outcomes required from the program | | | | | | |
| Year/Level | Course | Course | Basic or | Knowledge | Skills | Values |

| | Code | Name | optional | | | | | | | | | | | | |
|-----------|------|-------------|-----------|----|----|----|----|----|----|----|----|----|----|----|----|
| 2024-2025 | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 |
| | | Maps | Essential | | | | √ | | | | √ | | | | √ |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |

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

Course Description Form

| |
|--|
| 1. Course Name Maps |
| |
| 2. Course Code |
| |
| 3. Semester/Year 2024-2025 |
| |
| 4. Date of preparation of this description 6/2-2025 |

| | |
|--|--|
| | |
| 5. Available Attendance Forms | |
| | |
| 6. Number of credit hours (total) / number of units (total) 60 hours / 2 units | |
| | |
| 7. Course administrator's name (if more than one name is mentioned) | |
| Name: Dr. Muhannad Faleh Kazar Shannon Email: mohanad.falih@tu.edu.iq | |
| 8. Course Objectives | |
| Course Objectives | |
| 1- Providing the Ministry of Education with specialized staff in teaching geography in secondary schools. | |
| 2- Enabling students to familiarize themselves with the aspects of spatial analysis of geographical factors affecting spatial variation | |
| 3- Enhancing students' awareness of the prospects of the diverse, cultural and scientific geographical culture in this specialization. | |
| 4- Enhancing the ability to interact with modern developments of geography through geographical technology | |
| 5- Providing graduates with the ability to deal with students by teaching geography according to the modern curriculum based on geographical technology represented by geographic information systems and remote sensing | |
| 9. Teaching and learning strategies | |

| |
|---|
| <p>Strategy</p> <p>Oral and written tests, individual and group, theoretical and practical.</p> <p>Direct observation of the student's performance in the areas of dialogue, intellectual and scientific communication, and teamwork within the classroom and the college and university environment.</p> <p>Assigning students to prepare scientific research to test their ability to think, conclude and solve problems.</p> |
|---|

10. Course Structure

| Grades | Course or Course Code | Course Name | Credit Hours | |
|-----------|-----------------------|---------------|--------------|-----------|
| | | | theoretical | practical |
| The first | | Thematic maps | 90 | - |
| | Geological maps | | 12 | - |
| | Geomorphological maps | | 6 | - |
| | Weather maps | | 6 | - |
| | Climate maps | | 9 | |
| | Population maps | | 9 | |
| | City maps | | 6 | |

| | | | | |
|--|----------------------|--|---|--|
| | Agriculture maps | | 6 | |
| | Topographic maps | | 6 | |
| | Distribution maps | | 6 | |
| | Basic design maps | | 9 | |
| | Industry maps | | 6 | |
| | Water resources maps | | 9 | |

11. Course Evaluation

The grade is distributed through the following

- 1- Exam number 2 in the first course (20 degrees)
- 2- Exam number 2 second course (20 degrees)
- 3- Relying on classroom participation (5 degrees)
- 4- Homework (5 marks)
- 5- The final exam for the academic year (50%)

12. Learning and Teaching Resources

| | |
|---|---|
| Required textbooks (methodology, if any) | Thematic maps – Dr. Falah Shaker, black |
| Key references (sources) | Muhammad Satiha, Maps of Geographic Distributions, A Study of Cartographic Representation Methods |
| Recommended books and references | Ahmed Al-Sharaie, geographical |

| | |
|--|--|
| (scientific journals, reports...) | maps, reading and interpretation. |
| Electronic References, Websites | A link to the program on the Internet, and its applications in similar universities. |

N Academic program description form

..University name: University of Tikrit

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

...Scientific Department: Department of Geography

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

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

Academic: system yearly :

Description preparation date: ١٨/١/٢٠٢٥

File filling date: ١٨/١/٢٠٢٥

:Signature:

:Name of department head: A.M.D. . Muhammad Attia Saleh

A. Dr. Rashid Latif Ibrahim

:Date:

Date

:Check the file by

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

A.D . Imad Hamid Ahmed

1. Program Vision

The vision of the department is divided as a specialization and it is in continuous development in its curricula and techniques to prepare an aspiring generation to serve the country by studying in depth all its data

2. Program Mission

Preparing a generation to serve the country that enjoys all scientific and national, familiar with geographical curricula and study materials to qualify graduates to work in teaching and related departments and reach the desired goal in drawing successful and purposeful strategies that follow the right steps in building and advancing countries according to the perspective of sustainable development

3. Program Objectives

- 1- Providing the Ministry of Education with specialized staff in teaching geography in secondary schools.
- 2- Enabling students to familiarize themselves with the aspects of spatial analysis of geographical factors affecting spatial variation
- 3- Enhancing students' awareness of the prospects of the diverse, cultural and scientific geographical culture in this specialization.
- 4- Enhancing the ability to interact with modern developments of geography through geographical technology
- 5- Providing graduates with the ability to deal with students by teaching geography according to the modern curriculum based on geographical technology represented by geographic information systems and remote sensing

4. Program Accreditation

There isn't any

| |
|--|
| 5. Other external influences |
| Ministry of Higher Education and Scientific Research |

| 6. Program Structure | | | | |
|---------------------------------|--------------------------|----------------------|-------------------|----------------|
| Program Structure | Number of Courses | Unit of study | Percentage | Reviews |
| Requirements of the institution | | | | |
| College Requirements | | | | |
| Department Requirements | 1 | 2 | 5% | No |
| Summer Training | | | | |
| Other | | | | |

* Notes may include whether the course is basic or optional.

| 7. Program Description | | | |
|-------------------------------|------------------------------|--------------------|---------------------|
| Year/Level | Course or Course Code | Course Name | Credit Hours |

| | | | | |
|------------------|--|------------------------|--------------------|------------------|
| | | | theoretical | practical |
| 2023-2024 | | Geotechnologies | 35 | 25 |

| 8. Expected Learning Outcomes of the Program | |
|---|---|
| Knowledge | |
| <p>Learning Outcomes 1</p> <p>A1- Enable the adjustment of the general rules of geography</p> <p>A2- Investing students' ability to know the course of spatial variation of geographical factors</p> <p>A3- Familiarize students with the geographical aspects of the world to understand medical spatial analysis of geographical factors using techniques</p> <p>A4- Knowledge of the development in the field of remote sensing and a course in data acquisition</p> <p>A5- Knowledge of the development of geographical programs, especially GIS and geographic information systems</p> <p>A6- The ability to study the phenomenon remotely using satellite visuals of geographical phenomena</p> | <p>Learning Outcomes Statement</p> <p>1</p> |
| Skills | |
| <p>Learning Outcomes 2</p> <p>B 1 - The student should be able to familiarize himself with the methods of teaching, measurement and evaluation of the scientific material.</p> <p>B2 - The student should be able to choose the</p> | <p>Learning Outcomes Statement</p> <p>2</p> |

| | |
|--|---|
| <p>appropriate teaching method for each scientific subject so that it is presented in an interesting way.</p> <p>B3 - The student should be able to solve problems related to understanding the scientific material among students using the theories of educational psychology and modern teaching methods, which facilitates the study and teaching of language.</p> | |
| <p>Learning Outcomes 3</p> <p>C1- Raising the student to understand the geographical diversity in the world C2- Knowledge of applied work in techniques. C3- Developing the student's ability to keep pace with developments in the field of space science and satellites C4- Knowing the role of the computer in developing geographical work in the production of maps with the least effort, costs and time</p> | <p>Learning Outcomes Statement</p> <p>3</p> |
| <p>Values</p> | |
| <p>Learning Outcomes 4</p> <p>Emotional goals are not evaluated through traditional tests, but rather rely on observing, interviewing, discussing, and following up on the student's relationship with the educational community, which provides a cumulative record of their representation of emotional and value goals.</p> | <p>Learning Outcomes Statement</p> <p>4</p> |

| | |
|---|-----------------------------|
| Learning Outcomes 5 | Learning Outcomes Statement |
| 1- Representing the student for the good example in those around him. 2- Forming a general category of good values. 3- Providing psychological motivation to achieve emotional goals. | 5 |

9. Teaching and learning strategies

Inductive (deductive) method.
How to solve problems.
He returned training courses and seminars to provide the student with the ability to communicate with the community, the ability to fruitful dialogue, and solve educational problems by scientific methods.
Classroom interaction and exchange of views between the student and the teacher to raise learning difficulties and discuss their solutions.

10. Evaluation methods

Emotional goals are not evaluated through traditional tests, but rather rely on observing, interviewing, discussing, and following up on the student's relationship with the educational community, which provides a cumulative record of their representation of emotional and value goals.

11. Faculty

Faculty Members

| Academic Rank | Specialization | | Requirements/Skills (if applicable) | Preparation of the teaching staff | |
|---------------|----------------|-----------|-------------------------------------|-----------------------------------|----------|
| | year | special | | angel | lecturer |
| M.M | Geography | Geography | | angel | |

| | | | | | |
|--|---------------|-------------------------|--|--|--|
| | Natural/Human | Techniques Geography | | | |
|--|---------------|-------------------------|--|--|--|

| | |
|--|--|
| Professional Development | |
| Mentoring new faculty members | |
| It is done through the preparation of a university professor capable of cognitive development through the production of scientific research as well as the follow-up of intellectual developments in international universities as well as the diversity of participation in dialogue and intellectual seminars specialized | |
| Professional development of faculty members | |
| <ul style="list-style-type: none"> - Scientific communication through seminars, conferences and joint work with qualified cadres in similar disciplines. - Access to international studies in similar departments, to develop the ability to research and solve scientific problems. - Engage in the acquisition of modern scientific experiences and skills in the field of modern technical communication. | |
| 12. Acceptance Criterion | |
| <p>- Admission to the college follows the central distribution system pursued by the Ministry of Higher Education and Scientific Research according to the admission form in Iraqi universities and institutes and by balancing between the student's desire and the total obtained.</p> <p>As for admission to the Department of Geography, it is to balance between the student's desire and her degree in geography in the final exam for the sixth grade in the secondary stage.</p> | |

13. The most important sources of information about the program

- Link to the program on the Internet, and its applications in similar universities.
- Training courses held by the departments of quality and university performance on the program in various institutes and colleges in Iraq.

Geographic Techniques / Remote Sensing and Visual Interpreting / Thomas M. Lilsand - Ralph W. Kiefer

Geographic Information Systems (GIS) foundations and applications. Doctor Ali Abdul abbas Alazzawi

Remote sensing applications in GIS program. Khamis Fakher Baroud 2019

14. Program Development Plan

The program plan is developed through the annual meeting held by the Ministry for the heads of geographical departments, as well as the periodic meeting of the Committee of Deans of Humanities Faculties.

| Program Skills Outline | | | | | | | | | | | | | | | |
|---|------------------------|------------------------------------|-----------------------------|-----------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| Learning outcomes required from the program | | | | | | | | | | | | | | | |
| Year/L evel | Cour se Cod e | Course Name | Basic or option al | Knowledge | | | | Skills | | | | Values | | | |
| 2024- 2025 | | | | A 1 | A 2 | A 3 | A 4 | B 1 | B 2 | B 3 | B 4 | C 1 | C 2 | C 3 | C 4 |
| | | Geograp hical techniqu es | Essen tial | | √ | | | | √ | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |

| | | | |
|---|-----------------------|-------------|--------------|
| 2- Graduating a cadre capable of absorbing geography with its new curricula and concepts | | | |
| 3- Keeping abreast of technical and scientific developments in all geographical disciplines | | | |
| 4- Enabling the geographical specialist to sign natural and human geographical phenomena and determine their location on the surface of the earth with high accuracy | | | |
| 5- Enabling the student to deal with a huge amount of information collected, stored and taken out in record time and at low cost | | | |
| 9. Teaching and learning strategies | | | |
| <p>Strategy</p> <p>Oral and written tests, individual and group, theoretical and practical.</p> <p>Direct observation of the student's performance in the areas of dialogue, intellectual and scientific communication, and teamwork within the classroom and the college and university environment.</p> <p>Assigning students to prepare scientific research to test their ability to think, conclude and solve problems.</p> | | | |
| 10. Course Structure | | | |
| Grades | Course or Course Code | Course Name | Credit Hours |

| | | | theoretical | practical |
|------------|--|-----------------|-------------|-----------|
| The second | | Geotechnologies | 90 | - |
| | Introduction to Geographical Techniques | | 6 | 6 |
| | Remote sensing | | 4 | 2 |
| | Geographic Information Systems | | 4 | 2 |
| | GIS Components | | 5 | 4 |
| | Spatial Data in GIS | | 5 | 4 |
| | Metadata in GIS | | 3 | 3 |
| | Time Data | | 3 | 3 |
| | Databases in GIS | | 4 | 2 |
| | Data Types in GIS | | 3 | 3 |
| | Database Structure and Installation in GIS | | 5 | 4 |
| | Working with Table window | | 3 | 3 |
| | Working with the layout window | | 5 | 4 |

11. Course Evaluation

The degree is distributed through the following

| | |
|---|--|
| 1- Exam number 2 in the first Korean (20 degrees) 2- Exam number 2 second course (20 degrees) 3- Relying on classroom participation (5 degrees) 4- Homework (5 marks) 5- The final exam for the academic year (50%) | |
| 12. Learning and Teaching Resources | |
| Required textbooks (methodology, if any) | Geotechnologies Remote sensing and interpretation of visuals / Thomas. M. Lisand-Ralph. Kiefer / 1994 |
| Key references (sources) | Geographic Information Systems (GIS) foundations and applications. Doctor Ali Abdul abbas Alazzawi |
| Recommended books and references (scientific journals, reports...) | Remote sensing applications in GIS program. Khamis Fagher Baroud 2019 |
| Electronic References, Websites | https://www.esri.com/ar-sa/what-is-gis/overview |

N Academic program description form

..University name: University of Tikrit

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

...Scientific Department: Department of Geography

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

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

Academic: system yearly :

Description preparation date: ١٨/١/٢٠٢٥

File filling date: ١٨/١/٢٠٢٥

:Signature:

:Name of department head: A.M.D. . Muhammad Attia Saleh

A. Dr. Rashid Latif Ibrahim

:Date:

Date

:Check the file by

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

A.D . Imad Hamid Ahmed

1. Program Vision

The vision of the department is divided as a specialization that is constantly developing in its curricula and techniques to prepare a generation looking forward to serving the nation by deeply studying all its data.

2. Program message

Preparing a generation to serve the nation, enjoying all scientific and national qualities, familiar with geographical curricula and academic subjects to qualify graduates to work in teaching and related departments and to achieve the desired goal of drawing up successful and purposeful strategies that proceed on the right path in building and advancing countries according to the perspective of sustainable development.

3. Program objectives

- 1- Providing the Ministry of Education with specialized staff to teach the subject of geography and natural resources in secondary schools.**
- 2- Enabling students to become familiar with the aspects of the factors and natural phenomena affecting the Earth's surface.**
- 3- Students' awareness of the detailed, cultural and scientific study prospects in this specialization.**
- 4- Developing a complete vision for the student about the most important types of natural resources and how to sustain them, and studying the finding of alternative sources for fossil fuels represented by renewable energy sources and studying their different types.**
- 5- Graduates acquire the ability to deal with students by teaching geography using modern technologies such as geographic information systems and remote sensing.**

| 4. Program accreditation |
|--------------------------|
| nothing |

| 5. Other external influences |
|--|
| Ministry of Higher Education and Scientific Research |

| 6. Program Structure | | | | |
|----------------------|------------|------------|-------------------|----------------------------|
| comments | percentage | Study unit | Number of courses | Program Structure |
| | | | | Institutional Requirements |
| | | | | College Requirements |
| Nothing | 5% | 2 | 1 | Department Requirements |
| | | | | Summer training |
| | | | | Other |

*Notes may include whether the course is basic or optional.

| 7. Program Description | | | |
|------------------------|-------------|-------------|------------|
| Credit hours | Course name | Course code | Year/Level |

| | | | | |
|------------------|--------------------|-----------------------------|--|------------------|
| practical | theoretical | | | |
| 0 | 60 | Geography Natural Resources | | 2024-2025 |

| 8. Expected learning outcomes of the program | |
|---|--|
| Knowledge | |
| Learning Outcome Statement 1 | <p>Learning Outcomes 1</p> <p>A1-Enables the setting of general rules for geography of natural resources.</p> <p>A2-Investing students' ability to understand the spatial and temporal variations of geographical factors and the changes that occur to natural resources</p> <p>A3-Students' familiarity with the aspects of natural factors affecting the Earth's surface</p> <p>A4-Know the historical development of natural resources in the world</p> <p>A5-Ability to understand the specific changes in the mineral wealth characteristics of natural resourcesAnd its impact on the Earth's surface</p> |
| Skills | |
| Learning Outcome Statement 2 | <p>Learning Outcomes 2</p> <p>B 1 -The student should be able to master the methods of teaching, measuring and evaluating the scientific material.</p> <p>B 2 -The student should be able to choose the appropriate teaching method for each</p> |

| | |
|------------------------------|---|
| | <p>scientific subject, so that he can present it in an interesting way.</p> <p>B 3 -The student will be able to solve problems related to students' understanding of the scientific material by using theories of educational psychology and modern teaching methods, which will facilitate the study and teaching of the language.</p> |
| Learning Outcome Statement 3 | <p>Learning Outcomes 3</p> <p>A1-The student is brought up to understand the natural geographical diversity of the world.</p> <p>A2-Knowledge of practical aspectsAndIn the geography of natural resources.</p> <p>A3-Developing a complete picture for the student about the most important types of natural resources and how to sustain them, and studying the finding of alternative sources for fossil fuels represented by renewable energy sources and studying their different types.</p> <p>A4-Knowing the most important practical and applied aspects of the studyNatural and human characteristics of natural resources</p> |
| Values | |
| Learning Outcome Statement 4 | <p>Learning Outcomes 4</p> <p>Affective goals are not assessed through traditional tests, but rather rely on observing the student's behavior, interviewing him, discussing him, and following up on his</p> |

| | | | | | |
|--|---|------------------------------|---------------------------|--------------------|---------------|
| | relationship with the educational environment, which provides a cumulative record of his representation of affective and value goals. | | | | |
| Learning Outcome Statement 5 | Learning Outcomes 5 1- The student is a good role model for those around him. 2-Forming a general category of good values. 3- Providing psychological motivation to achieve emotional goals. | | | | |
| 9. Teaching and learning strategies | | | | | |
| Inductive (deductive) method. - Problem solving method. - He repeated the training courses and seminars to provide the student with the ability to communicate with the community, the ability to have fruitful dialogue, and solve educational problems using scientific methods. Classroom interaction and exchange of opinions between the student and the teacher to raise learning difficulties and discuss their solutions. | | | | | |
| 10. Evaluation methods | | | | | |
| Affective goals are not assessed through traditional tests, but rather rely on observing the student’s behavior, interviewing him, discussing him, and following up on his relationship with the educational environment, which provides a cumulative record of his representation of affective and value goals. | | | | | |
| 11. Faculty | | | | | |
| Faculty members | | | | | |
| Faculty preparation | | Requirements/Skills (if any) | Specialization | | Academic Rank |
| lecturer | angel | | private | general | |
| | angel | | Water Resources Geography | Physical Geography | Teacher |

| |
|---|
| Professional development |
| Orientation of new faculty members |
| This is done by preparing a university professor capable of cognitive development through producing scientific research, as well as following up on intellectual developments in international universities, in addition to the diversity of participation in specialized dialogue and intellectual seminars. |
| Professional development for faculty members |
| <ul style="list-style-type: none"> - Scientific communication through seminars, conferences and joint work with qualified cadres in similar specializations. - Reviewing international studies in similar departments, to develop the ability to research and solve scientific problems. - Engaging in acquiring modern scientific experiences and skills in the field of modern technical communication. |
| 12. Acceptance Criteria |
| <ul style="list-style-type: none"> - Admission to the college follows the central distribution system adopted by the Ministry of Higher Education and Scientific Research according to the admission form for Iraqi universities and institutes and by balancing between the student's desire and the total he obtained. <p>As for acceptance into the Geography Department, it is based on a balance between the student's desire and her grade in the Geography subject in the final exam for the sixth grade in secondary school.</p> |
| 13. The most important sources of information about the program |
| <ul style="list-style-type: none"> - The program link on the Internet, and its applications in similar universities. - Training courses held by the University Quality and Performance Departments on the program in various institutes and colleges in Iraq. <p>Geographical foundations of natural resources, Prof. Dr. Muhammad Azhar Saeed Al-Samak Lectures in Natural Resources Geography ... Prof. Dr. Kaljan Khalil Majeed</p> |

14. Program Development Plan

The programme plan is developed through the annual meeting held by the Ministry for the heads of geography departments, as well as the periodic meeting of the Deans' Committee of Humanities Colleges.

| Program Skills Chart | | | | | | | | | | | | | | | |
|---|----|----|----|--------|----|----|----|-----------|----|----|----|------------------------|-------------------|-------------|------------|
| Required learning outcomes of the program | | | | | | | | | | | | | | | |
| Values | | | | Skills | | | | Knowledge | | | | Essential or optional? | Course name | Course code | Year/Level |
| A4 | A3 | A2 | A1 | B4 | B3 | B2 | B1 | A4 | A3 | A2 | A1 | | | | 2024-2025 |
| | | | | √ | | | | √ | | | | essential | Natural resources | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |

*Please tick the boxes corresponding to the individual learning outcomes of the programme being assessed.

Course Description Form

| | |
|---|--------------------|
| 1. Course name: Natural Resources Foundations | |
| | |
| 2. Course code | |
| | |
| 3. Semester/Year 2024-2025 | |
| | |
| 4. Date of preparation of this description 2/2/2025 | |
| | |
| 5. Available forms of attendance | |
| | |
| 6. Number of study hours (total) / Number of units (total) 60 hours / 2 units | |
| | |
| 7. Name of the course supervisor (if more than one name is mentioned) | |
| Name: M.D. Kaljan Khalil Majeed Email: kaljan.k.majeed@tu.edu.iq | |
| 8. Course objectives | |
| <ul style="list-style-type: none"> • | Subject objectives |
| 1- Providing the Ministry of Education with specialized staff to teach geography in secondary schools. | |
| 2- Enabling students to master aspects of spatial analysis of geographical factors affecting spatial variation. | |

| |
|---|
| 3- Enhancing students' awareness of the diverse geographical, cultural and scientific horizons in this specialization. |
| 4- Enhancing the ability to interact with modern developments in geography through geographic technology. |
| 5- Providing graduates with the ability to deal with students by teaching geography according to the modern curriculum based on geographic technology represented by geographic information systems and remote sensing. |

9. Teaching and learning strategies

| | |
|--|--|
| | <p>Strategy</p> <ul style="list-style-type: none"> - Oral and written tests, individual and group, theoretical and practical. - Direct observation of the student's performance in the areas of dialogue, intellectual and scientific communication, and teamwork within the classroom and the college and university environment. <p>Assigning students to prepare scientific research to test their ability to think, draw conclusions and solve problems.</p> |
|--|--|

10. Course Structure

| Credit hours | | Course name | Course code | Academic stage |
|--------------|-------------|-------------------------------------|-------------|----------------|
| practical | theoretical | | | |
| - | 90 | Geography of natural resource bases | | Second |

| | | | | |
|---|----|--|--|--|
| - | 12 | | Introduction to Natural Resources Planning and Application | |
| - | 6 | | Explain the classification of resources and their importance with a drawing | |
| - | 6 | | Soil properties, formation, problems and maintenance | |
| | 9 | | Plant and animal resources problems and maintenance | |
| | 9 | | Geographical distribution of forests and their types Factors affecting natural vegetation | |
| | 6 | | Forest resources in the Arab world and the economic importance of forests | |
| | 6 | | Introduction to the resources of the atmosphere, its composition, wind and solar energy, problems, | |

| | | | | |
|--|---|--|--|--|
| | | | maintenance and ways to do so | |
| | 6 | | Renewable resources (relative or real) Non-renewable resources (existence and consumption) | |
| | 6 | | Water Resources in Iraq and Use of Surface Water and Groundwater | |
| | 9 | | Introduction to water resources, their classification and water resources in the Arab world | |
| | 6 | | Food and Water in Iraq and the Arab World: Economists' Views on Resources and Food | |
| | 9 | | The origin of mineral resources, their characteristics, means of mineral activity and its stages | |

11. Course Evaluation

The grade is distributed as follows:

1- Exam No. 2 in the first course (15 points) + (5 points) attendance + (5 points)

| | |
|--|--|
| <p>participation</p> <p>2- Exam No. 2, second course (15 points) + (5 points) attendance + (5 points) participation</p> <p>3- Final exam for the academic year (50%)</p> | |
| 12. Learning and teaching resources | |
| Natural Resources Foundations from a Contemporary Perspective Prof. Dr. Muhammad Azhar Saeed Al-Samak2012 | Required textbooks (methodology if any) |
| Natural Resources Geography Dr.The fish, Muhammad Azhar Saeed,Dr.On behalf of Abdul Aziz Al-Saati,1988 | Main References (Sources) |
| Introduction to Natural Resources Dr. Omar Ramadan Al-Saedi, Dr. Ali Mahmoud Faris, Dr. Ramadan Abdul-Mawla Al-Hindawi | Recommended supporting books and references (scientific journals, reports...) |
| Link to the program on the Internet, and its applications in similar universities. | Electronic references, websites |

N Academic program description form

..University name: University of Tikrit

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

...Scientific Department: Department of Geography

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

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

Academic: system yearly :

Description preparation date: ١٨/١/٢٠٢٥

File filling date: ١٨/١/٢٠٢٥

:Signature:

:Name of department head: A.M.D. . Muhammad Attia Saleh

A. Dr. Rashid Latif Ibrahim

:Date:

Date

:Check the file by

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

A.D . Imad Hamid Ahmed

Course description

This course description provides a concise summary of the main course features and the learning outcomes expected of the student, demonstrating whether the student has made the most of the available learning opportunities. It must be linked to the program description.

| | |
|---|---|
| Educational Institution: | Tikrit University / College of Education for Humanities |
| Scientific Department/Center | Department of Geography |
| Course Name/Code: | English |
| Available Attendance Formats | Weekly |
| Semester/Year: | Second Stage of the Academic Year 2024-2025 |
| Number of Class Hours (Total): | 84 |
| Date of Preparation | |
| Course Objectives | |
| <ol style="list-style-type: none">1. Master the basic rules of conversation skills2. Master writing skills3. Learn the most important media terminology4. Translate English reports5. Optimize the use of media terminology | |

Required program outcomes, teaching, learning and assessment methods

Program Cognitive and Skill Objectives

One of the most important objectives adopted by the Media Department is to provide journalists with the ability to use the English language optimally and understand the role of journalists in conveying news that may be in English.

