


Academic Program Description Form for Colleges and Institutes

University: Tikrit

College/Institute: Education for Humanities


Department: Geography

Date of File Completion: 12/10/2025


: the signature
:Name of the Scientific Assistant

Date


: the signature
Name of the Head of Department
Dr. Mohamed Atiyah
Date

The file was reviewed by 
Quality Assurance and University Performance Division
Name of the Director of the Quality Assurance and University Performance Division:

Date

Signature



Dean's approval

Academic Program Description

This academic program description provides a concise overview of the program's key features and expected learning outcomes, demonstrating whether students have made the most of the available opportunities. It is accompanied by a description of each course within the program.

Tikrit University / College of Education for Humanities	Educational institution .1
Geography	Scientific Department / Center .2
	Name of academic or professional program .3
Bachelor's degree in Geography	Name of the final certificate .4
annual	Academic System (Annual / Courses / Other) .5
quality assurance	Accredited Accreditation Program .6
Central Admission	Other external influences .7
2026-1-28	Date of preparation of description .8
Academic Program Objectives .9	

1. Providing the Ministry of Education with specialized staff to teach the detailed climatology subject in secondary schools.
2- To enable students to become familiar with aspects of spatial analysis of geographical factors and their impact on regional planning.
3- To enhance students' awareness of the diverse horizons of geographical culture, and to increase and develop scientific culture in this specialization.
4 -- To enhance the ability to interact with developments in modern geography and how to manage and develop human resources

5- Equipping 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.

10. Program outcomes, teaching and learning methods, and assessment

a) Cognitive objectives

C1- To enable students to master the general rules of geography

C2- To develop students' ability to understand the spatial variations of geographical factors affecting development

C3- To familiarize students with the human and natural geographical resources affecting development and to understand the nature of spatial analysis of geographical factors, regional planning, and how to utilize human resources.

B - Program-specific skills objectives

B1- The student should be able to master the methods of teaching, measuring, and evaluating the subject matter

B2- The student should be able to choose the appropriate teaching method for each subject matter and present it in an engaging way

B3 - The student should be able to solve problems related to students' understanding of the subject matter by using educational psychology theories and modern teaching methods, thus facilitating the study and teaching of the language.

Teaching and learning methods

- The standard (lecture) method.
- The discussion method.
- The inductive (deductive) method.
- The problem-solving method .

Assessment methods

- Formative assessment (daily quizzes, class discussions, homework and its follow-up, classroom assessment).
- Diagnostic assessment (term and final exams to determine pass/fail status).

C. Affective and Value-Based Objectives

C1. Developing sensory and perceptual observation, analysis, and interpretation of geographical phenomena using computers.

C2. Developing and enhancing students' skills related to field studies.

C3. Enhancing students' analytical and interpretive abilities.

11. Program Structure				
Credit Hours		Course name	Course code	Academic stage
practical	theoretical			
		Geography of development and planning	Second	First stage

1. Planning for personal development

Developing mental and creative abilities in research and investigation through several approaches and means, including libraries, the internet, and computer science organizations' websites.

1. Admission criteria (establishing regulations related to enrollment in the college or institute)

- Admission requirements according to the instructions and regulations of the Ministry of Higher Education.
- Student's preference for the scientific department.
- Student's grade point average and preparatory school certificate (scientific or literary track).
- Department capacity.

1. Key sources of information about the program

1. Libraries of all types
2. Specialized scientific websites
3. Textbooks and journals

Curriculum Skills Plan

Please check the boxes corresponding to the individual learning outcomes from the program that are being assessed

Learning outcomes required from the program

General and transferable skills (other skills related to employability and personal development)				Program-specific skills objectives				الأهداف المهاراتية الخاصة بالبرنامج				Cognitive objectives				Essential or optional ?	Course Name	Course code	Year / Level
D4	D3	D2	D1	C4	C3	C2	C1	B4	B3	B2	B1	4A	3A	2A	A1				
			√				√			√				√		Essential	Geography of development and planning	2026/2025	

Course description template

Course Description

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

Tikrit University / College of Education for Humanities	1. Educational institution
Geography	2. Scientific Department / Center
	3. Name of academic or professional program
Bachelor's degree in Geography	4. Name of the final certificate
annual	5. Academic System (Annual / Courses / Other)
quality assurance	6. Accredited Accreditation Program
Central Admission	7. Other external influences
8. Date of preparation of description 28/1/2026	
1- Academic Program Objectives	
1- To provide the Ministry of Education with specialized staff to teach geography in secondary schools.	
2- To enable students to grasp aspects of spatial analysis of geographical factors affecting spatial variation.	
3- To enhance students' understanding of the diverse cultural and scientific horizons of geographical culture in this specialization	
4- Enhancing the ability to interact with modern developments in geography through geographic technology	

5- Equipping 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

10. Course outcomes, teaching and learning methods, and assessment

A- Cognitive Objectives

A1- Understanding the historical development of planning management and how to invest resources

A2-- Knowledge of the theories that aim to explain how to best invest in and develop human resources

A3- The ability to understand changes in sustainability methods and invest more efficiently

A4-

B. Course-Specific Skills Objectives

B1. Personal Skills

B2. Technical Skills

B3. Intellectual Skills

Teaching and learning methods

The skills-related objectives of the course

Assessment methods

The student should be able to distinguish between development and sustainability and what forms of renewable energy are

C. Affective and Value-Based Objectives

A1. To enable the student to express their enjoyment of the lecture

A2. To foster the student's continued desire to listen to the material

A3. To give the student a sense of personal appreciation for the lecture

A4. To increase the student's motivation to attend the lecture

Teaching and learning methods

1- 1. Discussion and questioning methods

2- Methods of participation in the lecture

Assessment methods

Problem-Solving Method

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

D1. To enable the student to develop the scientific aspect that benefits from the teaching and the material.

D2. To help the student understand the material and apply it in general and educational life.

D3. To help the student acquire scientific knowledge.

D4.

10. Course Structure

Assessment Method	Teaching Method	Unit/Topic Name	Required Learning Outcomes	Hours	Week, Hours
Meeting/Lecture	Monthly and Termly Tests	The Concept of Development Geography	Geography teacher	2	First
Meeting/Lecture	Monthly and Termly Tests	Problems of Administrative Systems in Developing Countries	=	2	Second
Meeting/Lecture	Monthly and Termly Tests	Theories of Human Settlement Systems - The Hierarchical Network	=	2	Third
Meeting/Lecture	Monthly and Termly Tests	Regional Planning: A General Theoretical Framework	=	2	Fourth
Meeting/Lecture	Monthly and Termly Tests	The Relationship of Regional Planning to Other Sciences	=	2	Fifth
Meeting/Lecture	Monthly and Termly Tests	Problems Facing Regional Planning	=	2	Sixth
Meeting/Lecture	Monthly and Termly Tests	Problems Facing Regional Planning	=	2	Seventh

11. Infrastructure

1.Required textbooks	Geography of development and planning
2. Main references (sources)	Principles of Industrial Geography, Dr. Ahmed Habib Rasoul

a) Recommended books and references (scientific journals, reports, etc.)	<p>Geography of Development, Dr. .Mohamed Delfi Ahmed, 2009</p> <p>Economic Development and Sustainable Development, Dr. .Ahmed Jaber Badran, 2014</p> <p>Foundations of Industrial Geography and its Applications Dr. Muhammad Azhar</p>
b) Electronic references, websites...	<p>https://share.google/HBUiTp9bXuNdcpaup</p>

12. Curriculum Development Plan

The college's curriculum development plan

Academic Program Description Template

University Name: University ofTikrit.....

College/Institute: College ofEducation for the Humanities.....

Scientific Department: Department ofGeography.....

Name of academic or professional program: Bachelor's degreegeography.....

Final degree title: Bachelor of Science inGeography.....

Study system:annual

Date the description was prepared: ٤/١/٢٠٢٦

Date the file was filled out: ٤/١/٢٠٢٦

the signature :

the signature :

Name of Department Head: Dr. Mohamed Attia Saleh

Name of the Scientific Assistant:Prof.

Dr. Rashid Latif Ibrahim

the date:

the date :

The file was reviewed by:

Quality Assurance and University Performance Division

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

the date

the signature

Dean's approval

Prof. Dr. Emad Hamid Ahmed

١. Program Vision

The department's vision is divided into two parts: as a specialized field, it is constantly evolving in its curricula and techniques to prepare a generation aspiring to serve the nation by delving deeply into the study of all its data.

٢. Program Message

Preparing a generation to serve the nation, possessing both scientific and patriotic knowledge, and familiar with geographical curricula and academic subjects to qualify graduates to work in teaching and related departments, and to achieve the desired goal of developing successful and purposeful strategies that proceed correctly in building and advancing nations according to the perspective of sustainable development.

٣. Program Objectives

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

٢- Enabling students to become familiar with aspects of seas and oceans, including geographical factors affecting the variation in water resources.

٣- To enhance students' awareness of the diverse geographical, cultural and scientific horizons of this specialization.

