

Academic Program Description Form

University Name: Al-Muthanna University

College/Institute: College of Veterinary Medicine

Department: Single-Department College

Academic or Professional Program Name: Bachelor of Veterinary Medicine and Surgery

Final Degree Name: Bachelor of Veterinary Medicine and Surgery

Study System: Semester-based

Date Description Prepared: 5/2/2026

Date File Completed: 5/2/2026

Signature:

Name of Scientific Assistant: Prof. Dr. Nayer Abdul-Bari Madloul

Date: 5/2/2026



File Reviewed by

Quality Assurance and Performance Evaluation Division

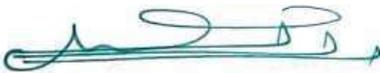


Name of Director of Quality Assurance and University Performance Division: Prof. Dr. Khalid Hadi Kadhim

5/2/2026

Date

Signature



Approved by the Dean of the College

Republic of Iraq
Ministry of Higher Education and Scientific Research
Quality Assurance and Accreditation department
Accreditation Division



Academic Program Description

2025–2026

Introduction:

The educational program is a coordinated and organized package of courses that include procedures and experiences organized into study modules. The primary purpose of the program is to build and refine graduates' skills, 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 academic program description provides a brief summary of the program's main features and courses, indicating the skills students are expected to acquire based on the program's objectives. The importance of this description is evident in that it represents the cornerstone of program accreditation and is written by faculty members under the supervision of academic committees in the academic 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 new developments and changes in the educational system in Iraq, which included a description of the academic program in its traditional form (semesters) in addition to adopting the description of the academic program circulated pursuant to the letter of the Department of Studies TM3/2906 dated 03/05/2023 with regard to programs that adopt the Bologna process as the basis for their work.

In this context, we emphasize the importance of writing descriptions of academic programs and courses to ensure the smooth running of the educational process.

Concepts and terms:

Academic Program Description: The academic program description provides a concise summary of the program's vision, mission, and objectives, including a precise description of the targeted learning outcomes according to specific learning strategies.

Course Description: Provides a concise summary of the course's key features and the learning outcomes expected of the student, demonstrating whether the student has made the most of the available learning opportunities. It is derived from the program description.

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

Program message: It briefly explains the objectives and the activities that required for achieving them, and also identifies the paths and directions of the program's development.

Program objectives: These 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 (semester, annual, Bologna track), whether required by (ministry, university, college, or scientific department), along with the number of academic units.

Learning outcomes: A consistent set of knowledge, skills, and values are acquired by the student after successfully completing the academic program. The learning outcomes for each course must be defined in a manner that achieves the program's objectives.

Teaching and learning strategies: They are the strategies used by faculty members to develop student teaching and learning. They are plans followed to achieve learning

objectives. They describe all classroom and extracurricular activities to achieve the program's learning outcomes.

1. Program vision

Our college aspires to be a pioneering institution in advancing higher education outcomes and scientific research that align with the needs of the labor market. We aim to become a leading scientific institution, preparing highly specialized professionals dedicated to promoting animal health and safeguarding livestock as a national resource and a fundamental pillar of the economy. We are committed to excellence, creativity, and practical application in veterinary medicine according to international standards, and to achieving leadership in veterinary education and scientific research to ensure animal health, enhance livestock production, and contribute to a cleaner environment.

2. Program message

The mission of the college is to provide high-quality education and training in veterinary medicine through a comprehensive program that integrates basic, clinical, and applied sciences across all academic stages. The college is dedicated to preparing competent graduates who hold a Bachelor's degree in Veterinary Medicine and Surgery, equipped with the knowledge and skills to promote animal health and protect livestock.

The college also offers postgraduate programs leading to Master's and Doctorate degrees in various scientific disciplines, fostering advanced research and innovation. It is committed to continuously developing and updating academic curricula, enhancing theoretical and practical teaching, and providing access to the latest scientific resources and modern laboratory facilities.

Through these efforts, the college aims to graduate highly qualified professionals who contribute to the advancement of veterinary education, research, and community service in Al-Muthanna Governorate and throughout Iraq.

3. Program objectives

1. Graduate veterinary professionals equipped with the scientific knowledge and skills necessary for the prevention and development of animal wealth.
2. Provide scientific consultations to animal breeders, poultry farm owners, and fish farming practitioners.

3. Offer veterinary services to the local community through the scientific departments of the college.
4. Establish veterinary consultation clinics and conduct field visits for students to livestock projects within the governorate and to major projects across Iraq, thereby opening new horizons for advancing the reality of veterinary medicine in Al-Muthanna Governorate and throughout Iraq.
5. Develop specialized programs for the control and prevention of communicable diseases through vaccination programs.
6. Control epidemic diseases originating from outside the country.
7. Protect public health by eliminating disease-carrying vectors and inspecting food and meat products produced locally or imported from abroad.
8. Protect humans and the environment from more than 120 zoonotic diseases transmitted from animals to humans, including several fatal epidemics.

4. Program accreditation

Is the program accredited? By which authority?

Yes – it is accredited by the Ministry of Higher Education and Scientific Research, represented by the Department of Supervision and Scientific Evaluation.

The college is currently awaiting the evaluation visit from the National Council for the Accreditation of Veterinary Colleges.

5. Other external influences

Veterinary Hospital, Laboratories, and Animal Field

The college includes a **veterinary teaching hospital**, **modern scientific laboratories**, and an **animal field**, all designed to enhance the practical and clinical training of students. These facilities provide hands-on experience in diagnosing, treating, and preventing animal diseases, as well as conducting scientific research and field studies that contribute to the development of veterinary medicine and livestock health.

6. Program structure

Program structure	Number of courses	Study unit	percentage	comments *
Institutional requirements				
College requirements	72	214	98.6	

Department requirements				
Summer training	1	3	1.4	
Other				

7. Program Description

A- First year				
First semester				
No	Course name	Course code	Credit hours	
			Theoretical	practical
1	General Biology	VET101	2	2
2	skeletal anatomy	VET102	3	3
3	Animal management	VET103	3	2
4	Democracy and human rights	UOM104	2	-
5	English language	UOM102	2	-
6	Bio risk Management	VET104	1	-
7		Total	13	7
Second semester				
7	Animal husbandry	VET107	2	-
8	Arabic language	UOM101	2	-
9	Muscular anatomy	VET106	3	3
10	Computer	UOM103	2	2
11	General Chemistry	VET101	2	2

12	Poultry management	VET108	1	2
		Total	12	9

A- Second year				
First semester				
No	Course name	Course code	Credit hours	
			Theoretical	practical
1	Veterinary anatomy	Anat1st	2	3
2	Histology	Hist1st	2	3
3	Physiology	Phy1st	4	2
4	Biochemistry	Bioc1st	3	2
5	animal nutrition	AN1st	3	2
6	Baath crimes	BC1st	2	0
7	computer	Com1st	2	2
		Total	18	14
Second semester				
8	Veterinary anatomy	Anat 2nd	2	3
9	Histology	Hist 2nd	2	3
10	Physiology	Phy 2nd	4	2
11	Biochemistry	Bioc 2nd	3	2
12	Animal nutrition	AN 2nd	2	2

13	Statistics	Stat 2nd	2	0
		Total	15	14

A- Third year				
First semester				
No	Course name	Course code	Credit hours	
			Theoretical	practical
1	Parasitology – I	Para 1st	3	2
2	Pharmacology – I	Pharm 1st	3	2
3	Microbiology – I	Micro 1st	3	2
4	Immunology	Immun1st	2	2
5	General Pathology	Path 1st	3	3
6	Toxicology	Toxo 1st	2	–
		Total	16	11
Second semester				
8	Parasitology – Part II	Para 2nd	3	2
9	Pharmacology – II	Pharm 2nd	3	2
10	Special Microbiology – II	Micro 2nd	3	2
11	Virology	Vir 2nd	2	2
12	General Pathology	Path 2nd	3	3
13	Veterinary Clinics	VC 2nd	–	2

		Total	14	13
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A- Forth year				
First semester				
No	Course name	Course code	Credit hours	
			Theoretical	practical
1	Morbid Anatomy I	Ma	1	2
2	Female fertility and Venerereal diseases	FF	2	2
3	Veterinary Clinics I	VC	-	4
4	Poultry diseases / I	Pd	2	2
5	Surgery / Part I	Sur	3	2
6	Infectious (bacterial) diseases	ID	2	-
7	clinical Pathology (Clinical hematology and clinical chemistry)	CPA	2	2
8	Internal Medicine (General Cases and Digestive system diseases)	IMD	3	-
9	Epidemiology	EP	1	-
		Total	16	14
Second semester				
9	Morbid Anatomy – Part II	Ma	1	2
10	Veterinary Obstetrics	VO	2	2

11	Veterinary Clinics Part II	VC	-	4
12	Poultry diseases / Part II	PD	2	2
13	Surgery / Part II	Sur	2	2
14	Infectious diseases	ID	2	-
15	Clinical Pathology (clinical microbiology and parasitology	CPA	2	2
16	Internal medicine (respiratory, nervous and skin diseases	IMD	2	-
17	Zoonotic diseases	ZD	1	-
		Total	14	14