Familiarity with all translation tools and methods qualifies journalists to be a true and reliable tool in conveying media news. Furthermore, an effective journalist is one who is fluent in more than one language.

Cognitive Objectives

Understanding theoretical and grammatical information

Understanding and familiarizing themselves with modern translation methods

| |
|---|
| Skill Objectives Flexibility in language use Flexibility in translation |
| Teaching and learning methods |
| Lectures <ul style="list-style-type: none"> – Presentation of Resources – Translation – Discussion and Critical Thinking – Reports – Working Paper – Research |
| Evaluation methods |
| <ul style="list-style-type: none"> - Daily exams - Assessment exams - Tests - Projects and research |

| |
|---|
| 2- General and transferable skills (other skills related to employability and personal development). <ul style="list-style-type: none"> - The ability to find more flexible and accessible resources. - Using a dictionary. - Using modern translation and speaking applications downloaded on mobile phones. - Creating student vocabulary channels. |
| Teaching and learning methods |
| <ul style="list-style-type: none"> – Discussion lectures – Online lectures |

| |
|--|
| <ul style="list-style-type: none"> – Practical lectures – Educational seminars on technology and language services |
| Evaluation methods |
| <ul style="list-style-type: none"> – Conversation tests – Simultaneous translation tests |

| |
|---|
| Planning for personal development |
| <p>Working on developing the curriculum</p> <p>Using modern methods in a practical manner that suits the labor market</p> <p>Adopting modern methods</p> |
| Admission Criteria (setting regulations for admission to a college or institute) |
| <p>The student's performance must not be less than a passing grade. This is the acceptable average for studying at the College of Education for Human Sciences.</p> |
| The most important sources of information about the program |
| <p>intermediate book</p> <p>Pre-intermediate book</p> <p>Students book (john and Liz Soars)</p> |

| Structure of subject | | | | | |
|----------------------|-----------------|---|-------------------------------------|-------|------------------|
| Assessment Method | Teaching Method | Topic Name | Required Learning Outcomes | hours | Week |
| | نظري | Present Simple Questions and answers | Managing understanding english | 3 | 1 st |
| | نظري | am / are / is Questions + Media terms | Managing understanding english | 3 | 2 nd |
| | نظري | Personal information Questions and short answer | Managing understanding english | 3 | 3 rd |
| | نظري | Numbers | Managing understanding english | 3 | 4 th |
| | عملي | Cities and countries | Managing understanding english | 3 | 5 th |
| | نظري | Social expressions | Managing understanding english | 3 | 6 th |
| | عملي | Possessives | Managing understanding english | 3 | 7 th |
| - | - | Exam | | 3 | 8 th |
| | نظري | Present Simple 1 | Managing understanding english | 3 | 9 th |
| | عملي | Present Simple 2 | Managing understanding english | 3 | 10 th |
| | نظري | Present Simple | Managing understanding english | 3 | 11 th |
| | عملي | Word Grouping | Managing understanding english | 3 | 12 th |
| | نظري | Countries and nationalities | Managing understanding english | 3 | 13 th |
| | عملي | Odd-one-out | Managing understanding english | 3 | 14 th |
| - | - | Exam | - | - | 15 th |
| Half-year | | | | | |
| | نظري | Your day | Participate in English conversation | 3 | 1 st |
| | نظري | Question words | Participate in English conversation | 3 | 2 nd |
| | نظري | Questions and answers Verb patterns 1 | Participate in English conversation | 3 | 3 rd |
| | نظري | For & since Tenses revision | Participate in English conversation | 3 | 4 th |
| | نظري | There is / are | Participate in English conversation | 3 | 5 th |
| | نظري | Past Simple irregular | Participate in English conversation | 3 | 6 th |
| | نظري | was / were | Participate in English conversation | 3 | 7 th |
| - | - | Exam | Participate in English conversation | 3 | 8 th |
| | نظري | Everyday English Adjectives | Participate in English conversation | 3 | 9 th |
| | نظري | Places and things | Participate in English conversation | 3 | 10 th |
| | نظري | Reading Passage + listening passage + Media terms | Participate in English conversation | 3 | 11 th |
| | نظري | have, do, go + media term | Participate in English conversation | 3 | 12 th |
| | نظري | Translation Passage + Media term | Participate in English conversation | 3 | 13 th |
| | نظري | Past Simple 1 | Participate in English conversation | 3 | 14 th |
| - | - | Exam | | | 15 th |
| Final Exam | | | | | |

N Academic program description form

..University name: University of Tikrit

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

...Scientific Department: Department of Geography

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

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

Academic: system yearly :

Description preparation date: ١٨/١/٢٠٢٥

File filling date: ١٨/١/٢٠٢٥

:Signature:

:Name of department head: A.M.D. . Muhammad Attia Saleh

A. Dr. Rashid Latif Ibrahim

:Date:

Date

:Check the file by

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

A.D . Imad Hamid Ahmed

1. Program vision

The department's vision is divided as it is a specialty, and it is constantly evolving in its curricula and techniques to prepare an aspiring generation to serve the nation through in-depth study of all its data.

2. Program message

Preparing a generation to serve the nation that has all the scientific and patriotic skills, is familiar with geographical curricula and academic subjects to qualify graduates to work in teaching and related departments and reach the desired goal of drawing successful and purposeful strategies that follow the correct steps in building and progressing countries according to the perspective of sustainable development.

3. Program objectives

1- Providing the Ministry of Education with staff specialized in teaching geography in secondary schools.

2- Enabling students to become familiar with the geography of energy.

3 Educating students about the importance of energy resources as they are the main engine of the world

4- Enhancing the ability to interact with modern developments in renewable energy elements and their distribution locations in the world.

5- Knowing the diversity of energy elements and what each country possesses of these elements

4. Programmatic accreditation

nothing

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 | 1 | Department requirements |
| | | | | summer training |
| | | | | Other |

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

7. Program description

| Credit hours | Name of the course or | Course or course code | Year/level |
|--------------|-----------------------|-----------------------|------------|
|--------------|-----------------------|-----------------------|------------|

| | | course | | |
|-----------|-------------|-----------------------------|--|------------------|
| practical | theoretical | | | |
| 0 | 60 | Geography of oil and energy | | 2024-2025 |

| 8. Expected learning outcomes of the program | |
|--|---|
| Knowledge | |
| Statement of learning outcomes 1 | Learning Outcomes 1A1- Enabling students to know the basics of the geography of natural resources. A2- Investing in students' ability to know the importance of energy resources for countries and the world. A3- Familiarizing students with the types of natural and human energy elements. A4- Knowing the best types of energy elements and their locations in the world, as well as the lowest quality. A5- Knowledge. What countries possess in terms of reserves of oil and other elements of energy resources A6 - The ability to give an idea about the strength of countries that possess energy elements internally and how these elements affect the power of the state |
| Skills | |
| Statement of learning outcomes 2 | Learning Outcomes 2B 1 - That students are able to master teaching methods. B 2 - That the student is able to choose the appropriate teaching method for each scientific subject so that it is presented in an interesting way. B 3 - That the student is able to solve problems related to students' understanding of scientific material by using psychological theories. Educational and modern teaching methods, which facilitate the study and teaching of the language. |
| Statement of learning outcomes 3 | Learning Outcomes 3 C1- Raising the student to understand the geographical diversity of the world. C2- Enhancing students' understanding of the detailed study. C3- Developing the students' ability to make a comparison between the regional strengths and weaknesses of the region studied. C4- Encouraging students to search for and update recent data. |
| Value | |
| Statement of learning outcomes 4 | Learning Outcomes 4 The emotional goals are not evaluated through traditional tests, but rather, reliance is placed on observing the student's behavior, interviewing him, discussing him, and following up on his relationship with the educational environment, which provides a cumulative record of its representation of the emotional and value goals. |
| Statement of learning outcomes 5 | Learning Outcomes 51- The student sets a good example among those around him. 2- Forms a general group of good values. 3- Provides psychological motivation to achieve emotional goals. |
| 9. Teaching and learning strategies | |
| Lecture method. Inductive (deductive) method. Problem solving method. Scientific trips held by the department to energy production centers. Training courses and seminars to give the student the ability to | |

| | | | | | |
|--|-------|------------------------------|-----------------|-----------|-------------------|
| communicate with society, the ability to have fruitful dialogue, and solve educational problems using scientific methods. Classroom interaction and exchange of opinions among students. Themselves, the students, and the teacher to raise learning difficulties and discuss their solutions. | | | | | |
| 10. Evaluation methods | | | | | |
| Students are evaluated by observing the student's behavior in the classroom and conducting an interview. | | | | | |
| 11. The teaching staff | | | | | |
| Faculty members | | | | | |
| Preparing the teaching staff | | Requirements/skills (if any) | Specialization | | Scientific rank |
| lecturer | angel | | private | general | |
| | angel | | Human geography | geography | assistant teacher |

| | |
|---|--|
| Professional development | |
| Orienting new faculty members | |
| This is done through the production of scientific research, as well as supervising the research of fourth-stage students, and following up or participating in seminars held by continuing education, as well as specialized dialogue and intellectual seminars. | |
| Professional development for faculty members | |
| - Scientific communication through seminars, conferences, and joint work with competent cadres in similar specializations. - Accessing international studies in similar departments, to develop the ability to research and solve scientific problems. - Engaging in acquiring modern scientific expertise and skills in the field of modern technical communication. - Participation among the teaching staff by holding joint workshops and seminars in all specializations | |
| 12. Acceptance criterion | |
| Admission to the college follows the central distribution system followed by the Ministry of Higher Education and Scientific Research, according to the admission form to Iraqi universities and institutes, and by balancing the student's desire and the total he obtained. As for admission to the Geography Department, it is due to the balance between the student's desire and her grade in Geography in the final exam for the sixth grade in secondary school. | |
| 13. The most important sources of information about the program | |
| - Link to the program on the Internet, and its applications in similar universities. -Training courses held by university quality and performance departments on the program in various institutes and colleges in Iraq. - Modern research related to oil and energy | |
| 14. Program development plan | |
| The program plan is developed through the annual meeting held by the Ministry for the heads of geography departments, as well as the periodic meeting of the Committee of Deans of Humanities Colleges. | |

| 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 | | | | -2024 |
| | | √ | | √ | | | | √ | | | | Basic | Geography of oil and energy | | 2025 |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |

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

description form Course

| | |
|---|---------------------------------|
| 1. Course name: Geography of oil and energy | |
| | |
| 2. Course code | |
| | |
| 3. Semester/year 2024-2025 | |
| | |
| 4. The date this description was prepared is 6/2-2025 | |
| | |
| 5. Available forms of attendance | |
| | |
| 6. Number of study hours (total) / Number of units (total) 60 hours / 2 units | |
| | |
| 7. Name of the course administrator (if more than one name is mentioned) | |
| Name: Abdullah Ahmed Abdullah Email: Abdullah.Ahmed@tu.edu.iq | |
| 8. Course objectives | |
| <ul style="list-style-type: none"> • | Objectives of the study subject |
| | |
| 1- Providing the Ministry of Education with staff specialized in teaching geography in secondary schools. | |
| 2- Enabling the student to become familiar with aspects of spatial analysis of geographical factors affecting spatial variation | |
| 3- Enhancing students' awareness of the diverse geographical, cultural and scientific horizons in this specialization. | |
| 1 | |
| 4- Enhancing the ability to interact with modern developments in geography through geotechnology | |
| 5- Providing graduates with the ability to deal with students by teaching geography according to the modern curriculum based on geographical technology represented by geographic information systems | |

and remote sensing.

9. Teaching and learning strategies

Strategy: Daily, oral, written, individual and group tests, theory. Direct observation of the student's performance in the areas of dialogue, intellectual and scientific communication, and team work within the classroom and the college and university environment. Assigning female students to prepare scientific research to test their ability to think, deduce, and solve problems.

10. Course structure

| Credit hours | | Name of the course or course | Course or course code | Educational level |
|--------------|-------------|---|-----------------------|-------------------|
| practical | theoretical | | | |
| - | 90 | Geography of oil and energy | | Third |
| - | 6 | Introduction to energy and knowing it | | |
| - | 6 | petroleum | | |
| - | 12 | Petroleum in the United States | | |
| | 9 | Oil and global stability | | |
| | 9 | Oil in Sudan | | |
| | 6 | The impact of oil on the situation in Sudan | | |
| | 6 | Natural gas | | |
| | 6 | Global reserve | | |
| | 6 | Coal | | |
| | 9 | Coal mines | | |
| | 6 | electricity | | |
| | 9 | Renewable energy | | |

| | |
|--|---|
| 11. Course evaluation | |
| The grade is distributed as follows: 1- 2 exams in the first course (16 marks) 2- 2 exams in the second course (16 marks) 3- Reliance on preparing reports (5 marks) in each course 4- Homework assignments (4 marks) in Each course 5- Final exam for the academic year (50%) | |
| 12. Learning and teaching resources | |
| Energy Geography / Prof. Dr. Sultan Fuli Hassan | Required textbooks (methodology, if any) |
| Energy Geography, Saleh Adnan Majoul Al-Dulaimi | Main references (sources) |
| https://t.me/m7m7m7m7m7m7m7m7m | Recommended supporting books and references (scientific journals, reports...) |
| Link to the program on the Internet, and its applications in similar universities. | Electronic references, Internet sites |

N Academic program description form

..University name: University of Tikrit

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

...Scientific Department: Department of Geography

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

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

Academic: system yearly :

Description preparation date: ١٨/١/٢٠٢٥

File filling date: ١٨/١/٢٠٢٥

:Signature:

:Name of department head: A.M.D. . Muhammad Attia Saleh

A. Dr. Rashid Latif Ibrahim

:Date:

Date

:Check the file by

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

A.D . Imad Hamid Ahmed

1. Program Vision

The vision of the department is divided as a specialization and it is in continuous development in its curricula and techniques to prepare an aspiring generation to serve the country by studying in depth all its data

2. Program Mission

Preparing a generation to serve the country that enjoys all scientific and national, familiar with geographical curricula and study materials to qualify graduates to work in teaching and related departments and reach the desired goal in drawing successful and purposeful strategies that follow the right steps in building and advancing countries according to the perspective of sustainable development

3. Program Objectives

1- Providing the Ministry of Education with specialized staff in teaching geography in secondary schools.

2- Enabling students to familiarize themselves with the aspects of spatial analysis of geographical factors affecting spatial variation

3- Enhancing students' awareness of the prospects of the diverse, cultural and scientific geographical culture in this specialization.

4- Enhancing the ability to interact with modern developments of geography through geographical technology

5- Providing graduates with the ability to deal with students by teaching geography according to the modern curriculum based on geographical technology represented by geographic information systems and remote sensing

4. Program Accreditation

There isn't any

5. Other external influences

Ministry of Higher Education and Scientific Research

6. Program Structure

| Program Structure | Number of Courses | Unit of study | Percentage | Reviews |
|---------------------------------|-------------------|---------------|------------|---------|
| Requirements of the institution | | | | |
| College Requirements | | 1 | | |
| Department Requirements | 1 | 2 | 5% | No |

| | | | | |
|-----------------|--|--|--|--|
| Summer Training | | | | |
| Other | | | | |

* Notes may include whether the course is basic or optional.

7. Program Description

| Year/Level | Course or Course Code | Course Name | Credit Hours | |
|------------|-----------------------|-----------------|--------------|-----------|
| | | | theoretical | practical |
| 2023-2024 | | Rural geography | 60 | |

8. Expected Learning Outcomes of the Program

Knowledge

| | |
|--|-------------------------------|
| <p>Learning Outcomes 1</p> <p>A1- Enable the adjustment of the general rules of geography</p> <p>A2- Investing students' ability to know the course of spatial variation of geographical factors</p> <p>A3- Familiarity of students with the geographical aspects of the world for a medical mouth Spatial analysis of geographical factors</p> <p>A4- Know the historical development of cities in the world</p> <p>A5- Knowledge of the morphological development of the city</p> <p>A6. Ability to understand changes in urban land use</p> | Learning Outcomes Statement 1 |
|--|-------------------------------|

Skills

| | |
|--|---|
| <p>Learning Outcomes 2</p> <p>B 1 - The student should be able to familiarize himself with the methods of teaching, measurement and evaluation of the scientific material.</p> <p>B2 - The student should be able to choose the appropriate teaching method for each scientific subject so that it is presented in an interesting way.</p> <p>B3 - The student should be able to solve problems related to understanding the scientific material among students using the theories of educational psychology and</p> | <p>Learning Outcomes Statement 2</p> <p>1</p> |
|--|---|

| | |
|---|-------------------------------|
| modern teaching methods, which facilitates the study and teaching of language. | |
| <p>Learning Outcomes 3</p> <p>C1- Raising the student to understand the geographical diversity in the world</p> <p>C2- Knowledge of applied aspects in rural geography.</p> <p>C3- Developing the student's ability to solve the problems suffered by the countryside</p> <p>C4- Knowledge of the most prominent applied aspects in rural geography and their reflection on the urban and regional environment</p> | Learning Outcomes Statement 3 |
| Values | |
| <p>Learning Outcomes 4</p> <p>Emotional goals are not evaluated through traditional tests, but rather rely on observing, interviewing, discussing, and following up on the student's relationship with the educational community, which provides a cumulative record of their representation of emotional and value goals.</p> | Learning Outcomes Statement 4 |
| <p>Learning Outcomes 5</p> <p>1- Representing the student for the good example in those around him.</p> <p>2- Forming a general category of good values.</p> <p>3- Providing psychological motivation to achieve emotional goals.</p> | Learning Outcomes Statement 5 |
| 9. Teaching and learning strategies | |
| <p>Inductive (deductive) method.</p> <p>How to solve problems.</p> <p>He returned training courses and seminars to provide the student with the ability to communicate with the community, the ability to fruitful dialogue, and solve educational problems by scientific methods.</p> <p>Classroom interaction and exchange of views between the student and the teacher to raise learning difficulties and discuss their solutions.</p> | |
| 10. Evaluation methods | |
| Emotional goals are not evaluated through traditional tests, but rather rely on observing, interviewing, discussing, and following up on the student's relationship with the educational community, which provides a cumulative record of their representation of emotional and value goals. | |
| 11. Faculty | |
| | |

Faculty Members

| Academic Rank | Specialization | | Requirements/Skills (if applicable) | Preparation of the teaching staff | |
|--------------------|----------------|--------------------------|-------------------------------------|-----------------------------------|----------|
| | year | special | | angel | lecturer |
| Lecturer Doctor | Geography | Geography of agriculture | | angel | |

Professional Development

Mentoring new faculty members

It is done through the preparation of a university professor capable of cognitive development through the production of scientific research as well as the follow-up of intellectual developments in international universities as well as the diversity of participation in dialogue and intellectual seminars specialized

Professional development of faculty members

- Scientific communication through seminars, conferences and joint work with qualified cadres in similar disciplines.
- Access to international studies in similar departments, to develop the ability to research and solve scientific problems.
- Engage in the acquisition of modern scientific experiences and skills in the field of modern technical communication.

12. Acceptance Criterion

- Admission to the college follows the central distribution system pursued by the Ministry of Higher Education and Scientific Research according to the admission form in Iraqi universities and institutes and by balancing between the student's desire and the total obtained.

As for admission to the Department of Geography, it is to balance between the student's desire and her degree in geography in the final exam for the sixth grade in the secondary stage.

13. The most important sources of information about the program

- Link to the program on the Internet, and its applications in similar universities.
- Training courses held by the departments of quality and university performance on the program in various institutes and colleges in Iraq.

Abdul Razzaq Muhammad Al-Batihi, Adel Abdullah Khattab, Rural Geography, 1st Edition, Baghdad, Baghdad University Press, 1982.

14. Program Development Plan

The program plan is developed through the annual meeting held by the Ministry for the heads of geographical departments, as well as the periodic meeting of the Committee of Deans of Humanities Faculties.

Program Skills Outline

Learning outcomes required from the program

| Year/Level | Course Code | Course Name | Basic or optional | Knowledge | | | | Skills | | | | Values | | | |
|------------|-------------|-----------------|-------------------|-----------|----|----|----|--------|----|----|----|--------|----|----|----|
| 2023-2024 | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 |
| | | Rural geography | Essential | | | | √ | | | | √ | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |

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

Course Description Form

1. Course Name Rural Geography

2. Course Code

3. Semester/Year 2024-2025

4. Date of preparation of this description 9/2/2025

5. Available Attendance Forms

6. Number of credit hours (total) / number of units (total) 60 hours / 2 units

7. Course administrator's name (if more than one name is mentioned)

Name: Dr. Ismail Fadel Khamis Mustafa Email : ismail.fadel@tu.edu.iq

8. Course Objectives

Course Objectives

1- Preparing teachers with competence capable of performing teaching tasks in schools

2- Enable students to acquire, understand and know all geographical concepts

3- Enabling students to acquire and understand the geography of the countryside

4- Enabling the geographical specialist to sign natural and human geographical phenomena and determine their location on the surface of the earth with high accuracy

5- Enable students to understand and acquire human geography and interact with natural factors

9. Teaching and learning strategies

Strategy

Oral and written tests, individual and group, theoretical and practical.

Direct observation of the student's performance in the areas of dialogue, intellectual and scientific communication, and teamwork within the classroom and the college and university environment.

Assigning students to prepare scientific research to test their ability to think, conclude and solve problems.

10. Course Structure

| Grades | Course or Course Code | Course Name | Credit Hours | |
|------------|--|-----------------|--------------|-----------|
| | | | theoretical | practical |
| The second | | Rural geography | 90 | - |
| | The concept of rural geography, its fields and relations | | 12 | |
| | The concept of the term rural | 2 | 6 | |
| | The emergence of interest in the countryside and its | | 6 | |

| | | | | |
|--|--|--|---|--|
| | motives | | | |
| | The importance of rural planning in rural geography | | 9 | |
| | The relationship of rural geography with the branches of natural geography | | 9 | |
| | Research areas in rural geography | | 6 | |
| | Components of rural phenomena | | 6 | |
| | The nature of the population structure in the agricultural sector | | 6 | |
| | Patterns of rural settlement | | 6 | |
| | Rural and urban population change | | 9 | |
| | Development and demographics | | 6 | |
| | Rural development. | | 9 | |

11. Course Evaluation

The degree is distributed through the following

- 1- Exam number 2 in the first Korean (20 degrees)
- 2- Exam number 2 second course (20 degrees)
- 3- Relying on classroom participation (5 degrees)
- 4- Homework (5 marks)
- 5- The final exam for the academic year (50%)

12. Learning and Teaching Resources

| | |
|---|---|
| Required textbooks (methodology, if any) | Geotechnologies |
| Key references (sources) | Abdul Razzaq Muhammad Al-Batihi, Adel Abdullah Khattab, Rural Geography, 1st Edition, Baghdad, Baghdad University Press, 1982. |
| Recommended books and references (scientific journals, reports...) | Abdul Razzaq Muhammad Al-Batihi, Adel Abdullah Khattab, |

N Academic program description form

..University name: University of Tikrit

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

...Scientific Department: Department of Geography

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

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

Academic: system yearly :

Description preparation date: ١٨/١/٢٠٢٥

File filling date: ١٨/١/٢٠٢٥

:Signature:

:Name of department head: A.M.D. . Muhammad Attia Saleh

A. Dr. Rashid Latif Ibrahim

:Date:

Date

:Check the file by

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

A.D. Imad Hamid Ahmed

1. Program Vision

The vision of the department is divided as a specialization that is constantly developing in its curricula and techniques to prepare a generation looking forward to serving the nation by deeply studying all its data.