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

٥- Graduates will acquire the ability to deal with students by teaching the subject of geography of seas and oceans according to the modern curriculum based on geographic technology represented by geographic information systems and remote sensing.

٤. Program accreditation

nothing

٥. Other external influences

Ministry of Higher Education and Scientific Research

٦. Program Structure

comments	Percentage	Study unit	Number of courses	Program structure
				Institutional requirements
				College requirements
Nothing	0%	2	1	Department requirements
				Summer training
				Other

*The notes may include whether the course is core or elective.

V. Program Description				
Credit Hours		Course name	Course code	Year / Level
practical	theoretical			
1	6	Geography of seas and oceans		2020-2021

^ Expected learning outcomes of the program	
Knowledge	
Learning Outcomes Statement	Learning Outcomes 1
1	A1- Attention should be given to studies that include problems of seas and oceans.
-2	A2-Investing in students' ability to understand the spatial and temporal variations of geographical factors and the changes that occur in seas and oceans
	A3- Enabling students to conduct research in the field of seas and oceans.
	A4-Understanding the historical development of the world's seas and oceans

	<p>A^o-The ability to understand the specific changes in the characteristics of seas and oceans Its analysis and its impact on the Earth's surface</p> <p>A^٦- Introducing students to methods of treating coasts and deltas in Iraq and the world.</p>
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Skills

<p>Learning Outcomes Statement</p> <p>٢</p>	<p>Learning Outcomes ٢</p> <p>B^١ -The student should be able to become familiar with the methods of teaching, measuring and evaluating the scientific subject.</p> <p>B^٢ -The student should be able to choose the appropriate teaching method for each subject of seas and oceans in order to present it in an interesting way.</p> <p>B^٣ -The student should be able to solve problems related to students' understanding of the scientific material by using educational psychology theories and modern teaching methods, which will facilitate the study and teaching of the language.</p>
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<p>Learning Outcomes Statement</p> <p>٣</p>	<p>Learning Outcomes ٣</p> <p>A^١-The ability to understand and analyze the physical, chemical, and biological properties of seawater and ocean water.</p> <p>Part ٢-Developing the skill of interpreting marine phenomena such as ocean currents, waves, tides, and their impact on the coastal environment.</p> <p>Q^٣-Acquiring a skillstudentReading and analyzing nautical charts, oceanographic charts, and related data.</p> <p>Hydrology</p> <p>C^٤-Employing geographic methods and geographic information systems (GIS) techniquesGISIn the study of seas and oceans C^o-</p> <p>Developing teamwork skillsFor studentsScientific discussion in analyzing marine and environmental issues.</p> <p>Q^٦-abilitystudentsTo prepare concise scientific reports on marine geographical topics according to the scientific method.</p>
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Values

Learning Outcomes Statement ξ	Learning Outcomes ξ Affective goals are not assessed through traditional tests, but rather through observing the student's behavior, interviewing and discussing it, and monitoring their relationship with the educational environment, thus providing a cumulative record of their embodiment of affective and value-based goals.
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Learning Outcomes Statement ο	Learning Outcomes ο 1- The student should emulate the good role models in those around him. 2-Establishing a general set of good values. 3- Providing psychological motivation to achieve emotional goals.
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9. Teaching and learning strategies

The inductive (deductive) method. -
 A method for solving problems. -
 He reinstated training courses and seminars to equip students with the ability to -
 communicate with the community, the ability to engage in fruitful dialogue,
 and to solve educational problems using scientific methods.
 Classroom interaction and exchange of views between the student and the -
 teacher to raise learning difficulties and discuss solutions.

10. Assessment Methods

Affective goals are not assessed through traditional tests, but rather through observing the student's behavior, interviewing and discussing it, and monitoring their relationship with the educational environment, thus providing a cumulative record of their embodiment of affective and value-based goals.

11. Faculty

Faculty members

Faculty preparation		Requirements/Skills (if any)	Specialization		Academic rank
lecturer	angel		private	general	
	angel		Geography of Hydrology	natural geography	Professor Doctor

Professional Development

Orienting new faculty members

This is achieved by preparing a university professor capable of developing knowledge through the production of scientific research, as well as keeping up with intellectual developments in international universities, in addition to diverse participation in specialized dialogue and intellectual seminars.

Professional development of faculty members

- Scientific communication through seminars, conferences, and joint work with competent personnel in similar disciplines.
- 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.

١٢. Admission 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 the student's desire with the total score he obtained.

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

١٣. Key sources of information about the program

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

Geography of Seas and Oceans, Dr. Talaat Ahmed Mohamed Abdo, Dr. Youssef Abdel-Magid Fayad

Lectures in the Geography of Seas and Oceans... Dr. Kaljan Khalil Majeed

١٤. Program Development Plan

The program plan is developed through the annual meeting held by the ministry for heads of geography departments, as well as the periodic meeting of the deans of humanities colleges committee.

Program Skills Plan															
Learning outcomes required from the program															
Values				Skills				Knowledge				Essential or optional	Course Name	Course code	Year/Level
Q	Part 3	Part 2	Part 1	B 3	B 2	B 1	A 3	A 2	A 1	A 1					
✓				✓				✓				essential	Geography of seas and oceans		2020-2026

Please check the boxes corresponding to the individual learning outcomes from the program that are being assessed.

Course description template

١. Course Name: Geography of Seas and Oceans	
٢. Course Code	
٣. Term/Year ٢٠٢٥-٢٠٢٦	
٤. Date this description was prepared: ٤/١/٢٠٢٦	
٥. Available attendance formats	
٦. Total study hours / Total unit hours: ٦٠ hours / ٢ unit hours	
٧. Name of the course coordinator (if there is more than one, mention it)	
Name: M.D., Kaljan Khalil Majeed Email: kaljan.k.majeed@tu.edu.iq	
٨. Course Objectives	
<ul style="list-style-type: none">•	Course objectives

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

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

٣- To enhance students' awareness of the diverse geographical, cultural and scientific horizons of this specialization.

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

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

٩. 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, college and university environment.

Students are assigned to prepare scientific research papers to test their ability to think, deduce, and solve problems.

١٠. Course Structure

Credit Hours		Course name	Course code	Academic stage
practical	theoretical			
-	٩٠	Geography of seas and oceans		Fourth
-	١٢	The concept of the geography of seas and oceans		

-	٦	Theories of the origin of seas and oceans		
-	٦	The theory of lunar disintegration – the theory of continental drift		
	٩	Classification of seas and oceans based on salinity		
	٩	Classification of seas and oceans based on geographical location		
	٦	Importance and types of modern seas		
	٦	The importance of seas and oceans lies in the vast extent of their water cover.		
	٦	Physical properties / Heat / Density / Color		
	٦	Chemical properties of water, seas, and oceans		
	٩	Ocean waves/currents		
	٦	Coasts / Coastal Classification		
	٩	Positive topographical phenomena of sea and ocean floors		
	٦	Negative topographic phenomena of sea and ocean floors		

١١. Course Evaluation

The grade is distributed as follows:

١- Two exams in the first course (٢٠ marks)

٢- Exam No. ٢, Second Semester (٢٠ marks)

٣- Reliance on classroom participation (٥ marks)

٤- Homework (٥ marks)

٥- Final exam for the academic year (٥٠%)

١٢. Learning and teaching resources


Geography of seas and oceans Dr. Talaat Ahmed Mohamed Abdo, Dr. Youssef Abdel-Magid Fayad	Required textbooks (methodology, if applicable)
book Geography of seas and oceans Hassanin Quality Quality -\n٢-Mahdi Al-Sahaf. Seas and Oceans	Main references (sources)
Lectures in the Geography of Seas and Oceans. Dr. Kaljan Khalil Majid	Recommended supporting books and references (scientific journals, reports...)
All sources pertaining to seas and oceans, and foreign research in this field.	Electronic references, websites


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





Academic Program Description Form for Colleges and Institutes

Date of File Completion: 12/10/2025


: the signature
Name of the Scientific Assistant
Date


: the signature
Name of the Head of Department
Dr. Mohamed Atiyah
Date


The file was reviewed by
Quality Assurance and University Performance Division
Name of the Director of the Quality Assurance and University Performance Division:
Date
Signature


Dean's approval

1. Program Vision
The vision of the department is divided as a specialty and it is in a continuous development in its curricula and techniques to prepare a generation looking to serve the country through deepening to study all its data
2. Program Mission
Preparing a generation to serve the homeland enjoy all scientific and national, familiar with the geographical curricula and academic materials to qualify graduates to work in teaching and relevant departments and reach the desired goal in drawing successful and targeted strategies that follow the right steps in building and progressing countries according to the perspective of sustainable development
3. Program Objectives
<p>1- The Ministry of Education is supplied with malery specialized in teaching geographic subject in secondary schools.</p> <p>2- Enabling female students to know the aspects of spatial analysis of geographical factors affecting spatial variation</p> <p>3- Enhancing female students 'awareness of the various geographical culture prospects, cultural and scientific in this specialization.</p> <p>4- Enhancing the ability to interact with modern geographical developments through geographical technology</p> <p>5- Providing graduates the ability to deal with students by teaching the geographic material according to the modern approach based on geographical technology represented by geographical information systems and remote sensing</p>
4. Program Accreditation
Nothing
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				
College Requirements				

Department	1	2	5%	nothing
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
2026-2025		Environment	60	0

8. Expected learning outcomes of the program

Knowledge

Learning Outcomes 2	Learning Outcomes Statement 2
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Learning Outcomes 3	Learning Outcomes Statement 3
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Learning Outcomes 4	Learning Outcomes Statement 4
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Learning Outcomes 5	Learning Outcomes Statement 5
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A. 1- Enabling the general rules of geography

A2-Investment, students were able to know the course of spatial differences of geographical factors

A3-Mam students in the geographical aspects of the world for the mouth of the spatial analysis of geographical factors

A 4- Knowing and understanding of ecology and it's development in the world.