A- Fifth year

First semester

No	Course name	Course code	Credit hours	
			Theoretical	practical
1	Fish diseases	Fd	2	2
2	Male fertility and Vernereal diseases	MF	2	2
3	Veterinary Clinics – I	VC	-	14
4	Internal Medicine / Metabolic Diseases and nutritional deficiency	IMD	3	-
5	Meats hygiene	Fh	2	2
6	Veterinary Surgery I	Sur	2	2
7	Research projects	Rm	2	-

		Total	13	22
Second semester				
8	Reproductive techniques	RT	1	2
9	Veterinary Clinics / Part II	VC	-	14
10	Veterinary Professional behavior	MA	1	2
11	Internal medicine (cardiology) Nervous, urinary and poisoning diseases	IMD	3	-
12	Milk Hygeine	MH	2	2
13	forensic medicine	FM	1	2
14	Veterinary Surgery – II	Sur	2	2
15	Summer Veterinary Application (Internship)	SVA	2	2
16	Research projects	RP	2	0
		Total	14	26

7. Expected learning outcomes of the program
Knowledge
A. Cognitive Objectives
<ol style="list-style-type: none"> 1. Develop the student’s scientific knowledge and understanding. 2. Enhance communication between students and research centers. 3. Increase scientific capabilities by familiarizing students with veterinary medical problems. 4. Promote the development of scientific research skills. 5. Enable students to acquire practical skills useful for their future careers.
B. Program-Specific Skills Objectives
<ol style="list-style-type: none"> 1. Equip students with essential veterinary skills.

2. Enable students to demonstrate competence in the field and in animal treatment.
3. Prepare students to perform all relevant diagnostic tests and examinations for animals.

C. Affective and Values-Based Objectives

1. Instill in students the importance of veterinary medicine.
2. Raise awareness of the effective role of veterinary practice.
3. Strengthen understanding of the relationship between veterinary medicine and the labor market.
4. Foster strong connections between students and animal breeders.

Skills

D. Professional and Personal Development Objectives

1. Enable students to understand and apply professional ethics.
2. Encourage students to consistently work on improving their knowledge and skills.
3. Promote engagement with continuing education and lifelong learning.
4. Equip students with diverse experiences to work effectively across multiple fields

values

E. Practical, Ethical, and Community-Oriented Objectives

1. Enable students to apply theoretical veterinary knowledge in practical settings.
2. Foster a sense of national responsibility to improve both the quantity and quality of animal production.
3. Instill the concept of community service and teach the best ways to interact with rural populations and animal breeders.
4. Develop professional ethics in veterinary students by promoting correct professional behavior.
5. Enhance students' understanding of the importance of veterinary medicine.
6. Raise awareness of the effective role of veterinary practice.

7. Strengthen understanding of the relationship between veterinary medicine and the labor market.
8. Promote strong connections between students and animal breeders.
9. Enable students to identify and understand animal diseases in detail.
10. Teach students to recognize key signs and symptoms of diseases.
11. Develop the ability to correlate clinical changes for accurate diagnosis.
12. Reinforce ethical professional conduct through repeated emphasis on proper veterinary behavior.

8. Teaching and learning strategies

- Theoretical and practical lectures
- Clinical training
- Courses and workshops
- Conferences
- Field-based teaching
- Laboratory-based teaching
- Exposure to the labor market
- Participation in public and private projects

9. Assessment methods

Theoretical Examination:

- Multiple Choice Questions (MCQs)
- Short Essay Questions

Practical Examination:

- Objective Structured Clinical Examination (OSCE)
- Objective Structured Practical Examination (OSPE)

Other Assessment Methods:

- Student seminars and reports
- Daily quizzes and assessments
- Written or practical reports

10- Faculty members			
Academic Titles		Specialization	
		general	Specific
5	Professor	Veterinary medicine and surgery	Internal medicine
			Molecular biology and biotechnology
			Anatomy and Histology
			Surgery and Theriogenology
		Agriculture	Plant Biotechnology
11	Assistant Professor	Veterinary medicine and surgery	Parasitology
			Pharmacology
			Pathology 2
			Anatomy and Histology 2
			Surgery and Theriogenology

			Public health 3
		Sciences	Biochemistry
			Immunology
3	Teacher	Veterinary medicine and surgery	Physiology
		Sciences	Microbiology
		Administration and Economics	Management
8	Assist. Teacher	Veterinary medicine and surgery	Poultry
			Surgery and Theriogenology
			Medicine
		Sciences	Microbiology
			Computing
		Agriculture	Plant Physiology
	Administration and Economics	accounting	

Professional development

Orientation of new faculty members

- Understanding the responsibilities required of them in their roles at the college and building relationships with their colleagues.
- Developing the skills and knowledge necessary to become effective instructors.
- Becoming familiar with the resources and support available to them.

The orientation program is considered a valuable resource for new faculty members, as it provides them with the information and support they need to succeed in their new roles

Professional development for faculty members

- Continuing education across all disciplines and scientific fields.
- Attending conferences related to veterinary medicine.
- Participating in workshops and seminars.
- Engaging in voluntary work at specialized institutions to gain experience and skills.

- Attending specialized training programs.

10. Acceptance criteria

1. Completion of the preparatory stage (scientific stream).
2. A minimum admission grade of 70% is required.
3. A personal interview must be conducted before finalizing the admission process.

It is worth noting that these procedures are followed in both Arab and foreign countries, where the minimum admission grade is typically no less than 90%.

11. Main Sources of Information about the Program

- The Ministry of Higher Education and Scientific Research / Curricula of Veterinary Medicine Colleges in Iraqi Universities.
- Comparable colleges in Arab and international universities

12. Program Development Plan

Developing the curriculum to align with the specific characteristics of the governorate in terms of animal production, with a focus on poultry farming, and introducing a new course on fish farming. Additionally, enhancing the animal field to meet the requirements of the study program.

Participating in specialized scientific conferences and keeping up to date with specialized international books and journals

Course Description

This academic program description provides a concise overview of the program's key features and the expected learning outcomes that students are required to achieve, demonstrating the extent to which they have made optimal use of the available learning opportunities. It should be clearly aligned with the overall program description.

Branch of Public Health

1. **Educational Institution:** College of Veterinary Medicine
2. **Academic Department / Center:** Branch of Veterinary Public Health
3. **Course Titles / Codes:**
Animal Management, Poultry Management, Computer, Democracy and Human Rights, English Language, Arabic Language, Animal Nutrition, Genetics, Statistics, Veterinary Public Health, Veterinary Professional Conduct
(*ANM, POM, COM-1, MPH, HUM, ENG, ARA, ANA, GEN, STA, GVM, PVP*)
4. **Mode of Delivery:** Theoretical / Practical
5. **Semester / Academic Year:** Annual / Semester-based
6. **Total Credit Hours:** 120, 15, 30, 60, 60, 90, 45, 120, 60, 30, 15, 120
7. **Course Objectives:**
 1. To equip students with theoretical and practical knowledge on animal care and the application of modern methods in farm management.
 2. To provide students with foundational supporting sciences, including computer applications, statistics, genetics, and nutrition.
 3. To deliver theoretical and practical training on the management of poultry farms, feed manufacturing plants, slaughterhouses, and livestock breeding stations.

Course outcomes, learning, teaching and assessment methods

A. Cognitive Objectives

1. To teach students how to establish animal farms that meet modern standards and how to manage them effectively.

2. To educate students on improving the genetic composition of animals through the principle of crossbreeding, in order to preserve desirable local traits and select and develop high-producing animals.
3. To provide knowledge on controlling zoonotic diseases (diseases transmissible between humans and animals) and producing safe, disease-free food for human consumption through mastery of food hygiene and milk hygiene practices.
4. To introduce methods for improving animal and poultry nutrition and enhancing feed conversion efficiency.
5. To teach students how to establish and manage poultry farms according to international standards.

B. Skill-Based Objectives

1. To develop students' skills in applying scientific methods related to the establishment and management of animal and poultry farms.
2. To train students in the formulation and production of high-quality feed mixtures.
3. To equip students with skills in meat inspection and in preparing professional reports within slaughterhouses.

Teaching and Learning Methods

Lectures are delivered both theoretically and practically using multimedia presentations, PowerPoint slides, microscopes, and laboratory experiments. Students are trained to examine milk and meat samples bacteriologically and chemically using various laboratory instruments and equipment. In addition, they are taught to analyze feed samples, inspect animal farms, handle and restrain animals safely, and administer medications effectively.

Methods of Assessment

- Unannounced daily quizzes
 - Monthly examinations
 - Midterm and final examinations
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C. Affective and Value-Based Objectives

1. To enable students to apply theoretical veterinary knowledge in practical contexts.
 2. To foster a sense of national responsibility among students to enhance both the quantity and quality of animal production.
 3. To instill in students the concept of community service and the appropriate ways of interacting with farmers and livestock breeders.
 4. To develop professional ethics among veterinary students through adherence to proper professional conduct.
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Teaching and Learning Methods

Practical lectures and training sessions are conducted within the animal field to provide students with hands-on experience.

Methods of Assessment

- Daily, monthly, and semester examinations

D. General and Transferable Skills (Other Skills Related to Employability and Personal Development)

To develop students' skills and abilities in managing animal farms effectively.