2. Program message

Preparing a generation to serve the nation, enjoying all scientific and national qualities, familiar with geographical curricula and academic subjects to qualify graduates to work in teaching and related departments and to achieve the desired goal of drawing up successful and purposeful strategies that proceed on the right path in building and advancing countries according to the perspective of sustainable development.

3. Program objectives

1- Providing the Ministry of Education with specialized staff to teach geography in secondary schools.

2- Enabling students to master aspects of spatial analysis of geographical factors affecting spatial variation.

3- Enhancing students' awareness of the diverse geographical, cultural and scientific horizons in this specialization.

4- Enhancing the ability to interact with modern developments in geography through geographic technology.

5- Providing graduates with the ability to deal with students by teaching geography according to the modern curriculum based on geographic technology represented by geographic information systems and remote sensing.

4. Program accreditation

Nothing

5. External influencesOther

Ministry of Higher Education and Scientific Research

6. Program Structure

| Comments | percentage | Study unit | Number of | Program |
|----------|------------|------------|-----------|---------|
|----------|------------|------------|-----------|---------|

| | | | | |
|----------------|-----------|----------|----------------|----------------------------|
| | | | courses | Structure |
| | | | | Institutional Requirements |
| | | | | College Requirements |
| Nothing | 5% | 2 | 1 | Department Requirements |
| | | | | Summer training |
| | | | | Other |

*Notes may include whether the course is basic or optional.

| 7. Program Description | | | | |
|-------------------------------|--------------------|---------------------------|--------------------|-------------------|
| Credit hours | | Course name | Course code | Year/Level |
| Practical | theoretical | | | |
| 0 | 60 | Industry Geography | | 2024-2025 |

| 8. Expected learning outcomes of the program | |
|---|--|
| Knowledge | |
| Learning Outcome Statement 1 | <p>Learning Outcomes 1</p> <p>A1- Enables the control of general rules of geography.</p> <p>A2-Investing students' ability to know the spatial variation of geographical factors.</p> <p>A3- Students' familiarity with the geographical aspects of the world for medical purposes and spatial analysis of geographical factors.</p> <p>A4- Knowing the historical development of cities in the world</p> <p>A5- Knowing the morphological</p> |

| | |
|------------------------------|---|
| | development of the city A6- Ability to understand changes in urban land use |
| Skills | |
| Learning Outcome Statement 2 | <p>Learning Outcomes 2</p> <p>B1 - The student should be able to master the methods of teaching, measuring and evaluating the scientific material.</p> <p>B2 - The student should be able to choose the appropriate teaching method for each scientific subject, so that he can present it in an interesting way.</p> <p>B3 - That the student is able to solve problems related to students' understanding of the scientific material by using theories of educational psychology and modern teaching methods, which facilitates the study and teaching of the language.</p> |
| Learning Outcome Statement 3 | <p>Learning Outcomes 3</p> <p>A1- Raising the student to understand the geographical diversity in the world</p> <p>A2- Knowledge of the applied aspects of industrial geography.</p> <p>A3- Developing the student's ability to solve problems facing industrial facilities.</p> <p>A4- Knowing the most important applied aspects of industrial geography and its impact on industrial facilities.</p> |
| Values | |
| Learning Outcome Statement 4 | <p>Learning Outcomes 4</p> <p>Affective goals are not assessed through traditional tests, but rather rely on observing the student's behavior, interviewing him, discussing him, and following up on his relationship with the educational environment, which provides a cumulative record of his representation of affective and value goals.</p> |

| | |
|------------------------------|--|
| | |
| Learning Outcome Statement 5 | <p>Learning Outcomes 5</p> <p>1- The student is a good role model for those around him.</p> <p>2-Forming a general category of good values.</p> <p>3- Providing psychological motivation to achieve emotional goals.</p> |

9. Teaching and learning strategies

Inductive (deductive) method. -
 Problem solving method. -
 He repeated the training courses and seminars to provide the student with the ability to communicate with the community, the ability to have fruitful dialogue, and solve educational problems using scientific methods.
 Classroom interaction and exchange of opinions between the student and the teacher to raise learning difficulties and discuss their solutions.

10. Evaluation methods

Affective goals are not assessed through traditional tests, but rather rely on observing the student's behavior, interviewing him, discussing him, and following up on his relationship with the educational environment, which provides a cumulative record of his representation of affective and value goals.

11. Faculty

Faculty members

| Faculty preparation | | Requirements/Skills (if any) | Specialization | | Academic Rank |
|---------------------|-------|------------------------------|----------------------|-----------------|---------------------|
| Lecturer | angel | | private | general | |
| | angel | | Industrial Geography | Human Geography | assistant professor |

Orientation of new faculty members

This is done by preparing a university professor capable of cognitive development through producing scientific research, as well as following up on intellectual developments in international universities, in addition to the diversity of participation in specialized dialogue and intellectual seminars.

Professional development for faculty members

- Scientific communication through seminars, conferences and joint work with qualified cadres in similar specializations.
- Reviewing international studies in similar departments, to develop the ability to research and solve scientific problems.
- Engaging in acquiring modern scientific experiences and skills in the field of modern technical communication.

12. Acceptance Criteria

- Admission to the college follows the central distribution system adopted by the Ministry of Higher Education and Scientific Research according to the admission form for Iraqi universities and institutes and by balancing between the student's desire and the total he obtained.
- As for acceptance into the Geography Department, it is based on a balance between the student's desire and her grade in the Geography subject in the final exam for the sixth grade in secondary school.

13. The most important sources of information about the program

- The program link on the Internet, and its applications in similar universities.
 - Training courses held by the University Quality and Performance Departments on the program in various institutes and colleges in Iraq.
- Geography of Industry in a Contemporary Perspective, Dr. Muhammad Azhar Al-Samak, 2009
- Principles of Industrial Geography, Dr. Ahmed Habib Rasoul, 1976

14. Program Development Plan

The programme plan is developed through the annual meeting held by the Ministry for the heads of geography departments, as well as the periodic meeting of the Deans' Committee of Humanities Colleges.

Program Skills Chart

Required learning outcomes of the program

| Values | | | | Skills | | | | Knowledge | | | | Essential or optional ? | Course name | Course code | Year/Level |
|--------|----|----|----|--------|----|----|----|-----------|----|----|----|-------------------------|-------------|-------------|------------|
| A4 | A3 | A2 | A1 | B4 | B3 | B2 | B1 | A4 | A3 | A2 | A1 | | | | 2024-2025 |
| | | | | √ | | | | √ | | | | essential | Industrial | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |

*Please tick the boxes corresponding to the individual learning outcomes of the programme being assessed.

| | |
|---|--------------------|
| 1. Course name: Industrial Geography | |
| | |
| 2. Course code | |
| | |
| 3. Semester/Year 2024-2025 | |
| | |
| 4. Date this description was prepared 8/2/2025 | |
| | |
| 5. Available forms of attendance | |
| | |
| 6. Number of study hours (total) / Number of units (total) 60 hours / 2 units | |
| | |
| 7. Name of the course supervisor (if more than one name is mentioned) | |
| Name: Asst. Prof. Dr. Raghad Saeed Abdul Hamid Email: ragadsaed@tu.edu.iq | |
| 8. Course objectives | |
| • | Subject objectives |
| 1- Providing the Ministry of Education with specialized staff to teach geography in secondary schools. | |
| 2- Enabling students to master aspects of spatial analysis of geographical factors affecting spatial variation. | |
| 3- Enhancing students' awareness of the diverse geographical, cultural and scientific horizons in this specialization. | |
| 4- Enhancing the ability to interact with modern developments in geography through geographic technology. | |
| 5- Providing graduates with the ability to deal with students by teaching geography according to the modern curriculum based on geographic technology represented by geographic information systems and remote sensing. | |
| 9. Teaching and learning strategies | |
| | Strategy |

| | |
|--|---|
| | <p>Oral and written tests, individual - and group, theoretical and practical.</p> <p>Direct observation of the - student's performance in the areas of dialogue, intellectual and scientific communication, and teamwork within the classroom and the college and university environment.</p> <p>Assigning students to prepare scientific research to test their ability to think, draw conclusions and solve problems.</p> |
|--|---|

10. Course Structure

| Credit hours | | Course name | Course code | Academic stage |
|--------------|-------------|--------------------|---|----------------|
| Practical | theoretical | | | |
| - | 90 | Industry Geography | | Third |
| - | 12 | | The importance of industrial geography | |
| - | 6 | | Manufacturing industries | |
| - | 6 | | Research Methods in Industrial Geography | |
| | 9 | | Analysis of industrial localization factors and location components | |
| | 9 | 2 | Industrial site theories | |
| | 6 | | Main pillars of | |

| | | | | |
|--|---|--|-----------------------------------|--|
| | | | industrial planning | |
| | 6 | | Industrial development strategies | |
| | 6 | | Mining industries | |
| | 6 | | Classification of minerals | |
| | 9 | | Modern energy sources | |
| | 6 | | Light metals | |
| | 9 | | heavy metals | |

11. Course Evaluation

The grade is distributed as follows:

- 1- Exam No. 2 in the first course (15 points) + (5 points) attendance + (5 points) participation
- 2- Exam No. 2, second course (15 points) + (5 points) attendance + (5 points) participation
- 3- Final exam for the academic year (50%)

12. Learning and teaching resources

| | |
|---|--|
| Geography of Industry from a Contemporary Perspective Dr. Muhammad Azhar Al-Samak 2009 | Required textbooks (methodology if any) |
| Principles of Industrial Geography Dr. Ahmed Habib Rasool | 2 Main References (Sources) |

| | |
|--|--|
| Foundations of Industrial Geography and its Applications Dr. Muhammad Azhar Al- Samak Dr. Abbas Ali Al-Tamimi | Recommended supporting books and references (scientific journals, reports...) |
| Link to the program on the Internet, and its applications in similar universities. | Electronic references, websites |

N Academic program description form

..University name: University of Tikrit

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

...Scientific Department: Department of Geography

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

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

Academic: system yearly :

Description preparation date: ١٨/١/٢٠٢٥

File filling date: ١٨/١/٢٠٢٥

:Signature:

:Name of department head: A.M.D. . Muhammad Attia Saleh

A. Dr. Rashid Latif Ibrahim

:Date:

Date

:Check the file by

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

A.D . Imad Hamid Ahmed

1. Program vision

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

2. Program message

Remember RquestionThe program is as mentioned in the university's prospectus and website.

3. Program objectives

General phrases describing what is intendedThe programOr the institution to achieve it.

4. Program accreditation

DoThe programIs the program accredited? And from which authority?

5. Other external influences

Is there a sponsor? Forprogram?

6. Program structure

| comments | percentage | Study unit | Number of courses | Program structure |
|-----------------|------------|------------|-------------------|----------------------------|
| | | | | Institutional Requirements |
| | | | | College Requirements |
| Core curriculum | 5% | 2 | 1 | Department Requirements |
| | | 2 | | Summer training |

| | | | | |
|--|--|--|--|-------|
| | | | | Other |
|--|--|--|--|-------|

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

| 7. Program Description | | | | |
|------------------------|-------------|-------------|-------------|------------|
| Credit hours | | Course name | Course code | Year/Level |
| practical | theoretical | | | |
| | 60 | | | |

| 8. Expected learning outcomes of the program | |
|--|---------------------|
| Knowledge | |
| Learning Outcomes Statement 1 | Learning Outcomes 1 |
| Skills | |
| Learning Outcomes Statement 2 | Learning Outcomes 2 |
| Learning Outcomes Statement 3 | Learning Outcomes 3 |
| Values | |
| Learning Outcomes Statement 4 | Learning Outcomes 4 |
| Learning Outcomes Statement 5 | Learning Outcomes 5 |
| 9. Teaching and learning strategies | |
| Teaching and learning strategies and methods adopted in implementing the program in general. | |
| 10. Evaluation methods | |
| Implementing it in all stages of the program in general. | |
| 11. Faculty | |
| Faculty members | |

| Faculty preparation | | Requirements/Skills (if any) | Specialization | | Academic rank |
|---------------------|-------|------------------------------|----------------------|-----------|---------------------|
| lecturer | angel | | private | general | |
| | angel | | Educational guidance | geography | Assistant Professor |

Professional development

Orientation of new faculty members

Briefly describes the process used to orient new, visiting, full-time, and part-time faculty members at the institutional and departmental levels.

Professional development for faculty members

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

12. Acceptance Criteria

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

13. The most important sources of information about the program

Remember briefly.

14. Program Development Plan

Program Skills Chart

Required learning outcomes of the program

| values | | | | Skills | | | | knowledge | | | | Essenti al or optional ? | Cours e name | Cours e code | Year/Lev el |
|--------|--------|--------|--------|--------|--------|--------|--------|-----------|--------|--------|--------|-----------------------------------|--------------------|--------------------|----------------|
| A 4 | A 3 | A 2 | A 1 | B 4 | B 3 | B 2 | B 1 | A 4 | A 3 | A 2 | A 1 | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |

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

Course Description Form

| |
|--|
| 1. Course name: Educational Guidance |
| |
| 2. Course code |
| |
| 3. Semester/Year 2024/2025 |
| |
| 4. Date of preparation of this description: 10/2/2025 |
| |
| 5. Available forms of attendance |
| |
| 6. Number of study hours (total) / Number of units (total) 60 hours / 2 units |
| |
| 7. Name of the course administrator (if more than one name is mentioned) |
| Name: M.M. Mohammed Majeed Taha |

8. Course objectives

| | |
|--|-------------------|
| 1- Making students understand the nature of educational guidance and its role in the educational or teaching process. 2- Enabling students to know the design of educational guidance curricula. 3- Students' knowledge of counseling theories. 4- Scientific trends in planning guidance and counseling programs | Course objectives |
|--|-------------------|

9. Teaching and learning strategies

| | |
|---|----------|
| Discussion, short reports, induction and measurement, lecture | Strategy |
|---|----------|

10. Course structure

| Evaluation method | Learning method | Name of the unit or topic | Required learning outcomes | watches | Week |
|-------------------|-----------------|---------------------------|----------------------------|---------|------|
| Oral exam | a lecture | Educational guidance | Bachelor of Geography | 2 | 30 |

11. Course Evaluation

The grade is distributed out of 100 based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams, reports, etc. 25 for the first semester and 25 for the second semester equals 50 for annual effort and 50 for final.

12. Learning and teaching resources

| | |
|--|---|
| Educational and psychological guidance | Required textbooks (methodology if any) |
| | 2 |
| | Main References (Sources) |
| | Recommended supporting books and |

| | |
|--|--|
| | references (scientific journals, reports...) |
| | Electronic references, websites |

N Academic program description form

..University name: University of Tikrit

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

...Scientific Department: Department of Geography

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

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

Academic: system yearly :

Description preparation date: ١٨/١/٢٠٢٥

File filling date: ١٨/١/٢٠٢٥

:Signature:

:Name of department head: A.M.D. . Muhammad Attia Saleh

A. Dr. Rashid Latif Ibrahim

:Date:

Date

:Check the file by

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

A.D . Imad Hamid Ahmed

1. Program vision

The department's vision is divided as it is a specialty, and it is constantly evolving in its curricula and techniques to prepare an aspiring generation to serve the nation through in-depth study of all its data.

2. Program message

Preparing a generation to serve the nation that has all the scientific and patriotic skills, is familiar with geographical curricula and academic subjects to qualify graduates to work in teaching and related departments and reach the desired goal of drawing successful and purposeful strategies that follow the correct steps in building and progressing countries according to the perspective of sustainable development.

3. Program objectives

1- Providing the Ministry of Education with staff specialized in teaching geography in secondary schools.

2- Enabling students to become familiar with the geography of the Arab world.

3 Educating students about the importance of the resources of the Arab world as they are the main engine of the world

4- Enhancing the ability to interact with modern developments in the Arab world and their distribution locations in the world.

4. Programmatic accreditation

nothing

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 | 1 | Department requirements |
| | | | | summer training |
| | | | | Other |

.Notes can 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 | | | |
| 0 | 60 | Microclimate | | 2024-2023 |

| 8. Expected learning outcomes of the program | |
|--|--|
| Knowledge | |
| Statement of learning outcomes 1 | A1- Being able to control the general rules of climate geography |
| Skills | |
| Statement of learning outcomes 2 | A2- Investing in students' ability to understand the course of spatial and temporal variation of climate factors and changes |
| Statement of learning outcomes 3 | A3- Familiarize students with the natural geographical aspects of detailed climate analysis |
| Value | |
| Statement of learning outcomes 4 | A4- Knowledge of the historical development of climatic conditions |
| Statement of learning outcomes 5 | A5- The ability to understand climate changes and their impact on the nature of current climate conditions |

| 9. Teaching and learning strategies | |
|---|--|
| B1 - That the student is able to become familiar with the methods of teaching, measuring and evaluating the scientific subject. | |
| B2 - The student should be able to choose the appropriate teaching method for each scientific subject so that it is presented in an interesting way. | |
| B3 - That the student is able to solve problems related to students' understanding of the scientific subject by using theories of educational psychology and modern teaching methods, which facilitates the study and teaching of the language. | |

| 10. Evaluation methods | |
|--|--|
| Students are evaluated by observing the student's behavior in the classroom and conducting an interview. | |

| 11. The teaching staff | | | | | |
|------------------------------|-------|------------------------------|-------------------|-----------|-------------------|
| Faculty members | | | | | |
| Preparing the teaching staff | | Requirements/skills (if any) | Specialization | | Scientific rank |
| lecturer | angel | | private | general | |
| | angel | | Natural geography | geography | assistant teacher |

| Professional development | |
|--|--|
| Orienting new faculty members | |
| This is done through the production of scientific research, as well as supervising the research of fourth-stage students, and following up or participating in seminars held by continuing education, as well as specialized dialogue and intellectual seminars. | |
| Professional development for faculty members | |

- Scientific communication through seminars, conferences, and joint work with competent cadres in similar specializations. - Accessing international studies in similar departments, to develop the ability to research and solve scientific problems. - Engaging in acquiring modern scientific expertise and skills in the field of modern technical communication. - Participation among the teaching staff by holding joint workshops and seminars in all specializations

12. Acceptance criterion

Admission to the college follows the central distribution system followed by the Ministry of Higher Education and Scientific Research, according to the admission form to Iraqi universities and institutes, and by balancing the student's desire and the total he obtained. As for admission to the Geography Department, it is due to the balance between the student's desire and her grade in Geography in the final exam for the sixth grade in secondary school.

13. The most important sources of information about the program

- Link to the program on the Internet, and its applications in similar universities. -Training courses held by university quality and performance departments on the program in various institutes and colleges in Iraq. - Modern research related to oil and energy

14. Program development plan

The program plan is developed through the annual meeting held by the Ministry for the heads of geography departments, as well as the periodic meeting of the Committee of Deans of Humanities Colleges.

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 | | | | |
| | | ✓ | | ✓ | | | | ✓ | | | | Basic | Microclimate | | -2023 2024 |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |

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

Course description form

| | | | |
|---|-----------------------|---|-------------|
| 1. Course name: Geography of the Arab World | | | |
| | | | |
| 2. Course code | | | |
| | | | |
| 3. Semester/year 2023-2024 | | | |
| | | | |
| 4. The date this description was prepared is 3/23-2024 | | | |
| | | | |
| 5. Available forms of attendance | | | |
| | | | |
| 6. Number of study hours (total) / Number of units (total) 60 hours / 2 units | | | |
| | | | |
| 7. Name of the course administrator (if more than one name is mentioned) | | | |
| Name: M.D.Rafea Khudaer Ibraheem Email: rafea.k.ibraheem@tu.edu.iq | | | |
| 8. Course objectives | | | |
| <ul style="list-style-type: none"> ● | | Objectives of the study subject | |
| 1- Providing the Ministry of Education with staff specialized in teaching geography in secondary schools. | | | |
| 2- Enabling the student to become familiar with aspects of spatial analysis of geographical factors affecting spatial variation | | | |
| 3- Enhancing students' awareness of the diverse geographical, cultural and scientific horizons in this specialization. | | | |
| 4- Enhancing the ability to interact with modern developments in geography through geotechnology | | | |
| 5- Providing graduates with the ability to deal with students by teaching geography according to the modern curriculum based on geographical technology represented by geographic information systems and remote sensing. | | | |
| 9. Teaching and learning strategies | | | |
| | | Strategy: Daily, oral and written tests, individual and group, theory. Direct observation of the student's performance in the areas of dialogue, intellectual and scientific communication, and team work within the classroom and the college and university environment. Assigning female students to prepare scientific research to test their ability to think, deduce, and solve problems. | |
| 10. Course structure | | | |
| Credit hours | Name of the course or | Course or course code | Educational |

| practical | theoretical | course | | level |
|-----------|-------------|--|--|-------|
| - | 9 | Evolution of detailed climatology | | Third |
| - | 6 | Methods and tools for studying and estimating climate elements | | |
| - | 6 | The importance of studying the detailed climate | | |
| - | 12 | Selected models of detailed climate | | |
| | 9 | City climate | | |
| | 9 | Mountain and valley climate | | |
| | 6 | Jungle and countryside climate | | |
| | 3 | Topographic winds | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

11. Course evaluation

The grade is distributed as follows: 1- 2 exams in the first course (15 marks) 2- 2 exams in the second course (15 marks) 3- Reliance on preparing reports (5 marks) in each course 4- Homework assignments (5 marks) in Each course 5 - Final exam for the academic year (50%)

| 12. Learning and teaching resources | |
|--|---|
| Microclimate , Ali Hussein Musa | Required textbooks (methodology, if any) |
| Microclimate , Ali Hussein Musa | Main references (sources) |
| Microclimate , Ali Hussein Musa | Recommended supporting books and references (scientific journals, reports...) |
| A link to the program on the Internet, and its applications in similar universities. | Electronic references, Internet sites |

N Academic program description form

..University name: University of Tikrit

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

...Scientific Department: Department of Geography

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

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

Academic: system yearly :

Description preparation date: ١٨/١/٢٠٢٥

File filling date: ١٨/١/٢٠٢٥

:Signature:

Signature
أ.م.د. محمد عطية صالح
رئيس قسم الجغرافية

:Name of department head: A.M.D. . Muhammad Attia Saleh

Name of Scientific Assistant

A. Dr. Rashid Latif Ibrahim

:Date:

Date

:Check the file by

Division of Quality Assurance and University Performance

Signature
الأستاذ الدكتور
فهد شلاش خلف
٢٠٢٥/١/١٨

:Name of the Director of the Quality Assurance and University Performance Division

the date

the signature

Authentication of the Dean

A.D . Imad Hamid Ahmed

1. Program Vision

The vision of the department is divided as a specialization and it is in continuous development in its curricula and techniques to prepare an aspiring generation to serve the country by studying in depth all its data

2. Program Mission

Preparing a generation to serve the country that enjoys all scientific and national, familiar with geographical curricula and study materials to qualify graduates to work in teaching and related departments and reach the desired goal in drawing successful and purposeful strategies that follow the right steps in building and advancing countries according to the perspective of sustainable development

3. Program Objectives

1- Providing the Ministry of Education with specialized staff in teaching geography in secondary schools.

2- Enabling students to familiarize themselves with the aspects of spatial analysis of geographical factors affecting spatial variation

3- Enhancing students' awareness of the prospects of the diverse, cultural and scientific geographical culture in this specialization.

4- Enhancing the ability to interact with modern developments of geography through geographical technology

5- Providing graduates with the ability to deal with students by teaching geography according to the modern curriculum based on geographical technology represented by geographic information systems and remote sensing

4. Program Accreditation

There isn't any

5. Other external influences

Ministry of Higher Education and Scientific Research

6. Program Structure

| Program | Number of | Unit of study | Percentage | Reviews |
|---------|-----------|---------------|------------|---------|
|---------|-----------|---------------|------------|---------|

| Structure | Courses | | | |
|---------------------------------|---------|---|----|----|
| Requirements of the institution | | | | |
| College Requirements | | | | |
| Department Requirements | 1 | 2 | 5% | No |
| Summer Training | | | | |
| Other | | | | |

* Notes may include whether the course is basic or optional.

