

## Academic Program Description Form

University name: University Tikrit

College/Institute: College Management and Economics

Scientific Department: Department General Administration

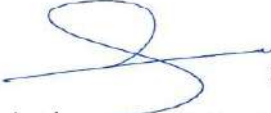
Name of academic or professional program: Public Administration Department


Final Certificate Name: Bachelor Science in Public Administration

Academic system: Course system

Description preparation date: 14/9/2023

Date of filling the file: 14/9/2023

التوقيع:  اسم المعاون العلمي: أ.م.د. أشرف هاشم فارس  
التاريخ: 2023 / 9 / 17

التوقيع:  اسم رئيس القسم: أ.م. حاضري صباح  
شعير  
التاريخ: 2023 / 9 / 17

دقق الملف من قبل  
شعبة ضمان الجودة والأداء الجامعي  
اسم مدير شعبة ضمان الجودة والأداء الجامعي: أسامة موسى فرحان  
التوقيع:   
المدرس المساعد  
أسامة موسى فرحان  
مدير شعبة ضمان الجودة وتقييم الأداء  
التاريخ: 2023 / 9 / 17

  
مصادقة السيد العميد

### 1. Program Vision

Excellence in deliveryAngelspioneerAndTo lead public sector institutions that meet stakeholder requirements, in line with global quality standards..

### 2. Program message

Providing the public sector with the educated administrative energies it needs to meet its aspirations in serving the community, and communicating with relevant stakeholders to consolidate community behaviors through education.andLearning, creating an open environment for cultural and intellectual exchange that stimulates scientific research, creativity, innovation and leadership, as well as disseminating knowledge to public sector institutions to ensure the well-being and excellence of society..

### 3. Program objectives

- 1) Preparing graduates capable of working in government organizations, thus contributing to achieving social and economic development in society..
- 2) Supporting government organizations and developing their knowledge in the fields of central and local administration by providing them with specialized administrative cadres.In this field.
- 3) Disseminating noble community values and instilling integrity behaviorsAnd community serviceIn the basics of workAdministrative.
- 4) Continuous development of the scientific contributions portfolioFor membersThe teaching staff in the department and following up on their feedback to ensure the achievement of the objectives of the educational process.
- 5) Building bridges of cooperation between the Public Administration Department and the community, and achieving a strategic partnership with government organizations by creating a cooperative environment that achieves continuous communication.andfor.

#### 4. Program accreditation

DoThe programIs the program accredited? And from which authority? both .٦

#### 5. Other external influences

Is there a sponsor? ForprogramYes, Ministry of Higher Education and Scientific .٧  
Research

#### 6. Program Structure

comments	percentage	Study unit	Number of courses	Program Structure
	9.4%	14	6	Institutional Requirements
	18%	27	10	College Requirements
	72.6%	109	40	Department Requirements
				Summer training
				Other

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

#### 7. Program Description / Curriculum of the Department of Public Administration

Credit hours		Course name	Course code	Year/Level
practical	theoretical			<b>First</b>
	3	Principles of Public Administration 1		
	3	Principles of Economics		
	3	Principles of Statistics		

<b>1</b>	<b>2</b>	<b>Computer 1Word</b>	
	<b>2</b>	<b>Arabic</b>	
	<b>2</b>	<b>Human rights and democracy</b>	
	<b>3</b>	<b>Principles of Public Administration 2</b>	
	<b>3</b>	<b>Mathematics for administrators</b>	
	<b>3</b>	<b>Accounting principles</b>	
	<b>3</b>	<b>ReadingsEnglish</b>	
<b>1</b>	<b>2</b>	<b>Computer2Word</b>	
	<b>2</b>	<b>English language</b>	<b>Second</b>
	<b>3</b>	<b>Marketing Management</b>	
	<b>3</b>	<b>Human Resources Management</b>	
	<b>2</b>	<b>Administrative law</b>	
<b>2</b>	<b>2</b>	<b>Intermediate Accounting</b>	
	<b>3</b>	<b>The development of organizational thought</b>	
	<b>2</b>	<b>English language</b>	
	<b>2</b>	<b>Quantitative methods</b>	
<b>1</b>	<b>2</b>	<b>Computer1Excel</b>	
	<b>2</b>	<b>Baath crimes in Iraq</b>	
	<b>3</b>	<b>Public Relations</b>	
<b>2</b>	<b>2</b>	<b>Government accounting</b>	
	<b>2</b>	<b>Administrative Psychology</b>	
	<b>2</b>	<b>Civil Service Legislation</b>	
	<b>3</b>	<b>Political systems</b>	
	<b>2</b>	<b>Operations research</b>	
<b>1</b>	<b>2</b>	<b>Computer1Excel</b>	<b>Third</b>
	<b>3</b>	<b>Public Financial Management</b>	
<b>2</b>	<b>2</b>	<b>unified accounting system</b>	
	<b>3</b>	<b>Local administration</b>	
	<b>3</b>	<b>Contract management</b>	

