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guideAcademic program and course

Geography - Master's

2025–2026

Academic Program Description Form

University Name: Wasit

Faculty/Institute: College of Education for Human Sciences

Scientific Department: Geography

Academic or Professional Program Name: Master's degree in Geography)

Final Certificate Name: Master in Geography

Academic System: Semester

Description Preparation Date: 1/ 9/ 2025

File Completion Date: 1/9/2025

Signature:

Head of Department Name:

الأستاذ الدكتور
حسين كريم حمد الساعدي
رئيس قسم الجغرافية

Signature:

Scientific Associate Name:

Prof. Dr
Nasser Wali Faryeh
Deputy Dean For Academic and Postgraduate Affairs
22/6/2026

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

22/6/2026

Prof. Dr.
Mahmood Ahmed Arrak Al-Qurayshi
Dean of the College of Education for Humanities

Approval of the Dean

22/6/2026

.1 Program Vision

Excellence in the field of geographical studies and scientific research in a way that serves the community. The department's vision stems from the vision of the College of Education for Human Sciences and the university in creating a solid foundation for building students equipped with science and knowledge by preparing them professionally and scientifically to raise the level of the department and the college and to work on expanding and qualifying students in a way that meets the global standards of universities.

.2 Program message

-1 The Geography Department is concerned with studying natural and human phenomena and the interrelationships between them, and identifying their characteristics and distribution patterns.

-2 The department is keen to provide qualified national personnel who are field-trained in various geographical fields and their technologies to contribute to achieving the goals of development plans and to meet the requirements of the labor market.

-3 The department deals with research and studies conducted by researchers, as well as scientific consultations.

-4 Opening training courses in various fields to expand the scope of geographical thought and applications.

The department participates in stimulating the intellectual and cultural movement of geography and works to keep pace with scientific developments that ensure the advancement of geographical sciences.

.3 Program objectives

The objectives of the Geography Department can be divided into two types:

First: General Objectives:

Spreading the spirit of scientific research, through which a society can be built that is capable of dealing with the surrounding environment in a correct and sound manner.

Second: Specific Objectives:

1- It is the preparation of specialized scientific personnel in the various branches of geography who take upon themselves the task of teaching this science in middle, high and preparatory schools. 2- Qualifying and enabling students to advance in the scientific and educational process according to modern teaching methods in the science of geography. 3- To provide students with the latest scientific developments and keep them up-to-date with the relationship between geography and other sciences. 4- The Department of Geography aims to contribute to the continuous development of improving and advancing the quality of education according to scientific standards that address all problems through the graduation of students who are proficient in fieldwork, which represents the real laboratory of geography, and who are able to interact with various civil and community institutions. 5- Developing intellectual awareness to keep pace with scientific developments in the field of geographical analysis of natural and human phenomena and the interrelationships between them, and linking this to contemporary issues and the needs of society.

4. Program accreditation
The Geography Department is seeking program accreditation.

5. Other external influences
The department's outputs are based on the needs of public and private schools.

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

6. Expected learning outcomes of the program	
Knowledge	
	➢ To provide students in the Geography Department with a wealth of knowledge,

	including an understanding of the natural and human aspects of the Earth and how to utilize its resources.
Skills	
	To provide graduates of the Geography Department with many skills, namely teaching skills using many illustrative methods and techniques that ensure the delivery of information to students at different levels.
Values	
	Providing students with moral and educational values and principles that ensure the educational process and conveying this to pupils in schools and institutes.

Teaching and learning strategies .7
Ano/Traditional methods:
• **Lecture: The lecture method is one of the most common traditional methods of teaching, where the professor explains Course content for students.**
• **Discussion: Discussions are organized between students on specific topics from the course.**
• **Reports and research: Students are required to write reports or research papers on specific topics from the course.**
• **Tests: Students' level is assessed through tests.**
• **Active learning: This approach focuses on students' active**

participation in the learning process through activities and projects.

Secondly / Modern methods:

Cooperative learning: Students are divided into small groups to work together to accomplish a specific task.

Seminars and cultural events: Seminars and cultural events are organized to deepen students' understanding of the course.

Thirdly / Skills Development Strategies:

Reading learning strategies:

1. Intensive reading: aims to understand the general meaning of the text, and requires fast reading with attention to the main ideas.
2. In-depth reading: aims to analyze and understand the text accurately, and requires slow reading with a focus on details.
3. Accelerated reading: aims to increase reading speed while maintaining comprehension levels, and requires the use of specialized techniques.

Strategies for learning to write:

4. Planning: Writing a draft of the topic before starting the final writing, and identifying the main and sub-ideas.
5. Editing: Reviewing the written text, correcting linguistic and spelling errors, and modifying the style and expression.
6. Editing: Writing the final text in a well-organized and clear manner, taking into account the rules of geography.

Strategies for learning to speak:

7. Practice: Talk to other people in the same geography as possible,

and share ideas and opinions.

8. Listening: Listening to audio materials related to geography, such as: Radio programs and films.

Listening learning strategies:

9. Goal setting: Determine the purpose of listening before you begin, such as: receiving information, understanding ideas, or enjoying music.

10. Focus: Pay attention to what is being said and avoid distractions.

11. Note-taking: Writing down important points or main ideas while listening.

Vocabulary learning strategies:

12. Mind maps: Linking the new word to other related words, and creating a mind map that represents the relationships between the words.

13. Context: Learn words in their natural context by reading texts or listening to audio materials.

8. Assessment methods
- Formative assessment (daily exams, class discussions, homework and follow-up, classroom assessment). Diagnostic assessment (Semester and final exams for issuing pass/fail rulings).

9. Faculty
Faculty members

Faculty preparation		Special requirements/skills (if any)	Specialization		academic rank
lecturer	angel		private	general	
	angel			Geography	**Prof. Dr. Hussein Karim Hamad**
	angel			Geography	**Prof. Dr. Latif Hashim Kazar**
	angel			Geography	**Prof. Dr. Nasser Wali Farih**
	angel			Geography	**Prof. Dr. Hussein Adhab Khalif**
	angel			Geography	**Prof. Dr. Malek Nasser Abboud**
	angel			Geography	**Prof. Sabah Wahab Abdullah**
	angel			Geography	**Prof. Dr. Shaker Musair Lafteh**
	angel			Geography	**Prof. Dr. Jamil Rashid Tahoum**
	angel			Geography	**Prof. Dr. Israa Kadhim Jassim**
	angel			Geography	**Dr. Abbas Fadhil Obeid**
	angel			Geography	**Dr. Istabraq Kadhim**

					Shabout
	angel			Geography	**Dr. Lama Abdel–Munaf Rahim**
	angel			Geography	**Dr. Wissam Abdul Hassan Ajil**
	angel			Geography	**Dr. Nadia Hatem Ta'ma**
	angel			Geography	**Dr. Muhammad Abbas Majeed**
	angel			Geography	**Dr. Amal Hadi Kadhim**
lecturer				the language English	**Prof. Dr. Fares Kazem Ta'ima**

Professional Development
Orienting new faculty members
Following a meeting with members of the examination committee, the Head of the Geography Department directed the new professors to follow the instructions of the Ministry of Higher Education and Scientific Research, as follows: **–1** Paying attention to the external appearance and formal attire of the university professor. **–2** Paying attention to the ethical aspect with the teaching staff and students. **–3** Cooperation on the administrative side and providing assistance to examination committees and other examination committees. **–4** Focus on scientific publishing in local, Arab, and international journals.