Studying Materials	Time	Type/Hrs	Evaluation
Animal management	weekly	2 theoretical + 2 practical	Quiz , oral, report, exam
Poultry management	weekly	1 Theoretical + 2 Practical	Quiz , oral, report, exam
computer	weekly	1 Theoretical + 2 Practical	Quiz , oral, report, exam
Veterinary Public Health	weekly	2 theoretical + 2 practical	Quiz , oral, report, exam
Democracy and human rights	weekly	2 Theoretical	Quiz , oral, report, exam
English language	weekly	1Theoretical	Quiz , oral, report, exam
Arabic language	weekly	1Theoretical	Quiz , oral, report, exam
animal feed	weekly	2 theoretical + 2 practical	Quiz , oral, report, exam
Genetics	weekly	2 theoretical + 2 practical	Quiz , oral, report, exam
computer	weekly	2 theoretical + 2 practical	Quiz , oral, report, exam
Veterinary Professional Conduct	weekly	1Theoretical	Quiz , oral, report, exam

8. Infrastructure

Category	Description
Prescribed Textbooks	Officially approved curricular textbooks
Main References	Supporting sources for each course
Recommended Books and References (Scientific Journals, Reports, etc.)	Core journals in veterinary and scientific specializations
Scientific References and Online Resources	The E-Learning Platform of Al-Muthanna University

9. Course Development Plan

Developing the curriculum to align with the specific characteristics of the governorate in terms of animal production, with a particular focus on poultry farming. A new course on fish farming will be introduced, and the animal field will be further enhanced to meet the academic and practical requirements of the study program.

Branch of Pathology, Poultry and Fish Diseases

Course Description

1. **Educational Institution:** College of Veterinary Medicine
2. **Academic Department / Center:** Department of Pathology, Poultry and Fish Diseases
3. **Course Titles / Codes:**
General Pathology, Special Pathology, Pathological Anatomy and Forensic Medicine
(*PAT, SPA, LPS*)
4. **Mode of Attendance:** Theoretical / Practical
5. **Semester / Academic Year:** Annual / Semester-based
6. **Total Credit Hours:** 60, 60, 45, 45
7. **Course Objectives:**
 1. To provide students with theoretical and practical knowledge about general diseases and diseases of poultry and fish.
 2. To enhance students' competence in the field of pathology, including poultry and fish diseases.
 3. To explain the major diseases affecting poultry and fish, along with methods of diagnosis and treatment.
 4. To describe the main postmortem changes observed in animals and to identify the causes of death.

Learning Outcomes, Teaching, and Assessment Methods

A. Cognitive Objectives

1. Understanding the concept and scope of pathology.
2. Identifying the condition of the animal after the appearance of disease signs.
3. Understanding the progression and course of diseases.
4. Recognizing postmortem changes in animals.
5. Understanding histopathological events and clinical signs and correlating them with disease-related changes.
6. Identifying the most important diseases affecting poultry and fish.

B. Skill-Based Objectives

1. To distinguish between healthy and diseased tissues.
2. To enhance students' understanding of histological changes that occur following disease or injury.
3. To improve students' ability to identify the histopathological structure of various body organs.
4. To develop students' knowledge of animal dissection techniques.

Teaching and Learning Methods:

Students are taught the fundamentals of pathology, poultry, fish diseases, in addition to laboratory techniques for examining histological and histopathological slides and performing animal dissections.

Methods of Assessment:

- Unannounced daily quizzes
- Monthly examinations
- Midterm and final examinations

C. Affective and Value-Based Objectives

1. To enable students to recognize diseases in detail.
2. To identify the main signs and pathological changes associated with diseases.
3. To integrate and interpret various pathological changes to reach accurate diagnoses.
4. To develop professional ethics among veterinary students through adherence to appropriate professional conduct.

Teaching and Learning Methods:

Practical sessions and laboratory-based training, including the microscopic examination of prepared slides.

Methods of Assessment:

- Daily, monthly, and semester examinations

D. General and Transferable Skills

(Other Skills Related to Employability and Personal Development)

1. Ability to diagnose diseases accurately.
2. Understanding differential diagnosis among various diseases.
3. Recognizing zoonotic diseases (shared between humans and animals).
4. Understanding the impact of animal diseases on public health.

Studying Materials	Time	Type/Hrs	Evaluation
General Pathology I	weekly	3 theoretical 3 practical	Quiz , oral, report, exam
General Pathology II	weekly	3 Theoretical 3 Practical	Quiz , oral, report, exam
Poultry Diseases	weekly	2 Theoretical 2 Practical	Quiz , oral, report, exam
Fish Diseases	weekly	1theoretical 2 practical	Quiz , oral, report, exam
Pathological anatomy and forensic medicine	weekly	1 Theoretical 2 practical	Quiz , oral, report, exam

E. Infrastructure

Category	Description
Prescribed Textbooks	Officially approved curricular textbooks
Main References	Supporting resources for each course
Recommended Books and References (Scientific Journals, Reports, etc.)	Core journals in veterinary and scientific disciplines
Scientific References and Online Resources	Al-Muthanna University E-Learning Platform

F. Course Development Plan

1. Increase visits to private and governmental projects to enhance students' practical exposure and professional skills.
2. Encourage students to visit the university and college libraries and to review available academic resources.
3. Make full use of summer training programs and the university's veterinary hospital to strengthen applied learning.
4. Promote the quality of research and graduation projects to advance scientific inquiry and innovation.

Branch of Microbiology and Veterinary Parasitology

Course Description

1. **Educational Institution:** College of Veterinary Medicine
2. **Academic Department / Center:** Branch of Microbiology and Veterinary Parasitology
3. **Course Titles / Codes:**
Microbiology, Virology, Immunology
(*MIC, SMI, VIR, IMU*)
4. **Mode of Attendance:** Theoretical / Practical
5. **Semester / Academic Year:** Annual / Semester-based
6. **Total Credit Hours:** 60, 60, 75, 90
7. **Course Objectives:**
 1. To train students to identify microorganisms and apply modern molecular techniques for their detection and diagnosis.
 2. To study the immune system and understand the various types of immunity.
 3. To classify bacteria, viruses, and fungi.

Learning Outcomes, Teaching, and Assessment Methods

A. Cognitive Objectives

1. To understand the fundamental concepts of microbiology.
2. To acquire knowledge and comprehension of immunology.
3. To understand the principles of virology and mycology.

B. Skill-Based Objectives

1. To equip students with skills in sterilization and bacterial culturing techniques.
2. To develop students' understanding of methods for preserving pathological and food samples.

Teaching and Learning Methods:

Students learn the fundamentals of microbiology and integrate theoretical knowledge with practical applications.

Methods of Assessment:

- Unannounced daily quizzes
- Monthly examinations
- Midterm and final examinations

C. Affective and Value-Based Objectives

1. To develop analytical skills that enable students to understand the functions of the immune system.
2. To gain knowledge of sterilization and disinfection techniques.

Teaching and Learning Methods:

Laboratory-based training on detecting microorganisms and applying preventive measures to avoid infection.

Methods of Assessment: Daily, monthly, and semester examinations

D. General and Transferable Skills

(Other Skills Related to Employability and Personal Development)

To develop the ability to integrate knowledge of microbiology with immunology.

Studying Materials	Time	Type	Evaluation
Microbiology I	weekly	3 theoretical 2 practical	Quiz , oral, report, exam
Microbiology II	weekly	3 theoretical 2 practical	Quiz , oral, report, exam
Parasitology I	weekly	3 theoretical 2 practical	Quiz , oral, report, exam
Parasitology II	weekly	3 theoretical 2 practical	Quiz , oral, report, exam
General Biology I	weekly	3 Theoretical 2 Practical	Quiz , oral, report, exam
Immunity	weekly	2 Theoretical 2 Practical	Quiz , oral, report, exam
Virus	weekly	2 theoretical 2 practical	Quiz , oral, report, exam

D. Infrastructure

Category	Description
Required Textbooks	Officially approved curricular textbooks
Main References	Supporting resources for each course
Recommended Books and References (Scientific Journals, Reports, etc.)	Core journals in veterinary and related scientific disciplines
Scientific References and Online Resources	Al-Muthanna University E-Learning Platform

E. Curriculum Development Plan

To enhance the course content by adding new terminology and vocabulary related to the field, not exceeding 10% of the total curriculum.

Branch of Physiology, Pharmacology, and Biochemistry

Course Description

1. **Educational Institution:** College of Veterinary Medicine
2. **Scientific Department / Center:** Branch of Physiology, Pharmacology, and Biochemistry
3. **Course Titles / Codes:**
General Chemistry, Physiology, Biochemistry, Drugs and Toxins, Parasitology
(*GCH, PHY, BIO, PHA, PAR*)
4. **Mode of Attendance:** Theoretical / Practical
5. **Semester / Academic Year:** Annual / Quarterly
6. **Total Credit Hours:** 75, 30, 75, 90, 75, 75
7. **Course Objectives:**
 1. To understand the functions of cells and the physiological roles of systems and organs.
 2. To comprehend the biochemical processes occurring within the body.
 3. To identify medications, their composition, benefits, and potential harms to the body.
 4. To understand and manage toxins.
 5. To gain knowledge of parasitic diseases and methods for their diagnosis and prevention.