	2	Quality Management	
	2	Public service ethics	
1	2	Database Computer Applications2	
	2	English language	
	3	Organizational Behavior	
	3	Financial policies	
	2	General Project Management	
	3	Management Information Technology	
	3	Comparative local management systems	
	2	Environmental management	
1	2	Database Computer Applications2	
	3	Production and Operations Management	
	2	Comparative Public Administration	
	3	Administrative development1	
	3	Strategic Management1	
	2	English language	
1	2	Computer Applications1QSB	
	2	Scientific research methods and ethics	
	3	Strategic management	
	3	Administrative development 2	
	2	Risk Management and Insurance	
	3	General Policies	

**Fourth**

1	2	<b>Computer Applications2QSB</b>		
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### 8. Expected learning outcomes of the program

#### Knowledge

The ability of the department's graduates to develop their administrative and cognitive skills and achieve leadership in leading government institutions.	-	Providing leading cadres in leading public sector institutions.  Disseminating knowledge in government institutions to achieve the aspirations of society.	-
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#### Skills

Management Department graduates have the ability to think, solve problems and manage time.	-	Developing and supporting the spirit of creativity, innovation and leadership.  Creating an open environment for cultural and intellectual exchange.	-
Our outputs should be knowledgeable and skilled in how to accomplish the tasks assigned to them.	-	Communicate and interact constructively with stakeholders.	-

#### Values

Adherence to professional ethics and the ability to demonstrate high professional competence.	-	Establishing social and ethical responsibility.  Serving the community and meeting its requirements.	-
The student must believe in the principles of integrity and transparency, and have the ability to apply the concepts of quality management at work.	-	Integrity and transparency.  Quality.	-

## 9. Teaching and learning strategies

Active learning: Encouraging students' active participation in learning processes, such as discussions, group activities, and problem solving, to enhance their deep understanding of mathematical concepts. .1

Cooperative learning: Encouraging students to work together in small groups to solve problems related to their studies and sharing ideas, which contributes to enhancing interaction and knowledge exchange between them. .2

Use of Technology: Leveraging technology to provide interactive learning tools such as computer software and online resources to enhance student understanding and motivation. .3

Problem-based learning: presenting specific problems and motivating students to think critically and use skills to solve it. .4

Multiple Instructional Strategies: Providing a variety of instructional strategies, such as interactive lectures, practical lessons, and hands-on exercises, to meet the diverse needs of students. .5

Promote thinking: Encourage students to develop thinking skills. Such as analysis, planning and inference, by providing stimulating questions and applied problems. .6

Provide immediate feedback: Provide mechanisms to provide immediate feedback to students on their performance and understanding of concepts, whether through periodic assessments or direct interaction with the teacher. .7

## 10. Evaluation methods

Classroom performance assessment: This includes assessing students' performance during lessons, lectures and workshops, whether through written tests or continuous assessment of their participation and understanding of the material. .1

Participation in discussions and activities: Students' participation in class discussions, group activities, and individual projects can be assessed to assess their understanding and engagement with the material. .2

Tests and assignments: Students may be given regular tests and assessment .3

assignments to assess their problem-solving skills related to their field of expertise and their understanding of the concepts presented.

Evaluating participation in research: The extent to which students participate in research activities and scientific projects can be assessed, and an evaluation can be provided of their presentation style and analysis of their results and conclusions.

Practical Performance Evaluation: Students can be evaluated in practical performance through: Visits Process and participation in applied activities.

Evaluation of external participation: This includes evaluation of the extent of students' participation in external activities such as conferences, seminars, and sports competitions.

Evaluation of Personal and Professional Development: Students' personal, professional and academic development can be evaluated during their participation in the faculty mentoring program.

