

وزارة التعليم العالي والبحث العلمي
جهاز الإشراف والتقويم العلمي
دائرة ضمان الجودة والاعتماد الأكاديمي
قسم الاعتماد



دليل وصف البرنامج الأكاديمي والمقرر الدراسي

المقدمة:

يُعد البرنامج التعليمي بمثابة حزمة منسقة ومنظمة من المقررات الدراسية التي تشتمل على إجراءات وخبرات تنظم بشكل مفردات دراسية الغرض الأساس منها بناء وصقل مهارات الخريجين مما يجعلهم مؤهلين لتلبية متطلبات سوق العمل يتم مراجعته وتقييمه سنوياً عبر إجراءات وبرامج التدقيق الداخلي أو الخارجي مثل برنامج الممتحن الخارجي.

يقدم وصف البرنامج الأكاديمي ملخص موجز للسمات الرئيسة للبرنامج ومقرراته مبيناً المهارات التي يتم العمل على اكسابها للطلبة مبنية على وفق اهداف البرنامج الأكاديمي وتتجلى أهمية هذا الوصف لكونه يمثل الحجر الأساس في الحصول على الاعتماد البرامجي ويشترك في كتابته الملاكات التدريسية بإشراف اللجان العلمية في الأقسام العلمية.

ويتضمن هذا الدليل بنسخته الثانية وصفاً للبرنامج الأكاديمي بعد تحديث مفردات وفقرات الدليل السابق في ضوء مستجدات وتطورات النظام التعليمي في العراق والذي تضمن وصف البرنامج الأكاديمي بشكلها التقليدي نظام (سنوي، فصلي) فضلاً عن اعتماد وصف البرنامج الأكاديمي المعمم بموجب كتاب دائرة الدراسات ت م ٢٩٠٦/٣ في ٢٠٢٣/٥/٣ فيما يخص البرامج التي تعتمد مسار بولونيا أساساً لعملها.

وفي هذا المجال لا يسعنا إلا أن نؤكد على أهمية كتابة وصف البرامج الأكاديمية والمقررات الدراسية لضمان حسن سير العملية التعليمية.

مفاهيم ومصطلحات:

وصف البرنامج الأكاديمي: يوفر وصف البرنامج الأكاديمي إيجازاً مقتضباً لرؤيته ورسالته وأهدافه متضمناً وصفاً دقيقاً لمخرجات التعلم المستهدفة على وفق استراتيجيات تعلم محددة.

وصف المقرر: يوفر إيجازاً مقتضباً لأهم خصائص المقرر ومخرجات التعلم المتوقعة من الطالب تحقيقها مبرهنأ عما إذا كان قد حقق الاستفادة القصوى من فرص التعلم المتاحة. ويكون مشتق من وصف البرنامج.

رؤية البرنامج: صورة طموحة لمستقبل البرنامج الأكاديمي ليكون برنامجاً متطوراً وملهماً ومحفزاً وواقعياً وقابلاً للتطبيق.

رسالة البرنامج: توضح الأهداف والأنشطة اللازمة لتحقيقها بشكل موجز كما يحدد مسارات تطور البرنامج واتجاهاته.

اهداف البرنامج: هي عبارات تصف ما ينوي البرنامج الأكاديمي تحقيقه خلال فترة زمنية محددة وتكون قابلة للقياس والملاحظة.

هيكلية المنهج: كافة المقررات الدراسية / المواد الدراسية التي يتضمنها البرنامج الأكاديمي على وفق نظام التعلم المعتمد (فصلي، سنوي، مسار بولونيا) سواء كانت متطلب (وزارة، جامعة، كلية وقسم علمي) مع عدد الوحدات الدراسية.

مخرجات التعلم: مجموعة متوافقة من المعارف والمهارات والقيم التي اكتسبها الطالب بعد انتهاء البرنامج الأكاديمي بنجاح ويجب أن يُحدد مخرجات التعلم لكل مقرر بالشكل الذي يحقق اهداف البرنامج.

استراتيجيات التعليم والتعلم: بأنها الاستراتيجيات المستخدمة من قبل عضو هيئة التدريس لتطوير تعليم وتعلم الطالب وهي خطط يتم إتباعها للوصول إلى أهداف التعلم. أي تصف جميع الأنشطة الصفية واللاصفية لتحقيق نتائج التعلم للبرنامج.

نموذج وصف البرنامج الأكاديمي

اسم الجامعة: جامعة البصرة

الكلية/ المعهد: كلية التربية للبنات

القسم العلمي: قسم الجغرافية.....

اسم البرنامج الأكاديمي او المهني: بكالوريوس الجغرافيا

اسم الشهادة النهائية: دكتوراه في الجغرافيا.....

النظام الدراسي: سنوي

تاريخ اعداد الوصف: ٢٠٢٣/٥/١٠

تاريخ ملء الملف: ٢٠٢٤/٣/٤

التوقيع:

اسم المعاون العلمي:

التاريخ:

التوقيع:

اسم رئيس القسم:

التاريخ:

دقق الملف من قبل

شعبة ضمان الجودة والأداء الجامعي

اسم مدير شعبة ضمان الجودة والأداء الجامعي:

التاريخ

التوقيع

١. رؤية البرنامج
<p>تسعى كلية التربية للبنات لتكون واحدة من مؤسسات التعليم العالي الرائدة في جامعة البصرة في مجال التعليم الحديث والبحث العلمي من خلال أنشطتها العلمية والبحثية والإدارية ، كما تعمل على توفير مسار متكامل لطلبتها واساتذتها لتجعل منهم فاعلين ومبدعين في خدمة المجتمع في مجالات التعليم .</p>

٢. رسالة البرنامج
<p>العمل على إعداد وتخريج كفاءات علمية وقيادية رائدة في اللغات وعلومها وآدابها وفي تطوير الرصيد المعرفي في مجال البحث العلمي لخدمة المجتمع المحلي و الإقليمي و الدولي فضلا عن تدريب وصقل عقول الطلبة علميا ومعرفيا ، والتأكيد على القيم الاجتماعية والثقافية والاستجابة لمتطلبات السوق المحلية.</p>

٣. اهداف البرنامج
<ol style="list-style-type: none"> ١. تجسيد رؤية ورسالة وأهداف جامعة البصرة ، وتطبيق أفضل الممارسات التعليمية مع التركيز على ضمان الجودة والاداء وتعزيزها . ٢. إعداد الكوادر المتخصصة القادرة على خدمة المجتمع و التهيئة لإعداد التخصصات المستقبلية. ٣. نشر ثقافة التنوع الإنساني في المجتمع ونقل المعارف والمهارات اللغوية وكتابة البحوث الاكاديمية والانجاز العلمي الخلاق من خلال الأنشطة التي تركز على الطالب والتدريسي. ٤. تسعى الكلية لعقد اتفاقيات تعاون علمية وثقافية مع الكليات المناظرة والاقسام المناظرة في الكليات المختلفة لتحقيق أفضل الممارسات في مجالات التعليم والتعلم والترجمة. ٥. التركيز على الجانب التربوي والأخلاقي لمنتسبيها كافة وبت روح التفاني والتسامح والالتزام والعمل لخدمة الوطن. ٦. الاهتمام بالبناء الفكري والثقافي وذلك من خلال الانفتاح على تجارب البلدان الأخرى في مجالات اللغات والآداب والترجمة. <p>التركيز على الجانب التربوي والأخلاقي للطالب وبت روح التفاني والتسامح والالتزام.</p>

٤. الاعتماد البرامجي
لا يوجد

٥. المؤثرات الخارجية الأخرى

لا يوجد

٦. هيكلية البرنامج				
ملاحظات *	النسبة المئوية	وحدة دراسية	عدد المقررات	هيكل البرنامج
مقرر اساسي		٦٠	٦٠	متطلبات المؤسسة
			نعم	متطلبات الكلية
			نعم	متطلبات القسم
			لا يوجد	التدريب الصيفي
				أخرى

* ممكن ان تتضمن الملاحظات فيما اذا كان المقرر اساسي او اختياري .

٧. وصف البرنامج				
الساعات المعتمدة		اسم المقرر أو المساق	رمز المقرر أو المساق	السنة / المستوى
عملي	نظري	جغرافية السياحة		٢٠٢٣-٢٠٢٤ / الثالثة

٨. مخرجات التعلم المتوقعة للبرنامج	
المعرفة	
	اطلاع الطلبة على أهمية السياحة التراثية والاثرية والدينية واهميتها في زيادة الدخل القومي وكيفية تطويرها وسبل معالجتها
المهارات	
	تنمية المهارات والقدرات الفعلية في تطوير وتنمية السياحة
القيم	
	تنمية القدرات على نقل المعرفة إلى الآخرين وبخاصة الطلبة بما يخدم تربية الجيل تربية صادقة تمكنه من ممارسة دوره الطبيعي في المستقبل
	تزويد الطلبة بالمهارات الأساسية التي تمكنهم من التعامل مع المتعلم

٩. استراتيجيات التعليم والتعلم

-شرح المادة العلمية من خلال تطبيق أمثلة عن واقع السياحة فيالدول العربية والعالمية بشكل عام و العراق ا
ومحافظة البصرة بشكل خاص.

٢- كتابة تقارير علمية عن السياحة في محافظة البصرة مثل سياحة (الاهوار ، المتنزحات) بأنظمة واساليب الري
الحديثة

١٠. طرائق التقييم

١-الاختبار الشفوي

٢-الاختبار التحريري

٣-الاختبار المفاجئ (كوز)

٤-تقديم التقارير

٥-الامتحانات الشهرية والواجبات البيتية

١١. الهيئة التدريسية

أعضاء هيئة التدريس

الرتبة العلمية		التخصص		المتطلبات/المهارات الخاصة (ان وجدت)		اعداد الهيئة التدريسية	
عام	خاص			ملاك	محاضر		
مدرس دكتور	جغرافية بشرية	جغرافية المدن		ملاك			

التطوير المهني
توجيه أعضاء هيئة التدريس الجدد
التطوير المهني لأعضاء هيئة التدريس

١٢. معيار القبول

١٣. أهم مصادر المعلومات عن البرنامج
<p>١- مجيد ملوك السامرائي – السياحة الحديثة واقتصادياتها . ٢- شوقي السيد محمد دابي – جغرافية السياحة</p>

١٤. خطة تطوير البرنامج
<p>دراسة مقارنة للسياحة في العراق ومقارنته مع دول العالم المتقدمة العمل على مقارنة السياحة في محافظة البصرة مع محافظات العراق الشمالية والوسطى</p>

مخطط مهارات البرنامج						
مخرجات التعلم المطلوبة من البرنامج						
القيم	المهارات	المعرفة	اساسي أم اختياري	اسم المقرر	رمز المقرر	المستوى /

4ج	3ج	2ج	1ج	4ب	3ب	2ب	1ب	4أ	3أ	2أ	1أ				
	—					—					—	اساسي	جغرافية السياحة		2023-20

يرجى وضع اشارة في المربعات المقابلة لمخرجات التعلم الفردية من البرنامج الخاضعة للتقييم



نموذج وصف المقرر

١. اسم المقرر: جغرافية السياحة	
٢. رمز المقرر:	
٣. الفصل / السنة: السنوي السنوي	
٤. تاريخ إعداد هذا الوصف ٢٠٢٤/٣/٤	
٥. أشكال الحضور المتاحة : حضور فقط	
٦. عدد الساعات الدراسية (الكلي) / عدد الوحدات (الكلي): 60 ساعة سنوياً. 2 ساعة اسبوعياً	
٧. اسم مسؤول المقرر الدراسي (إذا اكثر من اسم يذكر) الاسم: م.د. ماجدة عبدالله طاهر majida.taher@uobasrah.edu.iq	
٨. اهداف المقرر	
•	١ مهارات ادائية عن طريق اشراك الطالب بالدرس ٢ - مهارات اجتماعية عن طريق فتح حوار جماعي بينين الطلبة . ٣ - تطبيق الدرس من قبل الطلبة . ٤ - عمليات تقييم ذاتي للطلبة ٥- ان يتعرف على مفهوم اساليب واستراتيجيات التدريس
٩. استراتيجيات التعليم والتعلم	
الاستراتيجية	1-استراتيجية التعليم تخطيط المفهوم التعاوني. 2-استراتيجية التعليم العصف الذهني. 3-استراتيجية التعليم سلسلة الملاحظات

١٠. بنية المقرر					
الأسبوع	الساعات	مخرجات التعلم المطلوبة	اسم الوحدة او الموضوع	طريقة التعلم	طريقة التقييم
1	2 ساعة		الجغرافية السياحية	شرح المادة	الامتحانات
2	2 ساعة	1- مفهوم		العلمية من	الأسبوعية
3	2 ساعة	السياحة		خلال قراءة	والشهرية
4	2 ساعة	٢- الحركة		تطبيقات	واليومية
5	2 ساعة	السياحية		جغرافية	والتحريرية
6	2 ساعة	٣- اهمية		على الواقع	وامتحان
7	2 ساعة	السياحة		السياسي	نهاية السنة.
8	2 ساعة	٤- تطور حركة		لمحافظة	
9	2 ساعة	السياحة		البصرة من	
10	2 ساعة	٥- مفهوم		ناحية	
11	2 ساعة	الجغرافية		الاماكن	
12	2 ساعة	السياحية		السياحية	
13	2 ساعة	٦- نمط		المتواجدة	
14	2 ساعة	والسائح		فيها .	
15	2 ساعة	٧- المقومات		٢- كتابة	
16	2 ساعة	السياحية		تقارير	
17	2 ساعة	٨- المناخ		علمية من	
18	2 ساعة	٩- الموارد		خلال	
19	2 ساعة	١٠- النبات		المشاهدات	
20	2 ساعة	١١- نماذج عن		الميدانية	
21	2 ساعة	المقومات		للطالبات	
22	2 ساعة	الطبيعية		وربطها	
23	2 ساعة	١٢- المائتة		بالجانب	
24	2 ساعة	١٣- النظري		النظري	
25	2 ساعة	١٤- ربط		٣- ربط	
26	2 ساعة	١٥- الافكار		الافكار	
27	2 ساعة	١٦- النظرية في		النظرية في	
28	2 ساعة	١٧- موضوع		موضوع	
29	2 ساعة	١٨- عطله			
30	2 ساعة	١٩- عطله			

	السياحة بالواقع السياحي في العراق		١٢-المقومات البشرية الانسان النقل النقل البري النقل الجوي خدمات البنى الارتكازية ١٣- التخطيط السياحي ١٤- تجارب في السياحة الدولية ١٥- نماذج عن الاماكن السياحية السياحة في العراق		
١١. تقييم المقرر					
توزيع كالتالي: 25 درجة امتحانات الشهرية واليومية للفصل الاول. 25 درجة امتحانات الشهرية واليومية للفصل الثاني. 50 درجة للامتحانات النهائية					
١٢. مصادر التعلم والتدريس					
٣- مجيد ملوك السامرائي – السياحة الحديثة واقتصادياتها . ٤- شوقي السيد محمد دابي – جغرافية السياحة			الكتب المقررة المطلوبة (المنهجية أن وجدت)		
			المراجع الرئيسية (المصادر)		
			الكتب والمراجع الساندة التي يوصى بها (المجلات العلمية، التقارير)		

جغرافية السياحة ، محمد صبحي عبد الحكيم ، حمدي احمد الديب ، مكتبة الانجلو المصرية ، ٢٠١٧	
https://almerja.com/reading.php?idm=147575	المراجع الإلكترونية ، مواقع الانترنت

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



guideDescription of the academic program and course

2024

the introduction:

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

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

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

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

Concepts and terminology:

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

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

Program vision: An ambitious picture for the future of the academic program to be an advanced, inspiring, motivating, realistic and applicable program.