7. Program Description

| Year/Level | Course or Course Code | Course Name | Credit Hours | |
|------------|-----------------------|-------------------|--------------|-----------|
| | | | theoretical | practical |
| 2024-2025 | | Tourism Geography | 60 | |

8. Expected Learning Outcomes of the Program

Knowledge

| Learning Outcomes 1 | Learning Outcomes Statement 1 |
|--|-------------------------------|
| A1- Enable the adjustment of the general rules of geography A2- Investing students' ability to know the course of spatial variation of geographical factors A3- Familiarity of students with the geographical aspects of the world for a medical mouth Spatial analysis of geographical factors A4- Knowledge of the historical | |

development of tourism in the world
A5- Knowledge of the development of tourism changes that the world is witnessing
A6- Ability to understand special changes in tourism

Skills

Learning Outcomes 2

B 1 - The student should be able to familiarize himself with the methods of teaching, measurement and evaluation of the scientific material.
B2 - The student should be able to choose the appropriate teaching method for each scientific subject so that it is presented in an interesting way.
B3 - The student should be able to solve problems related to understanding the scientific material among students using the theories of educational psychology and modern teaching methods, which facilitates the study and teaching of language.

Learning Outcomes Statement 2

Learning Outcomes 3

C1- Raising the student to understand the geographical diversity in the world
C2- Knowledge of applied aspects in tourism geography.
C3- Developing the student's ability to solve the problems suffered by tourist areas
C4- Knowledge of the most prominent applied aspects in the geography of tourism and its reflection on the tourist environment

Learning Outcomes Statement 3

Values

Learning Outcomes 4

Emotional goals are not evaluated through traditional tests, but rather rely on observing, interviewing, discussing, and following up on the student's relationship with the educational

Learning Outcomes Statement 4

community, which provides a cumulative record of their representation of emotional and value goals.

Learning Outcomes 5

- 1- Representing the student for the good example in those around him.
- 2- Forming a general category of good values.
- 3- Providing psychological motivation to achieve emotional goals.

Learning Outcomes Statement 5

9. Teaching and learning strategies

Inductive (deductive) method.

How to solve problems.

He returned training courses and seminars to provide the student with the ability to communicate with the community, the ability to fruitful dialogue, and solve educational problems by scientific methods.

Classroom interaction and exchange of views between the student and the teacher to raise learning difficulties and discuss their solutions.

10. Evaluation methods

Emotional goals are not evaluated through traditional tests, but rather rely on observing, interviewing, discussing, and following up on the student's relationship with the educational community, which provides a cumulative record of their representation of emotional and value goals.

11. Faculty

Faculty Members

| Academic Rank | Specialization | | Requirements/Skills (if applicable) | Preparation of the teaching staff | |
|---------------|----------------------|----------------------|-------------------------------------|-----------------------------------|----------|
| | year | special | | angel | lecturer |
| M.D | Geography mankind | Tourist geography | | angel | |

Professional Development

Mentoring new faculty members

It is done through the preparation of a university professor capable of cognitive development through the production of scientific research as well as the follow-up of intellectual developments in international universities as well as the diversity of participation in dialogue and intellectual seminars specialized

Professional development of faculty members

- Scientific communication through seminars, conferences and joint work with qualified cadres in similar disciplines.
- Access to international studies in similar departments, to develop the ability to research and solve scientific problems.
- Engage in the acquisition of modern scientific experiences and skills in the field of modern technical communication.

12. Acceptance Criterion

- Admission to the college follows the central distribution system pursued by the Ministry of Higher Education and Scientific Research according to the admission form in Iraqi universities and institutes and by balancing between the student's desire and the total obtained.

As for admission to the Department of Geography, it is to balance between the student's desire and her degree in geography in the final exam for the sixth grade in the secondary stage.

13. The most important sources of information about the program

- Link to the program on the Internet, and its applications in similar universities.
- Training courses held by the departments of quality and university performance on the program in various institutes and colleges in Iraq.

Iraq's tourist geography / Bashir Ibrahim Latif / Ibrahim Rashid Al-Shammari

Sustainable Tourism and Population / Iraq as a Model / Abbas Fadel Al-Saadi / 2023

Tourism Geography and Destination Management / Mustafa Youssef Kafi / Heba Kafi / 2016

14. Program Development Plan

The program plan is developed through the annual meeting held by the Ministry for the

heads of geographical departments, as well as the periodic meeting of the Committee of Deans of Humanities Faculties.

Program Skills Outline

Learning outcomes required from the program

| Year/Level | Course Code | Course Name | Basic or optional | Knowledge | | | | Skills | | | | Values | | | |
|------------|-------------|-------------------|-------------------|-----------|----|----|----|--------|----|----|----|--------|----|----|----|
| 2024-2025 | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 |
| | | Tourist geography | Essential | | | √ | | | | √ | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |

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

Course Description Form

1. Course Name Tourism Geography

2. Course Code

3. Semester/Year 2024-2025

4. Date of preparation of this description 2/2-2025

5. Available Attendance Forms

2

6. Number of credit hours (total) / number of units (total) 60 hours / 2 units

7. Course administrator's name (if more than one name is mentioned)

Name: Eng. Reem Taher Ibrahim Email / reem.taher@tu.edu.iq

8. Course Objectives

Course Objectives

1- Preparing students who are able to understand and know human geography and its link to physical geography

2- Enabling students to acquire, understand and know all human geographical concepts

3- Enabling students to acquire and understand the geography of tourism

4- Enabling the geographical specialist to sign natural and human geographical phenomena and determine their location on the surface of the earth with high accuracy

5- Enabling students to link between tourist areas and attract tourists and the economic concept achieved by this study

9. Teaching and learning strategies

Strategy

Oral and written tests, individual and group, theoretical and practical.

Direct observation of the student's performance in the areas of dialogue, intellectual and scientific communication, and teamwork within the classroom and the college and university environment.

Assigning students to prepare scientific research to test their ability to think, conclude and solve problems.

10. Course Structure

| Grades | Course or Course Code | Course Name | Credit Hours | |
|--------|-----------------------|-------------|--------------|-----------|
| | | | theoretical | practical |

| | | | | |
|------------|---|-------------------|----|---|
| The second | | Tourist geography | 90 | - |
| | Theoretical foundations of tourism geography | | 12 | |
| | What is the tourist geography? | | 6 | |
| | Geographical distribution of international tourism | | 6 | |
| | Iraq's tourist geography | | 9 | |
| | Tourism institutions and equipment | | 9 | |
| | Positive foreign tourism | | 6 | |
| | Negative domestic tourism | | 6 | |
| | Domestic Tourism | | 6 | |
| | Tourist Regions | | 6 | |
| | Tourism in Turkey | | 9 | |
| | Tourism in Italy | | 6 | |
| | The impact of the Corona pandemic on tourism globally | | 9 | |

11. Course Evaluation

The degree is distributed through the following

- 1- Exam number 2 in the first Korean (20 degrees)
- 2- Exam number 2 second course (20 degrees)
- 3- Relying on classroom participation (5 degrees)
- 4- Homework (5 marks)
- 5- The final exam for the academic year (50%)

2

12. Learning and Teaching Resources

| | |
|--|---|
| (الكتب المقررة المطلوبة) (المنهجية أن وجدت) | جغرافية العراق السياحية/ بشير ابراهيم لطيف / ابراهيم راشد الشمري |
| (المراجع الرئيسية) (المصادر) | السياحة المستدامة والسكان / العراق نموذجا/ عباس فاضل السعدي / 2023 |
| الكتب والمراجع الساندة التي يوصى بها (المجلات العلمية, ...التقارير) | جغرافية السياحة وإدارة المقاصد / مصطفى يوسف كافي/ هبة كافي/ 2016 |
| المراجع الإلكترونية, مواقع الانترنت | https://ar.wikipedia.org/wiki/ |

N Academic program description form

..University name: University of Tikrit

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

...Scientific Department: Department of Geography

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

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

Academic: system yearly :

Description preparation date: ١٨/١/٢٠٢٥

File filling date: ١٨/١/٢٠٢٥

:Signature:

:Name of department head: A.M.D. . Muhammad Attia Saleh

A. Dr. Rashid Latif Ibrahim

:Date:

Date

:Check the file by

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

A.D . Imad Hamid Ahmed

1. Program vision

The department's vision is divided as it is a specialty, and it is constantly evolving in its curricula and techniques to prepare an aspiring generation to serve the nation through in-depth study of all its data.

2. Program message

Preparing a generation to serve the nation that has all the scientific and patriotic skills, is familiar with geographical curricula and academic subjects to qualify graduates to work in teaching and related departments and reach the desired goal of drawing successful and purposeful strategies that follow the correct steps in building and progressing countries according to the perspective of sustainable development.

3. Program objectives

1- Providing the Ministry of Education with staff specialized in teaching geography in secondary schools.

2- Enabling students to become familiar with aspects of hydrological analysis of geographical factors affecting variation in water resources

3- Enhancing female students' awareness of the diverse geographical, cultural and scientific horizons in this specialization.

4- Enhancing the ability to interact with modern developments in geography through geotechnology

5- Providing graduates with the ability to deal with students by teaching the geographical and hydrological subject according to the modern curriculum based on geographical technology represented by geographic information systems and remote sensing.

4. Programmatic accreditation

nothing

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 |
| Nothing | 5% | 2 | 1 | Department requirements |
| | | | | summer training |
| | | | | Other |

It is possible to include notes on whether the course is core or optional *

7. Program description

| Credit hours | Name of the course or course | Course or course code | Year/level |
|--------------|------------------------------|-----------------------|------------|
|--------------|------------------------------|-----------------------|------------|

| | | | | |
|-----------|-------------|-------------------|--|------------------|
| practical | theoretical | | | |
| 0 | 60 | Geography of SOIL | | 2024/2025 |

8. Expected learning outcomes of the program

Knowledge

| | |
|----------------------------------|--|
| Statement of learning outcomes 1 | Learning Outcomes 1A1- Enabling students to control the general rules of geography and water resources. A2- Investing in students' ability to know the course of spatial and temporal variation of geographic factors and the changes that occur to water resources. A3- Familiarizing students with the natural geographical aspects of medical analysis and hydrological characteristics. A4- Knowledge of the historical development of water resources in the world. A5. - The ability to understand and analyze special changes in hydrological characteristics and their impact on the Earth's surface |
|----------------------------------|--|

Skills

| | |
|----------------------------------|---|
| Statement of learning outcomes 2 | Learning Outcomes 2B 1 - That the student is able to become familiar with the methods of teaching, measuring and evaluating the scientific subject. B 2 - That the student is able to choose the appropriate teaching method for each scientific subject so that it presents it in an interesting way. B 3 - That the student is able to solve problems related to understanding the scientific subject in Students use theories of educational psychology and modern teaching methods, which facilitates the study and teaching of the language. |
| Statement of learning outcomes 3 | Learning Outcomes 3 C1- The student is brought up to understand the natural geographical diversity in the world. C2- Know the applied aspects of hydrogeography. C3- Develop the student's ability to study water resources problems, understand topics and find solutions to the problems facing hydrology. C4- Know the most prominent applied, analytical and practical aspects of the study of water resources. Hydrology (water resources) |

Value

| | |
|----------------------------------|---|
| Statement of learning outcomes 4 | Learning outcomes 4: Emotional goals are not evaluated through traditional tests, but rather, reliance is placed on observing the student's behavior, interviewing him, discussing him, and following up on his relationship with the educational environment, which provides a cumulative record of his representation of the emotional and value goals. |
| Statement of learning outcomes 5 | Learning Outcomes 51- The student sets a good example among those around him. 2- Forms a general group of good values. 3- Provides psychological motivation to achieve emotional goals. |

9. Teaching and learning strategies

The inductive (deductive) method. The problem-solving method. Repeat training courses and seminars to give the student the ability to communicate with society, the ability to have fruitful dialogue, and solve educational problems using scientific methods. Classroom interaction and exchange of opinions between the student and the teacher to raise learning difficulties and discuss their solutions.

10. Evaluation methods

Emotional goals are not evaluated through traditional tests. Rather, reliance is placed on observing the student's behavior, interviewing him, discussing him, and following up on his relationship with the educational environment, which provides a cumulative record of his representation of the emotional and value goals.

11. The teaching staff

Faculty members

| Preparing the teaching staff | | Requirements/skills (if any) | Specialization | | Scientific rank |
|------------------------------|-------|------------------------------|----------------------------|-------------------|-----------------|
| lecturer | angel | | private | general | |
| | angel | | Geography of geomorphology | Natural geography | assistant Dr |

Professional development

Orienting new faculty members

This is done by preparing a university professor capable of developing knowledge through the production of scientific research, as well as following up on intellectual developments in international universities, as well as the diversity of participation in specialized dialogue and intellectual seminars.

Professional development for faculty members

- Scientific communication through seminars, conferences, and joint work with competent cadres in similar specializations. - Accessing international studies in similar departments, to develop the ability to research and solve scientific problems. - Engaging in acquiring modern scientific expertise and skills in the field of modern technical communication.

12. Acceptance criterion

- Admission to the college follows the central distribution system followed by the Ministry of Higher Education and Scientific Research according to the admission form to Iraqi universities and institutes and by balancing the student's desire and the total he obtained. As for admission to the Geography Department, it is due to the balance between the student's desire and her grade in Geography in the final exam for the sixth grade in secondary school.

13. The most important sources of information about the program

- Link to the program on the Internet, and its applications in similar universities. - Training courses held by quality and university performance departments on the program in various institutes and colleges in Iraq. Hydrology, Dr. Mahdi Muhammad Ali Al-Sahhaf, Dr. Wafiq Hussein Al-Khashab Dr. Baqir Ahmed Kashif Al-Ghita Lectures in Hydrology... M.M. Kaljan Khalil Majeed

14. Program development plan

The program plan is developed through the annual meeting held by the Ministry for the heads of geography departments, as well as the periodic meeting of the Committee of Deans of Humanities Colleges.

| 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 | | | | 2024/2025 |
| | | | | √ | | | | √ | | | | Basic | soil | | |
| | | | | | | | | | | | | | | | |
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learning outcomes from the Please check the boxes corresponding to the individual*
program subject to evaluation

Course description form

| | |
|---|---|
| 1. Course name: Hydrology | |
| | |
| 2. Course code | |
| | |
| 3. Semester/year 2024-2025 | |
| | |
| 4. The date this description was prepared is 5/2-2025 | |
| | |
| 5. Available forms of attendance | |
| | |
| 6. Number of study hours (total) / Number of units (total) 60 hours / 2 units | |
| | |
| 7. Name of the course administrator (if more than one name is mentioned) | |
| Name D.R. Talib Rais Ahmed Email: talibalrais19881@gmail.com | |
| 8. Course objectives | |
| • | Objectives of the study subject |
| | |
| 1- Providing the Ministry of Education with staff specialized in teaching geography in secondary schools. | |
| 2- Enabling female students to become familiar with aspects of spatial analysis of geographical factors affecting spatial variation | |
| 3- Enhancing female students' awareness of the diverse geographical, cultural and scientific horizons in this specialization. | |
| 4- Enhancing the ability to interact with modern developments in geography through geotechnology | |
| 5- Providing graduates with the ability to deal with students by teaching geography according to the modern curriculum based on geographical technology represented by geographic information systems and remote sensing. | |
| 9. Teaching and learning strategies | |
| | Strategy: Oral and written tests, individual and group, theoretical and practical. Direct observation of the student's performance in the areas of dialogue, intellectual and scientific communication, and team work within the classroom and the college and university environment. Assigning female students to prepare scientific research to test their ability to think, deduce, and solve |

problems.

10. Course structure

| Credit hours | | Name of the course or course | Course or course code | Educational level |
|--------------|-------------|------------------------------|--|-------------------|
| practical | theoretical | | | |
| - | 90 | Geography of soil | | the second |
| - | 12 | | Introduction to hydrology and its applications | |
| - | 6 | | Explanation of the hydrological cycle with drawing | |
| - | 6 | | Water budget and measuring and calculating the volume of evaporation | |
| | 9 | | Introduction to precipitation, the forms of precipitation, the intensity of rain, and how to calculate it | |
| | 9 | | Methods and estimation of average rainfall, arithmetic average method, Thiessen method | |
| | 9 | | Introduction to water harvesting, its objectives, components, types of water harvesting, and its standards | |
| | 9 | | Introduction to the flood, flood prevention, its causes, the peak of the flood, and ways to treat it | |
| | 9 | 2 | Definition of water pollution, causes of water pollution, sources of water pollution, its causes and types | |

| | | | | |
|--|---|--|---|--|
| | 9 | | The origin of groundwater, groundwater reservoirs or reservoirs, groundwater levels | |
| | 9 | | Types of irrigation, its methods, irrigation problems, and ways to treat it | |
| | 9 | | Geography of seas and oceans, characteristics of oceans and seas | |
| | 9 | | Water resources in Iraq and the use of surface water and groundwater | |

11. Course evaluation

The grade is distributed as follows: 1- 2 exams in the first course (20 marks) 2- 2 exams in the second course (20 marks) 3- Reliance on class participation (5 marks) 4- Homework assignments (5 marks) 5- Exam Final of the academic year (50%)

12. Learning and teaching resources

| | |
|--|---|
| Hydrology book by Dr. Mahdi Muhammad Ali Al-Sahhaf 2- Dr. Wafiq Hussein Al-Khashab 3- Dr. Baqir Ahmed cover detector | Required textbooks (methodology, if any) |
| Hydrology book by Dr. Mahdi Muhammad Ali Al-Sahhaf 2- Dr. Wafiq Hussein Al-Khashab 3- Dr. Baqir Ahmed cover detector | Main references (sources) |
| Lectures on Hydrology by M.M. Kaljan Khalil Majeed | Recommended supporting books and references (scientific journals, reports...) |
| A link to the program on the Internet, and its applications in similar universities. | Electronic references, Internet sites |

N Academic program description form

..University name: University of Tikrit

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

...Scientific Department: Department of Geography

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

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

Academic: system yearly :

Description preparation date: ١٨/١/٢٠٢٥

File filling date: ١٨/١/٢٠٢٥

:Signature:

أ.م.د. محمد عطية صالح
رئيس قسم الجغرافية
Signature

:Name of department head: A.M.D. . Muhammad Attia Saleh

Name of Scientific Assistant

A. Dr. Rashid Latif Ibrahim

:Date:

Date

:Check the file by

Division of Quality Assurance and University Performance

الأستاذ الدكتور
فهد شلاش خلف
٢٠٢٥/١/١٨

:Name of the Director of the Quality Assurance and University Performance Division

the date

the signature

Authentication of the Dean

A.D. . Imad Hamid Ahmed

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

| | |
|--|--|
| Educational institution | Ministry of Higher Education and Scientific Research / Tikrit University |
| Scientific Department / Center | College of Education for Human Sciences / Department of Geography |
| Name of the academic or vocational program | Bachelor of Geography |
| Name of the final certificate | Bachelor |
| Academic System: Annual / Decisions / Other | annual |
| Accredited Accreditation Program | Face-to-face education |
| Other external influences | Some skills and applications need a living environment (traditional classroom lessons) |
| Date of preparation of the description | 22/3/2024 |

| | |
|---|--|
| Objectives of the Academic Program | |
| A- Understanding students about the nature of teaching curricula and methods and their role in the educational process. | |
| B- Enabling students to know the traditional methods that are based on the teacher. | |
| C- Students know student-based teaching methods. | |
| C- Familiarize students with the educational objectives and the way they are formulated. | |
| E- Providing students with teaching skills. | |
| F- Students' knowledge of planning educational lessons. | |
| G- Students' understanding of the calendar, its types and tools. | |

| |
|---|
| . Required Program Outcomes and Methods of Teaching, Learning and |
|---|

Assessment

- Cognitive objectives

A1- The student should know the teaching.

A2- The student should know the teaching methods.

A3- The student should list the types of educational goals.

A4- The student should explain the development of teaching methods and their classification.

A5- The student should mention the teaching skills.

A6- The student should show the purposes of observing the teaching behavior.

A7- The student should explain the importance of lesson planning.

B- Program Skills Objectives

B1 – The student draws a diagram showing the classification of teaching methods.

B2 – The student should design a model lesson (in a problem-solving way).

B3 – The student should use the data show device to display a daily study plan.

B4- The student should formulate on the board behavioral goals for the personality material.

Teaching and learning methods

C- Emotional and value goals.

C1- The student should be inclined to study the curricula and teaching methods.

A2- The student should like the style of the teacher of teaching methods.

C3- The student should interact with the presentation of the teaching methods material

Teaching and learning methods

(Discussion, lecture, interrogation)

Evaluation methods

Attendance and participation.

Periodic tests.

External activities.

d. General and qualifying skills transferred (other skills related to employability and personal development).

D1 - skills of dialogue and scientific discussion.

D2- Skills of modern technologies in communication, documentation and communication with scientific institutions and centers.

D3- The skill of presenting oral questions

. Software Structure

| Grades | Course or Course Code | Course Name | Credit Hours | |
|--------|-----------------------|------------------|--------------|-----------|
| | | | theoretical | practical |
| Third | | Teaching methods | 4 | |
| | | | | |

. Planning for personal development

- Scientific communication through seminars, conferences and joint work with qualified cadres in similar disciplines.
- Access to international studies in similar departments, to develop the ability to research and solve scientific problems.
- Engage in the acquisition of modern scientific experiences and skills in the field of modern technical communication.

. Admission criterion (setting regulations related to enrollment in a college or institute)

- Admission to the college follows the central distribution system pursued by the Ministry of Higher Education and Scientific Research according to the admission form in Iraqi universities and institutes and by balancing between the student's desire and the total obtained.

. The most important sources of information about the program

- Decisions of the Sectoral Committee.
- General Teaching Methods / Dawood Maher Muhammad and Majeed Mahdi Muhammad
- Teaching Compass / Dr. Nidal Muzahim Al-Azzawi
- Teaching Methods / Dr. Falah Saleh Hussein

ing outcomes required from the program

| | fundamental Or optional | Cognitive goals | | | | Program Skills Objectives | | | | Emotional and value goals | | | | General and qualifying skills transferred (other skills related to employability and personal development) | | | |
|-----------|----------------------------|-----------------|----|----|----|------------------------------|----|----|----|------------------------------|----|----|----|--|----|----|----|
| | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 | D1 | D2 | D3 | D4 |
| Essential | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | |

N Academic program description form

..University name: University of Tikrit

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

...Scientific Department: Department of Geography

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

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

Academic: system yearly :

Description preparation date: ١٨/١/٢٠٢٥

File filling date: ١٨/١/٢٠٢٥

:Signature:

:Name of department head: A.M.D. . Muhammad Attia Saleh

A. Dr. Rashid 'Latif Ibrahim

:Date:

Date

:Check the file by

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

A.D . Imad Hamid Ahmed

أ.م.د. محمد عطية صالح
رئيس قسم الجغرافية

Signature

Name of Scientific Assistant

الأستاذ الدكتور
فهد شلاش خلف
٢٠٢٥/١/١٨

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 staP 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, yearly), 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 Department of Geography in the College of Education for Humanities typically focuses on equipping students with knowledge, skills, and competencies relevant to geography and education. Here are some common learning outcomes:

1. **Understanding Geographic Concepts:** Students will demonstrate a comprehensive understanding of fundamental geographic concepts, theories, and methodologies.
2. **Spatial Analysis Skills:** Students will develop the ability to analyze spatial data and understand patterns and relationships within geographical contexts.
3. **Environmental Awareness:** Students will gain insights into environmental issues and sustainability practices, promoting responsible stewardship of the Earth.
4. **Teaching Methodologies:** Students will learn effective teaching strategies and instructional methods specific to geography education.
5. **Critical Thinking:** Students will enhance their critical thinking and problem-solving skills by engaging with geographic data and real-world scenarios.
6. **Cultural Competence:** Students will appreciate diverse cultures and human-environment interactions, fostering global citizenship.
7. **Fieldwork Skills:** Students will acquire practical skills in conducting fieldwork and using geographic tools, such as GIS (Geographic Information Systems).
8. **Research Proficiency:** Students will develop research skills, including data collection, analysis, and presentation, applicable to geographical studies.
9. **Curriculum Development:** Students will learn to design and implement geography curricula that align with educational standards.
10. **Collaboration and Communication:** Students will improve their ability to work collaboratively and communicate effectively, both in written and oral forms, within educational settings.

These outcomes prepare graduates to be effective educators and informed citizens in a geographically interconnected world.

Course Description:

Course name: Urban Geography.

Learning Outcomes:

- 1- Enable to control the general rules of geography
- 2- Invest students' ability to know the course of spatial variation of geographical factors
- 3- Students' familiarity with the geographical aspects of the world for the nature of geographical factors
- 4- Knowledge of the historical development of cities in the world
- 5- Knowledge of the morphological development of the city
- 6- Ability to understand the changes in urban land uses

Program Vision:

The vision of the department is divided as a specialization that is constantly developing in its curricula and techniques to prepare a generation that aspires to serve the nation by deeply studying all its data.