Learning Outcomes, Teaching, and Assessment Methods

A. Cognitive Objectives

1. Understand the functions of the body's organs and systems.
2. Comprehend fundamental chemistry and biochemistry.
3. Identify and classify toxins.
4. Learn methods for diagnosing and treating parasitic diseases.

B. Skill-Based Objectives

1. Develop skills to understand the physiological functions of the body.
2. Acquire skills to understand cellular metabolism and interactions within the body.
3. Gain knowledge of medications and toxins.
4. Learn methods for diagnosing and culturing parasite eggs.
5. Understand the relationship between parasitic infections and diseases in humans and animals.

Teaching and Learning Methods:

Combination of theoretical lectures and practical sessions.

Assessment Methods:

- Unannounced daily quizzes
 - Monthly examinations
 - Midterm and final examinations
-

C. Affective and Value-Based Objectives

1. Enable students to understand the overall functions of the body.
2. Help students form a comprehensive understanding of body physiology.
3. Enable students to make informed decisions regarding the use of veterinary medicines.

Teaching and Learning Methods:

Use of videos, diagrams, figures, and models to enhance understanding of physiological and biochemical processes.

Assessment Methods:

- Daily, monthly, and semester examinations
-

D. General and Transferable Skills

1. Enhance students' ability to understand physiological and biochemical processes and methods for drug and toxin production.
2. Develop skills for diagnosing parasitic diseases.

Studying Materials	Time	Type/Hrs	Evaluation
General Chemistry	weekly	2 theoretical 2 practical	Quiz , oral, report, exam
Physiology I	weekly	4 theoretical 2 practical	Quiz , oral, report, exam
Physiology II	weekly	4 theoretical 2 practical	Quiz , oral, report, exam
Biochemistry I	weekly	3 theoretical 2 practical	Quiz , oral, report, exam
Biochemistry II	weekly	3 Theoretical 2 Practical	Quiz , oral, report, exam
Pharmacology I	weekly	3 Theoretical 2 Practical	Quiz , oral, report, exam
Pharmacology II	weekly	3 theoretical 2 practical	Quiz , oral, report, exam

Toxicology	weekly	2 theoretical	Quiz , oral, report, exam
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E. Infrastructure

Category	Description
Required Textbooks	Officially approved curriculum books
Main References	Supporting resources for each course
Recommended Books and References (Scientific Journals, Reports, etc.)	Core journals in veterinary and related scientific disciplines
Scientific References and Online Resources	Al-Muthanna University E-Learning Platform

F. Curriculum Development Plan

Enhance the course content by adding new terminology and vocabulary relevant to the field, without exceeding 10% of the total curriculum.

Branch of Internal and Preventive Medicine

Course Description

1. **Educational Institution:** College of Veterinary Medicine
2. **Scientific Department / Center:** Branch of Internal and Preventive Medicine
3. **Course Titles / Codes:**
Internal Medicine, Infectious Diseases, epidemiology, Pathological Diagnoses, zoonotic Diseases, Veterinary clinic, Summer Veterinary Application
(*IMD, ID, EP, CPA, ZD, VC, SVA*)
4. **Mode of Attendance:** Theoretical / Practical
5. **Semester / Academic Year:** Annual / Quarterly
6. **Total Credit Hours:** 90, 30, 30, 90, 90, 90
7. **Course Objectives:**
 1. To identify diseases affecting animals, including methods of diagnosis, differentiation, prevention, and treatment.
 2. To identify diseases common to both humans and animals.
 3. To gain knowledge of laboratory diagnostic methods.

Learning Outcomes, Teaching, and Assessment Methods

A. Cognitive Objectives

1. Enable students to recognize diseases that affect animals.
2. Understand diagnostic and treatment procedures.
3. Acquire knowledge of zoonotic diseases (common to humans and animals).
4. Enable students to conduct clinical and laboratory diagnoses.

B. Skill-Based Objectives

1. Develop students' diagnostic skills.
2. Develop animal examination and handling skills.
3. Provide students with knowledge and practical skills in laboratory diagnostics.

Teaching and Learning Methods:

Combination of theoretical lectures, practical sessions, and hands-on training in the veterinary hospital.

Assessment Methods:

- Unannounced daily quizzes
- Monthly examinations
- Midterm and final examinations

C. Affective and Value-Based Objectives

1. Enable students to perform proper animal examinations.
2. Familiarize students with animal diagnosis and treatment procedures.
3. Enable students to prescribe and administer appropriate treatments.

Teaching and Learning Methods:

Clinical examination of animals, recording clinical signs, collecting samples for laboratory analysis, correlating clinical signs with diagnostic results, determining the correct diagnosis, and administering suitable treatments.

Assessment Methods:

- Daily, monthly, and semester examinations

D. General and Transferable Skills to Enhance students' competencies in clinical and laboratory diagnostics.

Studying Materials	Time	Type/Hrs	Evaluation
Internal Medicine I	weekly	3 theoretical	Quiz , oral, report, exam
Internal Medicine II	weekly	3 theoretical	Quiz , oral, report, exam
Infectious and epidemic diseases I	weekly	2 theoretical	Quiz , oral, report, exam
Infectious and epidemic diseases II	weekly	2 theoretical	Quiz , oral, report, exam
Epidemiology	weekly	2 Theoretical 2 Practical	Quiz , oral, report, exam

Zoonotic diseases	weekly	2 theoretical	Quiz , oral, report, exam
Clinic I	weekly	14 practical	Quiz , oral, report, exam
Clinic II	weekly	14 practical	Quiz , oral, report, exam
Clinical pathology	weekly	2 Theoretical 2 Practical	Quiz , oral, report, exam
Clinical pathology	weekly	2 Theoretical 2 Practical	Quiz , oral, report, exam

E. Infrastructure

Category	Description
Required Textbooks	Officially approved curriculum books
Main References	Supporting resources for each course
Recommended Books and References (Scientific Journals, Reports, etc.)	Core journals in veterinary and scientific disciplines
Scientific References and Online Resources	Al-Muthanna University E-Learning Platform

F. Curriculum Development Plan

Enhance the course content by adding new terminology and vocabulary relevant to the field, ensuring that additions do not exceed 10% of the total curriculum.

Branch of Surgery and Obstetrics

Course Description

1. **Educational Institution:** College of Veterinary Medicine
2. **Scientific Department / Center:** Branch of Surgery and Obstetrics
3. **Course Titles / Codes:**
Veterinary Surgery, Fertility and venereal Diseases, Veterinary Obstetrics, male fertility and venereal Diseases, Reproductive Techniques
(*SUR, FF, VO, MF, RT*)
4. **Mode of Attendance:** Theoretical / Practical
5. **Semester / Academic Year:** Annual / Semester-based
6. **Total Credit Hours:** 90, 60, 60, 60
7. **Course Objectives:**
 1. To understand the fundamentals of surgery and surgical procedures in animals.
 2. To learn the anatomy of the reproductive system, differential anatomy, and major diseases of the female reproductive system.
 3. To understand diseases of the male reproductive system and artificial insemination techniques.
 4. To become familiar with the latest developments in in vitro fertilization and assisted reproductive technologies.

Learning Outcomes, Teaching, and Assessment Methods

A. Cognitive Objectives

1. Enable students to understand reproductive diseases and their treatment methods.
2. Understand surgical cases and appropriate management procedures.
3. Acquire knowledge of basic anesthesia in animals.
4. Train students in artificial insemination techniques.
5. Understand methods for collecting, examining, evaluating, and storing semen.
6. Learn how to manage dystocia and pregnancy complications.
7. Gain knowledge of modern techniques to treat infertility and subfertility.

B. Skill-Based Objectives

1. Develop skills in anesthesia and performing minor and major surgical procedures.
2. Acquire practical skills in performing obstetric maneuvers.
3. Gain proficiency in semen collection, examination, and evaluation.

Teaching and Learning Methods:

Combination of theoretical lectures, practical sessions, and hands-on training in the veterinary hospital.

Assessment Methods:

- Unannounced daily quizzes
- Monthly examinations
- Midterm and final examinations

C. Affective and Value-Based Objectives

1. Enable students to understand surgical procedures and use diagnostic tools such as X-rays and endoscopes.
2. Familiarize students with management of dystocia cases.
3. Teach students the fundamentals of pregnancy testing using different methods.

Teaching and Learning Methods:

1. Field training in the veterinary hospital on incoming surgical and obstetric cases and appropriate management.
2. Rectal palpation to examine pregnancy in large animals.

Assessment Methods:

- Daily, monthly, and semester examinations

D. General and Transferable Skills

Enhance students' abilities to perform surgical and obstetric procedures and to diagnose pregnancy in various animal species.