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

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

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

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

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

Academic program description form

University name: University of...theBasra.....

College/Institute: College.....Education for girls.....

Scientific Department: Department.....Educational and psychological sciences.....

Name of the academic or professional program:Psychological counseling and educational guidance...Educational and psychological sciences

Certificate nameBachelor of Educational and Psychological Sciences

Academic system: annual

Description preparation date:10/5/2023

File filling date:7/3/2024

the signature:

nameScientific Assistant:

the date:

the signature:

nameHead of

Department:

Check the file before

Division of Quality Assurance and University Performance

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

the date

the signature

Authentication of the Dean

1. See the program

Seeking college Education Girls To be one of the leading higher education institutions in university Basra in the field of modern education and scientific research through its scientific, research and administrative activities, it also works to provide an integrated path for its students and professors to make them active and creative in serving society in the fields of education. Humanities Live and teach it.

2. Program message

Working to prepare and graduate leading scientific and leadership competencies in... Humanities specializations And its sciences and literature, and in developing the balance of knowledge in the field of scientific research to serve the local, regional and international community, as well as training and refining the minds of students scientifically and cognitively, and emphasizing social and cultural values and responding to the requirements of the local market.

3. Program Goals

1. Embodying vision, mission and goals university Basra Applying the best educational practices with a focus on ensuring and enhancing quality and performance.
2. Preparing specialized cadres capable of serving the community and preparing for the preparation of future specializations.
3. Spreading the culture of human diversity in society and transferring knowledge and skills Educational Writing academic research and creative scientific achievement through student- and teaching-focused activities.
4. The college seeks to conclude scientific and cultural cooperation agreements with corresponding colleges and corresponding departments in different colleges to achieve best practices in the fields of teaching, learning and translation.
5. Focusing on the educational and moral aspects of all its members and spreading the spirit of dedication, tolerance, commitment and work to serve the nation.
6. Paying attention to intellectual and cultural construction through openness to the experiences of other countries in the fields Humanities.

Focusing on the educational and moral aspect of the student and instilling a spirit of dedication, tolerance and commitment.

4. Program accreditation

Nothing

5. Other external influences

Nothing

6. Program structure

comments *	percentage	Study unit	Number of courses	Program structure
Basic course		60	60	Enterprise requirements
			Yes	College requirements
			Yes	Department requirements
			nothing	summer training
				Other

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

7. Program description

Credit hours		Name of the course or course	Course or course code	Year/level
	theoretical	Educational guidance and guidance		2023-2024 / AFor a third

8. Expected learning outcomes of the programme	
Knowledge	
	Informing students about the importance of psychological counseling in schools and what is the difference between education and learning.
Skills	
	expansiontheSkillIn the analysis and application of psychological counseling theories.
Value	
	Developing students' abilities to share and discuss ideas, including scientific material in psychological counselling.

9. Teaching and learning strategies	
-Explaining the scientific material through readingThe topic is given to students through discussion and questioning.	
2- WritingA report on a psychology topic and a discussion of the ideas presented during the lecture	
3- ConnectStudents' ideas about the scientific subject and making it the focus of the educational process	

10. Evaluation methods	
Weekly, monthly, daily exams and the end of the year exam.	

11. education institution						
Faculty members						
Preparing the teaching staff		Special requirements/skills (if any)		Specialization		Scientific rank
lecturer	angel			private	general	
	angel			Psychological counseling and educational guidance	Educational guidance and direction	Mr

Professional development
Orienting new faculty members
Professional development for faculty members

12. Acceptance criterion

13. The most important sources of information about the program
1-The book of psychological guidance and counseling / Camel, Muhammad Jaafar 2/ Book of Counseling and Mental Health / Dr. Fahim Hussein Al-Tarihi and Hussein Rabie

14. Program development plan

Conducting guidance programs and training courses to develop the guidance process in various aspects

Learning outcomes required from the programme													Essential or optional?	Course Name	Course Code	the year/the level
Value				Skills				Knowledge								
C4	C3	C2	C1	B4	B3	B2	B1	a4	a3	a2	a1					
			----				-----						Basic	Counseling and psychological guidance		2023-2024
			--													

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

Course description form

1. Course Name:psychological guidance	
The concept of psychological counseling and its decisions	
2. Course Code:	
3. the chapter/the year:Annual	
Annual	
4. Date this description was prepared 7/3/2024	
5. Available attendance forms:	
My presence only	
6. Number of study hours (total)/number of units (total):	
60hour annually.2An hour a week	
7. Name of the course administrator (if more than one name is mentioned)	
8. Course objectives	
<ul style="list-style-type: none"> • • • 	<p>1- Providing students with application skillsTheories Psychological counseling and analysis</p> <p>2 –Skill expansionIn comparison between psychological counseling in the ancient and modern era</p> <p>3-Clarifying the most important modern ideasAbout psychological counseling media.</p>

9. Teaching and learning strategies	
1-Education strategy Cooperative learning. 2-Teaching strategy brainstorming. 3-Education strategy Discussion and questioning	The strategy

10. Course structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Hours	the week
aFor weekly, monthly, daily, written exams, and the end-of-year exam.	1- Explain the scientific material through reading the topic given to students through discussion And interrogation 2- Writing Report on a psycholog	Principles foundations education	1-Providing students with the skill of analyzing and applying theories	2hour	1
			2-Psychological and counseling and its uses	2hour	2
			psychological counselors	2hour	3
			Informing students about the importance of counseling, foundations and principles	2hour	4
			schools, applying means of collecting information effectively, such as interviews, observation, case studies, cumulative	2hour	5
				2hour	6
				2hour	7
				2hour	8
				2hour	9
				2hour	10
				2hour	11
				2hour	12
				2hour	13
				2hour	14
				2hour	15
				2hour	vacation
				2hour	16
				2hour	17
				2hour	18
				2hour	19
				2hour	20
				2hour	21
				2hour	22
				2hour	23
	2hour	24			

	<p>y topic and discuss the ideas that were presented During the lecture 3- ConnectStud ideas about subjectscience make it the focu the educatio process</p>		<p>records, others.</p>	<p>a 2hour 2hour 2hour 2hour 2hour 2hour</p>	<p>25 26 27 28 29 30</p>
--	---	--	-----------------------------	--	--

11. Course evaluation

distributionAs follows: 25Monthly and daily exam grades for the first semester. 25Monthly and daily exam grades for the second semester. 50Score for final exams

12. Learning and teaching resources

	<p>1-The book on psychological guidance and advice / Muhammad Jaafar Jamal 2 / The book on psychological guidance / Dr. Fahim Al-Tarih and Dr. Hussein Rabie</p>
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**Ministry of Higher Education and Scientific Research,
Scientific Supervision and Evaluation Agency
, Quality Assurance and Academic Accreditation
Department, Accreditation Department**



Academic program and course

٢٠٢٤

المقدمة:

يُعد البرنامج التعليمي بمثابة حزمة منسقة ومنظمة من المقررات الدراسية التي تشتمل على إجراءات وخبرات تنظم بشكل مفردات دراسية الغرض الأساس منها بناء وصقل مهارات الخريجين مما يجعلهم مؤهلين لتلبية متطلبات سوق العمل يتم مراجعته وتقييمه سنوياً عبر إجراءات وبرامج التدقيق الداخلي أو الخارجي مثل برنامج الممتحن الخارجي.

يقدم وصف البرنامج الأكاديمي ملخص موجز للسمات الرئيسة للبرنامج ومقرراته مبيناً المهارات التي يتم العمل على اكسابها للطلبة مبنية على وفق اهداف البرنامج الأكاديمي وتتجلى أهمية هذا الوصف لكونه يمثل الحجر الأساس في الحصول على الاعتماد البرامجي ويشترك في كتابته الملاكات التدريسية بإشراف اللجان العلمية في الأقسام العلمية.

ويتضمن هذا الدليل بنسخته الثانية وصفاً للبرنامج الأكاديمي بعد تحديث مفردات وفقرات الدليل السابق في ضوء مستجدات وتطورات النظام التعليمي في العراق والذي تضمن وصف البرنامج الأكاديمي بشكلها التقليدي نظام (سنوي، فصلي) فضلاً عن اعتماد وصف البرنامج الأكاديمي المعمم بموجب كتاب دائرة الدراسات ت م ٢٩٠٦/٣ في ٢٠٢٣/٥/٣ فيما يخص البرامج التي تعتمد مسار بولونيا أساساً لعملها.

وفي هذا المجال لا يسعنا إلا أن نؤكد على أهمية كتابة وصف البرامج الأكاديمية والمقررات الدراسية لضمان حسن سير العملية التعليمية.

مفاهيم ومصطلحات:

وصف البرنامج الأكاديمي: يوفر وصف البرنامج الأكاديمي إيجازاً مقتضباً لرؤيته ورسالته وأهدافه متضمناً وصفاً دقيقاً لمخرجات التعلم المستهدفة على وفق استراتيجيات تعلم محددة.

وصف المقرر: يوفر إيجازاً مقتضباً لأهم خصائص المقرر ومخرجات التعلم المتوقعة من الطالب تحقيقها مبرهنأ عما إذا كان قد حقق الاستفادة القصوى من فرص التعلم المتاحة. ويكون مشتق من وصف البرنامج. رؤية البرنامج: صورة طموحة لمستقبل البرنامج الأكاديمي ليكون برنامجاً متطوراً وملهماً ومحفزاً وواقعياً وقابلاً للتطبيق.

رسالة البرنامج: توضح الأهداف والأنشطة اللازمة لتحقيقها بشكل موجز كما يحدد مسارات تطور البرنامج واتجاهاته.

أهداف البرنامج: هي عبارات تصف ما ينوي البرنامج الأكاديمي تحقيقه خلال فترة زمنية محددة وتكون قابلة للقياس والملاحظة.

هيكلية المنهج: كافة المقررات الدراسية / المواد الدراسية التي يتضمنها البرنامج الأكاديمي على وفق نظام التعلم المعتمد (فصلي، سنوي، مسار بولونيا) سواء كانت متطلب (وزارة، جامعة، كلية وقسم علمي) مع عدد الوحدات الدراسية.

مخرجات التعلم: مجموعة متوافقة من المعارف والمهارات والقيم التي اكتسبها الطالب بعد انتهاء البرنامج الأكاديمي بنجاح ويجب أن يُحدد مخرجات التعلم لكل مقرر بالشكل الذي يحقق أهداف البرنامج.

استراتيجيات التعليم والتعلم: بأنها الاستراتيجيات المستخدمة من قبل عضو هيئة التدريس لتطوير تعليم وتعلم الطالب وهي خطط يتم إتباعها للوصول إلى أهداف التعلم. أي تصف جميع الأنشطة الصفية واللاصفية لتحقيق نتائج التعلم للبرنامج.

Academic program description form

Office: Basra University

College: Education for woman

Department : Geography

Name of the academic and professional program: Bachelor's Degree

Name of the final certificate in geography

The academic system is annual

Date the description was prepared ٢٠٢٣/٥/١٠

Date the file was filled ٢٠٢٤/٣/٤

The signature

Name of scientific

assistantDate

The signature

Name of department

headDate

دقق الملف من قبل

شعبة ضمان الجودة والأداء الجامعي

اسم مدير شعبة ضمان الجودة والأداء الجامعي:

التاريخ

التوقيع

See the program .١

The College of Education for Girls seeks to be one of the leading higher education institutions at the University of Basra in the field of modern education and scientific research through its scientific, research and administrative activities. It also works to provide an integrated path for its students and professors to .make them active and creative in serving the community in the field of agricultural geography education

Program message .٢

Working to prepare and graduate leading scientific and leadership competencies in the geography of agriculture and develop the balance of knowledge in the field of scientific research to serve the community, as well as training and refining the minds of female students scientifically, emphasizing social and cultural .values, and responding to the requirements of the local market

Program Goals .٣

- ١- Embodying the vision, mission and goals of the University of Basra and applying the best educational practices with a focus on ensuring and enhancing quality, management and management.
٢. Preparing specialized cadres capable of serving the community and preparing them for future specializations.
٣. Spreading the culture of human diversity in society, transferring knowledge and skills in agricultural geography, writing academic research, and scientific achievement through activities that focus on female students and professors.
٤. The college seeks to conclude scientific and cultural cooperation agreements with corresponding colleges and departments to achieve best practices in the fields of education.
٥. Focusing on the educational and moral aspects and spreading the spirit of dedication, tolerance, commitment and work to serve the nation.
٦. Paying attention to intellectual and cultural construction through openness to the experiences of other

countries in the fields of agricultural geography.

Program accreditation .٤

No found

Other external influences .٥

No found

Program structure .٦

* Comments	Percentage	Study unit	Number of course	Program structure .٧
Basic course		٦٠	٦٠	Institutional requirement
			yes	Collage requirement
			yes	Department requirement
			No found	Summer training
				Another

* ممكن ان تتضمن الملاحظات فيما اذا كان المقرر أساسيا او اختياري .