A5- Knowing and understanding the nature of environment problems.

A6- The ability to understand the changes of environment science.

Skills

Learning outputs 2

B 1 -The student can be able to know the teaching, measurement and evaluation of the scientific subject.

B2 -The student can choose the appropriate teaching method for each scientific subject so that it provides it in an interesting way.

B 3 -The student can solve problems related to understanding the scientific material among students by using the theories of educational psychology and modern education means, which facilitates the study and teaching of the language.

Learning outputs 3

A1-The student's establishment to understand the geographical diversity in the world

C2- Knowing the applied aspects of the geography of cities.

C3- Development, the student was able to solve the problems that cities suffer from

C4-Knowing the most prominent applied aspects in the geography of cities and their reflection on the urban and regional environment

Learning outputs 4

Emotional goals are not evaluated by traditional tests, but rather to observe the student's behavior, interview, discuss it, and follow up on his relationship with the educational milieu, providing a cumulative record of its representation of the emotional and value goals.

Learning outputs 5

1 -The student represented the good example of those around him.

2 -Forming a general category of good values.

3- Providing the 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.

- Induction (deductive) method.

- How to solve problems.

- Recal the training courses and seminars to give the student the ability to communicate with society, the ability to fruitful dialogue, and solve educational problems with scientific methods.

- Class interaction and exchange of opinions between the student and the teacher to offer learning difficulties and discuss their solutions.

10. Evaluation methods

Implemented at all stages of the program in general.

Emotional goals are not evaluated by traditional tests, but rather to observe the student's behavior, interview, discuss it, and follow up on his relationship with the educational milieu, providing a cumulative record of its 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
prof	Physical Geography	Environment and environmental problems			angel	

Professional Development

Mentoring new faculty members

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

Professional development of faculty members

- **Scientific communication through seminars, conferences and joint work with competent cadres in similar specializations.**
- **Quote global studies in similar departments, to develop the ability to research and solve scientific problems.**
- **To 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 adopted by the Ministry of Higher Education and Scientific Research according to the admission form in Iraqi universities and institutes, and the balance between the student's desire and the total.

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

13. The most important sources of information about the program

- The program link on the Internet, and its applications in similar universities.
- The training courses held by the quality departments and university performance around the program in various institutes and colleges in Iraq.
- Ecology, by Dr. Abid k. Fadel and Dr. Alwan J. El.Wailly in Mosul University press,1985.
- Environment and Pollution in Iraq, Dr. Imad Matar Khalif Al- Shammari, Prof. Fathi Dardar and Nihad Khader Kazim Al- Kanani in 2011.
- Desertification, Ali Hamza Al- Jawdhari, 2015.

14.Program Development Plan

The program's plan is developed through the annual meeting held by the Ministry and private in the heads of geographic departments as well

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
2026 – 2025		Environment	Basic				√					√			

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

Course Description Form

1. Course Name: Environment	
2. Course Code:	
3. Semester / Year: 2026 - 2025	
4. Description Preparation Date: 2025- 2024	
5. Available Attendance Forms:	
6. Number of Credit Hours (Total) / Number of Units (Total); 60 hours / 2 units	
7. Course administrator's name (mention all, if more than one name)	
Name:	Ali Muklef Sabaa
Email:	ali.mukh@tu.edu.iq
8. Course Objectives	
<p>Course Objectives</p> <p>1- The Ministry of Education is supplied with malery specialized in teaching geographic subject in secondary schools.</p> <p>2- Enabling female students to know the aspects of spatial analysis of geographical factors affecting spatial variation</p> <p>3- Enhancing female students 'awareness of the various geographical culture prospects, cultural and scientific in this specialization.</p> <p>4- Enhancing the ability to interact with modern geographical developments through geographical technology</p> <p>5- Providing graduates the ability to deal with students by teaching the geographic material according to the modern approach based on geographical technology represented by geographical information systems and remote sensing</p>	<p style="text-align: center;">.....</p> <p style="text-align: center;">.....</p>

9. Teaching and Learning Strategies

Strategy	<p>-Oral and editorial tests, individual and collective, theoretical and practical.</p> <p>- The direct observation of the student's performance in the fields of dialogue, intellectual and scientific communication, and working in the team's spirit within the classroom and the college and university environment.</p> <p>-Assigning female students to prepare scientific research to test their ability to think, conclude and solve problems.</p>
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10. Course Structure

Educational level	Rapporteur symbol or course	Rapporteur name or course	Approved watches	
			theoretical	Practical
Third		Environment concept	90	-
		The problems of environment	12	
		The branches of ecology	6	
		Environmental resources	6	
		Ecosystem	9	
		Environmental elements	9	
		Biosphere	6	
		Biomes	6	
		Human races	6	
		Civilization	6	
		Desertification	9	
		Environmental pollution	6	
		Sources of pollution	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 the second course (20 degrees)
- 3 -Dependence on class participation (5 degrees)
- 4 -Home duties (5 degrees)
- 5- The final exam for the academic year (50%)

12. Learning and teaching sources

Required books (methodology if any)	Ecology, by Dr. Abid k. Fadel and Dr. Alwan J. El.Wailly in Mosul University press,1985.
The main references (sources)	-Environment and Pollution in Iraq, Dr. Imad Matar Khalif Al- Shammari, Prof. Fathi Dardar and Nihad Khader Kazim Al-Kanani in 2011.
Books and references that are recommended (scientific magazines, reports ...)	Desertification, Ali Hamza Al- Jawdhari, 2015.
Electronic references, Internet sites	The program link on the Internet, and its applications in similar universities.

Academic Program Description Form for Colleges and Institutes

University: Tikrit


College/Institute: Education for Humanities


Department: Geography


Date of File Completion: 12/10/2025


: the signature
:Name of the Scientific Assistant

Date


: the signature
Name of the Head of Department
Dr. Mohamed Atiyah
Date


The file was reviewed by
Quality Assurance and University Performance Division
Name of the Director of the Quality Assurance and University Performance Division:
Date
Signature


Dean's approval

Vision: Represented by:

- 1- Identifying the nature of the peoples of the continent (Asia-Europe).
- 2- To introduce the student to the economic wealth of Europe and Asia.
- 3- Knowledge of the civilizational development of the peoples between the two continents

Tikrit University – Faculty of Education for Humanities	1. Educational Institution
Geography	2. Scientific Department/Center
Eurasia	3. Course Name/Code
theoretical	4. Available Forms of Attendance
Annual	5. Semester/Year
Two hours per week, according to the project to develop the curriculum of geography in Iraqi universities.	6. Number of Hours (Total)
2025-2026	7. Date this description was prepared
<ol style="list-style-type: none"> 1- Teaching Regional Geography (Eurasia) as an Importance in Obtaining Geographic Information 2- 2. Teaching regional geography so that students can acquire information that is important to Arab and foreign countries. 3- Teach students to read maps of Europe and Asia and how to read the mental image and link it to geographical information 4- Harnessing technology to develop education and deliver lectures through computers. 	Course Objectives /

1. Program Vision

The vision of the department as a specialization is divided and it is in continuous development in its curricula and techniques to prepare a generation looking forward to serving the nation by studying all its data in depth

2. Program Mission

Preparing a generation to serve the nation that enjoys all scientific and national interests, 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 progressing 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 be familiar with the aspects of analysis and geographical factors affecting the continent of Asia-Europe.

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

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

5- Providing graduates with the ability to deal with students by teaching geographies in accordance with the modern curriculum based on geographic technology represented by GIS and remote sensing.

4. Program Accreditation

None

5. Other External Influences

Ministry of Higher Education and Scientific Research

6. Program Structure

Notes	Percentage	Study Unit	Number of Courses	Program Structure

				Enterprise Requirements
				College Requirements
None	5%	2	1	Department Requirements
				Summer Training
				Other

* It is possible to include notes on whether the course is basic or elective.