Studying Materials	Time	Type/Hrs	Evaluation
Reproduction technologies	weekly	1 Theoretical 2 Practical	Quiz , oral, report, exam
Surgery I	weekly	2 Theoretical 2 Practical	Quiz , oral, report, exam
Surgery II	weekly	2 Theoretical 2 Practical	Quiz , oral, report, exam
Male fertility	weekly	1 Theoretical 2 Practical	Quiz , oral, report, exam
female fertility	weekly	2 Theoretical 2 Practical	Quiz , oral, report, exam
Obstructive	weekly	2 Theoretical 2 Practical	Quiz , oral, report, exam

E. Infrastructure

- **Required Textbooks:** Officially approved curriculum books
- **Supporting Resources for Each Course:** Supplementary references and teaching materials relevant to the course
- **Recommended Journals:** Core journals in veterinary and scientific disciplines
- **Online Resources:** Al-Muthanna University E-Learning Platform

F. Curriculum Development Plan

1. Establish a surgical operating room equipped with modern instruments to enhance accurate diagnosis, surgical procedures, and the management of difficult labor cases.
2. Establish a laboratory for artificial insemination and assisted reproductive technologies.
3. Establish a veterinary ultrasound unit for diagnostic and reproductive purposes.

Brach of Anatomy, Histology, and Embryology

Course Description

1. **Educational Institution:** College of Veterinary Medicine
 2. **Scientific Department / Center:** Brach of Anatomy, Histology, and Embryology
 3. **Course Titles / Codes:**
Anatomy, Histology, Embryology
(ANA, HIS, EMB)
 4. **Mode of Attendance:** Theoretical / Practical
 5. **Semester / Academic Year:** Annual / Quarterly
 6. **Total Credit Hours:** 150, 150, 15
 7. **Course Objectives:**
 1. To understand the fundamentals of anatomy, including the structure of body organs and systems, as well as the blood and nervous systems.
 2. To learn the histological composition of the body's organs.
 3. To gain knowledge of embryology and the role of tissue sections in studying fetal development.
-

Learning Outcomes, Teaching, and Assessment Methods

A. Cognitive Objectives

1. Enable students to learn proper methods of animal euthanasia, dissection, and preservation of cadavers and tissue samples.
2. Understand histology and techniques for preparing tissue sections.
3. Acquire knowledge of embryology and methods for determining fetal age.

B. Skill-Based Objectives

1. Develop skills in correct dissection, comparative dissection, and preservation of cadavers.
2. Acquire practical skills in tissue sectioning.
3. Gain proficiency in studying fetal development and determining fetal age.

Teaching and Learning Methods:

Combination of theoretical lectures, practical laboratory sessions, and hands-on experience in the veterinary hospital.

Assessment Methods:

- Unannounced daily quizzes
 - Monthly examinations
 - Midterm and final examinations
-

C. Affective and Value-Based Objectives

1. Enable students to distinguish healthy organs from abnormal ones during dissection.
2. Develop awareness of the importance of histological sectioning for detecting tissue changes.

Teaching and Learning Methods:

1. Training on anatomy, comparative anatomy, and identifying distinguishing features of organs across different animal species.

Assessment Methods:

- Daily, monthly, and semester examinations
-

D. General and Transferable Skills

- Enhance students' understanding of anatomy, histology, and embryology and their application in other veterinary sciences.

Studying Materials	Time	Type/ Hrs	Evaluation
Anatomy I	weekly	2 theoretical 3 practical	Quiz , oral, report, exam
Anatomy II	weekly	2 theoretical 3 practical	Quiz , oral, report, exam
Histology	weekly	2 theoretical 3 practical	Quiz , oral, report, exam
Embryology	weekly	1 theoretical	Quiz , oral, report, exam

E. Infrastructure

- **Required Textbooks:** Officially approved curriculum books
- **Main References:** Supporting resources for each course
- **Recommended Books and References (Scientific Journals, Reports, etc.):** Core journals in veterinary and scientific disciplines
- **Scientific References and Online Resources:** Al-Muthanna University E-Learning Platform

D. Curriculum Development Plan

Introduce new courses that align with recent developments in anatomy, histology, and embryology, ensuring additions comply with the prescribed percentage of the total curriculum.

Curriculum Skills Map																			
Please tick the boxes corresponding to the individual learning outcomes of the programme being assessed.																			
Required learning outcomes of the program																			
General and transferable skills (other skills related to employability and personal development)	Emotional and value-based goals				Program skill objectives				Cognitive objectives				essential Or Optional	Course code	Course name	Year/Level			
	D4	D3	D2	D1	Part 4	Part 3	Part 2	Part 1	B4	B3	B2	B1					A4	A3	A2
			/		/			/				/					VET101	General Biology	Year 1
		/			/			/				/					VET102	skeletal anatomy	Year 1
		/			/			/				/					VET103	Animal management	Year 1
		/			/			/				/					UOM104	Democracy and human rights	Year 1
		/			/			/				/					UOM102	English language	Year 1
		/			/			/				/					VET104	Bio risk Management	Year 1
		/			/			/				/					VET101	General Biology	Year 1
																			Year 1
		/			/			/				/					VET107	Animal husbandry	Year 1
		/			/			/				/					UOM101	Arabic language	Year 1

Course description template

1. Asi Anqasz	
Muscular Anatomy	
2. Zis Anqasz	
VET106	
3. Schizophrenia/Humanization	
Chapter 2.4	
Date of preparation of the first half	
0202-0202	
5. Forms of availability inclination	
In-person and online	
6. Number of hours (ink) / Number of units (ink)	
6 hours/9 units	
7. The person responsible for the questions (if more than one question is asked)	
Name: A.M. Shaimaa Khazal Waad	
Email: iq.edu.mu@201094dmh	Dr. Diyar Muhammad Hussein Kadhim
8. Course Objectives	
<p>.....</p> <ul style="list-style-type: none"> • Identify the major muscles of the body and their attachments. • Describe the structure and function of different muscle types (eg, skeletal, cardiac, smooth). • Explain the principles of muscle contraction and relaxation. • Analyze the role of the muscular system in various physiological processes (eg, movement, respiration, circulation). • Identify and describe the major endocrine glands and their locations in the body, and explain their role in the endocrine system. • Identify and describe the anatomical structures of the male reproductive system (including the tests, epididymis, vas deferens, accessory genital glands, and penis) and understand their functions. <p>Identify and describe the anatomical structures of the female reproductive system (including the ovaries, oviducts, uterus, vagina, and vulva) and understand their functions.</p> <ul style="list-style-type: none"> • 	<p style="text-align: center;">Course objectives</p> <p style="text-align: center;">Study</p>
9. Strategies for generalization and generalization	

<p>1. Theoretical and general lectures</p> <p>2. Presentations</p> <p>3. Practical training</p> <p>4. Field visits</p> <p>2. Laboratory teaching</p> <p>6. Electronic Circulation</p>	<p>strategy</p>
---	------------------------

2. Course Structure					
Evaluation Method	Method of generalization	Unit or topic name	Weekly hours required learning outcomes		
oral discussion	Inside the hall	Myology Muscles of the shoulder griddle of the sheep	Theoretical and general	6	0
Theoretical	explanation, field presentation	Myology The lateral surface of shoulder muscles and arm in sheep	Theoretical and practical	6	0
field	Theoretical explanation, laboratory	Myology The medial surface of shoulder muscles and arm in sheep	Theoretical and practical	6	3
oral discussion	Theoretical explanation, laboratory	Myology Muscles of the forearm and manus (extensors and flexors)	Theoretical and practical	6	2
Theoretical	explanation, presentation, quiz	Myology Muscles of the shoulder griddle of the sheep	Theoretical and practical	6	2
Theoretical	explanation, presentation, quiz	system Endocrine Arteries and nerves of the thoracic limb in sheep	Theoretical and practical	6	6
Theoretical	explanation, presentation, quiz	system Endocrine Muscles of the sublumber, hip and in sheep	Theoretical and practical	6	7
	Theoretical explanation, laboratory	Male Genital System Muscles of the thigh in sheep	My practical work is theoretical	6	8
	Theoretical explanation, presentation	Male Genital System Flexor and extensor muscles of the pelvic limb in sheep	My practical work is theoretical	6	9
Quiz	Theoretical explanation, presentation	Male Genital System Review	My practical work is theoretical	6	02
oral discussion	Theoretical explanation, laboratory	female genital system Arteries and sacrolumbar	My practical work is theoretical	6	00

		plexuses and nerves of pelvic limb			
Quiz	Theoretical explanation, presentation	female genital system Inguinal region and mammary gland in sheep	My practical work is theoretical	6	00
Quiz	Theoretical explanation, presentation	female genital system Male reproductive system in sheep (testis and scrotum)	My practical work is theoretical	6	03
Quiz	Theoretical explanation, presentation	glands Mammary Female reproductive system in sheep (ovaries, uterine tube and uterus)	Theoretical and practical	6	02
Quiz	Theoretical explanation, presentation	glands Mammary Exam	Theoretical and practical	6	02
Course Evaluation .00					
The distribution of the model is 100 according to its nature and the fact that it is the student, then the preparation of the exams, ...					
Sources for generalization and teaching :					
<ul style="list-style-type: none"> • The Anatomy of Domestic Animals. 5th ed. Getty, R. (1975). Philadelphia Toronto USA. 			I found that the required methodology (required textbooks)		

<ul style="list-style-type: none"> • The Anatomy of Domestic Animals. 5th ed. Getty, R. (1975). Philadelphia Toronto USA. 	Main Sources (References)
<ul style="list-style-type: none"> • Getty, R. (1975). <i>Sisson and Grossman's The Anatomy of the Domestic Animals</i> (5th ed.). Saunders. • Frandson, R.D., Wilke, W.L., & Fails, A.D. (2009). <i>Anatomy and Physiology of Farm Animals</i> (7th ed.). Wiley-Blackwell. 	Recommended supporting books and references (scientific journals, reports...)
•	Electronic references, websites