Program Mission:

Preparing a generation to serve the nation, enjoying all scientific and national qualities, familiar with geographical curricula and academic subjects to qualify graduates to work in teaching and related departments and to achieve the desired goal of drawing up successful and purposeful strategies that proceed on the right path in building and advancing countries according to the perspective of sustainable development.

Program Objectives:

- 1- Providing the Ministry of Education with specialized staff to teach geography in secondary schools.
- 2- Enabling female students to master aspects of spatial analysis of geographical factors affecting spatial variation
- 3- Enhancing female students' awareness of the horizons of diverse geographical culture, cultural and scientific in this specialization.
- 4- Enhancing the ability to interact with modern developments in geography through geographic technology
- 5- Providing graduates with the ability to deal with students by teaching geography according to the modern curriculum based on geographic technology represented by geographic information systems and remote sensing.

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:

- 1- The student is able to master the methods of teaching, measuring and evaluating the scientific material.
- 2- The student is able to choose the appropriate teaching method for each scientific material so that it is presented in an interesting way.
- 3- The student is able to solve problems related to the students' understanding of the scientific material by using theories of educational psychology and modern teaching methods, which facilitates the study and teaching of the language.
- 4- The student is raised to understand the geographical diversity in the world.
- 5- Knowledge of the applied aspects of urban geography.
- 6- Developing the student's ability to solve the problems that cities suffer from.
- 7- Knowledge of the most prominent applied aspects of urban geography and their reflection on the urban and regional environment.

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: Tikrit

Faculty/Institute: College of Education for Humanities

Scientific Department: Geography

Academic or Professional Program Name: Urban Geography

Final Certificate Name: PhD

Academic System: Annual

Description Preparation Date: 20/10/2024

File Completion Date: 5/2/2025

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 |
| The vision of the department is divided as a specialization that is constantly developing in its curricula and techniques to prepare a generation that aspires to serve the nation by deeply studying all its data. |
| 2. Program Mission |
| Preparing a generation to serve the nation, enjoying all scientific and national qualities, familiar with geographical curricula and academic subjects to qualify graduates to work in teaching and related departments and to achieve the desired goal of drawing up successful and purposeful strategies that proceed on the right path in building and advancing countries according to the perspective of sustainable development. |
| 3. Program Objectives |
| <p>1- Providing the Ministry of Education with specialized staff to teach geography in secondary schools.</p> <p>2- Enabling female students to master aspects of spatial analysis of geographical factors affecting spatial variation</p> <p>3- Enhancing female students' awareness of the horizons of diverse geographical culture, cultural and scientific in this specialization.</p> <p>4- Enhancing the ability to interact with modern developments in geography through geographic technology</p> <p>5- Providing graduates with the ability to deal with students by teaching geography according to the modern curriculum based on geographic technology represented by geographic information systems and remote sensing.</p> |
| 4. Program Accreditation |
| No |
| 5. Other external influences |
| Ministry of Higher Education and Scientific Research |

| 6 Program Structure | | | | |
|--------------------------|-------------------|--------------|------------|----------|
| Program Structure | Number of Courses | Credit hours | Percentage | Reviews• |
| Institution Requirements | 2 | 90 | 100% | |
| College Requirements | 2 | 90 | 100% | |
| Department Requirements | 90 | 90 | 100% | |
| Summer Training | 0 | 0 | | |
| Other | | | | |

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

| 7. Program Description | | | | |
|--|-------------|-------------------------------|--------------|-----------|
| Year/Level | Course Code | Course Name | Credit Hours | |
| 3 rd | | Urban Geography | theoretical | practical |
| | | | 90 | 0 |
| | | | | |
| 8. Expected learning outcomes of the program | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| Learning Outcomes 2 | | Learning Outcomes Statement 2 | | |
| Learning Outcomes 3 | | Learning Outcomes Statement 3 | | |
| Learning Outcomes 4 | | Learning Outcomes Statement 4 | | |
| Learning Outcomes 5 | | Learning Outcomes Statement 5 | | |
| <p>1- The student is able to master the methods of teaching, measuring and evaluating the scientific material.</p> <p>2- The student is able to choose the appropriate teaching method for each scientific material so that it is presented in an interesting way.</p> <p>3- The student is able to solve problems related to the students' understanding of the scientific material by using theories of educational psychology and modern teaching methods, which facilitates the study and teaching of the language.</p> <p>4- The student is raised to understand the geographical diversity in the world.</p> <p>5- Knowledge of the applied aspects of urban geography.</p> <p>6- Developing the student's ability to solve the problems that cities suffer from.</p> <p>7- Knowledge of the most prominent applied aspects of urban geography and their reflection on the urban and regional environment.</p> | | | | |

9. Teaching and Learning Strategies

- Oral and written tests, individual and group, theoretical and practical.
 - Direct observation of the student's performance in the areas of dialogue, intellectual and scientific communication, and teamwork within the classroom and the college and university environment.
 - Assigning students to prepare scientific research
-

10. Evaluation methods

The grade is distributed as follows:

- 1- Exam No. 2 in the first Korean (20 points)
 - 2- Exam No. 2 in the second course (20 points)
 - 3- Reliance on class participation (5 points)
 - 4- Homework (5 points)
 - 5- Final exam for the academic year (50%)
-

| | | | | | | |
|--|----------------|---------|---|--|------------------------------|----------|
| 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 | | | | | | |
| (null) | | | | | | |
| 13. The most important sources of information about the program | | | | | | |
| State briefly the sources of information about the program. | | | | | | |
| 14. Program Development Plan | | | | | | |

| Program Skills Outline | | | | | | | | | | | | | | | |
|------------------------|-------------|-----------------|-------------------|------------------------------------|----|----|----|--------|----|----|----|--------|----|----|----|
| | | | | Required program Learning outcomes | | | | | | | | | | | |
| Year/Level | Course Code | Course Name | Basic or optional | Knowledge | | | | Skills | | | | Ethics | | | |
| | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 |
| 2024-2-25 | | Urban Geography | Basic | | | | √ | | | | √ | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
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- Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

Course Description Form

| |
|--|
| 1. Course Name: Urban Geography |
| |
| 2. Course Code: null |
| |
| 3. Semester / Year: 2024-2025 |
| |
| 4. Description Preparation Date: 20/10/2024 |
| |
| 5. Available Attendance Forms: Lectures |
| |
| 6. Number of Credit Hours (Total) / Number of Units (Total): 90/ 2 units |
| |
| 7. Course administrator's name (mention all, if more than one name) |
| Name: Prof. Riyadh Abdulla Ahmed (PhD) Email: readabdala@tu.edu.iq |
| 8. Course Objectives |
| <ol style="list-style-type: none"> 1. Understanding Geographic Concepts: Students will demonstrate a comprehensive understanding of fundamental geographic concepts, theories, and methodologies. 2. Spatial Analysis Skills: Students will develop the ability to analyze spatial data and understand patterns and relationships within geographical contexts. 3. Environmental Awareness: Students will gain insights into environmental issues and sustainability practices, promoting responsible stewardship of the Earth. 4. Teaching Methodologies: Students will learn effective teaching strategies and instructional methods specific to geography education. 5. Critical Thinking: Students will enhance their critical thinking and problem-solving skills by engaging with geographic data and real-world scenarios. 6. Cultural Competence: Students will appreciate diverse cultures and human-environment interactions, fostering global citizenship. 11. Fieldwork Skills: Students will acquire practical skills in conducting fieldwork and using geographic tools, such as GIS (Geographic Information Systems). 12. Research Proficiency: Students will develop research skills, including data collection, analysis, and presentation, applicable to geographical studies. 13. Curriculum Development: Students will learn to design and implement geography curricula that align with educational standards. 14. Collaboration and Communication: Students will improve their ability to work collaboratively and communicate effectively, both in written and oral forms, within educational settings. |

| 9. Teaching and Learning Strategies | | | | | |
|-------------------------------------|--|-------------------|---|-----------------|------------------------|
| Strate | <ul style="list-style-type: none">- Oral and written tests, individual and group, theoretical and practical.- Direct observation of the student's performance in the areas of dialogue, intellectual and scientific communication, and teamwork within the classroom and the college and university environment.- Assigning students to prepare scientific research | | | | |
| 10. Course Structure | | | | | |
| hours | Outcomes | Required Learning | Unit or subject name | Learning method | Evaluation method |
| 90 | <ol style="list-style-type: none">Understanding Urban Processes: Students will demonstrate knowledge of the key processes and patterns that shape urban areas, including urbanization, suburbanization, and gentrification.Spatial Analysis: Students will develop skills in spatial analysis to understand the distribution of urban features and the relationships between various elements within urban environments.Urban Planning and Policy: Students will gain insights into urban planning concepts, policies, and practices, including zoning laws, land use planning, and sustainability initiatives.Cultural and Social Dynamics: Students will analyze the cultural, social, and economic dynamics of urban areas, including issues related to inequality, migration, and community development.Environmental Impact: Students will evaluate the environmental challenges facing urban areas, such as pollution, green space management, and climate change adaptation.Fieldwork and Data Collection: Students will engage in fieldwork to collect and analyze data related to urban geography, using tools such as surveys, interviews, and GIS. | | <p>The importance of urban geography</p> <p>The city and urban development</p> <p>The internal structure of the city</p> <p>Urban land uses</p> <p>Classification of cities</p> <p>Sizes of cities</p> <p>The economic basis of cities</p> <p>City population</p> <p>The theory of central places</p> <p>City problems</p> <p>City morphology</p> <p>The relationship between the city and its region</p> | lecturing | Written and oral tests |

| | | | | |
|--|---|--|--|--|
| | <p>7. Critical Thinking: Students will enhance their critical thinking skills by examining urban issues and proposing solutions based on evidence and research.</p> <p>8. Global Perspectives: Students will explore urban geography from a global perspective, comparing urban issues and solutions across different cultural and economic contexts.</p> <p>9. Effective Communication: Students will develop the ability to communicate urban geography concepts effectively through various formats, including reports, presentations, and discussions.</p> <p>10. Interdisciplinary Connections: Students will understand the connections between urban geography and other disciplines, such as sociology, economics, and environmental science.</p> <p>These outcomes prepare students to analyze urban environments critically and contribute to urban education and planning effectively.</p> | | | |
|--|---|--|--|--|

11. Course Evaluation

The grade is distributed as follows:

- 1- Exam No. 2 in the first Korean (20 points)
- 2- Exam No. 2 in the second course (20 points)
- 3- Reliance on class participation (5 points)
- 4- Homework (5 points)
- 5- Final exam for the academic year (50%)

12. Learning and Teaching References

| | |
|-------------------|--|
| Text Books | Urban Geography, Dr. Sabri Fares Al-Hiti and Dr. Saleh Al-Hiti, 2000 |
| References | Urban Geography Dr. Ali Sallam Al-Shawawra, 2012 |
| Enriching sources | Urban Geography Dr. Abdul Hakim Nasser Al-Ashawi, 2010 |
| websites | Link to the program on the Internet, and its applications in similar universities. |

N Academic program description form

..University name: University of Tikrit

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

...Scientific Department: Department of Geography

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

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

Academic: system yearly :

Description preparation date: ١٨/١/٢٠٢٥

File filling date: ١٨/١/٢٠٢٥

:Signature:

:Name of department head: A.M.D. . Muhammad Attia Saleh

A. Dr. Rashid Latif Ibrahim

:Date:

Date

:Check the file by

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

A.D . Imad Hamid Ahmed

1. Program Vision

The vision of the department is divided as a specialization that is constantly developing in its curricula and techniques to prepare a generation looking forward to serving the nation by deeply studying all its data.

2. Program message

Preparing a generation to serve the nation, enjoying all scientific and national qualities, familiar with geographical curricula and academic subjects to qualify graduates to work in teaching and related departments and to achieve the desired goal of drawing up successful and purposeful strategies that proceed on the right path in building and advancing countries according to the perspective of sustainable development.

3. Program objectives

1- Providing the Ministry of Education with specialized staff to teach the subject of geography and natural resources in secondary schools.

2- Enabling students to become familiar with the aspects of the factors and natural phenomena affecting the Earth's surface.

3- Students' awareness of the detailed, cultural and scientific study prospects in this specialization.

4- Developing a complete vision for the student about the most important types of natural resources and how to sustain them, and studying the finding of alternative sources for fossil fuels represented by renewable energy sources and studying their different types.

5- Graduates acquire the ability to deal with students by teaching geography using modern technologies such as geographic information systems and remote sensing.

4. Program accreditation

nothing

5. Other external influences

Ministry of Higher Education and Scientific Research

6. Program Structure

| comments | percentage | Study unit | Number of courses | Program Structure |
|----------|------------|------------|-------------------|----------------------------|
| | | | | Institutional Requirements |
| | | | | College Requirements |
| Nothing | 5% | 2 | 1 | Department Requirements |
| | | | | Summer training |
| | | | | Other |

*Notes may include whether the course is basic or optional.

| 7. Program Description | | | | |
|------------------------|-------------|-----------------------------|-------------|------------|
| Credit hours | | Course name | Course code | Year/Level |
| practical | theoretical | | | |
| 0 | 60 | Geography Natural Resources | | 2024-2025 |

8. Expected learning outcomes of the program

Knowledge

Learning Outcome Statement 1

Learning Outcomes 1

- A1-Enables the setting of general rules for geography of natural resources.
- A2-Investing students' ability to understand the spatial and temporal variations of geographical factors and the changes that occur to natural resources
- A3-Students' familiarity with the aspects of natural factors affecting the Earth's surface
- A4-Know the historical development of natural resources in the world

| | |
|------------------------------|---|
| | A5-Ability to understand the specific changes in the mineral wealth characteristics of natural resourcesAnd its impact on the Earth's surface |
| Skills | |
| Learning Outcome Statement 2 | <p>Learning Outcomes 2</p> <p>B 1 -The student should be able to master the methods of teaching, measuring and evaluating the scientific material.</p> <p>B 2 -The student should be able to choose the appropriate teaching method for each scientific subject, so that he can present it in an interesting way.</p> <p>B 3 -The student will be able to solve problems related to students' understanding of the scientific material by using theories of educational psychology and modern teaching methods, which will facilitate the study and teaching of the language.</p> |
| Learning Outcome Statement 3 | <p>Learning Outcomes 3</p> <p>A1-The student is brought up to understand the natural geographical diversity of the world.</p> <p>A2-Knowledge of practical aspectsAndIn the geography of natural resources.</p> <p>A3-Developing a complete picture for the student about the most important types of natural resources and how to sustain them, and studying the finding of alternative sources for fossil fuels represented by renewable energy sources and studying their different types.</p> <p>A4-Knowing the most important practical and applied aspects of the studyNatural and human characteristics of natural resources</p> |
| Values | |
| Learning Outcome Statement 4 | <p>Learning Outcomes 4</p> <p>1 Affective goals are not assessed through traditional tests, but rather rely on observing the student's behavior, interviewing him,</p> |

| | | | | | |
|--|---|------------------------------|---------------------------|--------------------|---------------|
| | discussing him, and following up on his relationship with the educational environment, which provides a cumulative record of his representation of affective and value goals. | | | | |
| Learning Outcome Statement 5 | Learning Outcomes 5 1- The student is a good role model for those around him. 2-Forming a general category of good values. 3- Providing psychological motivation to achieve emotional goals. | | | | |
| 9. Teaching and learning strategies | | | | | |
| Inductive (deductive) method. - Problem solving method. - He repeated the training courses and seminars to provide the student with the ability - to communicate with the community, the ability to have fruitful dialogue, and solve educational problems using scientific methods. Classroom interaction and exchange of opinions between the student and the teacher - to raise learning difficulties and discuss their solutions. | | | | | |
| 10. Evaluation methods | | | | | |
| Affective goals are not assessed through traditional tests, but rather rely on observing the student's behavior, interviewing him, discussing him, and following up on his relationship with the educational environment, which provides a cumulative record of his representation of affective and value goals. | | | | | |
| 11. Faculty | | | | | |
| Faculty members | | | | | |
| Faculty preparation | | Requirements/Skills (if any) | Specialization | | Academic Rank |
| lecturer | angel | | private | general | |
| | angel | | Water Resources Geography | Physical Geography | Teacher |

| | |
|---|--|
| Professional development | |
| Orientation of new faculty members | |
| This is done by preparing a university professor capable of cognitive development through producing scientific research, as well as following up on intellectual developments in international universities, in addition to the diversity of participation in specialized dialogue and intellectual seminars. | |

Professional development for faculty members

- Scientific communication through seminars, conferences and joint work with qualified cadres in similar specializations.
- Reviewing international studies in similar departments, to develop the ability to research and solve scientific problems.
- Engaging in acquiring modern scientific experiences and skills in the field of modern technical communication.

12. Acceptance Criteria

- Admission to the college follows the central distribution system adopted by the Ministry of Higher Education and Scientific Research according to the admission form for Iraqi universities and institutes and by balancing between the student's desire and the total he obtained.

As for acceptance into the Geography Department, it is based on a balance between the student's desire and her grade in the Geography subject in the final exam for the sixth grade in secondary school.

13. The most important sources of information about the program

- The program link on the Internet, and its applications in similar universities.
 - Training courses held by the University Quality and Performance Departments on the program in various institutes and colleges in Iraq.
- Geographical foundations of natural resources, Prof. Dr. Muhammad Azhar Saeed Al-Samak
- Lectures in Natural Resources Geography ... Prof. Dr. Kaljan Khalil Majeed

14. Program Development Plan

The programme plan is developed through the annual meeting held by the Ministry for the heads of geography departments, as well as the periodic meeting of the Deans' Committee of Humanities Colleges.

| Program Skills Chart | | | | | | | | | | | | | | | |
|---|----|----|----|--------|----|----|----|-----------|----|----|----|------------------------|-------------------|-------------|------------|
| Required learning outcomes of the program | | | | | | | | | | | | | | | |
| Values | | | | Skills | | | | Knowledge | | | | Essential or optional? | Course name | Course code | Year/Level |
| A4 | A3 | A2 | A1 | B4 | B3 | B2 | B1 | A4 | A3 | A2 | A1 | | | | 2024-2025 |
| | | | | √ | | | | √ | | | | essential | Natural resources | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |

*Please tick the boxes corresponding to the individual learning outcomes of the programme being assessed.

Course Description Form

| | |
|--|--------------------|
| 1. Course name: Natural Resources Foundations | |
| | |
| 2. Course code | |
| | |
| 3. Semester/Year 2024-2025 | |
| | |
| 4. Date of preparation of this description 2/2/2025 | |
| | |
| 5. Available forms of attendance | |
| | |
| 6. Number of study hours (total) / Number of units (total) 60 hours / 2 units | |
| | |
| 7. Name of the course supervisor (if more than one name is mentioned) | |
| Name: M.D. Kaljan Khalil Majeed Email: kaljan.k.majeed@tu.edu.iq | |
| 8. Course objectives | |
| <ul style="list-style-type: none">• | Subject objectives |
| 1- Providing the Ministry of Education with specialized staff to teach geography in secondary schools. | |
| 2- Enabling students to master aspects of spatial analysis of geographical factors affecting spatial variation. | |
| 3- Enhancing students' awareness of the diverse geographical, cultural and scientific horizons in this specialization. | |
| 4- Enhancing the ability to interact with modern developments in geography through geographic technology. | |

5- Providing graduates with the ability to deal with students by teaching geography according to the modern curriculum based on geographic technology represented by geographic information systems and remote sensing.

9. Teaching and learning strategies

| | |
|--|--|
| | <p>Strategy</p> <ul style="list-style-type: none"> - Oral and written tests, individual and group, theoretical and practical. - Direct observation of the student's performance in the areas of dialogue, intellectual and scientific communication, and teamwork within the classroom and the college and university environment. <p>Assigning students to prepare scientific research to test their ability to think, draw conclusions and solve problems.</p> |
|--|--|

10. Course Structure

| Credit hours | | Course name | Course code | Academic stage |
|--------------|-------------|-------------------------------------|---|----------------|
| practical | theoretical | | | |
| - | 90 | Geography of natural resource bases | | Second |
| - | 12 | | Introduction to Natural Resources Planning and Application | |
| - | 6 | | Explain the classification of resources and their importance with a drawing | |
| - | 6 | 2 | Soil properties, formation, problems and maintenance | |
| | 9 | | Plant and animal resources problems | |

| | | | | |
|--|---|--|--|--|
| | | | and maintenance | |
| | 9 | | Geographical distribution of forests and their types Factors affecting natural vegetation | |
| | 6 | | Forest resources in the Arab world and the economic importance of forests | |
| | 6 | | Introduction to the resources of the atmosphere, its composition, wind and solar energy, problems, maintenance and ways to do so | |
| | 6 | | Renewable resources (relative or real) Non-renewable resources (existence and consumption) | |
| | 6 | | Water Resources in Iraq and Use of Surface Water and Groundwater | |
| | 9 | | Introduction to water resources, their classification and water resources in the Arab world | |
| | 6 | | Food and Water in Iraq and the Arab World: Economists' Views on Resources and Food | |
| | 9 | | The origin of mineral resources, their characteristics, means of mineral | |

| | | | | |
|--|--|--|-------------------------|--|
| | | | activity and its stages | |
|--|--|--|-------------------------|--|

11. Course Evaluation

The grade is distributed as follows:

1- Exam No. 2 in the first course (15 points) + (5 points) attendance + (5 points) participation

2- Exam No. 2, second course (15 points) + (5 points) attendance + (5 points) participation

3- Final exam for the academic year (50%)

12. Learning and teaching resources

| | |
|---|--|
| Natural Resources Foundations from a Contemporary Perspective Prof. Dr. Muhammad Azhar Saeed Al-Samak2012 | Required textbooks (methodology if any) |
| Natural Resources Geography Dr.The fish, Muhammad Azhar Saeed,Dr.On behalf of Abdul Aziz Al-Saati,1988 | Main References (Sources) |
| Introduction to Natural Resources Dr. Omar Ramadan Al-Saedi, Dr. Ali Mahmoud Faris, Dr. Ramadan Abdul-Mawla Al-Hindawi | Recommended supporting books and references (scientific journals, reports...) |
| Link to the program on the Internet, and its applications in similar universities. | Electronic references, websites |

N Academic program description form

..University name: University of Tikrit

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

...Scientific Department: Department of Geography

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

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

Academic: system yearly :

Description preparation date: ١٨/١/٢٠٢٥

File filling date: ١٨/١/٢٠٢٥

:Signature:

:Name of department head: A.M.D. . Muhammad Attia Saleh

A. Dr. Rashid Latif Ibrahim

:Date:

Date

:Check the file by

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

A.D . Imad Hamid Ahmed

1. Program Vision

The vision of the department is divided as a specialization and it is in continuous development in its curricula and techniques to prepare an aspiring generation to serve the country by studying in depth all its data

2. Program Mission

Preparing a generation to serve the country that enjoys all scientific and national, familiar with geographical curricula and study materials to qualify graduates to work in teaching and related departments and reach the desired goal in drawing successful and purposeful strategies that follow the right steps in building and advancing countries according to the perspective of sustainable development

3. Program Objectives

1- Providing the Ministry of Education with specialized staff in teaching geography in secondary schools.

2- Enabling students to familiarize themselves with the aspects of spatial analysis of geographical factors affecting spatial variation

3- Enhancing students' awareness of the prospects of the diverse, cultural and scientific geographical culture in this specialization.

4- Enhancing the ability to interact with modern developments of geography through geographical technology

5- Providing graduates with the ability to deal with students by teaching geography according to the modern curriculum based on geographical technology represented by geographic information systems and remote sensing

4. Program Accreditation

There isn't any

5. Other external influences

Ministry of Higher Education and Scientific Research

6. Program Structure

| Program Structure | Number of Courses | Unit of study | Percentage | Reviews |
|---------------------------------|-------------------|---------------|------------|---------|
| Requirements of the institution | | | | |
| College Requirements | | | | |
| Department Requirements | 1 | 2 | 5% | No |
| Summer Training | | | | |
| Other | | 2 | | |

* Notes may include whether the course is basic or optional.