## 11. Faculty

### Faculty members

Faculty preparation		Requirements/ Skills (if any)	Specialization		Academic Rank
lecturer	angel		private	general	
	angel		Operations research	Statistics (Operations Research)	Asst. Prof. Dr. Mazhar Khaled Abdel Hamid
	angel		Administrative law	General law	A.M.D. Mohamed Ahmed Raheel Aftan
	angel		Financial management	business management	A.M.D. Qusay Jassim Mohammed Imran
	angel		Bank management	business management	A.M. Mazen Noman Abdullah Bakr
	angel		linguistics	English language	<b>A.M. Adnan Fayhan Mahmoud Khader.</b>



	angel		Financial managem ent	business management	<b>A.M. Ahmed Khader Ahmed Ali</b>
lecturer			Political economy	economy	<b>Prof. Dr. Saad Saleh Issa</b>
lecturer			Special law	law	<b>Asst. Prof. Dr. Yasser Ali Hamdan</b>
	angel		Networks	Calculators	<b>Asst. Prof. Dr. Qusay Abboudi Ali</b>
	angel		Financial managem ent	business management	<b>A.M. Present Sabah Shaeer Jabara</b>
	angel		Knowledge managem ent	business management	A.M. Tariq Aziz Kurdi
	angel		organized	business management	M. Khalaf Mohammed Alou
	angel		Organizatio n theory	business management	M Iman Muwaffaq Omar
	angel		administrati on Financial	business management	Mr. Salam Hussein Jassim Handa
	angel		administrati on Financial	administration works	M. Najm Suhail Najm Abdullah
	angel		Human Resources	business management	M. Talha Kwan Salem
	angel		Applied statistics	count	Ms. Aisha Abdel Khaleq Ismail
	angel		business managem ent	business management	Mr. Saad Salem Ghanem Suleiman
	angel		Financial managem ent	business management	Dr. Qutaiba Ibrahim Hamada
	angel		General	General	M. Hamid Anwar Danok

			Administrati on	Administration	
	<b>angel</b>		business manageme nt	business management	Mr. Naji Hassan Ahmed Allawi
	<b>angel</b>		Production and operations	business management	M. Maysam Riad Bahr
	<b>angel</b>		Human Resources	business management	Mr. Hussein Abdul Hamad Hussein
	<b>angel</b>		Human Resources	business management	millimeter. Hassan Farhan Ahmed Handal
	<b>angel</b>		General Policies	General Administration	Mr. Mohamed Mustafa Mohamed Ibrahim
	<b>angel</b>		Human Resources	business management	M. Ahmed Ayed Makhlaf
	<b>angel</b>		Human Resources	business management	M.M. Nihad Khamis Hassan
	<b>angel</b>		Quality Manageme nt	business management	M. Mazhar Ahmed Khalaf
	<b>angel</b>		Production manageme nt	business management	Mr. Ali Mohammed Huwait Khater
	<b>angel</b>		Bank manageme nt	Financial and Banking Sciences	M.M. Ali Hamad Ali
	<b>angel</b>		Information systems	Management Information Systems	M.M. Mohammed Salem Abdel
<b>lecturer</b>			English literature	English language	M. Alaa Ahmed Abdullah
	<b>angel</b>		law	law	Mr. Ihab Abdullah Muhaimid

	angel		Cost accounting	accounting	Mr. Yasser Fouad Taha
lecturer			law	law	Mr. Maher Sabah Habib
	angel		Financial accounting	accounting	Mr. Mohammed Ahmed Diab
	angel		Manageme nt accounting	accounting	Mr. Ali Fouad Taha
	angel		about	Arabic	M.M. Ali Ghaleb Ali

### Professional development

#### Orientation of new faculty members

- 1- **Determining the needs of the university and the department:** The needs of the university and the department are determined in terms of the required educational cadres and preferred specializations.
- 2- **Orientation Programs:** Customized orientation programs are designed for new, visiting, full-time and part-time members based on their needs and specialties.
- 3- **Introduction to the University Environment:** A comprehensive introduction to the university and the Department of Public Administration is provided, including an overview of the department, vision, mission, goals, and available services.
- 4- **Providing support resources:** New members are provided with the necessary resources and support, including training courses, workshops, and technical assistance.
- 5- **Academic Orientation:** New members are oriented regarding the curricula, research areas and teaching methods used in the department.
- 6- **Administrative Orientation:** New members are oriented to administrative procedures, responsibilities, university policies and code of conduct.
- 7- **Ongoing Support:** Ongoing support is provided to new, visiting, full-time and part-time faculty members through advisory sessions, workshops and periodic

**Professional development for faculty members**

Identifying needs and setting goals: Faculty needs are identified through surveys .1  
and performance evaluations, and then specific goals to be achieved within the  
program are identified.

Development Program Design: Based on the specific needs and objectives, a .2  
comprehensive development program is designed that includes a set of activities,  
training courses, workshops, and educational resources.

Program Implementation: The development program is implemented in a regular .3  
and organized manner, including organizing workshops, conducting training  
courses, and providing appropriate educational resources.