7 . Program Description				
Credit Hours		Course or course name	Course or course code	Year/Level
practical	theoretical			
0	60	Geography of Eurasia		2025-2026

9. Course Outcomes , Teaching Methods, Learning and Evaluation
<p>Cognitive Goals</p> <p>A1- Enabling students to obtain the intellectual framework of the Eurasian Regional Geography course</p> <p>A2. Preparing students to be able to teach the subject in schools</p> <p>A3- Teaching students how to teach this subject and use the map</p> <p>A4-. Teaching students about modern global trends in the study of Eurasian geography.</p> <p>Course-specific skill objectives.</p> <p>A5- Teaching students how to present the material using modern technologies such as data shows.</p> <p>b. Course-specific skill objectives.</p>

<p>B1 – Participation in conferences or seminars related to the scientific subject</p> <p>B2 – Contributing to addressing the problems facing students in learning the geography of Eurasia</p> <p>B3 – Preparing specialized scientific researchers in the field of geography</p> <p>B4- Raising the level of students in all sensory, scientific and mental aspects</p>	
Teaching and Learning Methods	Teaching and Learning Methods
<p>1. Training students to read the maps of the subject</p> <p>2. Using the method of discussion in developing skills</p> <p>3. Raising students with a set of questions to produce correct information.</p>	
Evaluation Methods	Evaluation Methods
<p>Daily activities.</p> <p>Quick exams (jugs).</p> <p>Monthly exams.</p>	<p>Daily activities.</p> <p>Quick exams (jugs).</p> <p>Monthly exams.</p>
C. Emotional and Values Goals	
<p>1-c. Encouraging students to be creative by motivating them</p> <p>2-C. Training students on the skill of memorizing information and benefiting from it.</p> <p>3-c. Achieving a high level of mental awareness of the problems and issues that are being discussed.</p>	
<p>10. Transferable general and qualifying skills (skills for others related to employability and personal development).</p> <p>1- Training students on the use of modern teaching strategies and methods in the subject of Eurasian geography.</p> <p>2. Enabling students to apply in middle and secondary schools to qualify them for the teaching profession.</p> <p>3- Enabling students to use their personal skills in simplifying the Eurasian geography subject in a way that is easy for the recipient to understand.</p>	
Teaching and Learning Methods	
<p>1. Adopting freedom in the development of creative thinking</p> <p>2. Providing immediate feedback to students during the lesson</p> <p>3. Developing a coherent and coherent teaching curriculum based on the understanding of facts and the scientific method.</p>	
Evaluation Methods	
<p>Daily activities.</p> <p>Quick exams (jugs).</p> <p>Monthly exams.</p>	
Professional Development	
Mentoring new faculty members	

It is done through the preparation of 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.

Faculty Professional Development

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

12. Acceptance Standard

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

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

13. The most important sources of information about the program

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

Geography of Eurasia - Hashem Khudair Al-Janabi
Lectures in the detailed climate... Eng. Dr. Ohood Saleh Mahdi

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 Faculties.

Program Skills Outline

Learning Outcomes Required from the Program

Values	Skills	Knowledge	Basic or optional	Course Name	Course Code	Year/Level

C 4	C 3	C 2	A 1	B 4	B 3	B 2	B 1	A 4	A 3	A 2	A 1				2024- 2025
				√				√				Essenti al	Euras ia		

*Please indicate the boxes corresponding to the individual learning outcomes from the program being assessed.

Course Description Form

1. Course Name: Arwasya
2. Course Code
3. Semester/Year 2025-2026
4. Date this description was prepared 1/18-2026
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 mentions)
Name: Assoc. Gen. Dr. Ohood Saleh Mahdi Email: ahood.salih@tu.edu.iq
8. Course Objectives

•	Course Objectives
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1. Providing the Ministry of Education with specialized staff in teaching geography in secondary schools.
- 2- Enabling students to be familiar with the aspects of spatial analysis of geographical factors affecting spatial variation
- 3- Enhancing students' awareness of the prospects of the diverse geographical, cultural and scientific culture in this specialization.
- 4- Enhancing the ability to interact with modern developments of geography through geographic technology
- 5- Providing graduates with the ability to deal with students by teaching the geographical subject according to the modern curriculum based on geographic technology represented by GIS 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 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, deduce, and solve problems.

10. Course Structure

Evaluation Method	Teaching Method	Unit or Subject Name	Required Learning Outcomes	Watches	The week
First thing	Description	Same outputs	Asia	2	The first
First thing	Explanation and presentation	Same outputs	Natural and Human Manifestations in Asia	2	The second
First thing	Lecture - Discussion	Same outputs	Climate of Asia	2	The third
First thing	Presentation and Explanation	Same outputs	Natural Soil and Vegetation in Asia	2	Fourth

Exam	Presentation and Explanation	Same outputs	Population of Asia	2	Fifth
Daily activity	Presentation and Explanation	Same outputs	Religions of the inhabitants of Asia	2	Sixth
Exam	Presentation and Explanation	Same outputs	Southern States Region Democratic Republic of India	2	Seventh
Daily activity	Description	Same outputs	Pakistan	2	Eighth
Exam	Presentation and Explanation	Same outputs	Southeast Asian States Region Burma	2	Ninth
Daily activity	Presentation and Explanation	Same outputs	Thailand	2	Tenth
Daily activity	Presentation and Explanation	Same outputs	East Asian States Region China	2	Eleventh
Exam	Presentation and Explanation	Same outputs	Japan	2	XII
Daily activity	Presentation and Explanation	Same outputs	Central Asian States Region Mongolian Republic	2	Thirteenth
Daily activity	Presentation and Explanation	Same outputs	AFGHANISTAN	2	Fourteenth
Daily activity	Presentation and Explanation	Same outputs	West and Southwest Asia Region Turkey - Iran	2	Fifteenth
First thing	Presentation and Explanation	Same outputs	Europe	2	Sixteenth
Daily activity	Presentation and Explanation	Same outputs	Natural and Human Manifestations in Europe	2	Seventeenth
Daily activity	Description	Same outputs	Natural Plant in Europe	2	Eighteenth
Daily activity	Presentation and Explanation	Same outputs	Botanical regions of the continent of Aruba	2	Nineteenth
Exam	Presentation and Explanation	Same outputs	Inhabitants of the continent of Europe	2	Twenty
Daily activity	Presentation and Explanation	Same outputs	Regional Study for Europe	2	Twenty one

Daily activity	Presentation and Explanation	Same outputs	Western European States Region Britain	2	Twenty two
Daily activity	Presentation and Explanation	Same outputs	Belgium	2	Twenty Three
Exam	Description	Same outputs	Northern European Region Sweden	2	Twenty fourth
Daily activity	Presentation and Explanation	Same outputs	Denmark	2	Twenty Fifth
Daily activity	Presentation and Explanation	Same outputs	Central European States Region Federal Almatia - Democracy	2	-Twenty sixth
Exam	Presentation and Explanation	Same outputs	Southern Central European States Region Hungary	2	Twenty Seventh
Daily activity	Presentation and Explanation	Same outputs	Southern European Region Portugal and Spain	2	Twenty Eight
Exam	Presentation and Explanation	Same outputs	Soviet Union	2	Twenty Ninth
Daily activity	Presentation and Explanation	Same outputs	Second Semester Exam	2	Thirty

12- Infrastructure: Foundations and Principles in Meteorology and Climatology	
Geography of Eurasia (a study in regional geography).	Required Textbooks
1. Benefiting from modern scientific sources in the field of Arabic language specialization 2. Benefiting from the e-library resources 3. Bringing academic skills closer to practical skills	Main References (Sources)
	Books and reviews (scientific journals , reports , ...)
1. https://www.noor-book.com/#google_vignette	... Websites , Electronic Reviews

11. Course Evaluation
The score is distributed through the following 1- 2 exams in the first course (20 marks) 2- Exam 2 Second Course (20 marks)

3- Relying on class participation (5 marks)

4- Homework (5 marks)

5. The final exam for the academic year (50%)

13. Course Development Plan

The vocabulary of the project of developing and updating the curricula of geography in Iraqi universities, 2024-2025 has been approved.


Academic Program Description Form for Colleges and Institutes

University: Tikrit

College/Institute: Education for Humanities


Department: Geography


Date of File Completion: 12/10/2025


: the signature
:Name of the Scientific Assistant

Date


: the signature
Name of the Head of Department
Dr. Mohamed Atiyah
Date

The file was reviewed by 
Quality Assurance and University Performance Division
Name of the Director of the Quality Assurance and University Performance Division:
Date
Signature


Dean's approval

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
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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
2025 – 2026		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>	<p>Learning Outcomes Statement 1</p>

Skills

Learning Outcomes 2 B1 - The student should be able to use the quantitative aspect. B2 - The student should be able to choose the appropriate laws for each scientific subject so that it is presented in a simplified manner. B3 - The student should be able to solve problems related to understanding the scientific material of students using theories	Learning Outcomes Statement 2
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Learning Outcomes 3 C1- Raising the student to understand the geographical diversity in the world C2- Knowledge of applied aspects in geography. C3- Developing the student's ability to solve problems using the quantitative aspect C4- Develop appropriate solutions by coming up with quantitative data	Learning Outcomes Statement 3
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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
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Learning Outcomes 5 1- Representing the student for the good example in those around him. 2- Forming a general category of good values.	Learning Outcomes Statement 5
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3- Providing psychological motivation to achieve emotional goals.