7. Program Description

| Year/Level | Course or Course Code | Course Name | Credit Hours | |
|------------|-----------------------|-------------------------|--------------|-----------|
| | | | theoretical | practical |
| 2023-2024 | | Geographical Statistics | 60 | 0 |

8. Expected Learning Outcomes of the Program

Knowledge

| | |
|--|-------------------------------|
| <p>Learning Outcomes 1</p> <p>A1- Enable the adjustment of the general rules of geography</p> <p>A2- Investing students' ability to know the course of spatial variation of geographical factors</p> <p>A3- Familiarity of students with the geographical aspects of the world for a medical mouth Spatial analysis of geographical factors</p> <p>A4- Knowledge of theories of geography in general</p> <p>A5- The possibility of converting the language of speech into a digital language</p> <p>A6- Ability to understand changes in statistical aspects</p> | Learning Outcomes Statement 1 |
|--|-------------------------------|

Skills

| | |
|--|-------------------------------|
| <p>Learning Outcomes 2</p> <p>B1 - The student should be able to use the quantitative aspect.</p> <p>B2 - The student should be able to choose the appropriate laws for each scientific subject so that it is presented in a simplified manner.</p> <p>B3 - The student should be able to solve problems related to understanding the scientific material of students using theories</p> | Learning Outcomes Statement 2 |
| <p>Learning Outcomes 3</p> <p>C1- Raising the student to understand the geographical diversity in the world</p> <p>C2- Knowledge of applied aspects in geography.</p> <p>C3- Developing the student's ability to solve problems using the quantitative aspect</p> <p>C4- Develop appropriate solutions by coming up with quantitative data</p> | Learning Outcomes Statement 3 |

Values

| | |
|--|---|
| <p>Learning Outcomes 4</p> <p>Emotional goals are not evaluated through traditional tests, but rather rely on observing, interviewing, discussing, and following up on the student's relationship with the educational community, which provides a cumulative record of their representation of emotional and value goals.</p> | <p>Learning Outcomes Statement 4</p> <p>2</p> |
| <p>Learning Outcomes 5</p> <p>1- Representing the student for the good example in</p> | Learning Outcomes Statement 5 |

those around him.
 2- Forming a general category of good values.
 3- Providing psychological motivation to achieve emotional goals.

9. Teaching and learning strategies

Inductive (deductive) method.
 How to solve problems.
 He returned training courses and seminars to provide the student with the ability to communicate with the community, the ability to fruitful dialogue, and solve educational problems by scientific methods.
 Classroom interaction and exchange of views between the student and the teacher to raise learning difficulties and discuss their solutions.

10. Evaluation methods

Emotional goals are not evaluated through traditional tests, but rather rely on observing, interviewing, discussing, and following up on the student's relationship with the educational community, which provides a cumulative record of their representation of emotional and value goals.

11. Faculty

Faculty Members

| Academic Rank | Specialization | | Requirements/Skills (if applicable) | Preparation of the teaching staff | |
|-----------------|----------------|--------------------------|-------------------------------------|-----------------------------------|----------|
| | year | special | | angel | lecturer |
| Lecturer Doctor | Geography | Geography of agriculture | | angel | |

Professional Development

Mentoring new faculty members

It is done through the preparation of a university professor capable of cognitive development through the production of scientific research as well as the follow-up of intellectual developments in international universities as well as the diversity of participation in dialogue and intellectual seminars specialized

Professional development of faculty members

- Scientific communication through seminars, conferences and joint work with qualified cadres in similar disciplines.
- Access to international studies in similar departments, to develop the ability to research and solve scientific problems.
- Engage in the acquisition of modern scientific experiences and skills in the field of modern technical communication.

12. Acceptance Criterion

- Admission to the college follows the central distribution system pursued by the Ministry of Higher Education and Scientific Research according to the admission form in Iraqi universities and institutes and by balancing between the student's desire and the total obtained.
- As for admission to the Department of Geography, it is to balance between the student's desire and her degree in geography in the final exam for the sixth grade in the secondary stage.

13. The most important sources of information about the program

- Link to the program on the Internet, and its applications in similar universities.
- Training courses held by the departments of quality and university performance on the program in various

institutes and colleges in Iraq.

Geographical Statistics, Dr. Abdul Razzaq Muhammad Al-Bataihi, Dr. Mahmoud Hassan Al-Mashhadani, Dr. Ibrahim Muhammad Hassoun Al-Qassab. 1982

The foundations of spatial analysis within the framework of geographic information systems d. Juma Muhammad Dawood. 2012

Introduction to Statistical Program, Ahmed Hussain Battal, 2010

14. Program Development Plan

The program plan is developed through the annual meeting held by the Ministry for the heads of geographical departments, as well as the periodic meeting of the Committee of Deans of Humanities Faculties.

Program Skills Outline

Learning outcomes required from the program

| Year/Level | Course Code | Course Name | Basic or optional | Knowledge | | | | Skills | | | | Values | | | |
|------------|-------------|-------------|-------------------|-----------|----|----|----|--------|----|----|----|--------|----|----|----|
| 2023-2024 | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 |
| | | Statistics | Essential | | | | √ | | | | √ | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |

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

Course Description Form

1. Course Name Geographical Statistics

2. Course Code

3. Semester/Year 2024-2025

4. Date of preparation of this description 9/2/2025 AD

5. Available Attendance Forms

6. Number of credit hours (total) / number of units (total) 60 hours / 2 units

7. Course administrator's name (if more than one name is mentioned)

Name: Dr. Ismail Fayd Khamis Mustafa Email: ismail.fadel@t2.edu.iq

8. Course Objectives

Course Objectives

1- Providing the Ministry of Education with specialized staff in teaching geography in secondary schools.

2- Enabling students to familiarize themselves with the aspects of spatial analysis of geographical factors affecting spatial variation

3- Enhancing students' awareness of the prospects of the diverse, cultural and scientific geographical culture in this specialization.

4- Enhancing the ability to interact with modern developments of geography through geographical technology

5- Providing graduates with the ability to deal with students by teaching geography according to the modern curriculum based on geographical technology represented by geographic information systems and remote sensing

9. Teaching and learning strategies

Strategy

Oral and written tests, individual and group, theoretical and practical.

Direct observation of the student's performance in the areas of dialogue, intellectual and scientific communication, and teamwork within the classroom and the college and university environment.

Assigning students to prepare scientific reports to test their ability to think, conclude and solve problems.

10. Course Structure

| Grades | Course or Course Code | Course Name | Credit Hours | |
|--------|--|-------------------------|--------------|-----------|
| | | | theoretical | practical |
| Third | | Geographical Statistics | 90 | - |
| | Geographic data described and displayed | | 9 | - |
| | Classification and tabulation of geographical data | | 6 | - |
| | Describe distributions for numerical data, | | 6 | - |
| | Measures of central tendency | | 12 | |
| | Dispersion meters | | 9 | |
| | Measures of variation | | 6 | |
| | Spatial distribution measurement | | 6 | |

| | | | | |
|--|--|--|---|--|
| | Numerical data distribution and hypothesis testing | | 6 | |
| | Test T | | 6 | |
| | Chi-Square Test | | 9 | |
| | Link | | 6 | |
| | Regression | | 9 | |

11. Course Evaluation

The degree is distributed through the following

- 1- Exam number 2 in the first course (20 degrees)
- 2- Exam number 2 second course (20 degrees)
- 3- Relying on classroom participation (5 degrees)
- 4- Homework (5 marks)
- 5- The final exam for the academic year (50%)

12. Learning and Teaching Resources

| | |
|---|---|
| Required textbooks (methodology, if any) | Geographical Statistics, Dr. Abdul Razzaq Muhammad Al-Bataihi, Dr. Mahmoud Hassan Al-Mashhadani, Dr. Ibrahim Muhammad Hassoun Al-Qassab. 1982 |
| Key references (sources) | The foundations of spatial analysis within the framework of geographic information systems d. Juma Muhammad Dawood. 2012 |
| Recommended books and references (scientific journals, reports...) | Introduction to Statistical Program, Ahmed Hussain Battal, 2010 |
| Electronic References, Websites | The program link on the Internet, and its applications in similar universities. https://2u.pw/X5yo28bL |

N Academic program description form

..University name: University of Tikrit

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

...Scientific Department: Department of Geography

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

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

Academic: system yearly :

Description preparation date: ١٨/١/٢٠٢٥

File filling date: ١٨/١/٢٠٢٥

:Signature:

:Name of department head: A.M.D. . Muhammad Attia Saleh

A. Dr. Rashid Latif Ibrahim

:Date:

Date

:Check the file by

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

A.D . Imad Hamid Ahmed

1. Program vision

The department's vision is divided as it is a specialty, and it is constantly evolving in its curricula and techniques to prepare an aspiring generation to serve the nation through in-depth study of all its data.

2. Program message

Preparing a generation to serve the nation that has all the scientific and patriotic skills, is familiar with geographical curricula and academic subjects to qualify graduates to work in teaching and related departments and reach the desired goal of drawing successful and purposeful strategies that follow the correct steps in building and progressing countries according to the perspective of sustainable development.

3. Program objectives

1- Providing the Ministry of Education with staff specialized in teaching geography in secondary schools.

2- Enabling students to become familiar with the geography of the Arab world.

3 Educating students about the importance of the resources of the Arab world as they are the main engine of the world

4- Enhancing the ability to interact with modern developments in the Arab world and their distribution locations in the world.

4. Programmatic accreditation

nothing

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 | 1 | Department requirements |
| | | | | summer training |
| | | | | Other |

.Notes can 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 | | | |

| | | | |
|---|----|-----------------------------|-----------|
| 0 | 60 | Geography of the Arab world | 2024-2023 |
|---|----|-----------------------------|-----------|

8. Expected learning outcomes of the program

Knowledge

| | |
|----------------------------------|--|
| Statement of learning outcomes 1 | 1- Providing the Ministry of Education with staff specialized in teaching the subject of the detailed Arab world in secondary schools. 2- Enabling female students to become familiar with the tools and applications of studying the geography of the detailed Arab world with the ability to write scientific research in those fields. 3- Enhancing female students' awareness of the prospects for detailed study within geography. The Arab World 4- Raising students' awareness of the importance of geographical study of the Arab World and its spatial, topographical and economic characteristics. |
|----------------------------------|--|

Skills

| | |
|----------------------------------|---|
| Statement of learning outcomes 2 | Learning Outcomes 2B 1 - That students are able to master teaching methods. B 2 - That the student is able to choose the appropriate teaching method for each scientific subject so that it is presented in an interesting way. B 3 - That the student is able to solve problems related to students' understanding of scientific material by using psychological theories. Educational and modern teaching methods, which facilitate the study and teaching of the language. |
| Statement of learning outcomes 3 | Learning Outcomes 3 C1- Raising the student to understand geographical diversity in the world. C2- Enhancing students' understanding of the detailed study. C3- Developing students' ability to make a comparison between the regional strengths and weaknesses of the region studied. C4- Encouraging students to search for and update recent data. |

Value

| | |
|----------------------------------|--|
| Statement of learning outcomes 4 | Learning Outcomes 4 The emotional goals are not evaluated through traditional tests, but rather, reliance is placed on observing the student's behavior, interviewing him, discussing him, and following up on his relationship with the educational environment, which provides a cumulative record of its representation of the emotional and value goals. |
| Statement of learning outcomes 5 | Learning Outcomes 51- The student sets a good example among those around him. 2- Forms a general group of good values. 3- Provides psychological motivation to achieve emotional goals. |

9. Teaching and learning strategies

Lecture method. Inductive (deductive) method. Problem solving method. Scientific trips held by the department to energy production centers. Training courses and seminars to give the student the ability to communicate with society, the ability to have fruitful dialogue, and solve educational problems using scientific methods. Classroom interaction and exchange of opinions among students. Themselves, the students, and the teacher to raise learning difficulties and discuss their solutions.

10. Evaluation methods

Students are evaluated by observing the student's behavior in the classroom and conducting an interview.

| | | | | | |
|------------------------------|-------|------------------------------|-----------------|-----------|-------------------|
| 11. The teaching staff | | | | | |
| Faculty members | | | | | |
| Preparing the teaching staff | | Requirements/skills (if any) | Specialization | | Scientific rank |
| lecturer | angel | | private | general | |
| | angel | | Human geography | geography | assistant teacher |

Professional development

Orienting new faculty members

This is done through the production of scientific research, as well as supervising the research of fourth-stage students, and following up or participating in seminars held by continuing education, as well as specialized dialogue and intellectual seminars.

Professional development for faculty members

- Scientific communication through seminars, conferences, and joint work with competent cadres in similar specializations. - Accessing international studies in similar departments, to develop the ability to research and solve scientific problems. - Engaging in acquiring modern scientific expertise and skills in the field of modern technical communication. - Participation among the teaching staff by holding joint workshops and seminars in all specializations

12. Acceptance criterion

Admission to the college follows the central distribution system followed by the Ministry of Higher Education and Scientific Research, according to the admission form to Iraqi universities and institutes, and by balancing the student's desire and the total he obtained. As for admission to the Geography Department, it is due to the balance between the student's desire and her grade in Geography in the final exam for the sixth grade in secondary school.

13. The most important sources of information about the program

- Link to the program on the Internet, and its applications in similar universities. - Training courses held by university quality and performance departments on the program in various institutes and colleges in Iraq. - Modern research related to oil and energy

14. Program development plan

The program plan is developed through the annual meeting held by the Ministry for the heads of geography departments, as well as the periodic meeting of the Committee of Deans of Humanities Colleges.

| 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 | | | | -2023 2024 |
| | | √ | | √ | | | | √ | | | | Basic | Geography of the Arab world | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
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Please check the boxes corresponding to the individual learning outcomes from the * program subject to evaluation

Course description form

| | |
|---|---------------------------------|
| 1. Course name: Geography of the Arab World | |
| | |
| 2. Course code | |
| | |
| 3. Semester/year 2023-2024 | |
| | |
| 4. The date this description was prepared is 3/23-2024 | |
| | |
| 5. Available forms of attendance | |
| | |
| 6. Number of study hours (total) / Number of units (total) 60 hours / 2 units | |
| | |
| 7. Name of the course administrator (if more than one name is mentioned) | |
| Name: M.M. Manar Muhammad Ibrahim Email: manar.m.ebrahem@tu.edu.iq | |
| 8. Course objectives | |
| <ul style="list-style-type: none"> ● | Objectives of the study subject |
| 1- Providing the Ministry of Education with staff specialized in teaching geography in secondary schools. | |
| 2- Enabling the student to become familiar with aspects of spatial analysis of geographical factors affecting spatial variation | |
| 3- Enhancing students' awareness of the diverse geographical, cultural and scientific horizons in this specialization. | |
| 4- Enhancing the ability to interact with modern developments in geography through geotechnology | |
| 5- Providing graduates with the ability to deal with students by teaching geography according to the modern curriculum based on geographical technology represented by geographic information systems and remote sensing. | |
| 9. Teaching and learning strategies | |

| | |
|--|--|
| | <p>Strategy: Daily, oral and written tests, individual and group, theory. Direct observation of the student's performance in the areas of dialogue, intellectual and scientific communication, and team work within the classroom and the college and university environment. Assigning female students to prepare scientific research to test their ability to think, deduce, and solve problems.</p> |
|--|--|

10. Course structure

[illegible]

| | |
|---|---|
| 11. Course evaluation | |
| The grade is distributed as follows: 1- 2 exams in the first course (15 marks) 2- 2 exams in the second course (15 marks) 3- Reliance on preparing reports (5 marks) in each course 4- Homework assignments (5 marks) in Each course 5 - Final exam for the academic year (50%) | |
| 12. Learning and teaching resources | |
| Sources for studying the Arab world: a regional study | Required textbooks (methodology, if any) |
| Human Development - George Al-Qasifi Planning scientific research in the Arab world... Muhammad Azhar Saeed Al-Sammak - Journal of the Union of Arab Scientific Research Councils | Main references (sources) |
| Specialized websites | Recommended supporting books and references (scientific journals, reports...) |
| A link to the program on the Internet, and its applications in similar universities. | Electronic references, Internet sites |

N Academic program description form

..University name: University of Tikrit

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

...Scientific Department: Department of Geography

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

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

Academic: system yearly :

Description preparation date: ١٨/١/٢٠٢٥

File filling date: ١٨/١/٢٠٢٥

:Signature:

Signature
A.M.D. . Muhammad Attia Saleh
رئيس قسم الجغرافية

:Name of department head: A.M.D. . Muhammad Attia Saleh

Name of Scientific Assistant

A. Dr. Rashid Latif Ibrahim
رئيس قسم الجغرافية

:Date:

Date

:Check the file by

Signature

Division of Quality Assurance and University Performance

Signature
الاستاذ الدكتور
فهد شلاش خلف
٢٠٢٥/١/١٨

:Name of the Director of the Quality Assurance and University Performance Division

the date

the signature

Authentication of the Dean

A.D . Imad Hamid Ahmed

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| | |
|--|------------------------------------|
| Tikrit University / College of Education for Human Sciences | Educational institution |
| Department of Geography | Scientific department/center |
| Geographic thought | Course name/code |
| His request | Available attendance forms |
| 2024- 2025 | Semester/year |
| Two hours a week | Number of study hours |
| /10/42024 | Date this description was prepared |
| Course objectives | |
| The course aims to introduce the principle of identifying geographical thought | |
| The course aims to qualify students to know what geographical knowledge is | |
| The course aims to teach students the theories of geographical development | |
| The course aims to introduce students to the stage of development of geography | |
| The course aims to introduce the objectives of geographical exploration | |
| | |
| | |

| |
|---|
| Course outcomes and teaching, learning and evaluation methods |
| A- Cognitive objectives A1- Knowing the terms and concepts related to geographical thought A2- Identifying the role of geographical development A3- Following up on recent developments in the science of geography A4- Assigning students to prepare reports on one of the geographical topics A5- A6- |
| B - The skills objectives of the course. B1 - Personal skills B2 - Technical skills B3 - Intellectual skills B4 - |
| 4 |
| Teaching and learning methods |

| |
|---|
| By using modern educational methods and oral and written tests |
| Evaluation methods |
| Evaluation through participation in lectures, tests, writing reports, and contributions |
| C- Emotional and value objectives C1- Making the student express his enjoyment of the lecture C2- The student's continued desire to listen to the material C3- His feeling of special evaluation of the lecture C4- Increasing the student's motivation for the lecture |
| Teaching and learning methods |
| Method of discussion and interrogation. Method of participation in the lecture |
| Evaluation methods |
| Final evaluation is through testing by conducting quarterly and annual examinations |
| D - General and qualifying transferable skills (other skills related to employability and personal development). D1 - It qualifies the student by developing the scientific aspect that benefits from teaching and from the subject. D2 - It helps the student in understanding the material and benefiting from it in public and educational life. D3 - It helps the student acquire scientific knowledge D4 - |

| Course structure | | | | | |
|-------------------|-----------------|--|----------------------------|-------|------------|
| Evaluation method | Teaching method | Name of the unit/topic | Required learning outcomes | hours | the week |
| Exams | Lectures | The concept of geographical thought | Geography teacher | 2 | the first |
| Exams | Lectures | Geography and its relationship with other sciences | = | 2 | the second |
| Exams | Lectures | Geographic branches | = | 2 | the third |
| Exams | Lectures | Geographical thought in antiquity | = | 2 | the fourth |
| Exams | Lectures | Arab geographical thought | = | 2 | Fifth |
| Exams | Lectures | Geographic fields | = | 2 | VI |
| Exams | Lectures | Geographical discoveries | = | 2 | Seventh |

| Infrastructure | |
|---|---|
| Geographic thought | 1- Required prescribed books |
| Sources for studying geographical thought | 2- Main references (sources) |
| Geography between time and place, Muhammad Mahmoud Muhammadin | Recommended books and references (scientific journals, reports,...) |
| Specialized websites | B - Electronic references, Internet sites... |

| Course development plan |
|--|
| ⁴ The plan prepared by the college to develop curricula |

N Academic program description form

..University name: University of Tikrit

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

...Scientific Department: Department of Geography

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

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

Academic: system yearly :

Description preparation date: ١٨/١/٢٠٢٥

File filling date: ١٨/١/٢٠٢٥

:Signature:

:Name of department head: A.M.D. . Muhammad Attia Saleh

A. Dr. Rashid Latif Ibrahim

:Date:

Date

:Check the file by

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

A.D . Imad Hamid Ahmed

Course Description Form

Hamad Alawi Prof. Dr. Mahmoud Khalil

View and Apply / Course Description

The provision for this course provides a concise summary of the most important characteristics of the courses and learning outcomes, and the teacher can achieve them effectively if he can make the most of the ; . The inner inner is necessary . learning opportunities available

| | | |
|--|---|---|
| College of Education for / Tikrit University Humanities | Educational institution . | 1 |
| Department of Educational and Psychological Sciences | / Scientific Department Center | 2 |
| View and apply | Referee Code / Name . | 3 |
| Question 4 | attendance Available . | 4 |
| quarterly | Year / Chapter . | 5 |
| 45 |) Number of study hours . (total | 6 |
| | Date of preparation This description | 7 |
| | Start | 8 |
| provided with basic information and principles The student will be Provides that .at a later time | | |
| .the meaning of observation and application The student understands | | |
| The student should become familiar with the concept of observation and .application from where and how to employ it in learning | | |
| The modern student should be aware of the trends in employing these materials .during the study period | | |
| To understand the concept of observation and application | | |
| .The student learns about the relationship of observation in an educational way | | |
| .The student must understand the task of observation and application | | |

come familiar with the concepts and principles of the The student should be
 .subject's vocabulary

.The student should be familiar with the course vocabulary

teaching, learning and assessment methods , Graduate outcomes.10

Persuasion - A

The student should learn about the importance of observation and -A1
 . application in scientific research

. The student does not know the analogy and application -A2

. The student does not know the purpose of watching and applying -A3

. own skills Ability to master its -

To have the skill of enumerating written correspondence - B1

The student must have the skills of planning and preparing for the - B2
 .activation

To employ what has been learned - B3

implement teaching skills to To be able -B4

learning methods Teaching and

Lecture, discussion, dialogue, problem solving

Educational, technical and social generative approaches

Evaluation methods

activities / Different performances

Emotional and value opposition - C

Encouraging students to attract materials towards the goals required by the -A1
 . basic requirements of students

teaching work to Helping the student in the orientations and values related -A3
 ethics

ted to employability and other skills rela) and wants to prepare General skills - D
.(personal development

specializations Skills of different -D1

students Developing and investing motivational skills among -D2

skills planning Teacher -D3

Affairs Management Skills Teaching -D4

composition How to write a daily -D5

Course design.11

| Evaluation method | Teaching method | / Unit name topic | Required learning outcomes | hour | The week |
|-------------------|---------------------|--|--|------|------------|
| Objective tests | Explore and discuss | The curriculum |) Education Educational and Psychological (Sciences | 4 | the first |
| = | = | Old method | = | 4 | the second |
| = | = | Old method | = | 4 | the third |
| = | = | Goals | = | 4 | Fourth |
| = | = | General objectives | = | 4 | Fifth |
| = | = | Specific goals | = | 4 | Sixth |
| = | = | Behavioral objectives | = | 4 | Seventh |
| = | = | Teaching aids | | | Eight |
| = | = | Developing students' capabilities | | | Ninth |
| = | = | Developing classroom management skills | | | tenth |
| = | = | Develop questioning skills | | | eleventh |
| = | = | Preparing the plan | | | twelfth |
| = | = | Developing student skills | | | thirteenth |

| | | | | | |
|---|---|---------------------------------|--|--|-------------|
| = | = | Developing the ability to speak | | | fourteenth |
| = | = | Field visit | | | fifteenth |
| = | = | Field visit | | | Sixteenth |
| = | = | Student numbers | | | Seventeenth |
| = | = | Recording student performance | | | eighteenth |
| = | = | Thought Correction | | | nineteenth |
| = | = | Practical alternative | | | Twenty |

N Academic program description form

..University name: University of Tikrit

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

...Scientific Department: Department of Geography

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

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

Academic: system yearly :

Description preparation date: ١٨/١/٢٠٢٥

File filling date: ١٨/١/٢٠٢٥

:Signature:

:Name of department head: A.M.D. . Muhammad Attia Saleh

A: Dr. Rashid Latif Ibrahim

:Date:

Date

:Check the file by

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

A.D . Imad Hamid Ahmed

أ.م.د. محمد عطية صالح
رئيس قسم الجغرافية

Signature

Name of Scientific Assistant

الأستاذ الدكتور

فهد شلاش خلف

٢٠٢٥/١/١٨

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, yearly), 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 Department of Geography in the College of Education for Humanities typically focuses on equipping students with knowledge, skills, and competencies relevant to geography and education. Here are some common learning outcomes:

15. **Understanding Geographic Concepts:** Students will demonstrate a comprehensive understanding of fundamental geographic concepts, theories, and methodologies.
16. **Spatial Analysis Skills:** Students will develop the ability to analyze spatial data and understand patterns and relationships within geographical contexts.
17. **Environmental Awareness:** Students will gain insights into environmental issues and sustainability practices, promoting responsible stewardship of the Earth.
18. **Teaching Methodologies:** Students will learn effective teaching strategies and instructional methods specific to geography education.
19. **Critical Thinking:** Students will enhance their critical thinking and problem-solving skills by engaging with geographic data and real-world scenarios.
20. **Cultural Competence:** Students will appreciate diverse cultures and human-environment interactions, fostering global citizenship.
21. **Fieldwork Skills:** Students will acquire practical skills in conducting fieldwork and using geographic tools, such as GIS (Geographic Information Systems).
22. **Research Proficiency:** Students will develop research skills, including data collection, analysis, and presentation, applicable to geographical studies.
23. **Curriculum Development:** Students will learn to design and implement geography curricula that align with educational standards.
24. **Collaboration and Communication:** Students will improve their ability to work collaboratively and communicate effectively, both in written and oral forms, within educational settings.