Encouraging them to participate in academic activities, including conferences, seminars and workshops. **–5**
Professional development of faculty members
Some of the most important areas for faculty development in our department include: **Teaching methods:** ○ **Identifying and applying the latest teaching methods in the educational process.** ○ **Using modern educational technologies such as e–learning and blended learning.** ○ **Designing interactive educational materials that meet students' needs.** **Evaluation:** ○ **Using diverse assessment tools to measure student learning.** ○ **Providing constructive feedback to students to improve their performance.** **Classroom management:** ○ **Creating a positive and effective learning environment.** ○ **Effectively managing student behavior.** **Scientific research skills:** **Writing research papers:** ○ **Learn how to write sound scientific research papers.** ○ **Publishing research papers in peer–reviewed scientific journals.** **Participation in scientific conferences:** ○ **Presenting scientific research findings at scientific conferences.** ○ **Communicating with other researchers in their field of specialization.** **Community service skills:** **Participation in community activities:** ○ **Participating in community service activities.** ○ **Cooperation with civil society organizations.** **Spreading scientific awareness:** ○ **Spreading scientific awareness among members of society.** ○ **Participation in science awareness programs.** **Faculty Development ProgramsMany educational institutions offer faculty development programs. These programs include:**

workshops:

- Workshops in the fields of teaching, scientific research and community service.

seminars:

- Scientific seminars presented by experts in various fields.

Training programs:

- Specialized training programs in various fields.

Scholarships:

- Scholarships to support faculty members in their graduate studies.

10. Admission standard

College admission is based on the central admission system adopted by the Ministry of Education and Scientific Research, according to the university and institute admission form, balancing the student's desire and overall grade.

Admission to the Geography Department depends on the student's desire, overall average, and grade in Geography in the final exam for the sixth preparatory grade in its various branches.

11. Key sources of information about the program

1- Department library resources: paper and electronic books and textbooks.

2- Workshops

3- Seminars

4- Conferences

5- Websites

Program development plan .12
Academic Program Development Plan for the Geography Department **the goal:** **The development of the academic program for the Geography Department aims to achieve the following::** • **Developing students' skills in geography in all its fields.** • **Enhancing student understandingGeography and its fields of study.** • **Preparing students for the job marketAnd to equip them with the skills necessary to work in different fields.** • **Keeping up with developments in the field of geography:** ○ **Using the latest teaching methods** ○ **Educational technologies** **the components:** **1-Curriculum review:** • **Review and update the current curriculum to meet the needs of students and the labor market..** • **Adding new materials that focus on practical skills such as creative writing.** • **Using modern educational technologies such as e-learning and blended learningc) By utilizing the equipment available in the monitors and computers section.** **2-Developing faculty members' skills:** • **Organizing workshops and seminars to develop faculty members' skills in the fields of teaching and scientific research..** • **Sending faculty members to participate in scientific conferences.** • **Supporting faculty members in publishing their research papers in peer-reviewed scientific journals.** **3-Promoting scientific research:** • **Encouraging students to conduct scientific research in the field of geography.** • **Providing financial and logistical support to research students.**

- Organizing scientific conferences for student researchers.

4.–Community service:

- Organizing cultural events that serve the community.
- Cooperation with civil society organizations.
- Spreading linguistic awareness among members of society.

5–Program evaluation:

- The program is evaluated periodically to measure its effectiveness and achievement of its objectives..
- Conducting surveys for students and faculty members.
- Holding meetings with employers to identify labor market needs.

Program Skills Plan															
Learning outcomes required from the program												Essential or optional	Course Name	Course code	Year / Level
Values				Skills				Knowledge							
Q4	Part 3	Part 2	Part 1	B4	B3	B2	B1	A4	A3	A2	A1				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essential	**Totalitarian climate**	UWA26-EDH – GEO-SYNO501	Master's geography/ the chapterthe first
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essential	**Scientific research methodology and electronic plagiarism**	UWA26-EDH – GEO-RSCH502	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essential	**Seas and oceans**	UWA26-EDH – GEO-SEA503	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essential	**agricultural systems**	UWA26-EDH – GEO-SAGR504	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essential	**Population studies**	UWA26-EDH – GEO-P0P505	

✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essentia l	**Methods of teaching geography**	UWA26-EDH – GEO-METHG506	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essentia l	**English language**	UWA26-EDH – GEO-ENG507	
Learning outcomes required from the program												Essential or optional	Course Name	Course code	Year / Level
Values				Skills				Knowledge							
Q4	Pa rt 3	Pa rt 2	Par t 1	B4	B3	B2	B1	A4	A3	A2	A1				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essential	**analytical maps**	**UWA26-EDH – GEO-MAP508**	Master's geography/ the chapterthe second
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essential	**Advanced studies in applied climatology**	**UWA26-EDH – GEO-CLIMP509**	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essential	**Geomorphology**	**UWA26-EDH – GEO-GEMO510**	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essential	**Environmental problems**	**UWA26-EDH – GEO- ENVP511**	

✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essential	**Water resources**	**UWA26-EDH – GEO-HEDRO512**	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essential	**remote sensing**	**UWA26-EDH – GEO-RS513**	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essential	**arid regions**	**UWA26-EDH – GEO-DRY514**	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essential	**Human development**	**UWA26-EDH – GEO-DEVD515**	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essential	**Industrial sites**	**UWA26-EDH – GEO-INDUS516**	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essential	**Urban planning**	**UWA26-EDH – GEO-CITYP517**	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essential	**International problems**	**UWA26-EDH – GEO-GEOP518**	