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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			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
-2025 2026															
		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 2025-2026
4. Date of preparation of this description 2025 / 9 / 21
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- 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

-13 Curriculum Development Plan

Providing new resources, data, application programs, and computers to teach students the practical application of statistical software.

Ministry of Higher Education and Scientific Research

Scientific Supervision and Evaluation Authority

Department of Quality Assurance and Academic Accreditation


Academic Program Description Form for Colleges and Institutes

University: Tikrit


College/Institute: Education for Humanities


Department: Geography


Date of File Completion: 12/10/2025


: the signature
:Name of the Scientific Assistant

Date


: the signature
Name of the Head of Department
Dr. Mohamed Atiyah
Date


The file was reviewed by
Quality Assurance and University Performance Division
Name of the Director of the Quality Assurance and University Performance Division:
Date
Signature


Dean's approval

1. Program Vision

The department's vision is divided into two parts: as a specialized field, it is constantly evolving in its curricula and techniques to prepare a generation aspiring to serve the nation by delving deeply into the study of all its data.

2. Program Message

Preparing a generation to serve the nation, possessing both scientific and patriotic knowledge, and familiar with geographical curricula and academic subjects to qualify graduates to work in teaching and related departments, and to achieve the desired goal of developing successful and purposeful strategies that proceed correctly in building and advancing nations according to the perspective of sustainable development.

3. Program Objectives

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

2- Enabling students to become familiar with aspects of the natural phenomena and factors affecting the Earth's surface

3- Students' awareness of the detailed, cultural, and scientific aspects of study in this specialization

4- To give the student a complete understanding of the most important types of natural resources, how to sustain them, and to study finding alternative sources to fossil fuels, represented by renewable energy sources and studying their different types.

5- Graduates will 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

*The notes may include whether the course is core or elective.

7. Program Description				
Credit Hours		Course name	Course code	Year / Level
practical	theoretical			
0	60	Geography of natural resources		2025-2026

8. Expected learning outcomes of the program	
Knowledge	
Learning Outcomes Statement 1	Learning Outcomes 1 A1-Enabling the adjustment of general rules for the geography of natural resources A2-Investing in 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 natural factors affecting the Earth's surface

	<p>A4-Understanding the historical development of natural resources in the world</p> <p>A5-The ability to understand the specific changes in the mineral wealth characteristics of natural resources And its effect on the Earth's surface</p>
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Skills	
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<p>Learning Outcomes Statement 2</p>	<p>Learning Outcomes 2</p> <p>B1 -The student should be able to become familiar with the methods of teaching, measuring and evaluating the scientific subject.</p> <p>B2 -The student should be able to choose the appropriate teaching method for each scientific subject so that he presents it in an interesting way.</p> <p>B3 -The student should be able to solve problems related to students' understanding of the scientific material by using educational psychology theories and modern teaching methods, which will facilitate the study and teaching of the language.</p>
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<p>Learning Outcomes Statement 3</p>	<p>Learning Outcomes 3</p> <p>A1-The student develops an understanding of the world's natural geographical diversity. In Part 2-Understanding the practical aspects the geography of natural resources.</p> <p>Q3-To give the student a comprehensive understanding of the most important types of natural resources, how to sustain them, and to explore alternative sources to fossil fuels, represented by renewable energy sources and their various types.</p> <p>C4-Understanding the most prominent practical and applied aspects of the study Natural and human characteristics of natural resources</p>
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Values

Learning Outcomes Statement 4	Learning Outcomes 4 Affective goals are not assessed through traditional tests, but rather through observing the student's behavior, interviewing and discussing it, and monitoring their relationship with the educational environment, thus providing a cumulative record of their embodiment of affective and value-based goals.
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Learning Outcomes Statement 5	Learning Outcomes 5 1- The student should emulate the good role models in those around him. 2- Establishing a general set of good values. 3- Providing psychological motivation to achieve emotional goals.
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9. Teaching and learning strategies

<p>The inductive (deductive) method. - A method for solving problems. - He reinstated training courses and seminars to equip students with the ability to communicate with the community, the ability to engage in fruitful dialogue, and to solve educational problems using scientific methods. - Classroom interaction and exchange of views between the student and the teacher to raise learning difficulties and discuss solutions. -</p>	
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10. Assessment Methods

<p>Affective goals are not assessed through traditional tests, but rather through observing the student's behavior, interviewing and discussing it, and monitoring their relationship with the educational environment, thus providing a cumulative record of their embodiment of affective and value-based goals.</p>	
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11. Faculty

Faculty members

Faculty preparation		Requirements/Skills (if any)	Specialization		academic rank
lecturer	angel		private	general	
	angel		Geography of Water Resources	Physical Geography	Assistant teacher

Professional Development

Orienting new faculty members

This is achieved by preparing a university professor capable of developing knowledge through the production of scientific research, as well as keeping up with intellectual developments in international universities, in addition to diverse participation in specialized dialogue and intellectual seminars.

Professional development of faculty members

- Scientific communication through seminars, conferences, and joint work with competent personnel in similar disciplines.
- 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. Admission 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 the student's desire with the total score he obtained.

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

13. Key sources of information about the program

- Link to the program on the internet, and its applications in similar universities.
 - Training courses held by the university quality and performance departments about the program in various institutes and colleges in Iraq.
- Foundations of Natural Resource Geography, Prof. Dr. Mohamed Azhar Saeed Al-Sammak
Lectures in the Geography of Natural Resources... Dr. Kaljan Khalil Majeed

14. Program Development Plan

The program plan is developed through the annual meeting held by the ministry for heads of geography departments, as well as the periodic meeting of the deans of humanities colleges committee.

Program Skills Plan

Learning outcomes required from the program

Values				Skills				Knowledge				Essential or optional	Course Name	Course code	Year/Level
Q	Part 3	Part 2	Part 1	B4	B3	B2	B1	A4	A3	A2	A1				
				√				√				essential	natural resources		2025-2026

Please check the boxes corresponding to the individual learning outcomes from the program that are being assessed.

Course description template

1. Course Name: Foundations of Natural Resources	
2. Course Code	
3. Term/Year 2025-2026	
4. Date this description was prepared: 19/1/2026	
5. Available attendance formats	
6. Total study hours / Total unit hours: 60 hours / 2 unit hours	
7. Name of the course coordinator (if there is more than one, mention it)	
Name: M.M. Mona Yousef Ahmed mona.yosif74@tu.edu.iq Email:	
8. Course Objectives	
<ul style="list-style-type: none">•	Course objectives

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

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

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

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

5- Equipping graduates with the ability to deal with students by teaching the geography subject according to the modern curriculum based on geographic 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, college and university environment.
- Students are assigned to prepare scientific research papers to test their ability to think, deduce, and solve problems.

10. Course Structure

Credit Hours		Course name	Course code	Academic stage
practical	theoretical			
-	90	Geography of natural resource bases		Third
-	12		Introduction to Natural Resources	

			Planning and Application	
-	6		Explanation of resource classification and its importance with a diagram	
-	6		Soil properties, origin, formation, problems and maintenance	
	9		Plant and animal resources: problems and maintenance	
	9		Geographical distribution and types of forests Factors affecting natural vegetation	
	6		Forest resources in the Arab world and the economic importance of forests	
	6		Introduction to atmospheric resources and composition, wind and solar energy, problems, maintenance, and solutions	
	6		Renewable resources (relative or real) Non-renewable resources (their existence and consumption)	
	6		Water resources in Iraq and the use of	

			surface water and groundwater	
	9		Introduction to water resources and their classification, and water resources in the Arab world	
	6		ARegarding food and water in Iraq and the Arab world, economists' opinions on resources and food.	
	9		Origin of mineral resources, their characteristics, methods of mineral activity, and its stages	

11. Course Evaluation

The grade is distributed as follows:

- 1- Two exams in the first course (15 marks) + (5 marks) attendance + (5 marks) participation
- 2- Exam number 2, second semester (15 marks) + (5 marks) attendance + (5 marks) participation
- 3- Final exam for the academic year (50%)

12. Learning and teaching resources

The book "Foundations of Natural Resources: A Contemporary Perspective" Prof. Dr. Muhammad Azhar Saeed Al-Sammak2012	Required textbooks (methodology, if applicable)
Geography of Natural Resources, Dr. Al-Sammak, Muhammad Azhar Saeed, Dr. Basem Abdul Aziz Al-Saati, 1988	Main references (sources)

Introduction to Natural Resources Dr. Omar Ramadan Al-Saadi, Dr. Ali Mahmoud Fares, 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




Academic Program Description Form for Colleges and Institutes

University: Tikrit


College/Institute: Education for Humanities

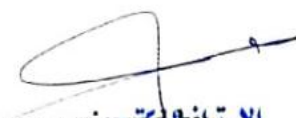
Department: Geography


Date of File Completion: 12/10/2025


: Name of the Scientific Assistant

Date


: the signature
Name of the Head of Department
Dr. Mohamed Atiyah
Date


The file was reviewed by
Quality Assurance and University Performance Division
Name of the Director of the Quality Assurance and University Performance Division:
Date
Signature


Dean's approval

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

- 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.