These outcomes prepare graduates to be effective educators and informed citizens in a geographically interconnected world.

Course Description:

Course name: Urban Geography.

Learning Outcomes:

- 1- Enable to control the general rules of geography
- 2- Invest students' ability to know the course of spatial variation of geographical factors
- 3- Students' familiarity with the geographical aspects of the world for the nature of geographical factors
- 4- Knowledge of the historical development of cities in the world
- 5- Knowledge of the morphological development of the city
- 6- Ability to understand the changes in urban land uses

Program Vision:

The vision of the department is divided as a specialization that is constantly developing in its curricula and techniques to prepare a generation that aspires to serve the nation by deeply studying all its data.

Program Mission:

Preparing a generation to serve the nation, enjoying all scientific and national qualities, familiar with geographical curricula and academic subjects to qualify graduates to work in teaching and related departments and to achieve the desired goal of drawing up successful and purposeful strategies that proceed on the right path in building and advancing countries according to the perspective of sustainable development.

Program Objectives:

- 1- Providing the Ministry of Education with specialized staff to teach geography in secondary schools.
- 2- Enabling female students to master aspects of spatial analysis of geographical factors affecting spatial variation
- 3- Enhancing female students' awareness of the horizons of diverse geographical culture, cultural and scientific in this specialization.
- 4- Enhancing the ability to interact with modern developments in geography through geographic technology
- 5- Providing graduates with the ability to deal with students by teaching geography according to the modern curriculum based on geographic technology represented by geographic information systems and remote sensing.

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:

- 1- The student is able to master the methods of teaching, measuring and evaluating the scientific material.
- 2- The student is able to choose the appropriate teaching method for each scientific material so that it is presented in an interesting way.
- 3- The student is able to solve problems related to the students' understanding of the scientific material by using theories of educational psychology and modern teaching methods, which facilitates the study and teaching of the language.
- 4- The student is raised to understand the geographical diversity in the world.
- 5- Knowledge of the applied aspects of urban geography.
- 6- Developing the student's ability to solve the problems that cities suffer from.
- 7- Knowledge of the most prominent applied aspects of urban geography and their reflection on the urban and regional environment.

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: Tikrit

Faculty/Institute: College of Education for Humanities

Scientific Department: Geography

Academic or Professional Program Name: Urban Geography

Final Certificate Name: PhD

Academic System: Annual

Description Preparation Date: 20/10/2024

File Completion Date: 5/2/2025

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 |
| The vision of the department is divided as a specialization that is constantly developing in its curricula and techniques to prepare a generation that aspires to serve the nation by deeply studying all its data. |
| 2. Program Mission |
| Preparing a generation to serve the nation, enjoying all scientific and national qualities, familiar with geographical curricula and academic subjects to qualify graduates to work in teaching and related departments and to achieve the desired goal of drawing up successful and purposeful strategies that proceed on the right path in building and advancing countries according to the perspective of sustainable development. |
| 3. Program Objectives |
| <p>1- Providing the Ministry of Education with specialized staff to teach geography in secondary schools.</p> <p>2- Enabling female students to master aspects of spatial analysis of geographical factors affecting spatial variation</p> <p>3- Enhancing female students' awareness of the horizons of diverse geographical culture, cultural and scientific in this specialization.</p> <p>4- Enhancing the ability to interact with modern developments in geography through geographic technology</p> <p>5- Providing graduates with the ability to deal with students by teaching geography according to the modern curriculum based on geographic technology represented by geographic information systems and remote sensing.</p> |
| 4. Program Accreditation |
| No |
| 5. Other external influences |
| Ministry of Higher Education and Scientific Research |

| 6 Program Structure | | | | |
|--------------------------|-------------------|--------------|------------|----------|
| Program Structure | Number of Courses | Credit hours | Percentage | Reviews• |
| Institution Requirements | 2 | 90 | 100% | |
| College Requirements | 2 | 90 | 100% | |
| Department Requirements | 90 | 90 | 100% | |
| Summer Training | 0 | 0 | | |
| Other | | | | |

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

| 7. Program Description | | | | |
|--|-------------|---|--------------|-----------|
| Year/Level | Course Code | Course Name | Credit Hours | |
| 3 rd | | Transport Geography and International Trade | theoretical | practical |
| | | | 90 | 0 |
| | | | | |
| 8. Expected learning outcomes of the program | | | | |
| | | | | |
| | | | | |
| Learning Outcomes 2 | | Learning Outcomes Statement 2 | | |
| Learning Outcomes 3 | | Learning Outcomes Statement 3 | | |
| | | | | |
| Learning Outcomes 4 | | Learning Outcomes Statement 4 | | |
| Learning Outcomes 5 | | Learning Outcomes Statement 5 | | |
| | | | | |
| <p>1- The student is able to master the methods of teaching, measuring and evaluating the scientific material.</p> <p>2- The student is able to choose the appropriate teaching method for each scientific material so that it is presented in an interesting way.</p> <p>3- The student is able to solve problems related to the students' understanding of the scientific material by using theories of educational psychology and modern teaching methods, which facilitates the study and teaching of the language.</p> <p>4- The historical Evolution of Transportation in the World</p> <p>5- Understanding the Developments in Transportation Communication.</p> <p>6- The ability to understand changes in transportation and trade.</p> | | | | |

11. Teaching and Learning Strategies

- Oral and written tests, individual and group, theoretical and practical.
 - Direct observation of the student's performance in the areas of dialogue, intellectual and scientific communication, and teamwork within the classroom and the college and university environment.
 - Assigning students to prepare scientific research
-

12. Evaluation methods

The grade is distributed as follows:

- 1- Exam No. 2 in the first Korean (20 points)
 - 2- Exam No. 2 in the second course (20 points)
 - 3- Reliance on class participation (5 points)
 - 4- Homework (5 points)
 - 5- Final exam for the academic year (50%)
-

| | | | | | | |
|--|-----------------|---------------------|---|--|------------------------------|----------|
| 11. Faculty | | | | | | |
| Faculty Members | | | | | | |
| Academic Rank | Specialization | | Special Requirements/Skills (if applicable) | | Number of the teaching staff | |
| | General | Special | | | Staff | Lecturer |
| | Human Geography | Transport Geography | | | staff | |
| Professional Development | | | | | | |
| Mentoring new faculty members | | | | | | |
| Briefly describes the process used to mentor new, visiting, full—time, and part—time faculty at the institution and department level. | | | | | | |
| Professional development of faculty members | | | | | | |
| Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc. | | | | | | |
| | | | | | | |
| 12. Acceptance Criterion | | | | | | |
| (null) | | | | | | |
| | | | | | | |
| 13. The most important sources of information about the program | | | | | | |
| State briefly the sources of information about the program. | | | | | | |
| | | | | | | |
| 14. Program Development Plan | | | | | | |
| | | | | | | |

| Program Skills Outline | | | | | | | | | | | | | | | |
|------------------------|-------------|---------------------|-------------------|------------------------------------|----|----|----|--------|----|----|----|--------|----|----|----|
| | | | | Required program Learning outcomes | | | | | | | | | | | |
| Year/Level | Course Code | Course Name | Basic or optional | Knowledge | | | | Skills | | | | Ethics | | | |
| | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 |
| 2025-2-2 | | TransportGeo graphy | Basic | | | | √ | | | | √ | | | | |
| | | | | | | | | | | | | | | | |
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- Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

Course Description Form

| | |
|---|--|
| 1. Course Name: TransportGeography | |
| | |
| 2. Course Code: null | |
| | |
| 3. Semester / Year: 2024-2025 | |
| | |
| 4. Description Preparation Date: 2/2/2025 | |
| | |
| 5. Available Attendance Forms: Lectures | |
| | |
| 6. Number of Credit Hours (Total) / Number of Units (Total): 90/ 2 units | |
| | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name: Assisant Professor Dr. Sabah Othman Abdullah Email: sabahothman@tu.edu.iq | |
| 8. Course Objectives | |
| | <p>7. Understanding Geographic Concepts: Students will demonstrate a comprehensive understanding of fundamental geographic concepts, theories, and methodologies.</p> <p>8. Spatial Analysis Skills: Students will develop the ability to analyze spatial data and understand patterns and relationships within geographical contexts.</p> <p>9. Environmental Awareness: Students will gain insights into environmental issues and sustainability practices, promoting responsible stewardship of the Earth.</p> <p>10. Teaching Methodologies: Students will learn effective teaching strategies and instructional methods specific to geography education.</p> <p>11. Critical Thinking: Students will enhance their critical thinking and problem-solving skills by engaging with geographic data and real-world scenarios.</p> <p>12. Cultural Competence: Students will appreciate diverse cultures and human-environment interactions, fostering global citizenship.</p> <p>25. Fieldwork Skills: Students will acquire practical skills in conducting fieldwork and using geographic tools, such as GIS (Geographic Information Systems).</p> <p>26. Research Proficiency: Students will develop research skills, including data collection, analysis, and presentation, applicable to geographical studies.</p> <p>27. Curriculum Development: Students will learn to design and implement geography curricula that align with educational standards.</p> <p>28. Collaboration and Communication: Students will improve their ability to work collaboratively and communicate effectively, both in written and oral forms, within educational settings.</p> |

| 9. Teaching and Learning Strategies | | | | | | |
|-------------------------------------|-------|---|-------------------|--|-----------------|------------------------|
| Strategy | | - Oral and written tests, individual and group, theoretical and practical. - Direct observation of the student's performance in the areas of dialogue, intellectual and scientific communication, and teamwork within the classroom and the college and university environment. - Assigning students to prepare scientific research | | | | |
| 10. Course Structure | | | | | | |
| Week | hours | | Required Learning | Unit or subject name | Learning method | Evaluation method |
| | | Outcomes | | | | |
| | 90 | Transport and International Trade | | Transport and Civilizational Development Characteristics of Modern Transport Methods Railways and Their Gauges Roads and their Density Waterways and their Importance Air Routes and their Network Major Shipping Routes in the World Geography of Internatioal Trade | lecturing | Written and oral tests |

13. Course Evaluation

The grade is distributed as follows:

- 1- Exam No. 2 in the first Korean (20 points)
- 2- Exam No. 2 in the second course (20 points)
- 3- Reliance on class participation (5 points)
- 4- Homework (5 points)
- 5- Final exam for the academic year (50%)

14. Learning and Teaching References

| | |
|-------------------|--|
| Text Books | Geography of Transport and International Trade Dr.yusuf yahya and dr.Abdulaziz mohammed Habib,1987 |
| References | Geography of Transport and International Trade Dr.Majid Mloukh Al-Samarrai 2014 |
| Enriching sources | Geography of Transport Dr.Zain Al –Abidin Ali Safar 2014 |
| | |

N Academic program description form

..University name: University of Tikrit

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

...Scientific Department: Department of Geography

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

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

Academic: system yearly :

Description preparation date: ١٨/١/٢٠٢٥

File filling date: ١٨/١/٢٠٢٥

:Signature:

:Name of department head: A.M.D. . Muhammad Attia Saleh

A. Dr. Rashid 'Latif Ibrahim

:Date:

Date

:Check the file by

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

A.D . Imad Hamid Ahmed

أ.م.د. محمد عطية صالح
رئيس قسم الجغرافية
Signature

Name of Scientific Assistant

الاستاذ الدكتور
فهد شلاش خلف
٢٠٢٥/١/١٨

1. Program vision

The department's vision is divided as it is a specialty, and it is constantly evolving in its curricula and techniques to prepare an aspirational generation to serve the nation through in-depth study of all its data.

2. Program message

Preparing a generation to serve the nation that has all the scientific and patriotic skills, is familiar with geographical curricula and academic subjects to qualify graduates to work in teaching and related departments and reach the desired goal of drawing successful and purposeful strategies that follow the correct steps in building and progressing countries according to the perspective of sustainable development.

3. Program objectives

1- Providing the Ministry of Education with staff specialized in teaching geography in secondary schools.

2- Enabling female students to become familiar with aspects of spatial analysis of geographical factors affecting spatial variation

3- Enhancing female students' awareness of the diverse geographical, cultural and scientific horizons in this specialization.

4- Enhancing the ability to interact with modern developments in geography through geotechnology

5- Providing graduates with the ability to deal with students by teaching geography according to the modern curriculum based on geographical technology represented by geographic information systems and remote sensing.

4. Programmatic accreditation

nothing

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 |
| Nothing | 5% | 2 | 1 | Department requirements |

| | | | | |
|--|--|--|--|-----------------|
| | | | | summer training |
| | | | | Other |

.Notes can 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 | | | |
| 0 | 60 | Geography of seas and oceans | | 2024-2023 |

| 8. Expected learning outcomes of the program | |
|--|--|
| Knowledge | |
| Statement of learning outcomes 1 | Learning Outcomes 1A1- Enabling the control of the general rules of geography. A2- Investing in students' ability to know the course of spatial variation of geographical factors. A3- Familiarizing students with the geographical aspects of the world for medical purposes. Spatial analysis of geographical factors. A4- Knowledge of the historical development of the seas and oceans in the world. A5- Knowledge of the morphological development of the seas and oceans. A6. - The ability to understand the importance of seas and ocean names and how they develop |
| Skills | |
| Statement of learning outcomes 2 | Learning Outcomes 2B 1 - That the student is able to become familiar with the methods of teaching, measuring and evaluating the scientific subject. B 2 - That the student is able to choose the appropriate teaching method for each scientific subject so that it presents it in an interesting way. B 3 - That the student is able to solve problems related to understanding the scientific subject in Students use theories of educational psychology and modern teaching methods, which facilitates the study and teaching of the language. |
| Statement of learning outcomes 3 | Learning Outcomes 3 C1- Raising the student to understand geographical diversity in the world. C2- Knowing the applied aspects of marine geography. C3- Developing the student's ability to solve the |

| | | | | | |
|--|---|--|------------------------------|-------------------|-----------------|
| | problems that cities suffer from. C4- Knowing the most prominent applied aspects of the geography of the seas and oceans and their impact on the environment. | | | | |
| Value | | | | | |
| Statement of learning outcomes 4 | | Learning Outcomes 4 The emotional goals are not evaluated through traditional tests, but rather, reliance is placed on observing the student’s behavior, interviewing him, discussing him, and following up on his relationship with the educational environment, which provides a cumulative record of its representation of the emotional and value goals. | | | |
| Statement of learning outcomes 5 | | Learning Outcomes 51- The student sets a good example among those around him. 2- Forms a general group of good values. 3- Provides psychological motivation to achieve emotional goals. | | | |
| 9. Teaching and learning strategies | | | | | |
| The inductive (deductive) method. The problem-solving method. Repeat training courses and seminars to give the student the ability to communicate with society, the ability to have fruitful dialogue, and solve educational problems using scientific methods. Classroom interaction and exchange of opinions between the student and the teacher to raise learning difficulties and discuss their solutions. | | | | | |
| 10. Evaluation methods | | | | | |
| Emotional goals are not evaluated through traditional tests. Rather, reliance is placed on observing the student’s behavior, interviewing him, discussing him, and following up on his relationship with the educational environment, which provides a cumulative record of his representation of the emotional and value goals. | | | | | |
| 11. The teaching staff | | | | | |
| Faculty members | | | | | |
| Preparing the teaching staff | | Requirements/skills (if any) | Specialization | | Scientific rank |
| lecturer | angel | | private | general | |
| | angel | | Geography of water resources | Natural geography | Mr. |

| |
|--|
| Professional development |
| Orienting new faculty members |
| This is done by preparing a university professor capable of developing knowledge through the |

| |
|---|
| production of scientific research, as well as following up on intellectual developments in international universities, as well as the diversity of participation in specialized dialogue and intellectual seminars. |
| Professional development for faculty members |
| - Scientific communication through seminars, conferences, and joint work with competent cadres in similar specializations. - Accessing international studies in similar departments, to develop the ability to research and solve scientific problems. - Engaging in acquiring modern scientific expertise and skills in the field of modern technical communication. |
| 12. Acceptance criterion |
| Admission to the college follows the central distribution system followed by the Ministry of Higher Education and Scientific Research, according to the admission form to Iraqi universities and institutes, and by balancing the student's desire and the total he obtained. As for admission to the Geography Department, it is due to the balance between the student's desire and her grade in Geography in the final exam for the sixth grade in secondary school. |
| 13. The most important sources of information about the program |
| - Link to the program on the Internet, and its applications in similar universities. -Training courses held by university quality and performance departments on the program in various institutes and colleges in Iraq. Geography of the seas and oceans, Dr. Muhammad Sabry Mahsob. Geography of the seas and oceans, Dr. Jawdat Hassanein Jawd. Geography of the seas and oceans, Dr. Youssef Abdel Majeed Fayed. Dr. Mahmoud Abdel Fattah.. 2016 |
| 14. Program development plan |
| The program plan is developed through the annual meeting held by the Ministry for the heads of geography departments, as well as the periodic meeting of the Committee of Deans of Humanities Colleges. |

| 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 | | | | -2024 |

| | | | | | | | | | | | | | | | | |
|--|--|--|--|---|--|--|--|---|--|--|--|--|-------|-----------------------|--|------|
| | | | | √ | | | | √ | | | | | Basic | seas and oceans | | 2025 |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
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corresponding to the individual learning outcomes from Please check the boxes*
the program subject to evaluation

Course description form

| | |
|---|---------------------------------|
| 1. Course name: Geography of Steam and Oceans | |
| | |
| 2. Course code | |
| | |
| 3. Semester/year 2023-2024 | |
| | |
| 4. The date this description was prepared is 3/22-2024 | |
| | |
| 5. Available forms of attendance | |
| | |
| 6. Number of study hours (total) / Number of units (total) 60 hours / 2 units | |
| | |
| 7. Name of the course administrator (if more than one name is mentioned) | |
| Name: Prof. Dr. Dilly Khalaf Hamid email: dr.dilly55@tu.edu.iq | |
| 8. Course objectives | |
| <ul style="list-style-type: none"> • | Objectives of the study subject |

| |
|---|
| 1- Providing the Ministry of Education with staff specialized in teaching geography in secondary schools. |
| 2- Enabling female students to become familiar with aspects of spatial analysis of geographical factors affecting spatial variation |
| 3- Enhancing female students' awareness of the diverse geographical, cultural and scientific horizons in this specialization. |
| 4- Enhancing the ability to interact with modern developments in geography through geotechnology |
| 5- Providing graduates with the ability to deal with students by teaching geography according to the modern curriculum based on geographical technology represented by geographic information systems and remote sensing. |

| 9. Teaching and learning strategies | |
|-------------------------------------|---|
| | Strategy: Oral and written tests, individual and group, theoretical and practical. Direct observation of the student's performance in the areas of dialogue, intellectual and scientific communication, and team work within the classroom and the college and university environment. Assigning female students to prepare scientific research to test their ability to think, deduce, and solve problems. |
| 10. Course structure | |

| Credit hours | | Name of the course or course | Course or course code | Educational level |
|--------------|-------------|------------------------------|---|-------------------|
| practical | theoretical | | | |
| - | 90 | Geography of seas and oceans | | The fourth |
| - | 12 | | The importance of sea geography | |
| - | 6 | | Definition of sea, gulf and strait | |
| - | 6 | | Attempts to uncover the seas and oceans and their results | |
| | 9 | | How were ocean basins formed? | |
| | 9 | | Marine immersion | |
| | 6 | | Balance of seas and oceans | |
| | 6 | | The Pacific Ocean | |
| | 6 | | The Atlantic ocean | |
| | 6 | | Indian Ocean | |

| | | | | |
|--|---|--|-----------------|--|
| | 9 | | Arctic Ocean | |
| | 6 | | Antarctic Ocean | |
| | 9 | | Antarctica | |

| | |
|---|---|
| 11. Course evaluation | |
| The grade is distributed as follows: 1- 2 exams in the first course (20 marks) 2- 2 exams in the second course (20 marks) 3- Reliance on class participation (5 marks) 4- Homework assignments (5 marks) 5- Exam Final of the academic year (50%) | |
| 12. Learning and teaching resources | |
| Geography of the seas and oceans. Dr. Talaat Ahmed Muhammad. Dr. Horba Muhammad | Required textbooks (methodology, if any) |
| Geography of the Seas and Oceans, Dr. Jawdat Hassanein Jawdat 2016 | Main references (sources) |
| Geography of the seas and oceans Dr. Youssef Abdel Majeed Fayed. Dr. Mahmoud Abdel Fattah.. | Recommended supporting books and references (scientific journals, reports...) |
| Link to the program on the Internet, and its applications in similar universities. | Electronic references, Internet sites |

N Academic program description form

..University name: University of Tikrit

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

...Scientific Department: Department of Geography

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

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

Academic: system yearly :

Description preparation date: ١٨/١/٢٠٢٥

File filling date: ١٨/١/٢٠٢٥

:Signature:

:Name of department head: A.M.D. . Muhammad Attia Saleh

A. Dr. Rashid Latif Ibrahim

:Date:

Date

:Check the file by

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

A.D . Imad Hamid Ahmed

1. Program Vision

The vision of the department is divided as a specialization and it is in continuous development in its curricula and techniques to prepare an aspiring generation to serve the country by studying in depth all its data

2. Program Mission

Preparing a generation to serve the country that enjoys all scientific and national, familiar with geographical curricula and study materials to qualify graduates to work in teaching and related departments and reach the desired goal in drawing successful and purposeful strategies that follow the right steps in building and advancing countries according to the perspective of sustainable development

3. Program Objectives

- 1- Providing the Ministry of Education with specialized staff in teaching geography in secondary schools.
- 2- Enabling students to familiarize themselves with the aspects of spatial analysis of geographical factors affecting spatial variation
- 3- Enhancing students' awareness of the prospects of the diverse, cultural and scientific geographical culture in this specialization.
- 4- Enhancing the ability to interact with modern developments of geography through geographical technology
- 5- Providing graduates with the ability to deal with students by teaching geography according to the modern curriculum based on geographical technology represented by geographic information systems and remote sensing

4. Program Accreditation

There isn't any

5. Other external influences

6. Program Structure

| Program Structure | Number of Courses | Unit of study | Percentage | Reviews |
|---------------------------------|-------------------|---------------|------------|---------|
| Requirements of the institution | | | | |
| College Requirements | | | | |
| Department Requirements | 1 | 2 | 5% | No |
| Summer Training | | | | |
| Other | | | | |

* Notes may include whether the course is basic or optional.

7. Program Description

| Year/Level | Course or Course Code | Course Name | Credit Hours | |
|------------|-----------------------|--------------------|--------------|-----------|
| | | | theoretical | practical |
| 2024-2025 | | Services Geography | 60 | |

8. Expected Learning Outcomes of the Program

| Knowledge | |
|---|--------------------------------------|
| <p>Learning Outcomes 1</p> <p>A1- Enable the adjustment of the general rules of geography</p> <p>A2- Investing students' ability to know the course of spatial variation of geographical factors</p> <p>A3- Familiarity of students with the geographical aspects of the world for a medical mouth Spatial analysis of geographical factors</p> <p>A4- Knowledge of the historical development of services sector in various cities of the world</p> <p>A5- Knowledge of the development witnessed by the services sector</p> <p>A6- Ability to understand special changes in services sector in cities</p> | <p>Learning Outcomes Statement 1</p> |
| Skills | |
| <p>Learning Outcomes 2</p> <p>B 1 - The student should be able to familiarize himself with the methods of teaching, measurement and evaluation of the scientific material.</p> <p>B2 - The student should be able to choose the appropriate teaching method for each scientific subject so that it is presented in an interesting way.</p> <p>B3 - The student should be able to solve problems related to understanding the scientific material among students using the theories of educational psychology and modern teaching methods, which facilitates the study and teaching of language.</p> | <p>Learning Outcomes Statement 2</p> |

| | |
|--|--------------------------------------|
| <p>Learning Outcomes 3</p> <p>C1- Raising the student to understand the geographical diversity in the world</p> <p>C2- Knowledge of applied aspects in services geography.</p> <p>C3- Developing the student's ability to solve the problems suffered by services sector in cities</p> <p>C4- Knowledge of the most prominent applied aspects in the geography of services and its reflection on the Urban environment</p> | <p>Learning Outcomes Statement 3</p> |
| <p>Values</p> | |
| <p>Learning Outcomes 4</p> <p>Emotional goals are not evaluated through traditional tests, but rather rely on observing, interviewing, discussing, and following up on the student's relationship with the educational community, which provides a cumulative record of their representation of emotional and value goals.</p> | <p>Learning Outcomes Statement 4</p> |
| <p>Learning Outcomes 5</p> <p>1- Representing the student for the good example in those around him.</p> <p>2- Forming a general category of good values.</p> <p>3- Providing psychological motivation to achieve emotional goals.</p> | <p>Learning Outcomes Statement 5</p> |
| <p>9. Teaching and learning strategies</p> | |
| <p>Inductive (deductive) method.</p> <p>How to solve problems.</p> <p>He returned training courses and seminars to provide the student with the ability to communicate with the community, the ability to fruitful dialogue,</p> | |

and solve educational problems by scientific methods.