Program description .٨

Approved hour		Name Course	Course Code	Level / year
practical	Theoretic al	Agriculture geography		/ ٢٠٢٣-٢٠٢٤ Third

Expected educational outcomes of the program .٩

Knowledge

	Informing students about economic important of Agriculture production and most prominent natural and human problems facing Agriculture production and ways to address them
Skills	
	Developing students skills in classifying crop and ways to develop them qualitatively and quantitatively
Value	
	Developing students' abilities to share idea
	Disclosing ones thoughts regarding the geography of agriculture

Teaching and learning strategies .١٠
<p>١-Explaining the scientific material by applying examples of the reality of agricultural production in Iraq in general and Basra Governorate in particula</p> <p>٢- Writing scientific reports through field visits to agricultural lands, especially regarding modern irrigation systems and methods</p> <p>٣-Linking famous critical ideas with the critical opinions of female student</p>

Evaluation methods .١١
Weekly and monthly exams and the end of the year exam

Education institution .١٢
Faculty members

Faculty members		Requirement if) Special skills/ (any		Specialization		Academic rank
Lecturer	Angel			Special	General	
	Angel			Geography of Agriculture	Human Geography	Professor

Professional development
Orienting new faculty members
Professional development for faculty members

Acceptance standard .١٣

The most important sources of information about the program .١٤
<ul style="list-style-type: none"> ١- Ali Ahmed Haroun, Geography of Agriculture ٢- Muhammad Habib Al-Ukaili, Geography of Agriculture

١- A comparative study of the reality of agricultural production in Iraq and its comparison with developed countries of the world

٢-Work on comparing agricultural production in Basra Governorate with the northern and central governorates of Iraq

Program skills chart						
Educational outcomes required from the program						
Value	Skills	Knowledge	Essential or	Name	Course	Level / 4

4ج	3ج	2ج	1ج	4ب	3ب	2ب	1ب	4أ	3أ	2أ	1أ	optional	course	code	
	—					—					—	Essential	Geography of Agriculture		2023-20

يرجى وضع اشارة في المربعات المقابلة لمخرجات التعلم الفردية من البرنامج الخاضعة للتقييم



Course description form

Geography of Agriculture	
.١ :Code of Course	
.٢ Annual :Year/ The Chapter	
.٣ The date this description was prepared ٢٠٢٤/٣/٤	
.٤ Available forms of attendance: My presence only	
.٥ (Number of study hours (total) / number of units (total	
An hour annually 2 .An hour a week 60	
.٦ (Name of the course administrator (if more than one name is mentioned	
Dr. Ibrahim Ali Dewan :Name exam.ug.wedugeog@uobasrah.edu.iq	
.٧ Course objectives	
<p>..... ●</p> <p>..... ●</p> <p>..... ●</p>	<p>١- Providing female students with field work skills in agricultural production by determining the appropriate irrigation method</p> <p>٢- Identifying natural and human agricultural problems for crops, especially strategic ones such as wheat.</p> <p>٣- Students acquire skills in agricultural statistics, such as determining the water consumption of agricultural crops and the effects of the soil salinity problem on the quality and quantity of agricultural productio</p>
.٨ Teaching and learning strategies	
١- Packaging strategy collaborative concept planning	The strategy

٢- Brainstorming teaching strategy.					
٣- 3. Note series teaching strategy					
Course structure .٩					
Evaluation method	Learning method	Name of the unit or topic	Required educational outcomes	Hours	Week
Weekly and monthly oral and written exams and the end-of-year exam	١-Explaining the scientific material by reading geographical applications on the agricultural reality of Basra Governorate in terms of cultivated areas and type of crops. ٢-Writing scientific reports based on students' field observations and linking them to the theoretical aspect ٣-Linking theoretical ideas on the subject of agricultural production to the Iraqi agricultural	1-Research methods in geography of agriculture	١- Providing students with the skill of analyzing climate data and impact on agricultural production ٢- Informing students about the importance of modern agricultural theories, such as the agricultural location theory ٣-Determi ne the optimal types of agricultural crops according to their economic importance	2	1
		2-Classification of agricultural crops.		2	2
		3-Agricultural location theory.		2	3
		4-Terrain and surface		2	4
		5-Temperatures		2	5
		6-Wind and relative humidity		2	6
		7-Rain and evaporation		2	7
		8-Surface water resources		2	8
		9-underground water		2	9
		10-Types of water in soil		2	10
		11-Soil texture		٢	11
		12-Apparent and real density		2	12
		13-Organic matter		2	13
		14- Positive and negative ions		2	14
		15-Soil salinity		2	15
		16-Life factors		2	holdy 16
		17-Economic factors		2	17
		18- Social factors		2	18
		19- Agricultural systems		2	19
		20- Soil pollution problem		2	20
		21-The problem of agricultural diseases		2	21
		22- The problem of encroachment on agricultural lands		2	22
		23- Water consumption		2	23
		24- Wheat crop		2	24
		25- Rice crop		2	25
		26-Sugarcane crop		2	26
		27- Palm trees		2	27
		28- Sesame crop		2	28
		29- Jet crop		2	29
			2	30	

	reality.				
Course evaluation .١٠					
The distribution is as follows: ٢٠ marks for the weekly and monthly exams of the first semester, ٢٠ marks for the weekly and monthly exams of the second semester, and ٥٠ marks for the final exam.					
Education and teaching resources .١١					
Ali Ahmed Haroun, Geography of Agriculture		Required textbooks (if any)			
Muhammad Habib Al-Ukaili, Geography of Agriculture		Main references (sources)			
Dr. Ibrahim Ali Diwan, The effect of climate characteristics on the water requirements of vegetable crops in the alluvial plain of Basra Governorate, Journal of Basra Studies, Center Arabian Gulf Studies, University of Basra, Issue (٣٣), ٢٠١٩ .		Recommended supporting books and references (scientific journals, reports).			
https://ar.wikipedia.org/wiki https://derasaty.net/lesson		Electronic references, websites			

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



Academic Program and Course Description Guide

Introduction:

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

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

This guide, in its second edition, includes a description of the academic program after updating the vocabulary and paragraphs of the previous guide in light of the latest developments in the educational system in Iraq, which included a description of the academic program in its traditional form (annual, quarterly), in addition to adopting the description of the academic program circulated according to the book of the Department of Studies, ٣/٢٩٠٦. On ٥/٣/٢٠٢٣ regarding programs that adopt the Bologna Process as a basis for their work.

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

Concepts and terminology:

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

Course Description: Provides a necessary summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the available learning opportunities. It is derived from the program description.

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

The program's mission: It briefly explains the goals and activities necessary to achieve them and defines the program's development paths and directions.

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

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

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

Teaching and learning strategies: They are the strategies used by the faculty member to develop the student's teaching and learning, and they are plans that are followed to

reach the learning goals. That is, it describes all curricular and extracurricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

University name: University of.....Basra.....

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

Scientific Department: Department ofGeography.....

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

Name of final degree: Doctorate in Geography.....

Academic system: annual

Description preparation date: ٢٠٢٣/٥/١٠

Date of filling the file: ٢٠٢٤/٣/٤

Signature:

Head of Department Name:

Date:

Signature:

Scientific Associate Name:

Date:

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Approval of the Dean

١. Program Vision

The College of women seeks to be one of the leading higher education institutions at the University of Basrah in the field of modern education and scientific research through its scientific, research, and administrative activities. It also works to provide an integrated path for its students and professors to make them active and creative in serving society in the areas of learning and teaching

٢. Program Mission

Working to prepare and graduate leading scientific and leadership competencies in languages, sciences, and literature, and to develop the balance of knowledge in the field of scientific research to serve the local, regional, and international community, as well as training and refining the minds of students scientifically and cognitively and emphasizing social and cultural values and responding to the requirements of the local market.

٣. Program Objectives

١. Embodying the vision, mission, and goals of the University of Basra, and applying the best educational practices with a focus on ensuring and enhancing quality and performance.
٢. Preparing specialized cadres capable of serving the community and preparing for the preparation of future specializations.
٣. Spreading the culture of human diversity in society, transferring knowledge and linguistic skills, writing academic research, and creative scientific achievement through student- and teaching-focused activities.
٤. The college seeks to conclude scientific and cultural cooperation agreements with corresponding colleges and corresponding departments in different colleges

to achieve best practices in the fields of teaching, learning, and translation.

◦. Focusing on the educational and moral aspects of all its members and spreading the spirit of dedication, tolerance, commitment, and work to serve the nation.

٦. Paying attention to intellectual and cultural construction through openness to the experiences of other countries in the fields of languages, literature, and translation.

Focusing on the educational and moral aspects of the student and instilling a spirit of dedication, tolerance, and commitment.

٤. Program Accreditation

Nothing

◦. Other external influences

Nothing

٦. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	٦.	٦.		Basic course
College Requirements	Yes			
Department Requirements	Yes			
Summer Training	Nothing			
Other				

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

٧. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
٢٠٢٣-٢٠٢٤/third		Geography of the Americas	theoretical	practical

٨. Expected learning outcomes of the program	
Knowledge	
١-Explaining the importance of regional geography to primary school students	
٢- Identify regional geographical characteristics through studying the Americas	
Skills	
Developing actual skills and capabilities in developing and developing tourism	
Ethics	
Developing the ability to transfer knowledge to others, especially students, in a way that serves the upbringing of the generation in an honest manner that enables it to exercise its natural role in the future.	
Providing students with basic skills that enable them to deal with the learner more effectively	

٩. Teaching and Learning Strategies
١- Explaining the scientific material by applying examples of the reality of tourism in Arab and international countries in general and Iraq and Basra Governorate in particular.
٢- Writing scientific reports about the continent of North and South America, such as (geographical location, climate elements, climatic regions, etc.)

١٠. Evaluation methods

- ١-Oral exam
- ٢-The written test
- ٣- Surprise test (coz)
- ٤- Submit reports
- ٥- Monthly exams and homework

١١. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Professor teacher doctor	Human geography	Transportation geography			staff	

Professional Development

Mentoring new faculty members

Professional development of faculty members

١٢. Acceptance Criterion

١٣. The most important sources of information about the program

Ali Sahib Al-Mousawi. Geography of the Americas ٢٠٠٧

Azad Muhammad Amin. Geography of the Americas ١٩٨٧

Ali Hassan Shalash. Regional Geography of North America ١٩٨٠

١٤. Program Development Plan

A comparative study of the North American continent with South America and introducing the student to the regional study of the two continents

Program Skills Outline

				Required program Learning outcomes													
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics					
				A ¹	A ²	A ³	A ⁴	B ¹	B ²	B ³	B ⁴	C ¹	C ²	C ³	C ⁴		
2023-2024		Geography of the Americas	Basic														

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

Course Description Form

١. Course Name: Geography of the Americas	
٢. Course Code:	
٣. Semester / Year:	
Annual	
٤. Description Preparation Date:	
٥. Available Attendance Forms:	
Presence only	
٦. Number of Credit Hours (Total) / Number of Units (Total)	
٦٠ hours annually. ٤ hours a week	
٧. Course administrator's name (mention all, if more than one name)	
Name: Maha Shaker Jaber Email: maha.jaber@uobasrah.edu.iq	
٨. Course Objectives	
<p>١ Performance skills by involving the student in the lesson</p> <p>٢ - Social skills by opening a group dialogue between students.</p> <p>٣- Application of the lesson students.</p> <p>٤ - Self-evaluation processes students</p> <p>٥- To become familiar with the concept of teaching methods and strategies</p>	<ul style="list-style-type: none"> • • •
٩. Teaching and Learning Strategies	
Strategy	<p>١- Educational strategy, collaborative concept planning.</p> <p>٢- Brainstorming education strategy.</p> <p>٣- Education Strategy Notes Series</p>

1. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2 hours		The concept of regional study and an introduction to the subject and its vocabulary	1-Explaining the scientific material through. Lecture and discussion style.	Weekly, monthly, daily written exams and the end-of-year exams
2	2 hours	1-The concept of regional study and an introduction to the subject and its vocabulary			
3	2 hours				
4	2 hours				
5	2 hours				
6	2 hours				
7	2 hours	2- Familiarize the student with the geographical location of North America	for the North and South American continent	2-Students Participate in giving brief presentations on the topic	
8	2 hours				
9	2 hours				
10	2 hours				
11	2 hours	3- Climate elements and climate regions			
12	2 hours				
13	2 hours	4- Definition of natural vegetation and its regions			
14	2 hours				
15	2 hours				
Holiday		5- Definition of soil, geographical distribution of soil, types of soil		3-Text readings + class discussions	
16	2 hours				
17	2 hours				
18	2 hours				
19	2 hours	6- Types of rivers that flow into North America		4-Evaluating students' reports on the concept of the topic	
19	2 hours				
20	2 hours				
21	2 hours				
22	2 hours	7- Population size, population origin, growth, distribution, and minorities			
23	2 hours				
24	2 hours				
25	2 hours	8- Agriculture, its types and regions			
26	2 hours				
27	2 hours	9-The most important mineral-producing fields. Industry characteristics and industrial regions			
28	2 hours				
29	2 hours				
30	2 hours	10-Transportation characteristics, types and transportation lines			

		١١-Trade characteristics and trends ١٢- Study of the United States and Canada. ١٣- Introduce the student to the natural and human characteristics of South America			
--	--	--	--	--	--

١١. Course Evaluation

The distribution is as follows: ٢٠ marks for monthly and daily exams for the first semester. ٢٠ marks for monthly and daily exams for the second semester. ٥٠ marks for final exams

١٢. Learning and Teaching Resources

Required textbooks (curricular books any)	Ali Sahib Al-Mousawi. Geography of the Americas ٢٠٠٧ Azad Muhammad Amin. Geography of the Americas ١٩٨٧ Ali Hassan Shalash. Regional Geography of North America ١٩٨٠
Main references (sources)	Ali Sahib Al-Mousawi
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	https://almerja.com/reading.php?idm=١٤٧٥٧٥

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



Academic Program and Course Description Guide

Introduction:

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

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

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

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

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

Teaching and learning strategies: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are

followed to reach the learning goals. They describe all classroom and extra-curricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

University Name: Basra

Faculty/Institute: College of Education for Girls.