Course description form

1. : Course Name	
Synoptic Climatology	
2. : Course Code	
Department of Geography/Master's degree	
3. Quarterly : Year / Semester	
Quarterly	
4. Date this description was prepared	
1/ 09/ 2025	
5. Available forms of attendance:	
only My presence	
6. :(Number of study hours (total)/number of units (total	
An hour a week 2 . An hour annually 30	
7. Name of the course administrator (if more than one name is (mentioned	
Kanani-Prof. Dr. Malik Nasser Aboud Al : Name **: Email mnasir@uowasit.edu.iq**	
8. Course objectives	
1- **Familiarity with the basics of** synoptic.**climatology** 2- **Knowledge rch methods in holistic climatology** 3- **Learn about the theories of the general circulation of the atmosphere** 4- **and spatial Knowledge of the movement of the atmosphere on different temporal scales** 5- **Learn about weather data, methods of collecting it, and how to benefit from it in .the weather forecasting process** 6- **Learn about the air cycle in the upper atmosphere** 7- **Identify the weather conditions associated with highs and lows**	
9. and learning strategies Teaching	
1- .Education strategy, collaborative concept planning 2- .Brainstorming education strategy 3- Education Strategy Notes Series	The strategy

10- Course structure					
Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
• **Deep questions** • **-Self assessment and peer assessment** • **Effective feedback** • **Organizing learning**	Interactive teaching method -Question based teaching method	The development of holistic climatology Holistic climatology metrics Holistic climatology theories		٢	October ١
• **Deep questions** • **-Self assessment peer and assessment** • **Effective feedback** • **Organizing learning**	Interactive teaching method -Question based teaching method	Atmospheric heights Atmospheric altitude classification Atmospheric heights affecting the climate of Iraq		٢	October ٢
• **Deep questions** • **-Self assessment and peer assessment** • **Effective feedback** • **Organizing learning**	Interactive teaching method -Question based teaching method	Weather depressions The concept of atmospheric depressions Types of depressions Weather depressions affecting the climate of Iraq		٢	October ٣

• **Deep questions** • **-Self assessment and peer assessment** • **Effective feedback** • **Organizing learning**	Interactive teaching method -Question based teaching method	Wind Factors affecting wind movement General circulation of the atmosphere Theories of general circulation of the atmosphere		٢	October ٤
• **Deep questions** • **-Self assessment and peer assessment** • **Effective feedback** • **Organizing learning**	Interactive teaching method -Question based teaching method	Air masses Classification of air masses The movement of air masses and the modifications that occur to them		٢	Novemb ١er
• **Deep questions** • **-Self assessment and peer assessment** • **Effective feedback** • **Organizing learning**	Interactive teaching method -Question based teaching method	Air fronts Classification of air fronts according to the way they are formed front Cold air Warm air front United Air Front Classification of air fronts according to their location Freezing air front Polar air front Tropical air front		٢	Novemb ٢er
• **Deep questions** • **-Self assessment and peer assessment** • **Effective feedback** • **Organizing learning**	Interactive teaching method -Question based teaching method	Models of upper atmospheric circulation High waves Static pressure levels		٢	Novemb ٣er

• **Deep questions** • **-Self assessment and peer assessment** • **Effective feedback** • **Organizing learning**	Interactive teaching method -Question based teaching method	Weather map and climate data Weather forecasting Weather forecasting methods		٢	Novemb ٤er
• **Deep questions** • **-Self assessment and peer assessment** • **Effective feedback** • **Organizing learning**	Interactive teaching method -Question based teaching method	Patterns of upper atmospheric circulation Planetary waves Transverse waves Longitudinal waves		٢	Decemb ١er
• **Deep questions** • **-Self assessment and peer assessment** • **Effective feedback** • **Organizing learning**	Interactive teaching method -Question based teaching method	Movement of orbital dents and polar grooves		٢	Decemb ٢er
• **Deep questions** • **-Self assessment and peer assessment** • **Effective feedback** • **Organizing learning**	Interactive teaching method -Question based teaching method	Pressure barriers Types of pressure barriers Septal elevation Low cut Jet streams		٢	Decemb ٣er

• **Deep questions** • **-Self assessment and peer assessment** • **Effective feedback** • **Organizing learning**	Interactive teaching method -Question based teaching method	Cycle indicator Low cycle indicator High cycle index		٢	Decemb ٤ er
Daily and monthly tests	Interactive teaching method -Question based teaching method	Dust phenomena Dust storms Suspended dust Rising dust Comprehensive factors affecting the recurrence of dust phenomena		٢	January ١
• **Deep questions** • **-Self assessment and peer assessment** • **Effective feedback** • **Organizing learning**	Interactive teaching method -Question based teaching method	Clouds Its types Cloud formation factors The role of atmospheric depressions in cloud formation		٢	January ٢
• **Deep questions** • **-Self assessment and peer assessment** • **Effective feedback** • **Organizing learning**	Interactive teaching method -Question based teaching method	Pressure oscillations North Atlantic Oscillation Oscillation Southern		٢	January ٣

1. Infrastructure

Samarrai, The-Qusay Abdel Majeed Al .٢٠١٩Totalitarian Climate,	1- Required prescribed books
Principles of Climatology, Qusay Abdel Majeed .٢٠٠٨Samarrai, -Al Samarrai, The -Qusay Abdel Majeed Al .٢٠١٩Totalitarian Climate, Dazii , Concepts and -Salar Ali Khader Al .٢٠١٤Climatology, Jordan, Theories of Holistic Contemporary Climatology, Noman Shehadeh, .٢٠٠٩ Roger G. Barry , Andrew M. Carleton , Synoptic and Dynamic climatology, 2001.	2- Main references (sources)
	أ) Recommended books and references (scientific journals, ...,reports)
National Oceanic and Atmospheric Administration Plymoth.vortex.edu	ب) Electronic references, ...,websites

Course Description Form

١. Course name:	
Oceanography	
٢. Course code:	
٣. Chapter/Year:	
The first course / Master's 2025- 2026	
٤. Date this description was prepared:	
1/9/ 2025	
٥. Available attendance forms:	
My presence	
٦. Number of study hours (total) / Number of units (total):	
30 hours	
٧. Name of the course administrator (if more than one name is mentioned with the personal email)	
1- Prof. Dr.Hussein Karim Hamad Al-Saedi Email:husainwadi@uowasit.edu.iq	
٨. Course objectives	
Subject objectives	Recognizing the importance of studying hydrology Raising students' awareness of water problems Explain the characteristics of water resources The most prominent characteristics of rivers in the Arab world, their components and problems Introducing students to local, regional and international studies in hydrology.
٩. Teaching and learning strategies	

١. Follow the method of class discussions ٢. Prepare external questions from those sources. 3. Follow up on external sources 4. Urging students to follow educational series presented in video form on official scientific links ٥. Make daily quick tests with thought-provoking questions. ٦. Create a short report session in which two or more students participate to study a topic related to the course vocabulary.	