Use effective teaching strategies: Faculty members learn to use and apply .4  
modern and effective teaching strategies, such as cooperative learning, active  
learning, and educational technology.

Evaluation of learning outcomes: The effectiveness of the development program .5  
is evaluated by evaluating the learning outcomes of faculty members, such as  
increased levels of knowledge, teaching skills, and interaction with students.

Continuous Development: Ongoing feedback and support is provided to faculty .6  
members to promote ongoing professional and academic development.

Participation in scientific research and publication: Faculty members are .7  
encouraged to participate in scientific research and publish the results in  
prestigious academic journals, which enhances their academic standing and  
contributes to the development of knowledge in their fields.

**12. Acceptance Criteria**

Central acceptance. -1

Accepting exceptions (martyrs' families, children of faculty, distinguished -2  
employees, top students in institutes, foreign students).

Private government education -3

Accepting evening studies. -4

**13. The most important sources of information about the program**

University, college and electronic department website. -1

Priorities for establishing the department. -٢  
 Project to develop and update the curricula of the faculties of management and economics in Iraqi universities for the year 2017. -٣

#### 14. Program Development Plan

Curriculum development. -١  
 Open postgraduate studies (higher diploma equivalent to a master's degree). -٢  
 Developing teaching and administrative staff through courses, seminars and workshops in areas of specialization. -٣  
 Supporting scientific research efforts by encouraging faculty members to publish, especially in international journals. -٤  
 Conducting training programs to develop students' capabilities in technical and information technology fields. -٥  
 Organizing field visits and scientific trips for students to government institutions. -٦

#### Program Skills Chart

Required learning outcomes of the program

Values				Skills				Knowledge				Essential or optional?	Course name	Course code	Year/L level
A4	A3	A2	A1	B4	B3	B2	B1	A4	A3	A2	A1				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Public Administration 1		First year
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Statistics		
	✓	✓	✓		✓	✓	✓		✓	✓	✓		Computer 1Word		
	✓	✓	✓		✓	✓	✓		✓	✓	✓		Arabic		
	✓	✓	✓		✓	✓	✓			✓	✓		Human rights and democracy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Public Administration 2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematics for administrators		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Accounting principles		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		ReadingsEnglish		
	✓	✓	✓		✓	✓	✓		✓	✓	✓		Computer2Word		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		

✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Marketing Management		Second year
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human Resources Management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Administrative law		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Intermediate Accounting		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		The development of organizational thought		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Quantitative methods		
	✓	✓	✓		✓	✓	✓		✓	✓	✓		Computer1Excel		
	✓	✓	✓		✓	✓	✓		✓	✓	✓		Baath crimes in Iraq		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Relations		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Government accounting		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Administrative Psychology		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Civil Service Legislation		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Political systems		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations research		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer1Excel		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Financial Management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		unified accounting system		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Local administration		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Contract management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Quality Management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Public service ethics		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Database Computer Applications2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Organizational Behavior		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policies		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		General Project Management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Management Information Technology		

Second year

Third year

✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Comparative local management systems		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Environmental management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Database Computer Applications2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Production and Operations Management		Fourth year
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Comparative Public Administration		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Administrative development1		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Strategic Management1		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer Applications1QS B		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Scientific research methods and ethics		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Strategic management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Administrative development 2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Risk Management and Insurance		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		General Policies		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer Applications2QS B		

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

### Course Description Form

<b>1. Course name</b>
<b>Crimes of the Baath regime in Iraq</b>
<b>2. Course code</b>
<b>nothing</b>
<b>3. Semester/Year</b>
<b>First / Second</b>

**4. Date this description was prepared**

14/9/2023

**5. Available forms of attendance**

Giving the material in person

**6. Number of study hours (total) / Number of units (total)**

30 hours / 2 units

**7. Name of the course supervisor (if more than one name is mentioned)**Name: M.M. Ihab Abdullah Muhaimid Khalaf Email: [Ihab.A.26@tu.edu.iq](mailto:Ihab.A.26@tu.edu.iq)**8. Course objectives**

<ul style="list-style-type: none"> <li>• <b>Introducing students to the concept of crimes, their divisions and types</b></li> <li>• <b>Identifying the crimes of the Baath regime in Iraq according to the documentation of the Iraqi Supreme Criminal Court Law in 2005</b></li> <li>• <b>Introducing students to psychological and social crimes and their effects</b></li> <li>• <b>Knowing what are the most prominent violations of the Baathist regime in Iraq</b></li> <li>• <b>Introducing students to how the Baath regime violated Iraqi laws.</b></li> <li>• <b>Identifying the environmental crimes of the Baath regime in Iraq</b></li> <li>• <b>Knowing what are the most prominent mass grave crimes committed by the Baathist regime in Iraq</b></li> </ul>	Subject objectives
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**9. Teaching and learning strategies**