Scientific Department: Geography

Academic or Professional Program Name: Administration and secondary education

Final Certificate Name: Geography

Academic System: annual

Description Preparation Date: ۳/۳/۲۰۲۴

File Completion Date: ۳/۳/۲۰۲۴

Signature:

Head of Department Name:

Date:

Signature:

Scientific Associate Name:

Date:

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Approval of the Dean

١. Program Vision

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

٢. Program Mission

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

٣. Program Objectives

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

٤. Program Accreditation

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

٥. Other external influences

Is there a sponsor for the program?

٦. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	٦.	٦.		Basic course
College Requirements	yes			

Department Requirements	yes			
Summer Training	No thing			
Other				

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

V. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
2023/2024		Administration and secondary education	theoretical	

Λ. Expected learning outcomes of the program	
Knowledge	
Informing students about the definition and characteristics of educational administration	
Skills	
Expanding the skill of recognizing patterns of educational administration	
Ethics	
Expanding the skill of recognizing patterns of educational administration	
Disclosure of what is in the administrative process Components and principles, including scientific material In educational administration.	

٩. Teaching and Learning Strategies

- ١- Explaining the scientific material by clarifying the concepts and theories related to administration and secondary education
- ٢- Writing the most important ideas and concepts presented during the lectures
- ٣ - Linking the topics presented in the previous lecture with the current lecture

١٠. Evaluation methods

Implemented at all stages of the program in general.

١١. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
assistant teacher	Educational and psychological sciences	Educational psychology			Angel	

Professional Development

Mentoring new faculty members

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

Professional development of faculty members

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

١٢. Acceptance Criterion

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

١٣. The most important sources of information about the program

١- Al-Baadani Muhammad Noman Muhammad Ali (٢٠١٣): Fundamentals of Educational Administration and Supervision, Al-Iman College Al-Iman University.

٢- Taher Muhammad Ibrahim (٢٠١٧): Educational Administration and Supervision, University of Basra, College of Education for Girls

١٤. Program Development Plan

A comparative study between theories of educational administration and theories of management science in general.

Work on using different educational management styles in all administrative situations

Program Skills Outline

				Required program Learning outcomes												
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics				
				A ¹	A ²	A ³	A ⁴	B ¹	B ²	B ³	B ⁴	C ¹	C ²	C ³	C ⁴	
2024/2023		Administration and secondary education	Basic													

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

Course Description Form

١. Course Name:							
Educational psychology							
٢. Course Code:							
٣. Semester / Year:							
Annual							
٤. Description Preparation Date: ٢٠٢٤/٣/٣							
٥. Available Attendance Forms:							
My presence only							
٦. Number of Credit Hours (Total) / Number of Units (Total)							
٦٠ hours annually. ٢ hours a week							
٧. Course administrator's name (mention all, if more than one name)							
Name: sarah jabbar salman Email: sara.jabbar@uobasrah.edu.iq							
٨. Course Objectives							
<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> ١ Providing students with the skill of applying theories of Educational administration science ٢ - Expanding students' skills in identifying words Patterns Educational ٣ - Clarifying the most important modern ideas and opinions in Management science </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • • • </td> </tr> </table>						١ Providing students with the skill of applying theories of Educational administration science ٢ - Expanding students' skills in identifying words Patterns Educational ٣ - Clarifying the most important modern ideas and opinions in Management science	<ul style="list-style-type: none"> • • •
١ Providing students with the skill of applying theories of Educational administration science ٢ - Expanding students' skills in identifying words Patterns Educational ٣ - Clarifying the most important modern ideas and opinions in Management science	<ul style="list-style-type: none"> • • • 						
٩. Teaching and Learning Strategies							
Strategy		١ - Explaining the scientific material by clarifying the concepts and theories related to management Educational. ٢- Writing the most important ideas and concepts presented during lectures ٣- Linking the topics raised in the previous lecture with the current lecture					
١٠. Course Structure							
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method		
	٢ hour	١-Acquisition	Administration	١-Explanation			

١	٢ hour	Students are a sl	and seconda	the article	
٢	٢ hour	analysis Scier	education	Scientific	Piuly
٣	٢ hour	theories		knowledge fro]	
٤	٢ hour	Administration		Lal put forward	
٥	٢ hour			Ala Thoughts	
٦	٢ hour	٢- Informing		and opinions	
٧	٢ hour	Students abo		using road	
٨	٢ hour	The		Discussion or	
٩	٢ hour	importance		else	
١٠	٢ hour	Circuit		Interrogation	
١١	٢ hour	Educational		٢-Writing the	
١٢	٢ hour	and facto		most importa	
١٣	٢ hour	affecting it A		A For ideas th	
١٤	٢ hour	jobs Which		Asked during	
١٥	٢ hour	based With it		Lectures	
الطبع				٢-link Lecture	
١٦	٢ hour			with Lectures	
١٧	٢ hour			Previous on	
١٨	٢ hour			road style	
١٩	٢ hour			nutrition The	
٢٠	٢ hour			return.	
٢١	٢ hour				
٢٢	٢ hour				
٢٣	٢ hour				
٢٤	٢ hour				
٢٥	٢ hour				
٢٦	٢ hour				
٢٧	٢ hour				
٢٨	٢ hour				
٢٩	٢ hour				
٣٠	٢ hour				

١١. Course Evaluation

Distributing the score out of ١٠٠ according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

١٢. Learning and Teaching Resources

٣- Al-Baadani Muhammad Noman
 Muhammad Ali (٢٠١٣): Fundamentals
 of Educational Administration and

Supervision, Al-Iman College Al-
Iman University.

٢- Taher Muhammad Ibrahim (٢٠١٧):
Educational Administration and
Supervision, University of Basra, College
of Education for Girls

**Ministry of Higher Education and Scientific Research
Scientific Supervision and Scientific Evaluation Apparatus
Directorate of Quality Assurance and Academic Accreditation
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Academic Program and Course Description Guide

2024

Introduction:

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

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

Concepts and terminology:

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

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

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

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

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

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

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

Academic Program Description Form

University Name: **Basra**

Faculty/Institute **Education for Girl**

Scientific Department **Geography**

Academic or Professional Program Name : **PHD inhuman Geography**

Final Certificate Name: **PH.D**

Academic System: **annual**

Description Preparation Date: **5-3-2024**

File Completion Date: **5-3-2024**

Signature:

Head of Department Name:

Date:

Signature:

Scientific Associate Name:

Date:

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Approval of the Dean

1. Program Vision

The College of Education for Girls seeks to be one of the leading higher education institutions at the University of Basra in the field of modern education and scientific research through its scientific, research and administrative activities. It also works to provide an integrated path for its students and professors to make them active and creative in serving society in the fields of general geography education in both its human and natural sections. .

2. Program Mission

Working to prepare and graduate leading scientific and leadership competencies in geography and its applied sciences, especially in developing the balance of knowledge in the field of scientific research to serve our esteemed students first and society second, as well as training and refining the minds of students scientifically and cognitively, and emphasizing social and cultural values and responding to the future teaching of our students within the cadres of the Ministry of Education. and its affiliated directors.

3. Program Objectives

1. Work to spread a spirit of tolerance and good behavior between the future teacher and the student population in schools.

2. Working to prepare and graduate leading scientific and leadership competencies in geography and its applied sciences,

especially in developing the balance of knowledge in the field of scientific research to serve our honorable students first and society second.

3. Training and refining students' minds scientifically and cognitively, emphasizing social and cultural values and responding to the future teaching of our students within the cadres of the Ministry of Education and its affiliated directors.

4. Paying attention to the student as he is the focus of the learning process, and thus paying attention to transferring skills from the current student and benefiting from them when he graduates to serve the segments of learners in the future.

4. Program Accreditation

No thing

5. Other external influences

No thing

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements				Basic course
College Requirements	Yes			
Department Requirements	Yes			
Summer Training	No thing			
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
2023–2024 Third Level		Geography of Cities	Yes	

8. Expected learning outcomes of the program
Knowledge
Giving a comprehensive idea about the geography of cities in terms of emergence, urban development, and the city’s morphology, as well as studying the spatial interaction between cities, land prices, and studying the central commercial district.
Skills
Expanding the skill of comprehensive understanding of urban geography through 15 integrated chapters
Ethics
Developing students’ abilities to share ideas, as well as for future benefit in teaching students in schools

9. Teaching and Learning Strategies
<ol style="list-style-type: none"> 1. Interest in instilling scientific material among our students in order to benefit scientifically 2. Explaining the scientific material according to a solid method that achieves the learning outcomes 3. Applying the principle of reviewing the scientific lecture to ensure increased learning for students when it is explained by me.

10. Evaluation methods

Weekly, monthly, daily exams and the end of the year exam.

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)	Number of the teaching staff	
	General	Special		Staff	Lecturer
Assistant Professor Dr	Human	Geography of Cities	Teaching information systems and remote sensing because it is within my specialty	Yes	

Professional Development

Mentoring new faculty members

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

Professional development of faculty members

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

12. Acceptance Criterion

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

13. The most important sources of information about the program

1. Murtadha Muzaffar Shar Al-Kaabi, Urban Geography (Curriculum - Foundations - Applications), second edition, Dar Al-Funun wa'l-Adab, Iraq, Baghdad, 2022. (A saving book)
 2. Abdul Razzaq Abbas, Geography of Cities, first edition, Asaad Press, 1977
- Salah Hamid Al-Janabi, Urban Geography Foundations and Applications, latest edition, Mosul University Press, 2011 electronic version.

14. Program Development Plan

Many large screens, or at least a data show, should be installed in classrooms so that we can teach scientific subjects in a more interactive way that achieves educational outcomes and is on par with education in developed countries.

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

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

Course Description Form

1. Course Name:
Geography of Cities
2. Course Code:
3. Semester / Year:
Yearly
4. Description Preparation Date:
5 - 3 - 2024
5. Available Attendance Forms:
My presence
6. Number of Credit Hours (Total) / Number of Units (Total)
60 hours per year, 2 hours per week
7. Course administrator's name (mention all, if more than one name)
Name: Murtadha Muzaffar Shar Email: Murtadha.shar@uobasrah.edu.iq
8. Course Objectives
<ol style="list-style-type: none">1. Working to spread the spirit of tolerance and good treatment between the future teacher and the student population in schools.2. Working to prepare and graduate leading scientific and leadership competencies in geography and its applied sciences, especially in developing the balance of knowledge in the field of scientific research to serve our honorable students first and society second.3. Training and refining the minds of students scientifically and cognitively, emphasizing social and cultural values and responding to the future teaching of our students within the cadres of the Ministry of Education and its affiliated directors.

4. Paying attention to the student as he is the focus of the learning process, and thus paying attention to transferring skills from the current student and benefiting from them when he graduates to serve the segments of learners in the future.

9. Teaching and Learning Strategies

1. Interest in instilling scientific material among our students in order to benefit scientifically

2. Explaining the scientific material according to a solid method that achieves the learning outcome.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2 Hours	Using the teaching skill by explaining the subject and then sharing and discussing with the students regarding the scientific	The nature of the geography of cities and urbanization	Explaining the scientific material and identifying the most important paragraphs in it for the purpose of giving a scientific	Weekly , monthl y, daily, written exams, and the end-of-year exam.
2	2 Hours		Urbanization in the world		
3	2 Hours		Continuation of the topic of urbanization in the world		
4	2 Hours		Classification of cities and their		
5	2 Hours		Continuation of the topic of classification of cities and their		
6	2 Hours		Internal structure of the city and		
7	2 Hours		Urban land uses		
8	2 Hours		Complementing urban land uses		
9	2 Hours		Complementing urban land uses		
10	2 Hours		The city's population and its geographical distribution		
11	2 Hours		Locations of cities and the concept of the urban system		
12	2 Hours		City morphology		
13	2 Hours		Continuation of the topic of city morphology		
14	2 Hours		Spatial interaction		
15	2 Hours		Continuation of the topic of spatial interaction		
		End of first semester exam			

-	-----	subject			
16	2 Hours		Central places	conception	
17	2 Hours		The economic basis of cities and theories	of the	
18	2 Hours		Continuation of the topic of economic basis	academic	
19	2 Hours		Central business district	material	
20	2 Hours		Complementing the central business district		
21	2 Hours		The relationship of the city with its region		
22	2 Hours		Continuing the topic of the city's relationship with its region		
23	2 Hours		Problems that urban cities are blind to		
24	2 Hours		Problems in developed countries		
25	2 Hours		Complementing the problems in developed countries		
26	2 Hours		Problems in developing countries		
27	2 Hours		Problems facing urban researchers		
28	2 Hours		The difference between the basic design of the city		
29	2 Hours		Categories and tabulation tables		
30	2 Hours		Extracting the population according to projections		
			The problem of selecting samples and their types		
			Arranging the number of families according to the standard		
			Extract the annual growth rate		
			End of second semester exam		

11. Course Evaluation

Distribution is as follows: 25 marks for monthly and daily exams for the first semester. 25 marks for monthly and daily exams for the second semester 50

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)

Main references (sources)

1. Murtadha Muzaffar Shar Al-Kaabi, Urban Geography (Curriculum - Foundations - Applications), second edition, Dar Al-Funun wa'l-Adab, Iraq, Baghdad, 2022. (A saving book)

<p>Recommended books and references (scientific journals, reports...)</p>	<ol style="list-style-type: none"> 1. Abdel Razzaq Abbas, Geography of Cities, first edition, Asaad Press, 1977. 2. Salah Hamid Al-Janabi, Urban Geography Foundations and Applications, latest edition, Mosul University Press, 2011 electronic version. 3. Sabri Fares Al-Hiti and Saleh Falih, Geography of Cities, Baghdad University Press, 1986. 4. Sufouh Khair, Geography: Its Subject, Methods, and Objectives, Dar Al-Fikr Al-Masryam, Beirut, Lebanon, 2000
<p>Electronic References, Websites</p>	

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

Academic Program Description Form

University Name: Basra.....

Faculty/Institute:College of Education for Girls.....

Scientific Department:geography

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

Final Certificate Name:Bachelor's degree in Geography

Academic System:annual.....

Description Preparation Date: ٥/١٠/٢٠٢٣

File Completion Date: ١٠/٣/٢٠٢٤

Signature:

Head of Department Name:

Date:

Signature:

Scientific Associate Name:

Date:

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Approval of the Dean

١. Program Vision

The College of Education for Girls strives to be one of the leading higher education

institutions in the University of Basra in the field of modern education and scientific research through its scientific, research and administrative activities. It also works to provide an integrated path for its students and professors to make them effective and creative in serving the community in the fields of education and teaching.