١٠. Course structure

Evaluation method	Learning method	Unit or topic name	Required learning outcomes	Watches	The week
Classroom performance and exams	The lecture	Definition of oceanography	Knowledge and understanding - the ability to analyze and distinguish - skills and development of capabilities	2	October 1
Classroom performance and exams	The lecture	The emergence and evolution of ocean waters	Knowledge and understanding - the ability to analyze and distinguish - skills and development of capabilities	2	October 2
Classroom performance and exams	The lecture	zonal and peripheral zonal	Knowledge and understanding - the ability to analyze and distinguish - skills and development of capabilities	2	October 3
Classroom performance and exams	The lecture	Geographical distribution of seas and oceans	Knowledge and understanding - the ability to analyze and distinguish - skills and development of capabilities	2	October 4
Classroom performance and exams	The lecture	Ocean basin structure	Knowledge and understanding - the ability to analyze and distinguish - skills and development of capabilities	2	November 1

Classroom performance and exams	The lecture	Ocean basin topography	Knowledge and understanding - the ability to analyze and distinguish - skills and development of capabilities	2	November 2
Classroom performance and exams	The lecture	Surface water (Iraq rivers as an example)	Knowledge and understanding - the ability to analyze and distinguish - skills and development of capabilities	2	November 3
Classroom performance and exams	The lecture	Physics and Chemistry of the Oceans	Knowledge and understanding - the ability to analyze and distinguish - skills and development of capabilities	2	November 4
Classroom performance and exams	The lecture		Knowledge and understanding - the ability to analyze and distinguish - skills and development of capabilities	2	December 1
Classroom performance and exams	The lecture		Knowledge and understanding - the ability to analyze and distinguish - skills and development of capabilities	2	December 2
Classroom performance and exams	The lecture		Knowledge and understanding - the ability to analyze and distinguish - skills and development of capabilities	2	December 3
Classroom performance and exams	The lecture		Knowledge and understanding - the ability to analyze and distinguish - skills and development of capabilities	2	December 4
Classroom performance and exams	The lecture	ocean water movement	Knowledge and understanding - the ability to analyze and distinguish - skills and	2	January 1

			development of capabilities		
Classroom performance and exams	The lecture	Ice in the seas and oceans	Knowledge and understanding - the ability to analyze and distinguish - skills and development of capabilities	2	January 2
Classroom performance and exams	Paper based exam	End of term exam	Knowledge and understanding - the ability to analyze and distinguish - skills and development of capabilities	2	January3

.١١ Course Evaluation:

The grade is distributed out of 100 as follows:

1- Annual striving degree from (30) degree and is divided by (10) Degree of attendance, participation and activities20) Monthly exam grade.

2- Final written exam score (70) degree.

.١٢ Learning and teaching resources:

Required textbooks (methodology if any)	Hydrology Dr. Sahar Amin Katout \ nvironment and Water Dr. Saadia Akoul Al-alihi and Dr. Abdul Abbas Fadih Al-Ghariri \ Hydrology / Salam Hatem / Hydrology / Jihad -Shaer / Water Resources / Safaa Abdul Amir Al-Asadi
Main references (if any)	
Recommended supporting books and references (scientific journals, reports, etc.).	Iraqi academic journals
Electronic references, website	**Journal of Hydrology –Elsevies Google Scholar**

1. Course Name:	
Demographic issues	
2. Course Sign :	
3. Semester/year	
Postgraduate /PhD / 2025-2026	
4. Date this description was prepared:	
1-9-2025	
5. Available attendance forms	
In-Person	
6. Number of study hours (total) / number of units (total):	
120/ min, 2/units	
7. Name of course administrator (if more than one name is mentioned)	
1- Prof. Dr. Sabah Wahab Abdullah Email: swahab@uowasit.edu.iq	
8. Course Objectives	
Objectives of the unit	The study of population problems aims to study spatial differences through the distribution of population, their growth and characteristics in terms of structure and composition, their links to the natural and human environment, changes in population and problems that recur and affect population communities.
9. TEACHING AND LEARNING STRATEGIES	
	• Lectures and group discussions. • Research, pepers, and making plans for population lectures • Using the references and sources of modern population geography that deal with population problems. • Using the method of detailed explanation of the lecture topics.

	• Use of maps. • Using the view of the lecture using the data show projector • Using some statistical equations that show the correlation between phenomena • Focus on studying population change according to a time series to find out the causes, effects and future outlook.

10. Course Structure

Week	Hours	Intended Learning Outcomes	Module / Course Name or	Learning method	Valuation Method
Week 1	2	**To familiarize students with the concept of a population problem and its most important branches and the development of studies**	The concept of violence, its causes and types (the phenomenon of violence against children) is a model.	Course	**Class Performance, Daily and Monthly Exams**
Week 2	2	Know how to collect population data	The phenomenon of drug abuse and trafficking and its effects on society .	**Lecture and Discussion**	**Class Performance, Daily and Monthly Exams**
Week 3	2	**Familiarizing students with the demographic characteristics of minors**	Child marriage and its impact on the psychological state of the girl.	**Lecture and Discussion**	**Class Performance and Exams**
Week 4	2	**Briefing students on the importance of studying population**	Organ trade and its impact on society	**Lecture and Discussion**	**Class Performance and Exams**
Week 5	2	**Students' knowledge of**	The economic and social effects of the population	**Lecture and**	**Class Performance**

		population rates and population size	explosion (as a model country)	**Discussion**	**and Exams**
Week 6	2	**Clarify the importance of studying the phenomenon of begging, its effects, types, results and treatment**	The phenomenon of begging, causes and treatment	**Lecture** and Discussion	**Class Performance and Exams** **Assign students with a report on migration in Iraq**
Week 7	2	**Informing students about the importance of studying the phenomenon of poverty and its treatment**	The phenomenon of poverty and its spread, causes and treatment	**Lecture and Discussion**	**Class Performance and Exams**
Week 8	2	**Focus on the importance of waste and its impact on family income**	The phenomenon of waste and waste and its impact on the monthly income of the family	**Standard Method** The practical application of what we learned	**Class Performance and Exams**
week 9	2		**End of first semester exam**	**theoretical, theoretic, abstract, notional, perspective, paper, academic**	**Paper-based exam**
Week 10	2	**How to address VAC**	The phenomenon of child labor, causes and treatment	**Lecture and Discussion**	**Class Performance and Exams**
Week 11	2	**Knowledge of population theories of educational**	Educational problems and their impact on	**Lecture and Discussion**	**Class Performance**

		problems	education		**and Exams**
Week 12	2	**Recognize the phenomenon of randomization**	The phenomenon of random posting on social networking sites and its impact on society	**Lecture and Discussion**	**Class Performance and Exams**
Week 13	2	**Learn about the concept of bullying and its treatment**	The phenomenon of bullying in society	**Lecture and Discussion**	**Class Performance and Exams**
Week 14	2	**Knowing the concept of suicide**	Suicide phenomenon (causes and treatment)	**Lecture and Discussion**	**Class Performance and Exams**
Week 15	2	**Students' knowledge of population-specific problems through their research**	Research Discussion	**Lecture and Discussion**	**Class Performance and Exams**