<ul style="list-style-type: none"> <li>• <b>Encouraging students to think about the crime, its seriousness and the penalties imposed on the criminal.</b></li> <li>• <b>Motivating students through daily posts and periodic exams to help them understand the material well.</b></li> <li>• <b>Use interactive methods that are useful for students.</b></li> <li>• <b>Directing students towards the necessary learning for the purpose of knowing the most prominent violations committed by the Baathist regime in Iraq</b></li> </ul>	Strategy
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**10. Course Structure**

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
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<b>Ask questions and tests</b>	<b>Homework, asking questions, and interaction between the teacher and the students, as well as the students with each other.</b>	<b>Definition of crime in language and terminology and what are its types?Crimes</b>	<b>Concept of crimes</b>	<b>2</b>	<b>the first</b>
<b>Ask questions and tests</b>	<b>Homework, asking questions, and interaction between the teacher and the students, as well as the students with each other.</b>	<b>Types of crimes</b>	<b>Crimes of the Baath regime as documented by the Iraqi Supreme Criminal Court</b>	<b>2</b>	<b>the second</b>
<b>Ask questions and tests</b>	<b>Homework, asking questions, and interaction between the teacher and the students, as well as the students with each other.</b>	<b>The concept of psychological crimes, phenomena and mechanisms adopted by the Baathist regime in Iraq</b>	<b>Psychological crimes and their effects</b>	<b>2</b>	<b>the third</b>
<b>Ask questions and tests</b>	<b>Homework, asking questions, and interaction between the teacher and the students, as well as the students with each other.</b>	<b>The concept of social crimes and their mechanisms</b>	<b>Social crimes</b>	<b>2</b>	<b>Fourth</b>
<b>Ask questions and tests</b>	<b>Homework, asking questions, and interaction between the teacher and the students, as well as the students with each other.</b>	<b>Pictures of human rights violations and crimes of power</b>	<b>Violations of Iraqi laws</b>	<b>2</b>	<b>Fifth</b>
<b>Ask questions and tests</b>	<b>Homework, asking questions, and interaction between the teacher and the students, as well as the students with each other.</b>	<b>A set of decisions</b>	<b>Political and military decisions and violations of the Baath regime</b>	<b>2</b>	<b>Sixth</b>
<b>Ask questions and tests</b>	<b>Homework, asking questions, and interaction between the teacher and the students, as well as the students with each other.</b>	<b>The most prominent prisons in Iraq</b>	<b>Baath regime prisons and detention centers in Iraq</b>	<b>2</b>	<b>Seventh</b>

	as the students with each other.				
Ask questions and tests	Homework, asking questions, and interaction between the teacher and the students, as well as the students with each other.	Chapter One and Two	First month exam	2	The eighth
Ask questions and tests	Homework, asking questions, and interaction between the teacher and the students, as well as the students with each other.	Environmental pollution, radiation and mine explosions Destruction of cities and villages	Environmental crimes of the Baath regime in Iraq	2	Ninth
Ask questions and tests	Homework, asking questions, and interaction between the teacher and the students, as well as the students with each other.	Drying the marshes Destruction of palm groves, trees and crops	Environmental crimes of the Baath regime in Iraq	2	tenth
Ask questions and tests	Homework, asking questions, and interaction between the teacher and the students, as well as the students with each other.	The most prominent events are the mass graves committed by the Baathist regime before and after it took power in 1968.	Mass grave crimes	2	eleventh
Ask questions and tests	Homework, asking questions, and interaction between the teacher and the students, as well as the students with each other.	Genocide graves dating back to the events of 1963 Genocide graves committed by the former Baath regime during the period from 1979 to 2003	Chronological classification of genocide graves in Iraq	2	twelfth
Ask questions and tests	Homework, asking questions, and interaction between the teacher and the students, as well as the students with each other.	Chapter Three and Four	Second month exam	2	thirteenth

## 11. Course Evaluation

The grade is distributed out of 30 for the effort according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams, reports, etc., and the final exam is out of 70, so the total is 100.

## 12. Learning and teaching resources

Methodological vocabulary approved by the Ministry of Higher Education and Scientific Research (Sectoral Committee)	Required textbooks (methodology if any)
-----	Main References (Sources)
----	References on the Internet