٢. Program Mission

The College of Education for Girls works to prepare and graduate leading scientific and leadership competencies in all fields, sciences, and arts, and to develop the knowledge base in the field of scientific research to serve the local, regional, and international community. It also trains and refines the minds of students scientifically and cognitively, emphasizes social and cultural values, and responds to the requirements of the local market.

٣. Program Objectives

١. Embody the vision, mission, and goals of the University of Basra and apply the best educational practices with a focus on ensuring and enhancing quality and performance.

٢. Prepare specialized cadres capable of serving the community and preparing for the preparation of future specialties.

٣. Spread the culture of human diversity in society and transfer knowledge and skills, write academic research and creative scientific achievement through activities that focus on the student and the teacher.

٤. The college seeks to conclude scientific and cultural cooperation agreements with similar colleges and departments in different colleges to achieve the best practices in the fields of education, learning and translation.

٥. Focus on the educational and ethical aspect of all its members and spread the spirit of dedication, tolerance, commitment and work to serve the country.

٦. Focus on intellectual and cultural construction through openness to the experiences of other countries in the fields of industry.

٧. Focus on the educational and ethical aspect of the student and spread the spirit of dedication, tolerance and commitment.

٤. Program Accreditation

nothing

⦿. **Other external influences**

nothing

⦿. **Program Structure**

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	⦿.	⦿.		Basic course
College Requirements	yes			
Department Requirements	yes			
Summer Training	nothing			
Other				

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

⦿. **Program Description**

Year/Level	Course Code	Course Name	Credit Hours	
Third ⦿.⦿⦿/⦿.⦿⦿		Industry geography	theoretical	practical

⦿. **Expected learning outcomes of the program**

Knowledge

Understanding the science of industrial geography, its importance, development, origin, methodologies, key criteria used, location factors, and theories of industrial location.

Industry is one of the important activities that has the freedom and flexibility to move to the geographic space and achieve the desired development.

industrial activity has a unique characteristic that distinguishes it from other production sectors, which is the ability of its branches to create sectoral linkages that represent reciprocal relationships with the branches of the economy in order to develop them.

Industrial activities have a fundamental impact on the spatial structure of regions, especially in the field of population distribution and the

<p>Industrial activity includes extractive industries represented by mining and processing industries that are linked to modifying production patterns to transform light industries into heavy industries based on investment of capital, technical and practical expertise, and division of labor and production.</p>	<p>emergence of (large) industrial cities, which results in negative environmental impacts that weaken the positive impact of these investments. Accordingly, the spatial distribution of industrial activities and their distribution in a manner that is consistent with their locational requirements and the geographical characteristics of the region will lead to the elimination of the differences between rural and urban areas and reduce the phenomenon of concentration of industrial investment in cities, and thus control the sizes and growth of large cities through optimal location.</p>
<p>Skills</p>	
<p>Developing Students' Ability to Share Ideas</p>	<p>Developing Students' Knowledge of Industrial Geography and Its Importance in Economic Development, the Most Important Problems It Suffers from, and Finding Solutions to These Problems</p>
<p>Ethics</p>	
<p>The problem of environmental pollution, industrial pollution, contemporary industrial problems, problems related to developing countries, the problem of choosing the mode of manufacturing, the problem of capital, the problem of transferring technology, a common problem between developing countries and industrialized countries, the problem of providing the elements of industrial production.</p>	<p>Sustainable development and how to find appropriate solutions for all problems in various human activities, such as transportation, agriculture, and industry, and the use of renewable energy sources to reduce environmental pollution that has led to the spread of cancer, respiratory diseases, and allergies of all kinds due to traditional energy sources and others.</p>

9. Teaching and Learning Strategies

١-Explaining a scientific article through applying examples from the reality of industry in Iraq in general and Basra Governorate in particular, with useful drawings in the geography of the industry, its locations, and its spread and theories.

٢-Writing scientific reports.

۳-Linking critical ideas with student critical opinions.

۱۰. Evaluation methods

monthly, daily exams and end-of-year exams.

۱۱. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Assistant teacher	Human geography	Industry geography			staff	

Professional Development

Mentoring new faculty members

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

Professional development of faculty members

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

۱۲. Acceptance Criterion

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

١٣. The most important sources of information about the program

Geography, Industry, Abdul Zahra Ali Al-Janabi

Geography of la industry, Muhammad Azhar Saeed Al-Sammak

Geography of la industry, Ahmed Habib Rasoul

١٤. Program Development Plan

١- Study of the most important problems facing developing countries compared to those facing industrialized countries. Analyze common problems and find solutions.

٢ -Linking industry to economic development.

٣- Sustainable development and finding solutions for problems in various human activities (transportation, agriculture, industry) using renewable energy sources to reduce environmental pollution (cancer, respiratory diseases, allergies) caused by traditional energy sources and others.

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A ¹	A ²	A ³	A ⁴	B ¹	B ²	B ³	B ⁴	C ¹	C ²	C ³	C ⁴
2024-2025			Basic												

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

Course Description Form

١. Course Name:	
٢. Course Code:	
٣. Semester / Year:	
Year	
٤. Description Preparation Date:	
١٠/٣/٢٠٢٤	
٥. Available Attendance Forms:	
My presence only	
٦. Number of Credit Hours (Total) / Number of Units (Total)	
٦٠ hours annually ٢ hours a Week	
٧. Course administrator's name (mention all, if more than one name)	
Name: Fatima Ayoob Yaqoob Youssef Email: moon.٣٣.ffff@gmail.com	
٨. Course Objectives	
١-Gaining field work skills for female students ٢-Identifying the problems facing the industry in Iraq in general and Basra Governorate in particular. ٣-Gaining skills for female students in applying ideas to know which industries have economic and security importance. ٤-The importance of linking industry to economic development.	
٩. Teaching and Learning Strategies	
Strategy	

١٠. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
١	٢ hours	١. Gaining the skill of analyzing data related to industry and production for students.	Industry geography	Explaining the scientific material through reading geographical applications on the industrial reality of Basra Governorate.	Weekly, monthly, daily, written, and end-of-year exams.
٢	٢ hours				
٣	٢ hours				
٤	٢ hours				
٥	٢ hours				
٦	٢ hours				
٧	٢ hours				
٨	٢ hours				
٩	٢ hours				
١٠	٢ hours				
١١	٢ hours	٢. Clarifying and analyzing the most important factors in the localization of industry, such as natural, economic, and demographic factors.		٢. Writing scientific reports based on the students' field observations and linking them to the theoretical side.	
١٢	٢ hours				
١٣	٢ hours				
١٤	٢ hours				
١٥	٢ hours				
vacation					
١٦	٢ hours				
١٧	٢ hours				
١٨	٢ hours				
١٩	٢ hours				
٢٠	٢ hours				
٢١	٢ hours	٣. Informing students about the importance of industrial theories, such as Hoover's theory, according to their economic importance.		٣. Linking theoretical ideas in the topic of industry and industrial development	
٢٢	٢ hours				
٢٣	٢ hours				
٢٤	٢ hours				
٢٥	٢ hours				
٢٦	٢ hours				
٢٧	٢ hours				
٢٨	٢ hours				
٢٩	٢ hours				
٣٠	٢ hours				

١١. Course Evaluation

The distribution of grades is as follows:

٢٥ marks for monthly and daily exams for the first semester

٢٥ marks for monthly and daily exams for the second semester

٥٠ marks for final exams

١٢. Learning and Teaching Resources

Required textbooks (curricular books, if any)

Geography
of Industry:
Abdul Zahra
Ali Al-Janabi

Main references (sources)

Geography
of Industry:
Mohammed
Azhar Saeed
Al-Samak

Recommended books and references (scientific journals, reports...)

Geography
of Industry:
Ahmed
Habeib
Rasoul

Electronic References, Websites

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



Academic Program and Course Description Guide

2024

Introduction:

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

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

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

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

Concepts and terminology:

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

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

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

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

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

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

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

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

Academic Program Description Form

University Name: Basra

Faculty/Institute: Education for woman

Scientific Department:

Academic or Professional Program Name:

Final Certificate Name:

Academic System:

Description Preparation Date:

File Completion Date:

Signature:

Head of Department Name:

Date:

Signature:

Scientific Associate Name:

Date:

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Approval of the Dean

1. Program Vision

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

2. Program Mission

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

3. Program Objectives

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

4. Program Accreditation

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

5. Other external influences

Is there a sponsor for the program?

6. Program Structure

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

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

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
2023–2024 the second		Detailed climate geography	theoretical	practical
			2	

8. Expected learning outcomes of the program	
Knowledge	
Learning Outcomes 1	1- Understand the concept of geography, Detailed climate and its relationship to other sciences 2- Familiarize the student with the characteristics of climate 3- Develop the student's skills on deduction and inference of geographical phenomena related to the Detailed climate. 4- Preparing graduates who are able to teach geography in middle and middle schools
Skills	
Learning Outcomes 2	It is one of the branches of Detailed climate geography that aims to identify the importance of climate in our lives and all human activities with all its elements
Ethics	
Learning Outcomes 3	The student must be familiar with the concept of Detailed climate Its main elements and its impact on humans and their activities.
Learning Outcomes 4	Expressing opinions about ideas on the impact of climate on human activities Expressing opinions about ideas about the impact of climate on human activities

9. Teaching and Learning Strategies
Teaching and learning strategies and methods adopted in the implementation of the program in general. 1– In–person lectures

2. Multimedia
- 3- Discussion and dialogue
4. Illustrations (Power Point)
- 5- Homework

10. Evaluation methods

Implemented at all stages of the program in general.

- 1-Daily oral questions
2. Reports
- 3- Homework assignments
4. Quarterly exams

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
assistant teacher	Geography	Detailed climate geography			Staff	

Professional Development

Mentoring new faculty members

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

Professional development of faculty members

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

development, etc.

12. Acceptance Criterion

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

13. The most important sources of information about the program

State briefly the sources of information about the program.

1- Ghanem, Ali Ahmed, Climatic Geography, third edition, Dar Al-Masirah for Publishing, Distribution and Printing, Amman, Jordan, 2011.

2- Al-Samarrai, Qusay Abdel Majeed, Principles of Weather and Climate, Arabic Edition, Al-Yazouri Scientific Publishing and Distribution House, Amman, 2008.

1- Ghanem, Ali Ahmed, Climatic Geography, third edition, Dar Al-Masirah for Publishing, Distribution and Printing, Amman, Jordan, 2011.

2- Al-Samarrai, Qusay Abdel Majeed, Principles of Weather and Climate, Arabic Edition, Al-Yazouri Scientific Publishing and Distribution House, Amman, 2008.

3- Musa, Ali Hassan, Al-Manakh Al-Asghari, first edition, Damascus Publishing House, Damascus, 1991.

4- Musa, Ali Hassan, Climate and Meteorology, University of Damascus, 2003.

5- Al-Dazii, Salar Ali, The Climate of Ancient and Contemporary Iraq, first edition, House of General Cultural Affairs, Baghdad, 2013.

6- Al-Waeli, Ali Abdul-Zahra Kazem, Foundations and Principles in Weather and

Climate Science, Al-Tariq Press – Baghdad – Iraq, University of Baghdad, College of Education, Ibn Rushd, 2005.

7– Internet networks

8– Magazines and newspapers4– Musa, Ali Hassan, Climate and Meteorology, University of Damascus, 2003.

5– Al-Dazii, Salar Ali, The Climate of Ancient and Contemporary Iraq, first edition, House of General Cultural Affairs, Baghdad, 2013.

6– Al-Waeli, Ali Abdul-Zahra Kazem, Foundations and Principles in Weather and Climate Science, Al-Tariq Press – Baghdad – Iraq, University of Baghdad, College of Education, Ibn Rushd, 2005.

7– Internet networks

8– Magazines and newspapers

14. Program Development Plan

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
2023-2024		Detailed climate geography	Basic												

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

Course Description Form

1. Course Name: Detailed climate geography	
2. Course Code:	
3. Semester / Year: Annual	
4. Description Preparation Date:2023–2034	
5. Available Attendance Forms: My presence only	
6. Number of Credit Hours (Total) / Number of Units (Total)	
60 hours per year, 2 hours per week	
7. Course administrator's name (mention all, if more than one name)	
Name: NABAA KAREEM AHMEED	
Email: nabaa.kareem@uobasrah.edu.iq	
8. Course Objectives	
Course Objectives	<p>1- Understand the concept Detailed climate geography and its relationship to other sciences</p> <p>2- Familiarize the student with the characteristics of climate</p> <p>3- Develop the student's skills on deduction and inference of geographical phenomena related to the Detailed climate geography</p> <p>4- Preparing graduates who are able to teach geography in middle and middle schools</p>
9. Teaching and Learning Strategies	
Strategy	1- In-person lectures

- 2. Multimedia
- 3- Discussion and dialogue
- 4. Illustrations (Power Point)
- 5- Homework

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2hour	- The student must be knowledgeable	Detailed climate geography	1-Explanation of the scientific material 2- Eliciting questions about the material and asking them during lectures 3- Motivating female students to participate in the lecture 4- Using illustrations and maps	Weekly, monthly, daily, written exams, and the end-year exam.
2	2 hours	By writing scientific research			
3	2 hours	Detailed climate geography and			
4	2 hours	research methods			
5	2 hours	The main thing in			
6	2 hours	and its			
7	2 hours	measurements.			
8	2 hours	- The student must be knowledgeable			
9	2 hours	The concept of			
10	2 hours	climate and its			
11	2 hours	elements			
12	2 hours	- That the student gets to know			
13	2 hours	Factors affecting			
14	2 hours	Detailed climate geography			
15	2 hours	- To get to know the student			
16	2 hours	On properties			
17	2 hours	Climatic elements			
18	2hour	- The ability to deduce			
19		- Results and developing proposals that serve			
20					

community.

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc
Distribution as: 25 marks for the monthly exam and the first semester. 25 monthly and daily exams for the second semester. 50 marks for final exams

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)

1- Musa, Ali Hassan, Al-Manakh Al-Asghari, first edition, Damascus Publishing House, Damascus, 1991.

Main references (sources)

1- Ghanem, Ali Ahmed, Climatic Geography, third edition, Dar Al-Masirah for Publishing, Distribution and Printing, Amman, Jordan, 2011.