11. Course Evaluation

Distribute the score out of 100 according to the following agreement:

1-The degree of annual pursuit of (30) degrees and divided into (20) degrees of attendance, participation and activities and(10) degrees of monthly examinations.

2-The final written exam score is (70) marks.

12. Learning and Teaching Resources:

Required textbooks (methodology if any)	
References (if applicable):	**1- Dr.Taha Hamoudi Al-Hadithi, Population Geography** **2- Prof. Dr. Abdul Ali Al-Khafaf , Population Geography** **3- Fathi Mohamed Abu Ayanah, Geography**

	of the Population **4- Field studies** **5- Dr. abas fadel alsadee, Geography of the population**
Main References	Journal of the Geographical Society, Geographical Conferences, Reports
E-References, Web Site	**Iraqi Academic Journals (Humanitarian Journals)**

Course Description Form

1. Course nar	
Methods of teaching social sciences	
2. Course co	
3. Chapter/Ye	
The first course / Master's degree in Geography 2025- 2026	
4. Date this description was prepar	
1/9/ 2025	
5. Available attendance forms:	
My presence	
6. Number of study hours (total) / Number of units (total):	
30/hour, 60/units	
7. Name of the course administrator (if more than one name is mentioned with the personal email)	
1- Prof. Dr. Jamil Rashid Tahoum Al-Ghazali	Email:jrasheed@uowasit.edu.iq
8. Course objectives	
Keeping pace with developments taking place globally, especially in the field of education. Preparing appropriate specialized scientific cadres. Developing students' capabilities and skills in thinking and innovation. Direct and indirect participation in the field of education and teaching between students and their teacher Use of laboratory devices, equipment and tools in the field of experimentation.	Subject objectives
9. Teaching and learning strategies	

1. Follow the method of class discussions 2. Prepare external questions from those sources. 3. Follow up on external sources 4. Urging students to follow educational series presented in video form on official scientific links 5. Make daily quick tests with thought-provoking questions. 6. Create a short report session in which two or more students participate to study a topic related to the course vocabulary.	

10. Course structure

Evaluation method	Learning method	Unit or topic name	Required learning outcomes	Watches	The week
Classroom performance and exams	The lecture	Teaching / its meaning - its objectives - its importance - its characteristics	Knowledge and understanding - the ability to analyze and distinguish - skills and development of capabilities	2	Week 1 February 5
Classroom performance and exams	The lecture	Teaching methods/types - objectives - characteristics	Knowledge and understanding - the ability to analyze and distinguish - skills and development of capabilities	2	Week 2 February 12
Classroom performance and exams	The lecture	Teaching strategies / their meaning - their importance - their types - their characteristics	Knowledge and understanding - the ability to analyze and distinguish - skills and development of capabilities	2	٣Week February ١٩
Classroom performance and exams	The lecture	Planning for teaching / its meaning - its importance - its objectives	Knowledge and understanding - the ability to analyze and distinguish - skills and development of capabilities	2	Week 4 February 26
Classroom performance and exams	The lecture	Modern trends in teaching / their importance - their objectives	Knowledge and understanding - the ability to analyze and distinguish - skills and development of capabilities	2	Week 5 March 4

Classroom performance and exams	The lecture	Education theories/types - objectives - characteristics - importance	Knowledge and understanding - the ability to analyze and distinguish - skills and development of capabilities	2	Week 6 March 11
Classroom performance and exams	The lecture	The educational bag / its definition - its types - its importance - its objectives - its characteristics	Knowledge and understanding - the ability to analyze and distinguish - skills and development of capabilities	2	Week 7 March 18
Classroom performance and exams	The lecture	Questions, their levels/importance, types, objectives, and characteristics	Knowledge and understanding - the ability to analyze and distinguish - skills and development of capabilities	2	Week 8 March 25
Classroom performance and exams	The lecture	Learning technology / its meaning - its importance - its goals	Knowledge and understanding - the ability to analyze and distinguish - skills and development of capabilities	2	Week 9 April 1
Classroom performance and exams	Paper based exam	exam		2	Week 10 April 8
Classroom performance and exams	The lecture	The economics of education / its importance - its objectives - its characteristics	Knowledge and understanding - the ability to analyze and distinguish - skills and development of capabilities	2	Week 11 April 15
Classroom performance and exams	The lecture	The teaching curriculum / its types - its importance - its objectives - its characteristics	Knowledge and understanding - the ability to analyze and distinguish - skills and development of capabilities	2	Week 12 April 22
Classroom performance and exams	The lecture	Educational methods / their importance - types - benefits	Knowledge and understanding - the ability to analyze and distinguish - skills and development of capabilities	2	Week 13 April 29

Classroom performance and exams	The lecture	Teaching methods / their importance - types - objectives - characteristics	Knowledge and understanding - the ability to analyze and distinguish - skills and development of capabilities	2	Week 14 May 6
Classroom performance and exams	Paper based exam	End of term exam		2	Week 15 May 13

11. Course Evaluation:

The grade is distributed out of 100 as follows:

1- Annual striving degree from (30) degree and is divided by (10) Degree of attendance, participation and activities20) Monthly exam grade.

2- Final written exam score (70) degree.