Course description template

1. Asi Anqasz	
Skeleton Anatomy	
2. Zis Anqasz	
VET102	
3. Schizophrenia/Humanization	
Chapter One	
4. Date of preparation of the first half	
0202-0202	
5. Forms of availability inclination	
In-person and online	
6. Number of hours (ink) / Number of units (ink)	
6 hours/8 units	
7. The person responsible for the questions (if more than one question is asked) Name: A.M. Shaimaa Khazal Waad	
Email: iq.edu.mu@201094dmh	Dr. Diyar Muhammad Hussein Kadhim
8. Course Objectives	
<p>1. Provide a comprehensive understanding of the skeletal system and joints in Domestic animals, including the structure, types, and development of bones, as well as the classification and function of joints.</p> <p>2. Develop proficiency in basic veterinary anatomical terminology and its accurate use describing in bones, joints, integumentary structures, and sensory organs.</p> <p>3. Understand the structure and function of the common integument (skin) and its derivatives such as hair, hooves, horns, and claws, with a focus on comparative anatomy among species.</p> <p>4. Study the anatomical structure of sensory organs (eye and ear) and relate to them organization to physiological functions and clinical relevance in veterinary medicine.....</p>	<p style="text-align: right;">Course objectives</p> <p style="text-align: center;">Study</p>
9. Strategies for Generalization and Strategic	
<p style="text-align: center;">1. Theoretical and general lectures</p> <p style="text-align: center;">2. Presentations</p> <p style="text-align: center;">3. Practical training</p> <p style="text-align: center;">4. Field visits</p> <p style="text-align: center;">2. Laboratory teaching</p> <p style="text-align: center;">6. Electronic Circulation</p>	<p style="text-align: right;">Generalization</p>

2. Course Structure					
Evaluation Method	Method of generalization	Unit or topic name	Exit T Generalization The ambitious B	Hour T	The week A
oral discussion	Inside the hall	Introduction to Veterinary Anatomy: branches, terminology, planes, and anatomical positions Bones of thoracic limb, joints, scapula of horse	theoretical And my uncle	6	0
field	Theoretical explanation, presentation	Introduction to body systems and regional anatomy; species comparison Humerus and comparative anatomy	Theoretical and practical	6	0
field	Theoretical explanation, laboratory	General Osteology – Bone composition, types, and development Radius and ulna with comparison	Theoretical and practical	6	3
oral discussion	Theoretical explanation, laboratory	General Osteology – Axial skeleton (skull, vertebrae, ribs, sternum) Carpal bones in horse and metacarpal and phalanges bones	Theoretical and practical	6	2
Quiz	Theoretical explanation, presentation	General Osteology - Appendicular skeleton: thoracic limb bones Review	Theoretical and practical	6	2
Quiz	Theoretical explanation, presentation	General Osteology – Appendicular skeleton: pelvic limb bones Practical examination	Theoretical and practical	6	6
Quiz	Theoretical explanation, presentation	General Osteology – Joints and bone landmarks; comparative bone anatomy Comparative anatomy of the pelvic bone	Theoretical and practical	6	7
	Theoretical explanation, laboratory	General Syndesmology – Classification of joints; fibrous and cartilaginous joints Comparative anatomy of the femur	Theoretical and practical	6	8
	Theoretical explanation, presentation	Comparative anatomy of the tibia and fibula tarsus and metatarsal bone in horse	Theoretical and practical	6	9
	Theoretical explanation, presentation, quiz	General Syndesmology – Joint movements and examples in domestic animals	Theoretical and practical	6	02
oral discussion	Theoretical explanation, laboratory	General Syndesmology – Clinical relevance: luxation, arthritis, joint examination Vertebral column, comparative	Theoretical and practical	6	00
Quiz	Theoretical explanation, presentation	Common Integument – Structure of skin, epidermis, dermis, hypodermis Vertebral column, comparative	Theoretical and practical	6	00

Quiz	Theoretical explanation, presentation	Common Integument – Skin glands, hair, hoof, horn, claws (comparative anatomy) Hoof, horn, claws, and skin glands (sebaceous, sweat) – comparative examination of specimens	Theoretical and practical	6	03
Quiz	Theoretical explanation, presentation	Sense Organs – Introduction, general classification, structure of eye and ear Eye and ear dissection: eyeball layers, optic nerve, auditory ossicles, and inner ear structures	Theoretical and practical	6	02
Quiz	Theoretical explanation, presentation	Sense Organs – Introduction, general classification, structure of eye and ear Practical examination	Theoretical and practical	6	02

Course Evaluation .00

The distribution of the model is based on 100, according to its structure and the student's knowledge. Then, the preparation of the material, including the material, the examinations, the personal, the psychological, the

sensitivistic, and the critical... etc. Learning

• Dyce, K. M., Sack, W. O., & Wensing, C. J. G. (2017). *Textbook of Veterinary Anatomy* (5th ed.). Elsevier.

and teaching resources: Required textbooks

(methodology if any).

• Dyce, K. M., Sack, W. O., & Wensing, C. J. G. (2017). *Textbook of Veterinary Anatomy* (5th ed.). Elsevier.

Main Sources (References)

Getty, R. (1975). *Sisson and Grossman's The Anatomy of the Domestic Animals* (5th ed.). Saunders.

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

• Frandson, R.D., Wilke, W.L., & Fails, A.D. (2009). *Anatomy and Physiology of Farm Animals* (7th ed.). Wiley-Blackwell.

Internet sites, electronic references

<https://www.vet-anatomy.com> – Interactive veterinary anatomy atlas (by IMAIOS).

<https://www.anatomia-veterinaria.com> – Spanish/English portal for veterinary anatomy visual aids.

<https://www.vetanatomy.uq.edu.au> – University of Queensland Veterinary Anatomy resources.

<https://www.visiblebody.com> – 3D anatomical models (subscription required).

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Republic of Iraq - Ministry of Higher Education and Scientific Research

**University of Almutanna- College of Veterinary Medicine
Bachelor's degree in Veterinary Medicine and Surgery**

MODULE DESCRIPTION FORM

Let's describe the material andhracite.

Module Information				
With the material of the rhodosit				
Module Title	Animal Management			Module Delivery
Module Type	core			<input type="checkbox"/> Theory <input type="checkbox"/> Lecture <input type="checkbox"/> Lab <input type="checkbox"/> Tutorial <input type="checkbox"/> Practical <input type="checkbox"/> Seminar
Module Code	VET103			
ECTS Credits	7			
SWL (hr/sem)	175			
Module Level	UGx11		Semester of Delivery	1
Administering Department	Type Dept. Code	College	Type College Code	
Module Leader	Mohammed Karim Hamed		e-mail	<u>Mohammedkarim437@mu.edu.iq</u>
Module Leader's Acad. Title	Assistant Prof.		Module Leader's Qualification	Ph.D.
Module Tutor	NA		e-mail	<u>NA</u>
Peer Reviewer Name	NA		e-mail	NA
Scientific Committee Approval Date	020/10/2024		Version Number	1.0

Relation with other Modules

With the development of other studies I got stuck			
Prerequisite module	None	Semester	
Co-requisites module	Public health	Semester	1

Module Aims, Learning Outcomes and Indicative Contents

The objectives of the course, its outcomes, and the guiding content

Module Aims Anthracist material objectives	A study of the basic elements of food, their importance and the impact of their excess and deficiency on animal health.
Module Learning Outcomes The output of their education is an athrace	<p>A-Amazing inspiration</p> <p style="padding-left: 40px;">A1- Knowing how to rest an animal</p> <p>2- Know how to deal with all animal control.</p> <p>3- Ways to maintain animal health</p> <p>4- Methods of planning the general health of animals because they want human health.</p> <p>B - Course-specific skills.</p> <p>1- To learn how to imitate and imitate</p> <p>2- To learn the method of experimentation</p> <p>3- Develops the student's ability to observe</p>
Indicative Contents The guidance content	The courses in the academic programs are accurately described, including general information about the course, a brief description of the course, the learning outcomes of the course, the vocabulary included in the course, the approved sources in the course, and the methods adopted in evaluating the course.