2- Al-Samarrai, Qusay Abdel Majeed, Principles of Weather and Climate, Arabic Edition, Al-Yazouri Scientific Publishing and Distribution House, Amman, 2008.

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5- Al-Waeli, Ali Abdul-Zahra Kazem, Foundations and Principles in Weather and Climate Science, Al-Tariq Press - Baghdad - Iraq, University of Baghdad, College of Education, Ibn Rushd, 2005.

	6- Internet networks 7- Magazines and newspapers
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

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



Academic Program and Course Description Guide

Introduction:

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

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

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

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Teaching and learning strategies: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are

followed to reach the learning goals. They describe all classroom and extra-curricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

University Name: **University of Basrah**

Faculty/Institute: **College of education for women**

Scientific Department: **Geography**

Academic or Professional Program Name: **Geography**

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

Academic System: **Yearly**

Description Preparation Date: ٥/١٠/٢٠٢٣

File Completion Date: ٥/٣/٢٠٢٤

Signature:

Head of Department Name:

Date:

Signature:

Scientific Associate Name:

Date:

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Approval of the Dean

1. Program Vision

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

2. Program Mission

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

3. Program Objectives

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

4. Program Accreditation

No

5. Other external influences

NO

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	9.	9.		Basic course
College Requirements	yes			
Department Requirements	yes			

Summer Training	no			
Other				

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

V. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
۲۰۲۳-۲۰۲۴/third		Natural Resources	theoretical	

۸. Expected learning outcomes of the program	
Knowledge	
<p>In short, undergraduate students are expected to acquire many important skills and knowledge in the natural resources subject, which will enable them to understand, analyze and manage natural resources adequately.</p> <p>Bachelor’s students in the natural resources subject are expected to acquire several important learning outcomes. These outputs can be summarized as follows:</p> <p>Understanding the Basics of Natural Resources: Students are expected to gain in–depth knowledge of the basics of natural resources, including different types of resources and their importance in the economy and daily life.</p> <p>Learn about the challenges of natural resource management: Students should gain a comprehensive understanding of the challenges facing natural resource management, such as pollution and resource depletion. They should be able to analyze these challenges and look for effective and sustainable solutions.</p> <p>Develop planning and management skills: Students should learn how to develop effective strategies to protect and manage natural resources sustainably. They must acquire planning, implementation and monitoring skills related to natural resources.</p> <p>Critical Thinking and Data Analysis: Students must learn</p>	

how to think critically and analyze data in the context of natural resource management. They should be able to collect relevant data, analyze it logically, and use it to make informed decisions.

Awareness of Multiple Dimensions: Students should gain a comprehensive awareness of the social, economic and environmental dimensions of natural resource management.

They must understand the impacts of natural resource management decisions on social, economic and environmental factors, and the importance of maintaining ecological balance and sustainable development.

Skills

Skills that undergraduate students may acquire from studying natural resources:

Analytical and Critical Thinking Skills: The Natural Resources course will help students develop their abilities in systematic analysis of problems related to natural resource management. They will learn how to evaluate the current situation, analyze the challenges and opportunities available, and make appropriate strategic decisions.

Planning and Management Skills: The Natural Resources course will help students acquire the skills necessary to develop effective strategies for managing and conserving natural resources. They will learn how to analyze risks, set priorities and develop action plans that balance human needs and environmental conservation.

Research and Data Collection Skills: The Natural Resources course will help students develop research and data collection skills related to natural resources. They will learn how to use different sources and analyze quantitative and qualitative data to understand the current situation and make informed decisions.

Communication and Presentation Skills: The natural resources course will help students improve their communication and presentation skills. They will learn how to communicate effectively with a target audience and present ideas and information in a clear and persuasive

way.

Negotiation and Problem Solving Skills: The Natural Resources course will help students develop negotiation and problem-solving skills associated with resource management. They will learn how to deal with complex challenges, reach agreements that are satisfactory to all parties, and solve problems effectively.

Ethics

Among the acquired values that undergraduate students can obtain from studying natural resources, the following can be identified:

Environmental awareness: The natural resources subject contributes to developing students' awareness of the importance of preserving the environment and preserving natural resources. They will learn how to appreciate the value of nature and the negative impacts of unsustainable exploitation of resources.

Cooperation and Teamwork: The natural resources course will contribute to developing students' abilities to work in diverse teams and cooperate with others. They will learn how to interact with colleagues, participate in solving complex problems and making joint decisions.

Ethics and Responsibility: The Natural Resources subject will reinforce students' ethical values and social responsibility. They will learn how to think about the public interest and deal with natural resources in a responsible and sustainable way.

Innovation and Creativity: The Natural Resources subject will encourage students to think creatively and propose new solutions to resource management challenges. They will learn how to analyze and think innovatively to achieve sustainable development and environmental sustainability.

Leadership and Influence: The Natural Resources course will help students develop leadership and influence skills in the field of resource management. They will learn how to motivate teams and achieve positive change in society by making strategic decisions and following sustainable

9. Teaching and Learning Strategies

- Active learning: Active learning strategies can be used such as group discussions, experiential lessons, and practical projects. Students are encouraged to engage and interact with the material and apply the concepts and skills learned in practical contexts.
- Using technology: Technology can be used in the learning process to increase the effectiveness of education and attract students' interest. For example, multimedia, interactive tutorials, and virtual simulations can be used to illustrate concepts and facilitate understanding.
- Cooperative Learning: Students can be organized into small groups to work together on collaborative projects and tasks. Students learn from each other and share knowledge and experiences in a collaborative setting that promotes interaction and communication.
- Case studies: Specific case studies can be used to apply theoretical concepts and skills in real-life contexts. Students collaborate to analyze and discuss cases and use available information to make informed decisions.
- Participatory assessment: Participatory assessment encourages students to participate in the assessment process, provide their opinions, and evaluate their own performance and the performance of their colleagues. Leveraging the experiences of others and providing constructive feedback to improve individual and team performance is promoted.

10. Evaluation methods

Weekly, monthly, daily exams and the end of the year exam.

11. Faculty

Faculty Members						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
	geography	Environmental geography			yes	

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

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

١٣. The most important sources of information about the program
١ – Salam Hatef Al-Jubouri, Natural Resources, ٢nd edition, Delair Office, Bab Al-Muadham, ٢٠١٦
٢ – Khalis Hosni Al-Asha'ab and Anwar Mahdi Saleh, Natural Resources and Their Conservation, Dar Al-Kutub for Printing and Publishing, University of Mosul, ١٩٨٨.
٣ – Azad Muhammad Amin and Taghlib Girgis Daoud, Geography of Natural

Resources, Basra University Press, Basra ١٩٨٨

ξ – Wafiq Hussein Al-Khashab and Mahdi Muhammad Ali Al-Sahhaf, Natural Resources, Al-Hurriya Printing House, Baghdad, ١٩٧٦.

ο – Ibrahim Al-Sharif and Ali Hussein Al-Shalash, Soil Geography, Baghdad University Press, Baghdad ١٩٨٥.

١٤. Program Development Plan

١. Needs analysis: Students must first analyze their needs and understand their educational requirements and interests in the field of natural resources. Questionnaires and interviews can be used to obtain comprehensive information about what students require of the subject.

٢. Determine educational objectives: Based on the needs analysis, educational objectives for the natural resources subject must be determined. Goals should be SMART (specific, measurable, achievable, timely and results-oriented) and focus on developing the knowledge, skills and attitudes necessary to understand and manage natural resources.

٣. Curriculum design: Developing a natural resources subject requires developing a curriculum that covers the basic topics and key concepts in the field. The curriculum must be balanced and comprehensive, and include lectures, discussions, practical activities and projects.

٤. Use various educational methods: Various educational methods must be used to attract students' interest and enhance the learning process. Presentations, educational videos, experiential lessons, case studies, site visits, and online educational platforms can be used.

ο. Activating the student's role: The student's role in the learning process must be encouraged by encouraging active participation, group discussions, and teamwork. Students can be provided with opportunities to apply concepts and skills in real-life

contexts and solve practical problems.

٦. Comprehensive assessment: Comprehensive assessment systems must be designed that evaluate students' achievement, understanding of topics, and their ability to apply them. Various assessments can be used such as tests, projects, presentations, and practical activities.

٧. Continuous updating and development: The natural resources subject must be updated and developed. To develop the natural resources subject for undergraduate students, the following steps can be followed:

٨. Needs analysis: Analyze students' needs and determine what knowledge and skills they need in the field of natural resources. You can do this through questionnaires or interviews with students to understand their interests and challenges in the field.

٩. Setting educational objectives: Identify the main educational objectives that you want to achieve in the subject. These goals should be measurable, specific, realistic, and appropriate to the level of the students.

١٠. Curriculum Design: Design a curriculum that reflects educational objectives and covers essential natural resources concepts and skills. You can present content through lectures, discussions, interactive activities, and applied projects.

١١. Use various teaching methods: Diversify the teaching methods that you use in the subject. You can use presentations, educational videos, printed materials, and practical applications to engage students and facilitate their learning.

١٢. Encourage active participation: Encourage active participation of students by organizing group discussions, interactive activities and group projects. You can also encourage students to ask questions, share ideas, and collaborate in small groups.

١٣. Evaluation of performance: Design a comprehensive evaluation system that evaluates students' achievement and application of concepts and skills learned in the subject. You can use tests, projects, and practical work to evaluate students' performance.

١٤. Continuous improvement: Evaluate and improve the material based on student

feedback and assessment results. Update content and develop teaching methods to meet current student needs and keep pace with developments in the field of natural resources.

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A ¹	A ²	A ³	A ⁴	B ¹	B ²	B ³	B ⁴	C ¹	C ²	C ³	C ⁴
		Natural Resources	Basic												

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

Course Description Form

١. Course Name:					
Natural Resources					
٢. Course Code:					
٣. Semester / Year:					
Yearly					
٤. Description Preparation Date:					
5/ 3/ 2024					
٥. Available Attendance Forms:					
Presence only					
٦. Number of Credit Hours (Total) / Number of Units (Total)					
٩٠ hours annually. ٣ hours per week					
٧. Course administrator's name (mention all, if more than one name)					
Name: Hanan Ahmed Abdel Karim Email: hanan.ahmed@uobasrah.edu.iq					
٨. Course Objectives					
Course Objectives		١_ Definition of all the following natural resources: soil, natural plants, water resources, mineral resources, and energy sources. ٢_ Knowing each natural resource ٣ - Geographical distribution of each type of natural resources ٤ - Knowing the problems facing the following resources: soil, natural plants, water resources, mineral resources, air, energy sources, and livestock problems. ٥_ Knowing the proposed solutions for maintaining each of the mentioned resources			
٩. Teaching and Learning Strategies					
Strategy		١- Educational strategy, collaborative concept planning. ٢- Brainstorming education strategy.			
١٠. Course Structure					
Week	Hours	Required	Unit or subject	Learning	Evaluation

		Learning Outcomes	name	method	method
1	٢ hours	Understand basic concepts: Students should gain a deep understanding of basic concepts in the field of natural resources, such as the definition, types, and importance of natural resources. Natural Resource Analysis and Evaluation: Students should have the ability to analyze and evaluate natural resources, including understanding the environmental, economic, and social impacts of sustainable use of natural resources. Conservation of natural resources: Students should learn how to contribute to the conservation of natural resources and contribute to the development of sustainable practices, such as recycling, reducing pollution and preserving biodiversity. Natural Resource Planning and Management: Students must acquire skills in	Natural Resources	Active Participation: Students should actively participate in lessons, discussions and practical activities. They can ask questions and participate in discussions to enhance their understanding and share knowledge with colleagues. Self-Research: Students should conduct self-research to explore topics related to natural resources. They can use reliable sources such as books, scientific articles, and reports to expand their knowledge. Practical Work: Students should participate in hands-on activities related to natural resources, such as field trips and hands-on experiments. This will give them the opportunity to apply the concepts learned in practice and better understand the challenges facing the natural environment. Analysis and Critical Thinking: Students must develop analysis and critical thinking skills to understand problems	Weekly, monthly, daily, written exams, and the end-of-year exam.
2	٢ hours				
3	٢ hours				
4	٢ hours				
5	٢ hours				
6	٢ hours				
7	٢ hours				
8	٢ hours				
9	٢ hours				
10	٢ hours				
11	٢ hours				
12	٢ hours				
13	٢ hours				
14	٢ hours				
15	٢ hours				
عطلة	vacation				
16	٢ hours				
17	٢ hours				
18	٢ hours				
19	٢ hours				
19	٢ hours				
20	٢ hours				
21	٢ hours				
22	٢ hours				
23	٢ hours				
24	٢ hours				
25	٢ hours				
26	٢ hours				
27	٢ hours				
28	٢ hours				
29	٢ hours				
30	٢ hours				

		<p>planning and managing natural resources, including organizing sustainable use and developing natural resource conservation policies.</p> <p>Environmental Awareness: Students must gain awareness of environmental issues and the importance of participating in environmental protection and contributing to solving environmental problems on a personal and societal level.</p> <p>Collaboration and Communication: Students must be able to collaborate with others and communicate effectively in the context of natural resources, whether in teamwork or communicating with different stakeholders.</p>		<p>associated with natural resources and propose appropriate solutions. They can use available data and information to reach informed and influential conclusions.</p> <p>Cooperative Learning: Students should cooperate with their classmates by sharing knowledge, ideas, and experiences. They can work in teams to solve complex problems and share information to enhance group understanding.</p>	
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۱۱. Course Evaluation

Distribution is as follows: ۲۰ marks for monthly and daily exams for the first semester. ۲۰ marks for monthly and daily exams for the second semester. ۰۰ marks for final exams

۱۲. Learning and Teaching Resources

Required textbooks (curricular books, if any)

Salam Hatif Al-Jubouri, Natural Resources, ۲nd edition, Delair

	Office, Bab Al-Muadham, ٢٠١٦
Main references (sources)	Khalis Hosni Al-Asha'ab and Anwar Mahdi Saleh, Natural Resources and Their Conservation, Dar Al-Kutub for Printing and Publishing, University of Mosul, ١٩٨٨.
Recommended books and references (scientific journals, reports...)	<p>Azad Muhammad Amin and Taghlib Jarjis Daoud, Geography of Natural Resources, Basra University Press, Basra ١٩٨٨</p> <p>Wafiq Hussein Al-Khashab and Mahdi Muhammad Ali Al-Sahhaf, Natural Resources, Al-Hurriya Printing House, Baghdad, ١٩٧٦.</p> <p>Ibrahim Al-Sharif and Ali Hussein Al-Shalash, Soil Geography, Baghdad University Press, Baghdad ١٩٨٥</p>
Electronic References, Websites	<p>https://www.google.com/</p> <p>https://www.researchgate.net/</p>

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



Academic Program and Course Description Guide

Introduction:

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

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

This guide, in its second version, includes a description of the academic program after updating the subjects and paragraphs of the previous guide in light of the updates and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual, quarterly), as well as the adoption of the academic program description circulated according to the letter of the Department of Studies T ٣/٢٩٠٦ on ٣/٥/٢٠٢٣ regarding the programs that adopt the Bologna Process as the basis for their work.