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	
3rd		Urban Geography	theoretical	practical
			90	0

8. Expected learning outcomes of the program

Learning Outcomes 2	Learning Outcomes Statement 2
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Learning Outcomes 3	Learning Outcomes Statement 3
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Learning Outcomes 4	Learning Outcomes Statement 4
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Learning Outcomes 5	Learning Outcomes Statement 5
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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.

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
2025-12-1		Urban Geography	Basic				√				√				

- 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: 2025-2026
4. Description Preparation Date: 1/12/2025
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: Prof. Riyadh Abdulla Ahmed (PhD) Email: readabdalaa@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.

1. **Fieldwork Skills:** Students will acquire practical skills in conducting fieldwork and using geographic tools, such as GIS (Geographic Information Systems).
2. **Research Proficiency:** Students will develop research skills, including data collection, analysis, and presentation, applicable to geographical studies.
3. **Curriculum Development:** Students will learn to design and implement geography curricula that align with educational standards.
4. **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

Weeks	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
90	<ol style="list-style-type: none"> 1. Understanding Urban Processes: Students will demonstrate knowledge of the key processes and patterns that shape urban areas, including urbanization, suburbanization, and gentrification. 2. 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. 3. Urban Planning and Policy: Students will gain insights into urban planning concepts, policies, and practices, including zoning laws, land use planning, and 	<ul style="list-style-type: none"> The importance of urban geography The city and urban development The internal structure of the city Urban land uses Classification of cities Sizes of cities 	lecturing	Written and oral tests

	<p>sustainability initiatives.</p> <p>4. 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.</p> <p>5. Environmental Impact: Students will evaluate the environmental challenges facing urban areas, such as pollution, green space management, and climate change adaptation.</p> <p>6. 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> <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>	<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>		
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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.


Academic Program Description Form for Colleges and Institutes

University: Tikrit

College/Institute: Education for Humanities


Department: Geography

Date of File Completion: 12/10/2025


: the signature
:Name of the Scientific Assistant


Date


: the signature
Name of the Head of Department
Dr. Mohamed Atiyah
Date

The file was reviewed by 
Quality Assurance and University Performance Division
Name of the Director of the Quality Assurance and University Performance Division:

Date

Signature


Dean's approval

Academic Program Description

This academic program description provides a concise overview of the program's key features and expected learning outcomes, demonstrating whether students have made the most of the available opportunities. It is accompanied by a description of each course within the program.

Tikrit University / College of Education for Humanities	Educational institution .1
Geography	Scientific Department / Center .2
	Name of academic or professional program .3
Bachelor's degree in Geography	Name of the final certificate .4
annual	Academic System (Annual / Courses / Other) .5
quality assurance	Accredited Accreditation Program .6
Central Admission	Other external influences .7
26/1/2026	Date of preparation of description .8
Academic Program Objectives .9	

1. 2Supplying the Ministry of Education with specialized staff for teaching geography in secondary schools.
2- Enabling female students to become familiar with aspects of spatial analysis of geographical factors affecting spatial variation.
-3Enhancing female students' awareness of the diverse horizons of geographical culture, both cultural and scientific, within this specialization
1. -4Strengthening the ability to interact with modern developments in geography through geospatial technology.

5- Equipping graduates with the ability to deal with students by teaching geography according to the modern curriculum based on geospatial technologies, represented by Geographic Information Systems (GIS) and Remote Sensing.

10. Program outcomes, teaching and learning methods, and assessment

a) Cognitive objectives

- C1- The student becomes familiar with the concept of soil.
- C2- Distinguishing between different types of soil.
- C3- Understanding the factors influencing soil formation.
- C4- Knowing the global distribution of soils.
- C5- Being familiar with the nature of the elements that constitute soil
- C6- Understanding the problems related to soil degradation.
- C7- Understanding the applied aspects of soil studies.

B - Program-specific skills objectives

- B1 Keeping up with and following the latest references related to soil topics.
- B2- Developing students' skills in English terminology related to soil geography.
- B3 - Developing students' skills in understanding geographical phenomena and their distribution
- B4- Developing students' skills in determining spatial location and astronomical position through the use of **Google Earth**.

Teaching and learning methods
<ul style="list-style-type: none"> -The standard (lecture) method. -The discussion method. -The inductive (deductive) method. -The problem-solving method .
Assessment methods
<ul style="list-style-type: none"> - Formative assessment (daily quizzes, class discussions, homework and its follow-up, classroom assessment). - Diagnostic assessment (term and final exams to determine pass/fail status).
<p>C. Affective and Value-Based Objectives</p> <p>C1. Developing sensory and perceptual observation, analysis, and interpretation of geographical phenomena using computers.</p> <p>C2. Developing and enhancing students' skills related to field studies.</p> <p>C3. Enhancing students' analytical and interpretive abilities.</p> <p>C4- Describing and analyzing geographical phenomena, while enabling the student to measure these phenomena, find solutions to soil-related problems, and develop a scientific inclination toward the subject of soil geography.</p>

11. Program Structure				
Credit Hours		Course name	Course code	Academic stage
practical	theoretical			
0	60	Soil Geography		First stage

1. Planning for personal development

Developing mental and creative abilities in research and investigation through several approaches and means, including libraries, the internet, and computer science organizations' websites.

1. Admission criteria (establishing regulations related to enrollment in the college or institute)

- Admission requirements according to the instructions and regulations of the Ministry of Higher Education.
- Student's preference for the scientific department.
- Student's grade point average and preparatory school certificate (scientific or literary track).
- Department capacity.

1. Key sources of information about the program

1. Libraries of all types
2. Specialized scientific websites
3. Textbooks and journals

Curriculum Skills Plan

Please check the boxes corresponding to the individual learning outcomes from the program that are being assessed

Learning outcomes required from the program

General and transferable skills (other skills related to employability and personal development)				Program-specific skills objectives				الأهداف المهاراتية الخاصة بالبرنامج				Cognitive objectives				Essential or optional ?	Course Name	Course code	Year / Level
D4	D3	D2	D1	C4	C3	C2	C1	B4	B3	B2	B1	4A	3A	2A	A1				
					√			√				√							

Course description template

Course Description

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

Tikrit University / College of Education for Humanities	1. Educational institution
Geography	2. Scientific Department / Center
	3. Name of academic or professional program
Bachelor's degree in Geography	4. Name of the final certificate
annual	5. Academic System (Annual / Courses / Other)
quality assurance	6. Accredited Accreditation Program
Central Admission	7. Other external influences
8. Date of preparation of description	
1- Academic Program Objectives	
2- Providing the Ministry of Education with specialized staff for teaching geography in secondary schools.	
3- Enabling students to gain proficiency in spatial analysis of geographical factors affecting spatial variation	
4- Enhancing students' understanding of the diverse horizons of geographical culture, both cultural and scientific, within this specialization	
5 -Strengthening students' ability to engage with modern developments in geography through geospatial technology.	

10. Course outcomes, teaching and learning methods, and assessment

A- Cognitive Objectives

- A1- The student becomes familiar with the concept of soil.
- A2- Distinguishing between different types of soil.
- A3- Understanding the factors influencing soil formation.
- A4- Knowing the global distribution of soils..
- A5. Being familiar with the nature of the elements that constitute soil.
- A6. Understanding the problems of soil degradation.

B. Course-Specific Skills Objectives

- B1. Personal Skills
- B2. Technical Skills
- B3. Intellectual Skills

Teaching and learning methods

Interactive lectures between students and the instructor are conducted by distributing the material in a complete, printed form, divided into weekly lectures from the beginning of the academic year. Topics are discussed between the students and the instructor, in addition to presenting previous studies related to barren lands. Students are also assigned to prepare reports on soil topics by organizing them into groups to conduct research and present their findings for discussion in front of the class.

Assessment methods

- Through daily attendance.
- Weekly reports.
- Through discussions among students to assess their understanding of the lecture material.

C. Affective and Value-Based Objectives

- A1. To enable the student to express their enjoyment of the lecture
- A2. To foster the student's continued desire to listen to the material
- A3. To give the student a sense of personal appreciation for the lecture
- A4. To increase the student's motivation to attend the lecture

Teaching and learning methods

- 1- 1. Discussion and questioning methods
- 2- Methods of participation in the lecture

Assessment methods

- Final evaluation is conducted through exams, including midterm and final annual tests.
- Individual and group assessments, both oral and written, theoretical and practical.
- Direct observation of the student's performance in areas such as discussion, intellectual and scientific communication, and teamwork within the classroom, college, and university environment.

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

- D1. To enable the student to develop the scientific aspect that benefits from the teaching and the material.
- D2. To help the student understand the material and apply it in general and educational life.
- D3. To help the student acquire scientific knowledge.
- D4.