Learning and Teaching Strategies	
<i>Strategies for their victory and their victory</i>	
Strategies	<p>A Supplement the curriculum with pictures with the implementation of each lecture directly on the animal</p> <p>And the application of all scientific research experiments, theses and theses, and the implementation of their results on reality, in cooperation with breeders in the fields of animal management.</p>

Student Workload (SWL)			
<i>Anhamm Anzrasi Nahtanb</i>			
Structured SWL (h/sem) Regular schooling during the semester	78	Structured SWL (h/w) Regular school year, weekly	5.2
Unstructured SWL (h/sem) Irregular academic performance during the semester	97	Unstructured SWL (h/w) Irregular academic performance, weekly	6.4
Total SWL (h/sem) The study of the two chapters of the chapter	175		

Module Evaluation					
<i>Evaluation of the anthrace material</i>					
		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment 40%	Quizzes	2	10% (10)	4.7	ALL
	Assignments & HW	2	10% (10)	10	ALL
	Extracurricular activity /	1	10% (10)	15	ALL
	Report	1	10% (10)	12	ALL
Summative assessment 60%	Midterm Exam	2hr	10% (10)	8	ALL
	Final Exam	3hr	50% (50)	16	All
Total assessment			100% (100 Marks)		

Delivery Plan (Weekly Syllabus)

The weekly theoretical curriculum

Week

Week	Material Covered
Week 1	Description and identification of farm animals
Week 2	Equine behavior
Week 3	Equine and foal care
Week 4	Calf and cattle management
Week 5	Cattle production
Week 6	Cattle behavior
Week 7	Goat management
Week 8	Sheep management
Week 9	Buffaloes management
Week 10	Camel management
Week 11	Buffaloes and camel behavior
Week 12	Management of animal reproduction 1
Week 13	Management of Animal reproduction 2
Week 14	Wild animals 1
Week 15	Wild animals 2
Week 16	Preparatory week before the final exam

Delivery Plan (Weekly Lab. Syllabus)

The weekly curriculum is a laboratory.

Week

Week	Material Covered
Week 1	Lab 1: External parts of Cattle
Week 2	Lab 2: External parts Equine
Week 3	Lab 3: Control and restraints of cattle
Week 4	Lab 4: Control and restrain of equine
Week 5	Lab 5: Age estimation in equine

Week 6	Lab 6: Age estimation in cows, sheep and goats
Week 7	Lab 7: Methods casting
Week 8	Lab 8: Signs of health
Week 10	Lab 9: Drug administration
Week 11	Lab 10: Milking
Week 12	Lab 11: Body score condition
Week 13	Lab 12: Animal Grooming
Week 14	Lab 13: Animal housing
Week 15	Lab 14: Animal examination

Learning and Teaching Resources		
<small>Sources of their knowledge and experience</small>		
	Text	Available in the Library?
Required Texts	Animal Husbandry Regained / The Place of Farm Animals in Sustainable Agriculture	Yes
Recommended Texts	Animal management - Domestic animal behavior and welfare	Yes
Websites	https://www.routledge.com/Animal-Husbandry-Regained-The-Place-of-Farm-Animals-in-Sustainable-Agriculture/Webster/p/book/9781849714211	

Grading Scheme				
Andhergath Plan				
Group	Grade	Disgust	Marks (%)	Definition
Success Group (50 - 100)	A - Excellent	Very	90 - 100	Outstanding Performance
	B - Very Good	good privilege	80 - 89	Above average with some errors
	C - Good	Jith	70 - 79	Sound works with notable errors
	D - Satisfactory	When will the	60-69	Fair but with major shortcomings
	E - Sufficient	average be accepted?	50-59	Work meets minimum criteria
Fail Group (0 - 49)	FX - Fail	(More work required but credit awarded)	45-49	
	F - Fail	Fail) 0-44 (Considerable amount of work required		

Note: Marks Decimal places above or below 0.5 will be rounded to the higher or lower full mark (for example a mark of 54.5 will be rounded to 55, whereas a mark of 54.4 will be rounded to 54. The University has a policy NOT to condone “near-pass fails” so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.

Module Evaluation

Evaluation of the anthrace material

As	Activity types	swl	U swl	No. ofWeek Tim	of factor Swl hr	
	CL	cl		15	3	45
	Lab			15	2	30
	Tut					
	Self study		Self study	12	1	12
	Quizzes		preparation	2	2	4
	Assignments & HW		preparation	2	1	2
	Extracurricular activity / Lab.	1	pre	3	2	6
	Report	1	write	10	2	20
	Midterm Exam	2hr	preparation	1	7	7
	Final Exam	3hr	preparation	1	10	10
Total assessment			100% (100 Marks)			

MODULE DESCRIPTION FORM

Model and transparency of the material of the drazaj

Module Information

Material information

Module Title	<u>Poultry Management</u>	Module Delivery	
Module Type	<u>Core</u>	ý Theory ý Lecture ý Lab ý Tutorial ý Practical ý Seminar	
Module Code	<u>VEH1080</u>		
ECTS Credits	<u>5</u>		
SWL (hr/sem)	<u>125</u>		
Module Level	1 ^u		
Administering Department	General Branch of the General Directorate ...	College	Veterinary Medicine College
Module Leader	Dhadar Baa Khazjan	e-mail	huseinkhudhur@mu.edu.iq
Module Leader's Acad. Title	Muza'id Aztaad	Module Leader's Qualification	
Module Tutor		e-mail	
Module Tutor		e-mail	
Module Tutor		e-mail	
Scientific Committee Approval Date		Version Number	

Relation with other Modules

The agate with the materials of the drazaj al-azri

Prerequisite module		There is	Semester	
Co-requisites module		There is	Semester	

Module Aims, Learning Outcomes and Indicative Contents

أهداف المادة الدراسية ونتائج التعلم والمحتويات الإرشادية

<p>Module Objectives</p> <p>The objectives of the course</p>	<p>Saved the opportunity to manage the right 1. Understanding and applying the principles of effective communication in the face of challenges, including the development of effective communication strategies. 2. Communication involves increasing the number of correct approaches.</p> <p>3. Rescue yourself, which is your coming to terms with the feelings and becoming clear of your melting pot.</p>
<p>Module Learning Outcomes</p> <p>Learning modules for the subject of the study</p>	<p>This 1. Explaining the educational topics through the lecture. 2. The students are responsible for applying the educational approach in the discussion. 3. Preparing the students to submit an educational report for review.</p>
<p>Indicative Contents</p> <p>The contents of the report</p>	<p>The content includes the following: Introduction</p> <p>In poultry science.</p> <p>Advantages of raising chickens, principles of managing poultry, prevention of poultry diseases, and various aspects of prevention and control of poultry diseases.</p> <p>In this section, the student learns the most important and beneficial investments in the poultry sector and the related risks, and how to avoid and treat them. [The systematic study of the poultry sector = 3 crops].</p> <p>Types of poultry farms, types of poultry housing, cleaning, development, and quality management in poultry.</p> <p>In this lesson, the student learns about the types of pesticides used in poultry farming and the types of disinfectants used in cleaning, sterilization, and pesticide application. [The basic structure of the lesson is 3 hours.]</p> <p>Hatching and hatchery management.</p> <p>In this dwarf, the student learns as a trader of suitable eggs for hatching and the registration and management of hatcheries. [The systematic study of the dwarf =]</p> <p>1. Saah[.</p> <p>The production of chickens that have died from the disease of ...</p> <p>Poultry oil is produced according to the nature of its production (meat or meat). [The regular study of the number of people is 3 years old]. In this dwarf, the student learns as a child the different types of vaccinations and preventive medicines, and the methods of giving vaccines.</p> <p>In this dwarf, the student learns about the types of vaccines given to poultry and how to prepare and administer them. [The systematic study of the dwarf =]</p> <p>1. A farmer[.</p> <p>The roosters raise the ducks and geese .</p> <p>In this dwarf, the student learns about the breeding of ducks, geese, turkeys, and the birds used in feeding. [The regular study of the animal is 1 hour].</p> <p>Feed materials, feed additives and medicines, feed composition and swam management.</p> <p>n N</p> <p>This is divided, the system understands the use of the system. Sessa, the</p> <p>Specialized in the following: [The following appears to be a separate, unrelated phrase: "The systematic study of the severance of the severance = 1 sah"].</p> <p>(15 weeks) = 15 = (Schedule hours total)</p>
<p>Learning and Teaching Strategies</p> <p>Learning and teaching strategies</p>	
<p>Strategies</p>	<p>From poultry and foam bases, glass</p> <p>The teaching strategies adopted in this subject encourage students' participation in practical activities, including handling different types of equipment and tools used in poultry breeding processes.</p> <p>This was achieved through the integration of theoretical lectures and practical lessons, which helps students in</p> <p>These scientific concepts are being distorted and distorted.</p>

Student Workload (SWL)

The student's hamlet was stored for 51 weeks.

Structured SWL (h/sem) <small>Regular student fatigue is a sign of failure.</small>	48	Structured SWL (h/w) <small>The regular, thick, squirting student Azbu'aja</small>	3
Unstructured SWL (h/sem) <small>The lazy, the gypsy, the regular, the student, the humiliation of failure</small>	77	Unstructured SWL (h/w) <small>The thick, slender, and gypsy-like appearance of the student Azbu'aja</small>	5
Total SWL (h/sem) <small>The student's overall humiliation is failure.</small>	125		

Module Evaluation

The material was crushed

		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Quizzes	2	20% (20)	5 and 10	LO #1, #2, and #3
	Assignments	1	5% (5)	2 and 12	LO #1, #2 and #3
	Projects / Lab.	1	10% (10)	Continuous	All
	Report	1	5% (5)	13	LO #1, #2, and #3
Summative assessment	Midterm Exam	2hr	10% (10)	8	LO #1 - #3
	Final Exam	3hr	50% (50)	16	All
Total assessment		100%	(100 Marks)		

Delivery Plan (Weekly Syllabus)

The theoretical approach

	Material Covered
1 Week	Poultry farming in Iraq and the scientific management of poultry
2 Week	farms
3 Week	The science of chicken cooping
4 Week	Egg production and hygiene standards; factors affecting egg production, hatchery
5 Week	management and environmental impact.
6 Week	Poultry farms
7 Week	Feeding and development of
8 Week	brood, hatching and early care of poultry chicks, management
9 Week	of dead chickens, lambs, and eggs
10 Week	Poultry farm management under typical conditions
11 Week	Management of ostriches, turkeys, ducks, and geese;
12 Week	safe and secure poultry farming; management
13 Week	of vaccination programs.
14 Week	Poultry waste management is an
15 Week	introduction to poultry disease management.