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

Concepts and terminology:

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

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

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

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

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

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

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

Teaching and learning strategies: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are

followed to reach the learning goals. They describe all classroom and extra-curricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

University Name:

Faculty/Institute:

Scientific Department: **Basrah University**.....

Academic or Professional Program Name: ..**Golleg of Women**.....

Final Certificate Name: .**Geography**.....

Academic System: ...**B.A...** **Geography**

Description Preparation Date: ٥/١٠/٢٠٢٣

File Completion Date: ٢٠٢٤/٠٢/١٤

Signature: **Ph. Dr Ahmad Al Hassan.**

Head of Department Name:

Date:

Signature:

Scientific Associate Name:

Date:

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Approval of the Dean

١. Program Vision

The College of Education for Girls seeks to be one of the leading higher education institutions at the University of Basra in the field of modern education and scientific research through its scientific, research and administrative activities. It also works to provide an integrated path for its students and professors to make them active and creative in serving society in the fields of education.

٢. Program Mission

Working to prepare and graduate leading scientific and leadership competencies in geography and to develop the balance of knowledge in the field of scientific research to serve the local, regional and international community, as well as training and refining the minds of students scientifically and cognitively, and emphasizing social and cultural values and responding to the requirements of the local market.

٣. Program Objectives

- ١. Embodying the vision, mission and goals of the University of Basra, and applying the best educational practices with a focus on ensuring and enhancing quality and performance.**
 - ٢. Preparing specialized cadres capable of serving the community and preparing for the preparation of future specializations.**
 - ٣. Spreading the culture of human diversity in society, transferring knowledge and linguistic skills, writing academic research, and creative scientific achievement through student- and teaching-focused activities.**
 - ٤. The college seeks to conclude scientific and cultural cooperation agreements with corresponding colleges and corresponding departments in different colleges to achieve best practices in the fields of teaching, learning and translation.**
 - ٥. Focusing on the educational and moral aspects of all its members and spreading the spirit of dedication, tolerance, commitment and work to serve the nation.**
 - ٦. Paying attention to intellectual and cultural construction through openness to the experiences of other countries in the fields of languages, literature and translation.**
- Focusing on the educational and moral aspect of the student and instilling a spirit of dedication, tolerance and commitment**

--

ξ. Program Accreditation

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

ο. Other external influences

Is there a sponsor for the program?

Ϛ. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	9.	9.		A course
College Requirements	yes			
Department Requirements	yes			
Summer Training	NO			
Other				

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

ϛ. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
2023-2024/The first is		weather and climate,		

٨. Expected learning outcomes of the program

Knowledge	
Learning Outcomes ١	Knowledge of geographical research methods and methods Skills
Skills	
Learning Outcomes ٢	Expanding the skill of writing geographical research
Learning Outcomes ٣	
Ethics	
Learning Outcomes ٤	
Learning Outcomes ٥	Learning Outcomes Statement ٥

٩. Teaching and Learning Strategies

- ١-Explanation of the scientific material.
- ٢- Use means of illustration such as maps and drawings
- ٣- Linking weather elements with weather conditions

١٠. Evaluation methods

Weekly, monthly, daily exams and the end of the year exam

١١. Faculty

Faculty Members

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

		method				
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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.

١٢. Acceptance Criterion

١٣. The most important sources of information about the program

In geographical research methods. Written by Prof. Dr. Bassem Al-Othman,
٢٠٢١

١٤. Program Development Plan

Adding the vocabulary of modern methods in writing geographical research

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A ¹	A ²	A ³	A ⁴	B ¹	B ²	B ³	B ⁴	C ¹	C ²	C ³	C ⁴
2023-2024		Research Methodology	Basic	<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>						<input checked="" type="checkbox"/>

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

Course Description Form

١. Course Name:							
Geographic research method							
٢. Course Code:							
٣. Semester / Year:							
year							
٤. Description Preparation Date:							
١٤/٢/٢٠٢٠٤							
٥. Available Attendance Forms:							
٦. Number of Credit Hours (Total) / Number of Units (Total)							
٩٠ year ٣ weekly							
٧. Course administrator's name (mention all, if more than one name)							
Name: AhmadAlhasaan Email: ahmed.mohemed@uobasrah.edu.iq							
٨. Course Objectives							
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"></td> <td style="width: 50%;"> <ul style="list-style-type: none"> • • • </td> </tr> </table>							<ul style="list-style-type: none"> • • •
	<ul style="list-style-type: none"> • • • 						
٩. Teaching and Learning Strategies							
Strategy	<p>١- Educational strategy, collaborative concept planning.</p> <p>٢- Brainstorming education strategy.</p> <p>٣- Education Strategy Notes Series</p>						
١٠. Course Structure							
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method		
1 2 3	٣	Providing students with the concepts and methods of					

4		writing research			
5		۶- Informing			
6		students about			
7		the importance			
8		of geographical			
9		research			
10					
11					
12					
13					
14					
15					
عطلة					
16					
17					
18					
19					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
29					
30					

۱۱. Course Evaluation

Distributing the score out of ۱۰۰ according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

۱۲. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Principles of weather and climate science
Main references (sources)	
Recommended books and references (scientific journals, reports...)	Basics of geographical research
Electronic References, Websites	https://www.noor-book.com/?search_for

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



Academic Program and Course Description Guide

2024

Introduction:

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

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

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

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

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

Academic Program Description Form

University Name: Basra

Faculty/Institute: Education for woman

Scientific Department:

Academic or Professional Program Name:

Final Certificate Name:

Academic System:

Description Preparation Date:

File Completion Date:

Signature:

Head of Department Name:

Date:

Signature:

Scientific Associate Name:

Date:

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Approval of the Dean

1. Program Vision

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

2. Program Mission

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

3. Program Objectives

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

4. Program Accreditation

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

5. Other external influences

Is there a sponsor for the program?

6. Program Structure

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

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

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
2023–2024		Soil geography	theoretical	practical
To (3)			2	

8. Expected learning outcomes of the program	
Knowledge	
Learning Outcomes 1	<p>1- Learn about the concept of soil and its relationship with other sciences.</p> <p>2- Studying the components of the soil</p> <p>3- Studying the properties of the soil and its geographical distribution patterns</p> <p>4- Identifying the most important problems facing the soil</p> <p>5-Finding ways to reduce the problems facing the soil</p>
Skills	
Learning Outcomes 2	<p>-Soil is one of the branches of natural geogeography. It aims to explore the concept of soil, its mineral, organic, water, and air properties and its physical, chemical, and biochemical properties.</p> <p>- That the student be familiar with their elite leaders and their distinguished personalities.</p>
Ethics	
Learning Outcomes 3	- That the student be familiar with their elite leaders and their distinguished personalities.
Learning Outcomes 4	Expressing opinions about ideas on the impact of Soil geography on human activities Expressing opinions about ideas about the impact of climate on human activities

9. Teaching and Learning Strategies

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

- 1- In-person lectures
2. Multimedia
- 3- Discussion and dialogue
4. Illustrations (Power Point)
- 5- Homework

10. Evaluation methods

Implemented at all stages of the program in general.

- 1-Daily oral questions
2. Reports
- 3- Homework assignments
4. Quarterly exams

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
assistant teacher	Geography	Soil geography			Staff	

Professional Development

Mentoring new faculty members

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

Professional development of faculty members

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

12. Acceptance Criterion

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

13. The most important sources of information about the program

1- Saad, Al-Dar Al-Mawdhahi for Publishing and Distribution, first edition, 2017
Soil geography. Kazem Shantah

2 Najm Abdullah Rahim Al-Abdullah Physical and chemical characteristics of the soil of Dhi Qar Governorate and their effects on production

Al-Zari, doctoral thesis, College of Arts, University of Basra, 1994.

-3 Ahmed Haider Al-Zubaidi, Soil and Land Reclamation, Baghdad 1984.

4- Dawoud Jassim Al-Rubaie, The phenomenon of salinity in the southern part of the alluvial plain in Iraq, Al-Khaleej Al-Arabi Magazine, Volume 20, Issue 2, Al-Hurriya House, Baghdad, 1988.

14. Program Development Plan

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

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

Course Description Form

1. Course Name: Soil geography	
2. Course Code:	
3. Semester / Year: Annual	
4. Description Preparation Date:2023–2034	
5. Available Attendance Forms: My presence only	
6. Number of Credit Hours (Total) / Number of Units (Total)	
60 hours per year, 2 hours per week	
7. Course administrator's name (mention all, if more than one name)	
Name: hassna khazal moazi	
Email: hassna.moazi@uobasrah.edu.iq	
8. Course Objectives	
Course Objectives	<p>1-Learn about the concept of soil and its relationship with other sciences.</p> <p>2- Studying the components of the soil</p> <p>3- Studying the properties of the soil and its geographical distribution patterns</p> <p>4- Identifying the most important problems facing the soil</p> <p>5-Finding ways to reduce the problems facing the soil</p>
9. Teaching and Learning Strategies	
Strategy	<p>1- In-person lectures</p> <p>2. Multimedia</p>

- 3- Discussion and dialogue
- 4. Illustrations (Power Point)
- 5- Homework

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2hour	-The student must be familiar with writing scientific geographical research in biogeography and its main research methods. The student must be familiar with the concept of the atmosphere and main elements	Soil geography	1-Explanation of the scientific material 2- Eliciting questions about the material and asking them during lectures 3- Motivating female students to participate in the lecture 4- Use illustrations and maps	Weekly, monthly, daily, written exams, and the end-year exam.
2	2 hours				
3	2 hours				
4	2 hours				
5	2 hours				
6	2 hours				
7	2 hours				
8	2 hours				
9	2 hours				
10	2 hours				
11	2 hours				
12	2 hours				
13	2 hours				
14	2 hours				
15	2 hours	The student gets to know the concept of soil, its main types, and influencing factors on her			
16	2 hours				
17	2 hours				
18	2hours				
19					
20					

		Results and development of proposals			
		Serving the community.			
11. Course Evaluation					
Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc Distribution as: 25 marks for the monthly exam and the first semester. 25 monthly and daily exams for the second semester. 50 marks for final exams					
12. Learning and Teaching Resources					
Required textbooks (curricular books, if any)		1- Saad, Al-Dar Al-Mawdhahi for Publishing and Distribution, first edition, 2017 Soil geography. Kazem Shantah			
Main references (sources)		<p>1- Saad, Al-Dar Al-Mawdhahi for Publishing and Distribution, first edition, 2017 Soil geography. Kazem Shantah</p> <p>2 Najm Abdullah Rahim Al-Abdullah Physical and chemical characteristics of the soil of Dhi Qar Governorate and their effects on production</p> <p>Al-Zari, doctoral thesis, College of Arts, University of Basra, 1994.</p> <p>-3 Ahmed Haider Al-Zubaidi, Soil and Land Reclamation, Baghdad 1984.</p>			

	4- Dawoud Jassim Al-Rubaie, The phenomenon of salinity in the southern part of the alluvial plain in Iraq, Al-Khaleej Al-Arabi Magazine, Volume 20, Issue 2, Al-Hurriya House, Baghdad, 1988.
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

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



Academic Program and Course Description Guide

Introduction:

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

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

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

Teaching and learning strategies: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are

followed to reach the learning goals. They describe all classroom and extra-curricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

University Name:

Faculty/Institute:

Scientific Department:

Academic or Professional Program Name:

Final Certificate Name:

Academic System:

Description Preparation Date:

File Completion Date:

Signature:

Head of Department Name:

Date:

Signature:

Scientific Associate Name:

Date:

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Approval of the Dean

١. Program Vision

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

٢. Program Mission

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

٣. Program Objectives

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

٤. Program Accreditation

no

٥. Other external influences

No

٦. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements				
College Requirements				
Department Requirements		٣		
Summer Training				
Other				

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

٧. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
٢٢-٢٤ third grade		Geographical statistics	theoretical	practical
			٢	-----

٨. Expected learning outcomes of the program	
Knowledge	
Learning Outcomes ١	To provide students with the skills of understanding the theories of Statistics in its descriptive, inferential and geographical types
Skills	
Learning Outcomes ٢	The student shall have knowledge of statistical measures and statistical tests. Especially related to geography to adopt statistical methods in quantitative research, especially applied and Field Research
Ethics	
Learning Outcomes ٣	<ul style="list-style-type: none"> - Encourage students to solve questions in front of their classmates. Encouraging students to observe skills and follow up the solutions of the examples in the lesson. Encouraging students to understand statistical laws Help to create a strong environment for education. Developing students ' ability to share ideas

٩. Teaching and Learning Strategies
<p>Explain the scientific material through the methods of participation and interaction.</p> <p>Summarizing the most important ideas that were put forward during the lectures</p> <p>٢-interest in e-learning and electronic statistical programs</p> <p>٣-assigning them with household duties and research papers</p>

١٠. Evaluation methods

Weekly, quarterly and end-of-year exams.

١١. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
teacher,	Economics	Industrial	computer and language		yes	

Professional Development

Mentoring new faculty members

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

Professional development of faculty members

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

١٢. Acceptance Criterion

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

١٣. The most important sources of information about the program

١-statistics and modeling / d.Sami Aziz and Ayad Ashour

٢-geographical statistics / d. Murat Khalil

٣-statistical analysis of geographical and Social Sciences / d.Naaman certificate

٤-theories of scientific research and statistical analysis using manual and spss /D program. Abdul Hamid Abdul Majid

١٤. Program Development Plan

١-adding modern theories and information to the curriculum of the scientific subject

٢-Keeping Up with modern technologies and programs of the scientific material in practice to serve the objectives of the material

٣-helping students to learn by providing illustrative supplies.