10. Course Structure

Assessment Method	Teaching Method	Unit/Topic Name	Required Learning Outcomes	Hours	Week, Hours
Short quizzes	Lecture	• Concept of soil	Geography teacher		First
Class participation	Lecture	Comprehensive definitions of soil	=		Second
Continuous assessment	Discussion and dialogue	Soil classification	=		Third
Assignments and research	Active learning	Factors affecting soil formation	=		Fourth
Direct questioning	Brainstorming method	Global distribution of soils	=		Fifth
Short quizzes	Lecture	Natural factors	=		Sixth
Class participation	Discussion and questioning	Human factors	=		Seventh

11. Infrastructure

.1 Required textbooks	
2. Main references (sources)	<ul style="list-style-type: none"> • Soil Geography: Ibrahim Ibrahim Sharif, Ali Hussein Al-Shalash • Soil Geography: Ali Hussein Al-Shalash, <i>Dry Lands</i> – Kenneth and Thorn, translated by Dr. Ali Abdul Wahab Shaheen
a) Recommended books and references (scientific journals, reports, etc.)	<ul style="list-style-type: none"> • Program website on the Internet and its applications in similar universities. • Gouda Hussein Gouda – <i>Physical Geography of the Deserts of the Arab World</i> <p>https://bsss-journals.onlinelibrary.wiley.com/doi/10.1111/ejss.12499 -1</p>

b) Electronic references, websites...	<p>1- https://tajagri.sa/blogs/%D9%85%D8%B4%D8%A7%D9%83%D9%84-%D8%A7%D9%84%D8%AA%D8%B1%D8%A8%D8%A9-%D8%A7%D9%84%D8%B2%D8%B1%D8%A7%D8%B9%D9%8A%D8%A9?srsltid=AfmB0oo9XsG7FJUsmxK4b0UDnbS9wygE4HSUjS9E6YYyX8jKfrMgHUB</p> <p>2- https://www.nature.com/scitable/knowledge/library/what-are-soils-67647639/</p>

12. Curriculum Development Plan

The college's curriculum development plan

Academic Program Description Form for Colleges and Institutes

University: Tikrit

College/Institute: Education for Humanities

Department: Geography

Date of File Completion: 1/1/2026

: he signature

:Name of the Scientific Assistant

Date

: the signature

Name of the Head of Departmen

Dr. Mohamed Attia

Date

The file was reviewed by:

Quality Assurance and University Performance Division

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

Date

Signature

Dean's approval

Prof. Dr. Emad 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
2025-2026		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

Learning Outcomes Statement 2

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 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 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

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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.

*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 2025-2026	
4. Date of preparation of this description 1/12-2025	
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		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 (scientific journals, reports...)	Ahmed Al-Sharaie, geographical maps, reading and interpretation.
Electronic References, Websites	A link to the program on the Internet, and its applications in similar universities.

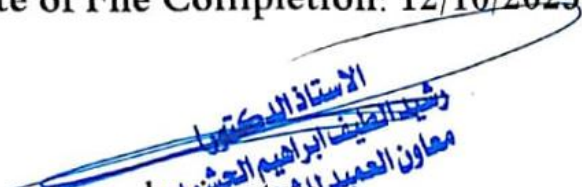
Academic Program Description Form for Colleges and Institutes

University: Tikrit


College/Institute: Education for Humanities



Department: Geography


Date of File Completion: 12/10/2025


: the signature
:Name of the Scientific Assistant

Date


: the signature
Name of the Head of Department
Dr. Mohamed Atiyah
Date


The file was reviewed by: 
Quality Assurance and University Performance Division
Name of the Director of the Quality Assurance and University Performance Division:
Date
Signature


Dean's approval

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 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

Learning Outcomes Statement 2

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 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 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.

Learning Outcomes Statement 5

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
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

*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		Maps	90	-

first				
	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.


Academic Program Description Form for Colleges and Institutes

University: Tikrit

College/Institute: Education for Humanities


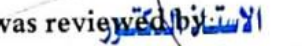
Department: Geography


Date of File Completion: 12/10/2025


: the signature
:Name of the Scientific Assistant

Date


: the signature
Name of the Head of Department
Dr. Mohamed Atiyah
Date


The file was reviewed by: 
Quality Assurance and University Performance Division
Name of the Director of the Quality Assurance and University Performance Division:
Date
Signature


Dean's approval

Vision of the program .1

The vision of the department is divided as a specialty, and it is in continuous development in methods and techniques to prepare the future generation to serve the country, while .pondering and studying all the data

message of the program The .2

The numbers of the generation to serve the nation enjoy all the scientific and national knowledge, especially the geographical curricula and study materials to qualify the graduates reach the desired goal of drawing to work in teaching and related departments and to successful and purposeful strategies to move on the right line in the construction and .progress of the countries according to the purpose of sustainable development

Objectives of the program .3

Education has specialized in the use of computers in the teaching of The Ministry of -1 .geography in secondary schools

to use the computer in a way that meets the needs of the the students Empowering -2 students

geographical, cultural and scientific diverse of medicine with Enhancing awareness -3 .horizons in this specialty

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

Graduates acquire the ability to deal with students during computer teaching -5 ording to the modern method based on geographic technology, which is represented acc .by the system of geographic information and remote sensing

Programmatic approval .4

.There is none

Other external effects .5

Discussion Ministry of Higher Education and Scientific

The structure of the program .6

Considerations	Percentage	Study unit	Number of courses	Program structure

.There is none	%5	2	1	Institutional requirements
				College requirements
				Department requirements
				Summer training
				Other

.It may include notes on whether it is a basic or optional course *

Program Description .7				
Certified hours		The name of the -lecturer or al Musaq	Kafir or -Code of al Musaq-al	Year / Level
Practical	Theoretical	Computer		Second stage
60				2026-2025
Expected learning outcomes of the program .8				
Knowledge				
Statement of learning outcomes 1		Learning Outcomes 1		
		record the general I am able to -A1 rules of computer usage and its use in geography Exploiting the power of students -A2 to learn about computer recruitment their applications processes and of Talba in terms-Ma'am al-A1 -A3 natural geography, understanding nature, and the use of computers in it		
Skills				
Statement of learning results 2		Learning Outcomes 2		

	<p>To enable the student to teach, -B 1 scientific measure, and evaluate the .material</p> <p>To enable the student to choose the - B 2 appropriate teaching method for each scientific subject so that it is presented in .an encouraging manner</p> <p>To enable the student to solve the -B 3 problems related to the student's of the scientific material understanding with the help of the theories of educational psychology and modern teaching methods, which facilitates the .study of the language and teaching</p>
Statement of learning results 3	<p>Learning Outcomes 3</p> <p>understanding The student's stress on -C1 and using the computer in studies and various aspects of life and basic networks the of Knowing the applied aspects -C2 computer in geography</p> <p>Development of the student's ability to -C3 of artificial understand the applications intelligence</p> <p>Computer Outstanding Knowledge -C4 troubleshooting and fixes</p>
Values	
Statement of learning results 4	<p>Learning Outcomes 4</p> <p>Conscientious goals are not evaluated through traditional tests, but rather based on observing the student's behavior, arguing, and following up on ‘confronting his interest in the educational environment, which provides a cumulative record of representations of conscientious and .valuable goals</p>
Statement of learning results 5	<p>Learning Outcomes 5</p> <p>-Qudwa al-Talib al-The simile of al -1</p>

.Hasna Fiman Hawlah
 The creation of the general category of -2
 .Hasna-Qayyim al-al
 Providing psychological defense to -3
 .achieve conscientious goals

Teaching and learning strategies .9

- .(Istanbatiya-Istiqraât (al-Tarqa al-Al
- .Problem solving method
- Repeating training courses and seminars to give the student the ability to communicate with the community, the ability to have a productive conversation, .and to solve educational problems using scientific methods
- ssroom interaction and exchange of opinions between the student and the Cla .teacher to discuss learning difficulties and discuss solutions

Evaluation methods .10

Conscientious goals are not evaluated through traditional tests, but rather based on observing the student's behavior, confronting, arguing, and following up on his interest in the educational environment, which provides a cumulative record of representations .of conscientious and valuable goals

Teaching staff .11

Faculty members

Faculty numbers		Requirements/skills (if (any	Specialization		Academic rank
Lecturer	Criteria		Special	General	
	Criteria		Computer	Geography	Assistant teacher

Professional development

Orientation of new faculty members

professor able to develop my knowledge through the I am a comprehensive production of scientific research, as well as follow intellectual developments in international universities, as well as the diversity of participation in specialized .intellectual and dialogue seminars

Professional development for faculty members

Scientific communication during seminars and conferences and joint work -
.with competent staff in similar specialties
Getting to know international studies in similar categories, to develop the -
.ability to research and solve scientific problems
Involvement in the acquisition of modern scientific knowledge and skills in -
.the field of modern technological communication

Acceptance criteria .12

Acceptance in the college is subject to the central distribution system developed by -
the Ministry of Higher Education and Scientific Discussion according to the
acceptance form in Iraqi universities and institutes and balancing the student's desire
.he overall resultand t

As for the acceptance in the geography section, it is for the balance between the
student's desire and the grades in the geography subject in the final exam for the sixth
.grade in the secondary school

of information about the program The most important sources .13

The interface of the program on the Internet, and its applications in similar -
.universities

The training courses organized by the categories of quality and university -
.s and colleges in Iraqperformance around the program in various institute
Computer Science