Classroom interaction and exchange of views between the student and the teacher to raise learning difficulties and discuss their solutions.

10. Evaluation methods

Emotional goals are not evaluated through traditional tests, but rather rely on observing, interviewing, discussing, and following up on the student's relationship with the educational community, which provides a cumulative record of their representation of emotional and value goals.

11. Faculty

Faculty Members

| Academic Rank | Specialization | | Requirements/Skills (if applicable) | Preparation of the teaching staff | |
|---------------|--------------------|-----------------------|-------------------------------------|-----------------------------------|----------|
| | year | special | | angel | lecturer |
| A.P.D | Geography Human | Services geography | | angel | |

Professional Development

Mentoring new faculty members

It is done through the preparation of a university professor capable of cognitive development through the production of scientific research as well as the follow-up of intellectual developments in international universities as well as the diversity of participation in dialogue and intellectual seminars specialized

Professional development of faculty members

- Scientific communication through seminars, conferences and joint work with qualified cadres in similar disciplines.
- Access to international studies in similar departments, to develop the ability to research and solve scientific problems.
- Engage in the acquisition of modern scientific experiences and skills in the field of modern technical communication.

12. Acceptance Criterion

- Admission to the college follows the central distribution system pursued by the Ministry of Higher Education and Scientific Research according to the admission form in Iraqi universities and institutes and by balancing between the student's desire and the total obtained.

As for admission to the Department of Geography, it is to balance between the student's desire and her degree in geography in the final exam for the sixth grade in the secondary stage.

13. The most important sources of information about the program

- Link to the program on the Internet, and its applications in similar universities.
- Training courses held by the departments of quality and university performance on the program in various institutes and colleges in Iraq.

Cities Services study in the Development geography / Bashir Ibrahim Latif / 2009.

Geography of Services Foundations and concepts / Mazan Abd-Al rahman Al-Hiti / 2013

Geography of Services / Fouad bin Ghadban / 2014

14. Program Development Plan

The program plan is developed through the annual meeting held by the Ministry for the heads of geographical departments, as well as the periodic meeting of the Committee of Deans of Humanities Faculties.

Program Skills Outline

| Learning outcomes required from the program | | | | | | | | | | | | | | | |
|---|-------------|----------------------------|-------------------|-----------|-----|-----|-----|--------|-----|-----|-----|--------|-----|-----|-----|
| Year/Level | Course Code | Course Name | Basic or optional | Knowledge | | | | Skills | | | | Values | | | |
| 2023-2024 | | | | A 1 | A 2 | A 3 | A 4 | B 1 | B 2 | B 3 | B 4 | C 1 | C 2 | C 3 | C 4 |
| | | Service s geogra phy | Essent ial | | | √ | | | | √ | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |

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

Course Description Form

| |
|---|
| 1. Course Name Services Geography |
| |
| 2. Course Code |
| |
| 3. Semester/Year 2024-2025 |
| |
| 4. Date of preparation of this description 2/1-2025 |
| |
| 5. Available Attendance Forms |
| |
| 6. Number of credit hours (total) / number of units (total) 60 hours / 2 units |

| | |
|---|--------------------------------|
| | |
| 7. Course administrator's name (if more than one name is mentioned) | |
| Name: Dr. Eman Hasan Ali | Email / emanhasan33 @tu.edu.iq |
| 8. Course Objectives | |
| Course Objectives | |
| 1- Preparing students who are able to understand and know human geography and its link to physical geography | |
| 2- Enabling students to acquire, understand and know all human geographical concepts | |
| 3- Enabling students to acquire and understand the geography of Services | |
| 4- Enabling the geographical specialist to sign natural and human geographical phenomena and determine their location on the surface of the earth with high accuracy | |
| 5- Enabling students to link between areas of services distribution and population and attract tourists and the economic concept achieved by this study | |
| 9. Teaching and learning strategies | |
| Strategy Oral and written tests, individual and group, theoretical and practical. Direct observation of the student's performance in the areas of dialogue, intellectual and scientific communication, and teamwork within the classroom and the college and university environment. Assigning students to prepare scientific research to test their | |

ability to think, conclude and solve problems.

10. Course Structure

| Grades | Course or Course Code | Course Name | Credit Hours | |
|------------|--|--------------------|--------------|-----------|
| | | | theoretical | practical |
| The second | | Services geography | 90 | - |
| | Theoretical foundations of services geography | | 12 | |
| | What is the services geography | | 6 | |
| | Types services in cities. | | 6 | |
| | Attributes and Characteristics of services | | 9 | |
| | Geographic factors affecting services | | 9 | |
| | Factors of localization of services | | 6 | |
| | Classification of services in cities | | 6 | |
| | Sources for obtaining services | | 6 | |
| | Modern techniques adopted in studying services | | 6 | |

| | | | | |
|--|---|--|---|--|
| | Problems of the services sector in cities | | 9 | |
| | Principles and criteria for evaluation the efficiency of services in cities | | 6 | |
| | Geographical distribution for Public services | | 9 | |

11. Course Evaluation

The degree is distributed through the following

- 1- Exam number 2 in the first Korean (20 degrees)
- 2- Exam number 2 second course (20 degrees)
- 3- Relying on classroom participation (5 degrees)
- 4- Homework (5 marks)
- 5- The final exam for the academic year (50%)

12. Learning and Teaching Resources

| | |
|-------------------|---|
| Text Books | Services Geography, Dr. Mazan Al-Hiti, 2013. |
| References | Urban services with a contemporary Geographical vision, Dr. Fouad bin Ghadban, 2019. |
| Enriching sources | Urban services .a study in theoretical construction Dr. Khalad Mohamd bin Amoor , 2018. |
| websites | Link to the program on the Internet, and its applications in similar Universities. |

N Academic program description form

..University name: University of Tikrit

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

...Scientific Department: Department of Geography

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

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

Academic: system yearly :

Description preparation date: ١٨/١/٢٠٢٥

File filling date: ١٨/١/٢٠٢٥

:Signature:

:Name of department head: A.M.D. . Muhammad Attia Saleh

A. Dr. Rashid Latif Ibrahim

:Date:

Date

:Check the file by

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

A.D . Imad Hamid Ahmed

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: ...Tikrit.....

Faculty/Institute: ..Education for Humanties.....

Scientific Department:Geography.....

Academic or Professional Program Name: Geography.....

Final Certificate Name:Geography.....

Academic System: Annual

Description Preparation Date: 6/2/2025

File Completion Date: 6/2/2025

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. |
| The department's vision is divided as it is a specialty, and it is constantly evolving in its curricula and techniques to prepare an aspiring generation to serve the nation through in-depth study of all its data. |
| 2. Program Mission |
| Program mission is written here as stated in the university's catalogue and website. |
| Preparing a generation to serve the nation that has an academic vision that is reflected in building the state and in all fields, in addition to providing educational institutions with graduates of the geography departments, their curricula and study materials, and working to achieve successful and purposeful strategies that follow the correct steps in building and progressing countries according to the perspective of political geography. |
| 3. Program Objectives |
| General statements describing what the program or institution intends to achieve. |
| 1- Providing the Ministry of Education with staff specialized in teaching geography in secondary schools. 2- Enabling female students to become familiar with aspects of spatial analysis of geographical factors affecting spatial and temporal variation. 3- Enhancing students' awareness of the diverse geographical, cultural and scientific horizons in this specialization. 4- Enhancing the ability to interact with modern developments in geography through geographical technology towards state building 5- Providing graduates with the ability to deal with students by teaching geography according to the modern curriculum based on geographical technology represented by geographic information systems and remote sensing. |
| 4. Program Accreditation |
| Does the program have program accreditation? And from which agency? |
| No think |
| 5. Other external influences |
| Is there a sponsor for the program? Ministry of Higher Education and Scientific Research |

| | | | | |
|--------------------------|-------------------|--------------|------------|----------|
| 6 Program Structure | | | | |
| Program Structure | Number of Courses | Credit hours | Percentage | Reviews• |
| Institution Requirements | | | | |
| College Requirements | | | | |
| Department Requirements | 1 | 2 | 5% | No think |
| Summer Training | | | | |
| Other | | | | |

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

| | |
|---------------------|-------------------------------|
| Learning Outcomes 2 | Learning Outcomes Statement 2 |
| Learning Outcomes 3 | Learning Outcomes Statement 3 |
| Learning Outcomes 4 | Learning Outcomes Statement 4 |
| Learning Outcomes 5 | Learning Outcomes Statement 5 |

| | | | | |
|---|-------------|-------------------------------|--------------|-----------|
| 7. Program Description | | | | |
| Year/Level | Course Code | Course Name | Credit Hours | |
| | | | theoretical | practical |
| 2024-2025 | | Political Geography | 60 | 0 |
| | | | | |
| 8. Expected learning outcomes of the program | | | | |
| Knowledge | | | | |
| Learning Outcomes 1 | | Learning Outcomes Statement 1 | | |
| Learning outcomes 1 | | | | |
| A1- Enabling the general rules of geography to be set | | | | |

A2- Investing in students' ability to understand the course of spatial variation of geopolitical factors

A3- Familiarize students with the geographical aspects of the world according to spatial analysis of geographical factors

A4- Knowing the historical development of the state and its borders among the countries of the world

A5- Knowing the development of political events and their reflection in the strength of the state and the extent of the impact of capabilities and qualifications within the borders of the state

A6- The ability to understand international variables and their role in the emergence of international organizations and relations according to the spatial framework of the state

Skills

Learning Outcomes 2 Learning Outcomes Statement 2

Learning outcomes 2

B1 - That the student is able to become familiar with the methods of teaching, measuring and evaluating the scientific subject.

B2 - The student should be able to choose the appropriate teaching method for each scientific subject so that it is presented in an interesting way.

B3 - That the student is able to solve problems related to students' understanding of the scientific subject by using theories of educational psychology and modern teaching methods, which facilitates the study and teaching of the language.

Learning Outcomes 3 Learning Outcomes Statement 3

C1- Raising the student to understand the geographical diversity of the world

C2-Knowledge of the applied aspects of political geography.

C3- Developing the student's ability to solve the problems facing countries and their land and sea borders alike

C4-Knowing the most prominent applied aspects of political geography and its reflection on international relations according to the spatial sense and its effects in building the power of the state.

Ethics

Learning Outcomes 4 Learning Outcomes Statement 4

Learning outcomes 4

Emotional goals are not evaluated through traditional tests. Rather, reliance is placed on observing the student's behavior, interviewing him, discussing him, and following up on his relationship with the educational environment, which provides a cumulative record of his representation of the emotional and value goals.

Learning Outcomes S

Learning Outcomes Statement 5

Learning outcomes 5

- 1-The student sets a good example among those around him.
- 2- Forming a general category of good values.
- 3-Providing psychological motivation to achieve emotional goals.

9. Teaching and Learning Strategies

Teaching and learning strategies and methods adopted in the implementation of the program in general. - Inductive (deductive) method.

- How to solve problems.
- Repeat training courses and seminars to provide the student with the ability to communicate with society, the ability to have fruitful dialogue, and to solve educational problems using scientific methods.
- Classroom interaction and exchange of opinions between the student and the teacher to raise learning difficulties and discuss their solutions.

10. Evaluation methods

Implemented at all stages of the program in general. Emotional goals are not evaluated through traditional tests. Rather, reliance is placed on observing the student's behavior, interviewing him, discussing him, and following up on his relationship with the educational environment, which provides a cumulative record of his representation of the emotional and value goals.

| 11. Faculty | | | | | | |
|-----------------|-----------------|---------------------|---|--|------------------------------|----------|
| Faculty Members | | | | | | |
| Academic Rank | Specialization | | Special Requirements/Skills (if applicable) | | Number of the teaching staff | |
| | General | Special | | | Staff | Lecturer |
| professor | Human Geography | Political Geography | | | angel | - |

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)

Admission to the college follows the central distribution system followed by the Ministry of Higher Education and Scientific Research, according to the admission form to Iraqi universities and institutes, and by balancing the student's desire and the total he obtained.

As for admission to the Geography Department, it is due to the balance between the student's desire and her grade in Geography in the final exam for the sixth grade in secondary school.

13. The most important sources of information about the program

Link to the program on the Internet, and its applications in similar universities.

-Training courses held by university quality and performance departments on the program in various institutes and colleges in Iraq.

Political Geography Prof. Dr. Muhammad Azhar Saeed Al-Sammak, 2012

Political Geography Prof. Dr. Hossam El-Din Jad Al-Rab, 2016

The program plan is developed through the annual meeting held by the Ministry for the heads of geography

Contemporary political geography a. Dr. Marsh Ahmed Saeed, 2021

departments, as well as the periodic meeting of the Committee of Deans of Humanities Colleges

| 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 |
| 2024-2025 | | Political geography | | | | | - | | | | - | | | | - |
| | | | | | | | | | | | | | | | |
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- Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

Course Description Form

| | | | | | |
|--|--|-----------------------------------|-----------------------------|------------------------|--------------------------|
| 1. Course Name: political Geography | | | | | |
| | | | | | |
| 2. Course Code: | | | | | |
| | | | | | |
| 3. Semester / Year: 2024-2025 | | | | | |
| | | | | | |
| 4. Description Preparation Date: 6/2/2025 | | | | | |
| | | | | | |
| 5. Available Attendance Forms: | | | | | |
| | | | | | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) 60/2 | | | | | |
| | | | | | |
| 7. Course administrator's name (mention all, if more than one name) | | | | | |
| Name: Prof.Dr. Naseef Jasim Asawad Salim Email: ph.d.naseef@tu.edu.iq | | | | | |
| 8. Course Objectives | | | | | |
| Course Objectives Political Geography Prof. Dr. Abis kallee al hadeethi, 2024 Political Geography Hasaan al across , 2019 Contemporary political geography a. dr.Mahammad abd kane suode , 2024 A link to the program on the Internet, and its applications in similar universities. | | | | | |
| 9. Teaching and Learning Strategies | | | | | |
| Strategy | The strategy - Oral and written tests, individual and group, theoretical and practical. - Direct observation of the student's performance in the areas of dialogue, intellectual and scientific communication, and team work within the classroom and the college and university environment. Assigning students to prepare scientific research to test their ability to think, deduce, and solve problems. | | | | |
| 10. Course Structure | | | | | |
| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |

| | | | | | |
|----|--------|--|---------------------|----|----|
| 60 | annual | The nature of political geography | Political Geography | 90 | - |
| | | Geopolitics and geopolitics | | 12 | - |
| | | The state and its stages | | 6 | - |
| | | State power and methods of measuring it | | 6 | - |
| | | Locational characteristics of the country | | 9 | - |
| | | Geopolitics and its relationship to resources | | 6 | - |
| | | Borders and frontiers | | 6 | - |
| | | Drawing boundaries and their problems | | 6 | - |
| | | Classification of boundaries and their functions | | 9 | -- |
| | | Territorial waters and their boundaries | | 6 | - |
| | | Strategic theories | | 9 | - |
| | | Geography of elections and their problems | | | - |

| | | | | | |
|---|--|--|--|--|--|
| | | | | | |
| 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 | | | | | |

N Academic program description form

..University name: University of Tikrit

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

...Scientific Department: Department of Geography

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

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

Academic: system yearly :

Description preparation date: ١٨/١/٢٠٢٥

File filling date: ١٨/١/٢٠٢٥

:Signature:

:Name of department head: A.M.D. . Muhammad Attia Saleh

A. Dr. Rashid Latif Ibrahim

:Date:

Date

:Check the file by

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

A.D . Imad Hamid Ahmed

1. Program Vision

The vision of the department is divided as a specialization and it is in continuous development in its curricula and techniques to prepare an aspiring generation to serve the country by studying in depth all its data

2. Program Mission

Preparing a generation to serve the country with an academic vision that is constrained in building the state and for all fields, in addition to providing educational institutions with graduates of geography departments, curricula and study materials, and working to achieve successful and purposeful strategies that follow the right steps in building and advancing countries according to the perspective of geography.

3. Program Objectives

1-Providing the Ministry of Education with specialized staff to teach Geographic Information Systems (GIS) in secondary schools.

2- Enabling students to master aspects of spatial analysis of the geographical factors influencing spatial variation.

3-Enhancing the ability to interact with modern developments in geography through geographic technology.

4-Enhancing the ability to interact with modern developments in geography through geographic technology.

5-Providing graduates with the ability to engage with students by teaching geography according to a modern curriculum based on geographic technology, such as geographic information systems and remote sensing.

4. Program Accreditation

There isn't any

5. Other external influences

Ministry of Higher Education and Scientific Research

6. Program Structure

| Program Structure | Number of Courses | Unit of study | Percentage | Reviews |
|-------------------|-------------------|---------------|------------|---------|
| Requirements | | 13 | | |

| | | | | |
|-------------------------|----------|----------|-----------|-------------|
| of the institution | | | | |
| College Requirements | | | | |
| Department Requirements | 1 | 2 | 5% | None |
| Summer Training | | | | |
| Other | | | | |

* Notes may include whether the course is basic or optional.

7. Program Description

| Year/Level | Course or Course Code | Course Name | Credit Hours | |
|------------------|-----------------------|---------------------------------------|--------------------|------------------|
| The Furth | | Geographic Information Systems | theoretical | practical |
| 2024-2025 | | | 60 | 40 |

8. Expected Learning Outcomes of the Program

Knowledge

Learning Outcomes 1

1. Enabling students to master and understand the basics of geographic information systems (GIS).
 Enabling students to understand the components of geographic information systems (GIS) and mapping.
 Enabling students to use GIS software.
 Enhancing students' ability to understand the spatial variations of geographic factors.
 Familiarizing students with the geographic aspects of the world and the spatial analysis of geographic factors.

Learning Outcomes Statement 1

Skills

Learning Outcomes 2

B1 – The student will be able to master teaching, measurement, and evaluation methods for the scientific subject.

B2 – The student will be able to choose the appropriate teaching method for each scientific subject, presenting it in an engaging manner.

B3 – The student will be able to solve problems related to students' understanding of the scientific subject using educational psychology theories and modern teaching methods, which will facilitate the study and teaching of geographic information systems.

Learning Outcomes Statement 2

Learning Outcomes 3

C1: Developing the student's understanding and use of geographic information systems (GIS) in academics and various aspects of life.

C2: Understanding the applied aspects of GIS programs in geography.

C3: Developing the student's ability to understand problems related to data and databases and find solutions and proposals to address them.

C4: Understanding the most prominent applied and practical aspects of studying programs, databases, and information systems, and their relationship to geography.

Learning Outcomes Statement 3

Values

Learning Outcomes 4

Learning Outcomes Statement 4

Emotional goals are not evaluated through traditional tests, but rather rely on observing, interviewing, discussing, and following up on the student's relationship with the educational community, which provides a cumulative record of their representation of emotional and value goals.

Learning Outcomes 5

- 1– Representing the student for the good example in those around him.
- 2– Forming a general category of good values.
- 3– Providing psychological motivation to achieve emotional goals.

Learning Outcomes Statement 5

9. Teaching and learning strategies

- – The inductive (deductive) method.
- The problem–solving method.
- Attending training courses and seminars to equip students with the ability to communicate with the community, engage in fruitful dialogue, and solve educational problems using scientific methods.
- Classroom interaction and exchange of views between students and teachers to address learning difficulties and discuss solutions.
- .

10. Evaluation methods

Emotional goals are not evaluated through traditional tests, but rather rely on observing, interviewing, discussing, and following up on the student's relationship with the educational community, which provides a cumulative record of their representation of emotional and value goals.

11. Faculty

Faculty Members

| Academic Rank | Specialization | | Requirements/Skills (if applicable) | Preparation of the teaching staff | |
|---------------|----------------|---------------------|-------------------------------------|-----------------------------------|----------|
| | year | special | | angel | lecturer |
| Professor | Geography | Cartography and GIC | | angel | |

Professional Development

Mentoring new faculty members

It is done through the preparation of a university professor capable of cognitive development through the production of scientific research as well as follow-up intellectual developments in international universities, as well as the diversity of participation in dialogue and intellectual seminars specialized

Professional development of faculty members

- Scientific communication through seminars, conferences and joint work with qualified cadres in similar disciplines.
- Access to international studies in similar departments, to develop the ability to research and solve scientific problems.
- Engage in the acquisition of modern scientific experiences and skills in the field of modern technical communication.

12. Acceptance Criterion

- Admission to the college follows the central distribution system pursued by the Ministry of Higher Education and Scientific Research according to the admission form in Iraqi universities and institutes and by balancing between the student's desire and the total obtained.

As for admission to the Department of Geography, it is to balance between the student's desire and her degree in geography in the final exam for the sixth grade in the secondary stage.

13. The most important sources of information about the program

- Link to the program on the Internet, and its applications in similar universities.
 - Training courses held by the departments of quality and university performance on the program in various institutes and colleges in Iraq.
- Thematic Maps - Dr. Falah Shaker Aswad

14. Program Development Plan

The program plan is developed through the annual meeting held by the Ministry for the heads of geographical departments, as well as the periodic meeting of the Committee of Deans of Humanitarian Colleges.

Program Skills Outline

Learning outcomes required from the program

| Year/Level | Course Code | Course Name | Basic or optional | Knowledge | | | | Skills | | | | Values | | | |
|------------|-------------|-------------|-------------------|-----------|----|----|----|--------|----|----|----|--------|----|----|----|
| 2024-2025 | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 |
| | | GIS | Essential | | | | √ | | | | √ | | | | √ |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |

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

Course Description Form

1. Course Name Geographic information system

2. Course Code

3. Semester/Year 2024-2025**4. Date of preparation of this description 6/2-2025****5. Available Attendance Forms****6. Number of credit hours (total) / number of units (total) 60 hours / 2 units****7. Course administrator's name (if more than one name is mentioned)****Name: Prof. Dr. Sedeeq Mustafa Jasim Email: dr.sedeeq@tu.edu.iq****8. Course Objectives**

Course Objectives

1- Providing the Ministry of Education with specialized staff in teaching geography in secondary schools.

2- Enabling students to familiarize themselves with the aspects of spatial analysis of geographical factors affecting spatial variation

3- Enhancing students' awareness of the prospects of the diverse, cultural and scientific geographical culture in this specialization.

4- Enhancing the ability to interact with modern developments of geography through geographical technology

5- Providing graduates with the ability to deal with students by teaching geography according to the modern curriculum based on geographical technology represented by geographic information systems and remote sensing

9. Teaching and learning strategies

Strategy

Oral and written tests, individual and group, theoretical and practical.

Direct observation of the student's performance in the areas of dialogue, intellectual and

scientific communication, and teamwork within the classroom and the college and university environment.

Assigning students to prepare scientific research to test their ability to think, conclude and solve problems.

10. Course Structure

| Grades | Course or Course Code | Course Name | Credit Hours | |
|-----------|--|--------------------------------|--------------|-----------|
| | | | theoretical | practical |
| The Furth | | Geographic Information Systems | 60 | 30 |
| | The Concept and Development of Geographic Information Systems | | 8 | 4 |
| | The Relationship of Geographic Information Systems to Other Sciences | | 6 | 4 |
| | Functions and Benefits of Geographic Information Systems | | 8 | 4 |
| | Data Structure in Geographic Information Systems | | 8 | 4 |
| | Types of Data and Information in Geographic Information Systems | | 6 | 3 |
| | Entering Spatial and Descriptive Data | | 6 | 3 |

| | | | | |
|--|--|--|---|---|
| | Geographic Databases | | 6 | 2 |
| | Spatial Analysis in Geographic Information Systems | | 6 | 2 |
| | Maps and Projections in Geographic Information Systems | | 6 | 2 |
| | | | | |
| | | | | |
| | | | | |

11. Course Evaluation

The grade is distributed through the following

- 1- Exam number 2 in the first course (20 degrees)
- 2- Exam number 2 second course (20 degrees)
- 3- Relying on classroom participation (5 degrees)
- 4- Homework (5 marks)
- 5- The final exam for the academic year (50%)

12. Learning and Teaching Resources

| | |
|---|--|
| Required textbooks (methodology, if any) | Geographic Information Systems |
| Key references (sources) | |
| Recommended books and references (scientific journals, reports...) | |
| Electronic References, Websites | The link of the program on the Internet, and its applications in similar universities. |