٤-the curriculum is subject to change, modification and reduction to give teachers the field of addition.

٥-helping students to learn electronic statistics programs and applications

٦-the article should be influential in the student's soul, giving rise to self-confidence

٧-training students on data collection, measurement and analysis in practice

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A ¹	A ²	A ³	A ⁴	B ¹	B ²	B ³	B ⁴	C ¹	C ²	C ³	C ⁴

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

Course Description Form

١. Course Name:	
Geographical statistics	
٢. Course Code:	

٣. Semester / Year:	
Annual	
٤. Description Preparation Date:	
٩/٣/٢٠٢٤	
٥. Available Attendance Forms:	
Just my presence	
٦. Number of Credit Hours (Total) / Number of Units (Total)	
٦٠ hours per year. ٣	
٧. Course administrator's name (mention all, if more than one name)	
Name: Wael Qasim Rashid e-mail : wael.kassem@uobasrah.edu	
٨. Course Objectives	
Course Objectives	<ul style="list-style-type: none">• - Enabling students to acquire skills in knowledge, theories, metrics and statistical tests.• - Optimal numbers for a qualified teacher to teach secondary schools.• - Increase the development of students' mental and educational abilities.• The adoption of statistical methods applied quantitative research in

field.

٩. Teaching and Learning Strategies

Strategy

- ١- Education strategy collaborative concept planning.
- ٢. brainstorming education strategy.
- ٣. education strategy series notes

١٠. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
١	٢		The concept of Statistics and its types	- Explain scientific material interactively	Written examination
٢	٢		The concept and types of statistical data		
٣	٢		Methods of collecting statistical data		
٤	٢		Concepts in the sample and methods for calculating its size from the community	٢- assignments of duties and summarizing the most important ideas that were put forward during the lectures	exam and year end exam
٥	٢		Simple and stratified random samples		
٦	٢		Regular and cluster samples		
٧	٢		Types of non-random samples		
٨	٢		Tabular presentation of descriptive and quantitative data		
٩	٢		Relative, percentile, double ascending and descending frequency tables		
١٠	٢		Types of statistical graphs		
١١	٢		Types of statistical graphs		
١٢	٢		Types of statistical graphs		
١٣	٢		Types of computational circles		
١٤	٢		Types of computing environments for unclassified data	٣-asking questions and exercises and solving them by students the blackboard	
١٥	٢		Relative, percentile, double ascending and descending frequency tables		
١٦	٢		Types of statistical graphs		
١٧	٢		graphsQuantitative correlation measures		
١٨	٢		Descriptive correlation metrics		
١٩	٢				
٢٠	٢				
٢١	٢				
٢٢	٢				
٢٣	٢				
٢٤	٢				
٢٥	٢				
٢٦	٢				

٢٧	٢				
٢٨	٢				
٢٩	٢				
٣٠	٢				

١١. Course Evaluation

The distribution is as follows: ٢٠ grades of monthly and daily exams for the first semester. ٢٠ monthly and daily exam grades for the second semester. ٥٠ grades for final exams

١٢. Learning and Teaching Resources

Required textbooks (curricular books, if any)	١-statistics and modeling / d.Sami Az and Ayad Ashour ٢-geographical statistics / d. Murat Khalil ٣-statistical analysis of geographical and Social Sciences / d.Naaman certificate ٤-theories of scientific research and statistical analysis using manual and spss /D program. Abdul Hamid Abdul Majid
Main references (sources)	
Recommended books and references (scientific journals, reports...)	Statistical groups of the Central Bureau of Statistics and Information Technology
Electronic References, Websites	

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

Academic Program Description Form

University Name: Basra

Faculty/Institute: College of Education for Girls.

Scientific Department: Geography

Academic or Professional Program Name: Psychological counseling and educational guidance.

Final Certificate Name: Geography

Description Preparation Date: ٣/٣/٢٠٢٤

File Completion Date: ٣/٣/٢٠٢٤

Signature:

Head of Department Name:

Date:

Signature:

Scientific Associate Name:

Date:

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Approval of the Dean

١. Program Vision

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

٢. Program Mission

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

٣. Program Objectives

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

٤. Program Accreditation

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

٥. Other external influences

Is there a sponsor for the program?

٦. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	٦٠	٦٠		Basic

				course
College Requirements	yes			
Department Requirements	yes			
Summer Training	No thing			
Other				

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

V. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
٢٠٢٣/٢٠٢٤ The third		Teaching methods	theoretical	

٨. Expected learning outcomes of the program	
Knowledge	
Informing students about the concept of teaching methods and knowing everything related to teaching methods and their types	

Skills	
Expanding students' knowledge about everything related to teaching strategies and methods	
Ethics	
Developing students' abilities to share ideas	
The student accepts the subject, responds positively to the subject, and enhances the positive side	

9. Teaching and Learning Strategies

- Assigning students to prepare homework and research
- Questioning students using traditional questions

10. Evaluation methods

Weekly, monthly, daily exams and the end of the year exam.

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)	Number of the teaching staff	
	General	Special		Staff	Lecturer
assistant teacher	assistant teacher	Psychological counseling and educational guidance.	Psychological counseling and educational guidance.		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.

١٢. Acceptance Criterion

(٢٠١٦ Social subjects curricula and teaching methods / Prof. Dr. Faisal Abd Munshid Prof. Dr. Daoud Abdel Salam) -

Interactive teaching strategies and methods Dr. Abdul Wahed Mahmoud Al-Kanaani Dr. Suha Abdel Amir Abboud ٢٠١٦.

١٣. The most important sources of information about the program

(٢٠١٦ Social subjects curricula and teaching methods / Prof. Dr. Faisal Abd Munshid Prof. Dr. Daoud Abdel Salam) -

Interactive teaching strategies and methods Dr. Abdul Wahed Mahmoud Al-Kanaani Dr. Suha Abdel Amir Abboud ٢٠١٦.

١٤. Program Development Plan

Developing the skills of dealing with others effectively and actively -

Developing students' ability in research and investigation through visiting the library.

Directing and motivating others to work and highlighting the student's personality

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A ¹	A ²	A ³	A ⁴	B ¹	B ²	B ³	B ⁴	C ¹	C ²	C ³	C ⁴
2024/2023		Educational psychology	Basic	---					----					---	

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

Course Description Form

١. Course Name:	
Educational psychology	
٢. Course Code:	
٣. Semester / Year:	
Annual	
٤. Description Preparation Date: ٢٠٢٤/٣/٣	
٥. Available Attendance Forms:	
My presence only	
٦. Number of Credit Hours (Total) / Number of Units (Total)	
٦٠ hours annually. ٢ hours a week	
٧. Course administrator's name (mention all, if more than one name)	
Name: duha adel salim Email: duha.salim@uobasrah.edu.iq	
٨. Course Objectives	
<p>The student's familiarity with the importance of studying the types of teaching methods</p> <p>Helping the student learn good teaching skills</p> <ul style="list-style-type: none"> - Enabling the student to use interactive methods in teaching - Training on active learning strategies 	<ul style="list-style-type: none"> • • •
٩. Teaching and Learning Strategies	

Strategy	\ -Different teaching methods ٢ - Brainstorming ٣ - Interrogation Cooperative learning
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١٠٠. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
١	٢ hour	Providing learners with everything related to the concept of teaching, its foundations, teaching methods, methods and strategies, in addition to classifications of methods and students' knowledge of each method and how to use it in	Teaching concept	١- \ - Explaining the scientific material through daily preparation ٢- Using questions or interrogations to clarify vocabulary ٣- Preparing assignments related to different teaching methods ٤- The students	Piuhy]
٢	٢ hour				
٣	٢ hour				
٤	٢ hour				
٥	٢ hour				
٦	٢ hour				
٧	٢ hour				
٨	٢ hour				
٩	٢ hour				
١٠	٢ hour				
١١	٢ hour				
١٢	٢ hour				
١٣	٢ hour				
١٤	٢ hour				
١٥	٢ hour				
١٦	٢ hour				
١٧	٢ hour				
١٨	٢ hour				
١٩	٢ hour				
٢٠	٢ hour				
٢١	٢ hour				
٢٢	٢ hour				
٢٣	٢ hour				
٢٤	٢ hour				
٢٥	٢ hour				
٢٦	٢ hour				
٢٧	٢ hour				
٢٨	٢ hour				
٢٩	٢ hour				
٣٠	٢ hour				

	۲ hour	teaching.		prepare a topic and choose an appropriate teaching method to explain this topic	
--	--------	-----------	--	---	--

۱۱. Course Evaluation

Distributing the score out of ۱۰۰ according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

۸

۱۲. Learning and Teaching Resources

<https://www.researchgate.net/>

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Academic Program Description Form

University Name: . Basra

Faculty/Institute: Girls' College of Education

Scientific Department: geography – **Subject:** The history of the modern and contemporary Arab world.

Academic or Professional Program Name: Bachelor's degree

Final Certificate Name: Bachelor of Geography.

Academic System: annual

Description Preparation Date: ١٠/٥/٢٠٢٣

File Completion Date: ١١/٣/٢٠٢٤

Signature:

Head of Department Name:

Date:

Signature:

Scientific Associate Name:

Date:

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Approval of the Dean

Description of the academi program

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

١. Objectives of the academic program

١. Graduating female students who have the ability to teach in the intermediate and preparatory levels

٢. Graduating female students who have the ability to work in the fields of social sciences and text translation

٣- Graduating female students who have the ability to work in research centers and relevant state departments.

٢. .How to deal with cultural differences in greetings. ٢.How to greet the guests and ...

A- Cognitive objectives.

A١- Enabling the student to obtain historical information about the modern and contemporary history of the Arab world.

٢- Preparing female teachers capable of teaching in educational institutions.

A٣- . The academic subject aims to introduce students to the history of the modern and contemporary Arab world and foreign ambitions represented by the Ottoman rule and the secret agreements between the allies in World War I represented by the Sykes-Picot and San Remo Agreement and the resulting mandate over the Arab countries.

A٤- That the student learns about the historical events of the history of Iraq and the modern and contemporary Arab world from the Ottoman era to the British occupation of Iraq and the establishment of the monarchy in Iraq.

B – Skills objectives of the program:

B١ – Introducing the students to the modern and contemporary history of the Arab world from the Ottoman era to the British occupation of Iraq and the establishment of the monarchy in Iraq.

B٢ – The ability to convey historical information to the student.

B٣ – The ability to interpret and analyze historical and geographical factors.

٣-Program structure

Credit hours		Name of the course or course	Course or course code	Educational level
practical	Third	The history of the modern and contemporary Arab world		The second
٢hours				

Curriculum skills chart

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

Learning outcomes required from the programme

Transferable general qualifying skills other skills related to portability				Emotional and value goals				Special skill goals				Cognitive goals				Basic or optional	Course Name	Cognitive objectives	Essential or optiona
د٤	د٣	د٢	د١	ج٤	ج٣	ج٢	ج١	ب٤	ب٣	ب٢	ب١	أ٤	أ٣	أ٢	أ١				
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	Basic	The history of the modern and contempor ary Arab world		

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

١. بنية المقرر

Evaluation method	Teaching method	Name of the unit /topic	Required learning outcomes	hours	The week
Via daily cob exams, report	Explanation and presentation method	<p>The Ottoman expansion over the Arab world, the characteristics of the Ottoman rule over the Arab world, first: for the political and administrative organization</p> <p>a. The political and administrative system.</p> <p>Economic and social system.</p> <p>Second: The military institution:</p> <p>a. Feudal forces. Janissary forces.</p> <p>The Ottoman-Safavid conflict over Iraq ١٦٣٤-١٦٣٨</p> <p>Battle of Chaldiran</p> <p>Treaty of Amasya ٥/٢٩/١٥٥٥.</p> <p>First Treaty of</p>	<p>The Ottomans – their origin and expansion in the Arab world</p>	٤	١٥

		<p>Istanbul ٣/٢٠/١٥٩٠. Second Treaty of Istanbul, November ٢٠, ١٦١٢ Bekir Subaşı rebellion, Ottoman control of the Arabian Gulf, Ottoman control over the countries of the Maghreb, Resistance of the Arab countries to Ottoman rule, Mamluk rule in Iraq.</p>			
		<p>The influence of the Ottoman organizations in Iraq. ١. The tapu system and clan settlement. ٢. Administrative organization. ٣. Military organizations. ٤. Transportation. ٥. The judicial system. ٦. Education, cultural and</p>	<p>Ottoman reforms in the Arab world</p>		

		<p>urban movement.</p> <p>v. Urban movement.</p>			
		<p>The first beginnings of the Arab nationalist movement.</p> <p>The First Arab Conference in Paris, June ١٩١٣.</p> <p>The impact of World War I on the future of the Arabs.</p> <p>The Sykes–Picot Agreement and its impact on the future of the Arabs.</p>	<p>Trends of the modern Renaissance movement in the Arab Levant</p>		
		<p>Reasons for the British occupation of Iraq.</p> <p>The British administration and popular resistance.</p>	<p>The British occupation of Iraq, its causes and the nature of the British administration ١٩١٤–١٩٢٠.</p> <p>The National Movement and the Great Iraqi Revolution (Twentieth Revolution) in ١٩٢٠.</p>		

٢. Infrastructure.	
There is no reliable methodological book as the material is non- essential	١- Required textbooks
١. Jassim Muhammad Hassan Al-Adul and others, History of the Contemporary Arab World, Directorate of Dar Al-Kutub for Printing and Publishing, University of Mosul, ١٩٨٦. ٢. Zaki Saleh, Britain and Iraq until ١٩١٤, Baghdad, ١٩٨٦. ٣. Majeed Khaduri, Reasons for the British Occupation of Iraq, Mosul, ١٩٩٣.	٢- Main refences (sources)
١. Ibrahim Khalil Ahmed, The History of the Modern Arab World in the Ottoman Era (١٥١٦-١٩١٦), Ibn Al-Atheer Printing and Publishing House, University of Mosul, ٢٠٠٥. ٢. Jaafar Abbas Hamidi, Contemporary History of Iraq ١٩١٤-١٩٦٨, ١st edition, Adnan Library House, ٢٠١٥.	١-Reccommended books and references for scientific journals Reports
١-The Arab and International Academic Scientific Journal. ٢- Wikipedia, the free online encyclopedia.	١) Electronic references Internet sites

٣. Course development plan
Modifying and adding to vocabulary and keeping up with its modern developments.