12. Learning and teaching resources:

General teaching methods	Required textbooks (methodology if any)
	Main references (if any)
Iraqi academic journals	Recommended supporting books and references (scientific journals, reports, etc.).
Google Scholar	Electronic references, website

Academic Course Description M.A. Study in Geography Department

1. Course Name	
Academic skills level 2 المهارات الاكاديمية المستوى الثاني	
2. Course Code	
3. Semester/year	
/ Course system first course only الكورس الاول فقط	
4. Description Preparation Date:	
1/ 9/ 2025	
5. Available attendance forms	
By Attendence حضوري	
6. Number of study hours(total(/ number of units)total)	
1 unit / 2 hours weekly وحده واحدة \ ساعتان اسبوعيا	
7. Course administrator's name (mention all, if more than one name)	
Prof.asst Mohammed Abed saleh email : mabdsalih@uowasit.edu.iq	
8. Course objectives	
Course Objectives	**The aims of this course are to help students become more efficient and effective in their studies by: developing strategies to improve reading spee, and to improve the ability to comprehend complex academic texts. Developing strategies to produce more coherent writing. Encouraging them to adopt various approaches for dealing with new or unknown vocabulary by practicing effective use of dictionaries. Exploring and evaluating research techniques and resources. Promoting learner independence.**
9. Teaching and learning strategies	
Strategy	**Using presentations and discussion then reading and writing**

10.Course structure

Evaluation method	Learning method	Unit or subject name	Required learning outcomes	Hours	The week
Read , write , doing drills	Communicative method	Unit 1 International Student	Skimming Scanning of reading	2	First
	Communicative method	Unit 1 International Student	Capital letters Spelling, Punctuations	2	Second
	Communicative method	Unit 1 International Student	Grammar and parts of speech	2	Third
	Communicative method	Unit 2 where in the world	Reading about countries	2	Fourth
	Communicative	Unit 2 where in	Write about	2	Fifth

	method	the world	your country		
	Communicative method	Unit 2 where in the world	Using conjunction words	2	Sixth
	Communicative method	Unit 3 newspaper articles	Adjectives ending in ed	2	Seventh
	Communicative method	Unit 3 newspaper articles	Using wh-questions	2	Eighth
	Communicative method	Unit 3 newspaper articles	Some English tenses And prefixes	2	Ninth
	Midterm Exam	**3 units**			**Exam**
	Communicative method	Unit 4 Modern technology	Using sequence words	2	Tenth
	Communicative method	Unit 4 Modern technology	Synonyms	2	Eleventh
	Communicative method	Unit 5 conferences and visits	Writing an email	2	Twelfth
	Communicative method	Unit 5 conferences and visits	Using formal expressions	2	Thirteenth
	Communicative method	Unit 5 conferences and visits	Some suffixes	2	Fourteenth
	Communicative method	Unit 5 conferences and visits	Defining jobs and people	2	Fifteenth

11.Course evaluation

Assignments , daily exams , mid-term exam and final course exam

12.Learning and teaching resources

Required textbooks (curricular books, if any)	**Academic Skills level 2**
Main references (sources)	**Academic Skills level 2**
Recommended books and references (scientific journals, reports...)	**Students-based assignments**
Electronic References, Websites	**Tofel and ILETS websites**

Course Name: .١
Advanced studies in applied climate
Course Code: .٢
Semester/Year: .٣
degree for the academic year 2024–2025'Master
Date this description was prepared: .٤
٢٠٢٥ /٩ /١
Available attendance forms: .٥
in person
Number of study hours (total) / number of units (total): .٦
hour, 2/units/٣٠
Name of the course administrator (if more than one name is mentioned with the personal email) .٧
Dr.. Nasser Wali Freih Al–Rikabi A. –١ nasirwali@uowasit.edu.iq Email:
Course objectives .٨

The course aims to study the development of this science, scientific researc methods, the latest research developments in it, and the most important resea and program tools in the field of application. It also includes a study of the m important influencing elements and the nature of their impact on other eleme represented by heat and solar radiation. It aims to introduce some applied treatments such as measuring drought, evaporation, need, and consumptio s climate and soil climate as models for 'The study focused on studying the c local climates. It addresses the impact of extreme climatic elements on loca communities and an applied study on local communities in Iraq.	Objectives of the study sub

Teaching and learning strategies .٩

Interactive lectures and group discussions. · The method of preparing the lecture and its objective for each paragraph of the course · Lecture objective · Research and studies that addressed each topic present · Identify research and studies that can be derived from the lecture · Reports and drawings for climate lectures · Using modern climate references and sources to enrich the lecture. · Using the method of detailed explanation of the lecture topics. · Use of maps. · Using the lecture presentation method using a data show device · Using the practical and applied aspect in measuring some climate elements and phenomena · Focus on studying climate change, its causes, effects, and methods of adaptation ·	

Course structure .١٠

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

Class performance Evaluation of stomach preparation by students Presenting the lecture and asking questions to determine the abilities 'students In analyzing and building correlations between the climate in the past and the evidence for that	Lecture and brainstorming	• Lecture objective • The lecture aims to study and learn about the development of applied climate science through research that dealt with the beginning of the emergence of this science as a stand-alone science as a specialty. • Developments that accompanied scientific research methods and tools, which played a role in the development of this science • The lecture also aims to diagnose his areas of work, the topics he addresses, and the development of these areas and topics • The lecture also aims to address the atmosphere and the studies that dealt with this atmosphere, as well as the changes occurring in its components, and to highlight the impact of the atmosphere in applied climate studies and what are the effects left by the changes occurring in the climatic elements. Change is the focus of studies that attempt to study and diagnose climate problems affecting societies • For example, hurricanes, droughts, floods • The focus of studies that address the impact of climate on humans • Human environment Diseases that affect humans...etc • Studies that dealt with the impact of climate characteristics on human activity • Studies that dealt with climate change and its impact on humans • Studies that dealt with environmental	The vocabulary of the subject and the most important sources relied upon in preparing lectures The development of applied climate, applied climate studies, and research tools	٢	January 4

		pollution, its effects, and the role of climate factors in it **Studies that dealt with human pressure on natural resources and the impact of population explosion on that**			

Class performance, evaluation of lecture preparation, and evaluation of its sources Evaluation the offer method	Lecture and discussion	The lecture aims to highlight the following points and determine the importance of studying climate models Why do we need climate models? To gain physical insight into the behavior of the climate system To obtain a complete spatial and temporal description of the climate To predict the future climate, the concept of climate models Evolution of climate models Types of climate models Components of climate models How well do models simulate observed features of climate? The nature of climate models and how to choose a model How are climate models tested?	Climate models climate model	٢	Shabbat 1

Evaluating the preparation of the lecture and evaluating its sources Evaluate the method of preparation	Lecture and brainstorming Standard method Practical application pleasant	• How does climate affect humans? • How do humans affect the climate? • Objective of the lecture • It is an analysis of the relationship existing between humans and the impact of climate on their various activities. It also aims to highlight the role of weather elements and phenomena and their impact on the human environment and the diseases that affect them. • The lecture also aims to show the role of humans and their impact From on the climate its direct and indirect impact on climatic elements and phenomena and increasing the severity of climate changes • It also aims to highlight the human role in creating artificial climates aimed at controlling the climate	Analysis of the relationship between climate and humans	٢	February 2