Program development plan .14

The development of the program plan is completed during the annual meeting of the
Ministry's assessment, especially for the heads of the geographical departments, as
.periodic meeting of the Deans' Committee of Humanities Colleges well as the

skills program

Required learning outcomes of the program

Values			Skills				Knowledge				Essenti al or optiona l	Cours e name	Cod e of cond uct	Year/ Level	
Vol ume 4	Vol ume 3	Vol ume 2	Vo l.1	B 4	B 3	B 2	B 1	A 4	A 3	A 2	A 1				
				√				√				Univ ers ity re qu ire m en ts	Comp uter		-2025 2026

in the boxes corresponding to the individual learning expenses of Please put a note *
the program for evaluation

Course description model

computer // The name of the teacher .1	
Code of conduct .2	
2026-The semester / year 2025 .3	
preparation of this description is 01/18/2026 The date of .4	
Forms of attendance available .5	
hours / 2 60 (Number of study hours (alcohol) / number of units (alcohol .6 units	
Most of my names The name of the teacher responsible for the course (Aza .7 (are mentioned	
: Amail-Al Rana Mozahem Jihad .M.M :Name rana.mozahem@tu.edu.iq	
Objectives of the course .8	
•	Objectives of the subject
specialized in teaching computer subjects in The Ministry of Education has -1 .secondary schools	
Empowering the female students in the aspects of spatial analysis of the -2 .geographical factors affecting the spatial disparity	
geographical, cultural and Enhancing students' understanding of the diverse -3 .scientific horizons of this specialty	
Enhancing the ability to interact with modern developments in geography through -4	

geographic technology

Acquiring the ability of the graduates to deal with the students during the -5
 Qa'im -hing of the geography subject according to the modern method of the Al-teac
 Taqqana, which is represented by the system of geographical -Taqqanah Al-al
 .information and later sensing

Teaching and learning strategies .9

Strategy

- individual and 'and written collective, theoretical and practical . tests
 - The direct observation of the student's performance in the fields of dialogue, intellectual and scientific communication, and working in a team spirit in the classroom and in versity the college and uni .environment
- Assigning students to prepare scientific researches to test their ability to think, deduce and solve .problems

Course structure -10

Evaluation method	Learnin g method	The name of the unit or subject	Required learning outcomes	Numb er of hours	The wee
Practical application	Discus sion and interro gation	Security and networks: What is the network? Types of networks. Basic networks	basic network He knows the of basic and the types networks	2	1
Practical application	Lecture	Security and networks (function): basic network . components	basic network A number of components	2	2
Practical application	Discus sion	Security and Networks (Subject): Basics of Network Security. Understanding network threats and network	the basics of Explains .network security	2	3

			troubleshooting and repairs			
Practical application	Live interrogation	Security and networks (function): introduction to network troubleshooting and repairs, common network problems and symptoms, tools and facilities for network troubleshooting and repairs	troubleshooting Explains	2	4	
Practical application	Discussion and interrogation	Security and Networks (Subject) 1 Employment of command line tools for diagnosing, identifying and solving communication problems, and diagnosing network performance	network A number of troubleshooting tools	2	5	
Practical application	Lecture	commerce -E concepts include electronic banking services, online banking, ATM services and debit .cards	the use of It explains command line tools to diagnose and fix communication problems	2	6	
Practical application	Discussion	Electronic commerce subscription):) ng, telephone banki banking via SMS, electronic alert, mobile banking	artificial According to intelligence applications and tools (subscription): artificial intelligence in image and video analysis, smart cities	2	7	
Practical application	Live interrogation	Computer Troubleshooting Introduction to Computer Troubleshooting. Common hardware problems and solutions, diagnosing .problems software Exploration	Diagnosis of software problems	2	8	
Practical application	Discussion and interrogation	Troubleshooting computer problems and repairs (function): hardware components, diagnostics and	the role of artificial Explains intelligence in enhancing public safety	2	9	

			.repair, employment Security or troubleshooting			
Practical application	Lecture	Computer troubleshooting and fixes (function) Troubleshooting, operating system problems , identifying blue screen errors and solutions to deal with slow computer .performance	the cultural points Explains of view around artificial intelligence	2	10	
Practical application	Discus sion	Computer troubleshooting and repairs (function): virus and malware removal techniques. and Update drivers .software	the effect of Explains viruses on programs	2	11	
Practical application	Live interro gation	Introduction to artificial intelligence: definition of artificial intelligence, history of artificial intelligence techniques and .methods	the concerns It explains regarding the use of artificial intelligence data	2	12	
Practical application	Discus sion and interro gation	Introduction to Artificial Intelligence Subject): Main) Artificial Features of Intelligence, Benefits of Artificial Intelligence, Challenges and Moral .Credits	the ethics of It explains marketing and advertising based on artificial . intelligence	2	13	
Practical application	Lecture	Introduction to Artificial Intelligence Subject): Challenges) and limitations of artificial intelligence around data in artificial intelligence .systems	ethical The number of considerations in education and human rights and the implementation of artificial intelligence	2	14	
Practical	Discus	Introduction to	Artificial intelligence	2	15	

application	sion	Artificial Intelligence Subject): Tools and) Frameworks of .Artificial Intelligence	modern -explanation researches and emerging technologies		
Practical application	Discus sion and interro gation	The era of artificial intelligence in smartphones, mobile phone technologies driven by artificial intelligence and virtual moments (Siri, .(Google/Alexa	artificial A number of intelligence tools	2	16
Practical application	Lecture	Artificial Intelligence in Modern Smart Phones (Subject) Adaptive Learning, Real Time Translation Services	the era of artificial It explains intelligence and its social impact	2	17
Practical application	Discus sion	The era of artificial intelligence in modern smart phones Subject): The future) of artificial intelligence in smart phone technology, and the challenges of applying artificial intelligence in .portable devices	the challenges Explains facing artificial intelligence applies it and Implementation of artificial intelligence in portable . devices	2	18
Practical application	Live interro gation	Applications and tools of artificial intelligence: an overview of the applications of artificial intelligence in various industries of education and .health care	Determines the employment of artificial intelligence applications in geographical fields	2	19
Practical application	Discus sion and interro gation	Applications and tools of artificial intelligence: an overview of the applications of nce artificial intellige in various industries of education and .health care	Determines the employment of artificial intelligence applications in geographical fields	2	20
Practical application	Lecture	Applications and tools of artificial intelligence (function) finance, robotics, and automation	Explains automation techniques	2	21

			. technologies			
Practical application	Discussion	Applications and tools of artificial intelligence (Subject): Artificial intelligence in marketing, targeting and .personalization	in marketing Applied	2	22	
Practical application	Live interrogation	Applications and tools of artificial intelligence (Subject): Artificial intelligence in image and video analysis, Madan .Smart	the era of He explains artificial intelligence in modern smart phones And in smart :(Subject) cities	2	23	
Practical application	Discussion and interrogation	Applications and tools of artificial intelligence (Subject): Future trends in applications and tools of artificial .intelligence	Determines future trends in artificial intelligence tools	2	24	
Practical application	Lecture	Artificial and integrated intelligence Introduction to artificial intelligence and the societal impact of artificial intelligence in Public strengthening .safety	has an effect on my It society in terms of safety and dignity	2	25	
Practical application	Discussion	Artificial intelligence and integrated subordinate) cultural) meanings around the construction of artificial intelligence, artificial intelligence ce, the and governan implications of .policies	the applications Explains and tools of artificial of intelligence: an overview political works	2	26	
Practical application	Live interrogation	in artificial challenges intelligence Introduction to the ethics of artificial intelligence, transparency of artificial intelligence systems and powers of interpretation, privacy concerns in the use of artificial	The number of regulations and ethics in the recruitment of data	2	27	

			.intelligence data			
Practical application	cusDis sion and interro gation	Ethical Challenges in Artificial Intelligence Subject): Ethical) Effects of Independent Systems, Ethics in Marketing -and Advertising Al Qaim on Artificial .Intelligence	Defines rules and ethics in artificial marketing and advertising	2	28	
Practical application	Lecture	Ethical considerations in artificial intelligence Subject): Ethical) considerations in education and human rights and the implementation of .artificial intelligence	Determines the ethical considerations in education and human rights	2	29	
Practical application	Discus sion	The future of artificial intelligence: future trends in artificial intelligence, modern research and emerging . technologies	Determines future trends in artificial intelligence	2	30	

Course evaluation .11

The distribution of my degree during the following
 (Exam number 2 in the first course (20 Degree -1
 (Exam number 2 of the second course (20 degrees -2
 (on class participation (5 degrees Relying -3
 (Baytiya (5 Degree-Wajibat al-Al -4
 (% The final exam of the school year (50 -5

Learning and teaching resources .12

	Security and networks, computer networks from top to bottom (2017) Kuroz , Russia
	Commerce 2020 Loudon , Trafir Electronic
	Computers for beginners, 2011, Jilster
	Manhaj Hadith, -Attani al-Iqqaat al-Al Russell, Norfij ,2020

	-Artificial and integrated intelligence , Al Hayat, 2017, Tagmark
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