Class performance, evaluation of lecture preparation, and evaluation of its sources Evaluate the method of preparation	Lecture and brainstorming	The lecture aims to highlight the importance of statistical methods in data analysis Climate in terms of the relationship between it and some other human and natural phenomena, as well as a study Temporal and spatial series, the extent of their impact on spatial and temporal variation, and the most important methods Statistics used in climate analysis Different climatic conditions. Climatological analysis involves a variety of statistical analysis techniques to understand patterns, trends, fluctuations, and relationships within climate data. The most important statistical analysis methods used in climate research are the following Data tab Time series analysis Change and trend Spatial analysis Descriptive statistics Regression analysis Correlation analysis	Some methods of climate analysis	٢	February 3

Class performance, evaluation of lecture preparation, and evaluation of its sources **Evaluation method**	Lecture and discussion	The lecture aims to in highlight the role of the most important climatic elements influencing the morpho-climatic and hydroclimatic process in the natural environment and diagnose the most important landforms resulting from them and the nature of the influence in various environments, especially dry environments and humid and cold environments. in	**The impact of climate on the natural environment**	٢	**February 4**

Class performance and exams **Assigning students to calculate evaporation for stations in Iraq**	Standard method Practical application	، The lecture aims to clarify climate risks, their causes and types, methods of risk management and planning, and the most important effects they leave behind, current and future. ، Studies that focused on highlighting the most important climate risks ، Studies that focused on the effects of climate risks ، Studies that discussed the causes of current and future climate risks ، Studies and research dealing with climate risk management ، Studies that addressed the most important sectors most affected by climate risks Types of climate risks Types of Climate Risks	**Climate risks** climatic risk	٢	**March 1**

Class performance, class performance, presentation and evaluation of lecture preparation **He presented its sources and the most important studies in this aspect**	Lecture and discussion	Climate and agricultural activity Climate and industrial activity Climate and tourism activity Climate, transport and trade Climate and military and military operations Research and studies in this field studies focused on the microclimate of plants Studies that focused on monitoring a specific element and its effect on plants Weather day to day Studies focused on climate change and its impact on plant life Studies focused on the relationship between climate change and agricultural change Studies focused on changing animal and plant productivity and climate change Studies focused on climatic factors affecting plant and animal production	**Climate and human activity**	٢	**March 2**

Class performance, presentation and evaluation of lecture preparation **He presented its sources and the most important studies in this aspect**	Lecture and discussion	The lecture aims to determine the following objectives • What are the most important climatic elements affecting human health? • Is there a relationship between the extremes of some climatic elements and the increase in disease incidence? • What is the relationship between environmental risks and human health? What is the relationship between climate risks and human health	**Climate and human health**	٢	**March 3**

Class performance, presentation and evaluation of lecture preparation He presented its sources and the most important studies in this aspect	Lecture and discussion	The purpose of the lecture The lecture aims to answer the following questions: • What human activities are most affected by the climatic characteristics prevailing in Iraq? • What are the climatic elements that most influence various human activities? • What is the nature of the effect that these characteristics have? Identify the most important climatic elements affecting human activity Variation in climatic elements and their impact on variation in human activity in Iraq Change in climatic elements and their impact on human activity in Iraq The most important activities affected by climate elements in Iraq Agriculture activity Industry activity tourism Transport and trade	Climatic characteristics in Iraq and their relationship to various human activities	٤	March 4

Class performance and exams	Lecture and discussion	Lecture objective in The lecture aims to in identify human thermal comfort Factors affecting it in Calculation in methods Studies and in research in this aspect Thermal comfort in in interior and exterior areas	The effect of climate on human comfort Effect climate on human	۲	April 1
Class performance and exams	Lecture and brainstorming	Climate and environment Climate and water environment Climate and plant environment Climate and human environment Climate and environmental change Climate, work environment, and daily, monthly, and seasonal changes	Climate and environment	۲	April 2
Class performance and exams	Lecture and application	The lecture aims to in identify and highlight the following points Factors determining in and influencing the city's climate It aims to highlight in the change in climatic elements compared to the neighboring countryside Climate change in and city climate Heat island in Climatic models in in studying city climate	Climate, building design, city planning and city climate	۲	April 3

Class performance and exams	Lecture and application	Lecture objective The lecture aims to define the concept of industrial climate, its types, and the nature of the climatic elements that prevail in it The lecture also aims to determine the role of climatic factors and their impact on energy production and consumption The lecture addresses the impact of climate elements on the population in terms of population movements, food and water security, migration and displacement. Climate change and population	Climate and energy Industrial climate	٢	April 4
		Applied climate studies and climate adaptation	Climate change and its environmental impacts :	٢	May 1
		End of course exam			May 2
Course evaluation: .١١					
The grade distribution out of 70 is as follows: ١- The annual pursuit grade is (30) grades, divided into (10) grades for attendance, participation, and activities, and (20) grades for monthly exams. ٢- The final written exam score is (70) points.					

Learning and teaching resources: .١٢	
	Required textbooks (methodology, if any)
Main references (if any) **١: Dr. Qusay Abdel Majeed Al-Samarrai and Adel Saeed Al-Rawi, Applied Climatology.** **٢: D. Ali Saheb Al-Moussawi and Abdul Hassan Madfoun, Applied Climatology, 2011.** **٣: D. Fadel Al-Hassani and Mahdi Al-Sahhaf, Basics of Applied Climatology.** **٤: Dr. Qusay Abdel Majeed Al-Samarrai, Climate and Climatic Regions.** **Ali Hassan Musa, applied climatology** **Ali Ghanem, applied climatology**	
Bioclimate d. Ali Hassan Musa **Climatic regions D. Ali Hussein Al Shalash** **Ali Hassan Musa's tourist climate**	Recommended supporting books and references (scientific journals, reports, ...).
Journal of the Geographical Society **Analytical climate** **Working climate** **Iraqi academic journals (humanitarian journals)** **Urban Planning and Design for Building Neighborhood Resilience to Climate Change** Models for Building Indoor Climate Wind as a Geomorphic Agent in Cold Climates Geomorphic Analogs and Climax Morphogenesis Hydroclimatology Perspectives and Applications *Editorial* Statistical Modeling of Hydroclimatological Processes APPLIED CLIMATE SCIENCE **Introduction to Climate** **Time series analysis method** Excel Data Analysis Modeling and Simulation Statistical Analysis of Climate Series **GLOBAL CLIMATE RISK INDEX 2021**	**Electronic references, website**
Evaluation of Climate Models	
A Climate Modelling Primer THIRD EDITION	
Geographical Information and Climatology	
Human Temperature Control A Quantitative Approach	
Urban Climates Timothy R. Oke University of British Columbia	

Course Description Form Graduate Studies

1. Course Name	
Water resources	
2. Course Code	
Master's degree/ Preparatory stage	
3. Semester / Year	
Department of Geography / Master's / 2023- 2024	
4. Description Preparation Date:	
1/9/2025	
5. Available Attendance Forms	
Actual Attendance	
6. Number of Credit Hours (Total) / Number of Units (Total)	
30 hours per year, 2 hours per week	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst. Prof. Dr. Abbas Fadel Obaid **Email:** abbasalwan@uowasit.edu.iq	
8. Course Objectives	
Course Objectives	**1- Teaching students the scientific material related to water resources and the ability to identify the most important problems facing the world regarding the subject of water and its scarcity with the presence of climate problems and pollution.** **2- Determining optimal methods for treatment and using appropriate means for the natural and political conditions of that country, including Iraq as a model.**
9. Teaching and Learning Strategies	
Strategy	**Group discussions and digital applications - Creating an atmosphere of competition among students and treating individual differences using mode educational methods - Research groups - Overlapping discussion circles. - Including teaching methods using deep learning technology and using programs Encouraging students to self-learning and its applications**
10. Course Structure	

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2		Concept and importance of human resources	Theoreti cal + practical	Daily preparation and discussion
2	2	=	Water cycle in nature (hydrological cycle)	Theoreti cal + practical	Daily preparation and discussion
3	2	=	Evaporation	Theoreti cal + practical	Powerpoint presentation and daily preparation
4	2	=	Precipitation	Theoreti cal + practical	Powerpoint presentation daily discussion and preparation
5	2	=	Water balance	Theoreti cal + practical	Powerpoint presentation daily discussion and preparation
6	2	=	Surface water	Theoreti cal + practical	Powerpoint presentation daily discussion and preparation
7	2	=	Ground water	Theoreti cal + practical	Powerpoint presentation daily discussion and preparation.
8	2	=	Qualitative characteristics of water	Theoreti cal + practical	Powerpoint presentation daily discussion and preparation
9	2	=	River basins	Theoreti cal + practical	Powerpoint presentation daily discussion and preparation
10	2	=	Morphometric	Theoreti	Powerpoint

			characteristics	cal + practical	presentation daily discussion and preparation
11	2	=	Flow	Theoreti cal + practical	Powerpoint presentation daily discussion and preparation
12	2	=	Flooding	Theoreti cal + practical	Powerpoint presentation daily discussion and preparation
13	2	=	Cloud farming	Theoreti cal + practical	Powerpoint presentation daily discussion and preparation
14	2	=	Hydrology of marshes	Theoreti cal + practical	Powerpoint presentation discussion
15	2	=	End of course exam	End of course exam	Exam.

Infrastructure

Main Sources	Geography of the seas and oceans, Dr. Mahdi Muhammad Ali Geography of the seas and oceans, Dr. Muhammad Sabry Mahsoub
Supporting References	Water Resources Engineering, Dr. Mohamed Ahmed El Sayed Khalil Water Resources Geography, Dr. Hassan Abu Samour, Dr. Hamed El Khatib 1999 Resources Geography, Dr. Safaa Abdel Amir Rashm

Course description form Master's degree study

Course Name:	.1
City planning	
Course Code:	.2
Semester/Year:	.3
Masters stage / 2026- 2025	
Date this description was prepared:	.4
16/1/ 2026	
Available attendance forms:	.5
Attendance	
Number of study hours (total) / number of units (total):	.6
(30 /4)	
Name of the course administrator (if more than one name is mentioned with the personal email)	.7
Name: Lama Abdel Manaf Rahim Email:*lama@uowasit.edu.iq*	
Course objectives	.8
The course aims to discuss the standards, determinants, and planning problems of cities from a geographical point of view, and to learn about theories and practical experiences of city planning and ways to develop and advance them. Studying the economic, social, economic, urban and environmental dimensions of planning and its relationship to the quality of life in cities.	Course objectives
Teaching and learning strategies	.9

Lectures and presentations Applied studies Brainstorming Scientific dialogue and discussion Feedback	

Course structure .10

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Preparing scientific reports the exams Discussions	Lectures Brainstorming Applied studies See the experiences Application of theories	**The concept of planning and its relationship to geography**	Effective contribution to preparing researchers capable of cooperating with urban planners who have the understanding and scientific knowledge qualified for the requirements of the times and developing the modern applied scientific approach to geographical sciences. And support the graduate's ability to achieve the requirements of	2	the first
		Planning, natural and human resources		2	the second
		City planning and services		2	the third
		City planning theories		2	the fourth
		Types of planning (planning and planning process)		2	Fifth
		Urban planning and the city's relationship with the region		2	VI
		Basic considerations in planning		2	Seventh
		Urban planning and renewal		2	VIII
		Planning services in cities		2	Ninth
		The role of planning in the smart transformation of cities		2	The tenth
		Factors affecting city planning		2	eleventh

		The role of planning in solving city problems	professional practice, compete and participate efficiently in geographical specializations when preparing research and studies and identifying problems	2	twelveth
		Planning and development and its relationship to city sustainability		2	Thirteenth
		Planning and environmental impact assessment		2	fourteenth
		City planning and its relationship to human behavior in cities		2	Fifteenth

Course evaluation: **.11**	
Final evaluation: 100 points: divided as follows according to the instructions of the College of Education for Humanities/Department of Geography 30% pursuit grade + 70% final exam grade 30% is divided between assessment (exams), applied research, and scientific activities	
Learning and teaching resources: **.12**	
nothing	Required textbooks (methodology, if any)
There is no specific source to give the researcher the opportunity to view various sources	Main references (if any)
Specialized geographical libraries at the university and its corresponding universities	Recommended supporting books and references (scientific journals, reports, ….).
All scientific research websites and electronic libraries	Electronic references, website

Course description form

1. **Course Name**:

City planning

2. Course Code:
3. Semester/Year:
2023–202
4. Date this description was prepared:
4/16/2024
5. Available attendance forms:
6. Number of study hours (total) / number of units (total):
Lama abid almanaf raheem
7. Name of the course administrator (if more than one name is mentioned with the personal email)
8. Course objectives

	Objectives of the study subject