16 Week	<small>The preparatory week for the final exam</small>
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Delivery Plan (Weekly Lab. Syllabus)

The week of the study

	Material Covered
1 Week	<small>Poultry spasms;</small>
2 Week	<small>phenotypic patterns of poultry</small>
3 Week	<small>The wing and the ostentatious decoration of the job -</small>
4 Week	<small>Gender and lip piercing related to sex</small>
5 Week	<small>Poultry farm equipment, feed</small>
6 Week	<small>composition and storage, feed components, and</small>
7 Week	<small>the process of obtaining a license for the birds.</small>
8 Week	<small>Passport registration for the taxpayer</small>
9 Week	<small>Narrating the passport of immunity for the hormonal and an introduction to the science of immunity</small>
10 Week	<small>The periodic passport, the waiver passport, and the urine passport for the</small>
11 Week	<small>poultry farms and hatcheries.</small>
12 Week	<small>Vaccination</small>
13 Week	<small>programs, lighting systems in poultry</small>
14 Week	<small>farms, ventilation systems in</small>
15 Week	<small>poultry farms, visiting a poultry farm</small>

Learning and Teaching Resources

Learning and teaching resources

	Text	Available in the Library?
Required Texts	Poultry Science / Poultry Nutrition and Management	Yes
Recommended Texts	Poultry Health - A Guide for Professionals	Yes
Websites	https://www.routledge.com/Animal-Husbandry-Regained-The-Place-of-Farm-Animals-in-Sustainable-Agriculture/Webster/p/book/9781849714211	

Grading Scheme

Grade chart

Group	Grade		Marks %	Definition
Success Group (50 - 100)	A - Excellent	<small>The</small>	90 - 100	Outstanding Performance
	B - Very Good	<small>appreciation is very, very high</small>	80 - 89	Above average with some errors
	C - Good	<small>Jedd</small>	70 - 79	Sound works with notable errors
	D - Satisfactory	<small>Average</small>	60-69	Fair but with major shortcomings
	E - Sufficient	<small>acceptable</small>	50-59	Work meets minimum criteria
Fail Group	FX – Fail	<small>(Therapist Qajed (Razeb) 45-49</small>		<small>(More work required but credit awarded</small>

(0 – 49)	F – Fail (Failure) 0-44 (Considerable amount of work required)

Note: Marks Decimal places above or below 0.5 will be rounded to the higher or lower full mark (for example a mark of 54.5 will be rounded to 55, whereas a mark of 54.4 will be rounded to 54. The University has a policy NOT to condone "near-pass" fails" so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.

MODULE DESCRIPTION FORM

yyyyy yy yyyyyyy yyyyyyyyyy

Module Information			
معلومات المادة الدراسية			
Module Title	حقوق الانسان والديمقراطية		Module Delivery
Module Type	اساسي		<input checked="" type="checkbox"/> Theory <input type="checkbox"/> Lecture <input type="checkbox"/> Lab <input type="checkbox"/> Tutorial <input type="checkbox"/> Practical <input type="checkbox"/> Seminar
Module Code	UOM1040		
ECTS Credits	2		
SWL (hr/sem)	50		
Module Level	الاولUG	Semester of Delivery	
Administering Department	الصحة العامة	College	كلية الطب البيطري
Module Leader	محمد عبد العباس يحيى	e-mail	
Module Leader's Acad. Title	مدرس مساعد	Module Leader's Qualification	ماجستير
Module Leader's Acad. Title		Module Leader's Qualification	
Module Tutor		e-mail	
Module Tutor		e-mail	
Module Tutor			
Scientific Committee Approval Date		Version Number	

Relation with other Modules			
In'alh Ya' al-An'ad al-Ansa'uh al-Akhsha			
Prerequisite module	None	Semester	None
Co-requisites module	None	Semester	None

The first part of the chapter is about the difference between the two.	The most beautiful thing is the presence of the people of Nahtarah.
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Module Evaluation

The university has been established.					
		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Quizzes		2	15% (15)	5, 10	LO #2, 4, 6 and 8
Formative assessment	Assignments	2	15% (15)	3, 5, 8, 11, 13	LO # 1, 3, 7, 6, 9 and 10
	Projects				
Summative assessment	Report	1	10% (10)	13	LO # 2, 4, 5, 7, 9 and 10
	Midterm Exam	2 hr	10% (10)	7	LO # 1-7
	Final Exam	3 hr	50% (50)	16	All
Total assessment			100% (100 Marks)		
Total SWL (h/sem)				50	

Delivery Plan (Weekly Syllabus)

The production of the thalmos	
	The words "yyyyy yyy yyy yyyyyy" are
Week 1	The study of
Week 2	the characteristics of the human being in the context of the
Week 3	civil society is presented in the context of the
Week 4	human being in the context of the civil socie
Week 5	The characteristics of the game
Week 6	The world is suffering, we are
Week 7	protecting the truth.
Week 8	Something was pulled apart and then pulled apart. Something was
Week 9	pulled apart then pulled apart and
Week 10	then pulled apart.
Week 11	SyS andhÿmsahÿh
Week 12	SyS andhÿmsahÿh

Week 13

Al-Aalawi 10andha 10mshath

Week 14

The following are the most important aspects of the matter:

Week 15

The following are the most important aspects of the matter:

Week 16

The Union of the People

Learning and Teaching Resources		
Ysads Inta'ahy yantadsyż		
	Text	Available in the Library?
Required Texts	<p>yyyyyy yyy yyyyy yyyyyyy yyy yyyyy yyyyy yyyyyyy yyy/y</p> <p>Then the one who is sick is the one who is sick.</p>	Cal
Recommended Texts	Then, Mashatah, Humak Al-Agha / Dr. Why did he bite?	Cal
Websites		

Grading Scheme

Copying plans

Group	Grade	التقدير	Marks (%)	Definition
Success Group (50 - 100)	A – Excellent	امتياز	90 - 100	Outstanding Performance
	B - Very Good	جيد جدا	80 - 89	Above average with some errors
	C – Good	جيد	70 - 79	Sound works with notable errors
	D – Satisfactory	متوسط	60-69	Fair but with major shortcomings
	E – Sufficient	مقبول	50-59	Work meets minimum criteria
Fail Group (0 – 49)	FX – Fail	راسب (قيد المعالجة)	(45-49)	More work required but credit awarded
	F – Fail	راسب	(0-44)	Considerable amount of work required

MODULE DESCRIPTION FORM

Sample course description

Module Information			
Study material information			
Module Title	<u>English language</u>		Module Delivery
Module Type	<u>Basic</u>		<input type="checkbox"/> Theory <input type="checkbox"/> Lecture <input type="checkbox"/> Lab <input type="checkbox"/> Tutorial <input type="checkbox"/> Practical <input type="checkbox"/> Seminar
Module Code	<u>UOM102</u>		
ECTS Credits	<u>2</u>		
SWL (hr/sem)	<u>50</u>		
Module Level	UGx11 1	Semester of Delivery	
Department Administration	General rock	College	Veterinary Medicine College
Leader Module	Nayer Abdel Bari Madloul	mail-e	
Module Leader's Acad. Title	Mr.	Module Leader's Qualification	PhD
Module Tutor		e-mail	
Peer Reviewer Name		e-mail	
Scientific Committee Approval Date		Version Number	

Relation with other Modules			
The agitation with the study materials.			
Prerequisite module		None	Semester
Co-requisites module		None	Semester

Module Aims, Learning Outcomes and Indicative Contents	
Course objectives, learning outcomes, and guidance content	
Objectives Module	<ul style="list-style-type: none"> Teaching basic English grammar rules to connect words and form meaningful sentences using some general rules applied

<p>Objectives of the study material</p>	<ul style="list-style-type: none"> • - Understanding the meanings of sentences To help doctors better understand English grammar, we have compiled sentence structures and highlighted key words to enable them to... • The subject matter of the forum is designed to develop reading skills and critical thinking abilities among learners. • Foam enhances reading and learning skills among students. • The primary learning outcome of reading is the collection of information related to English texts. • The filthy, disgusting effect of the foam of the Quran is the activation and strengthening of the book's grammar, vocabulary, and punctuation skills in medicine. • The goal can be summarized as teaching medical students the most important English terms that will help them at their academic levels. • These terms relate to the medical field and are used in various medical lessons and fields.
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<p style="text-align: center;">Module Learning Outcomes</p> <p style="text-align: center;">Learning resources for the subject matter</p>	<p>1. This course aims to develop the student's skills in grammar, conversation, reading, writing, and study skills.</p> <p>From the book and the hadith. 3. Medicine will work on</p> <p>2. The medical profession and its related fields will be strengthened by using the correct application of English language rules in all</p> <p>Your ability to speak English will be enhanced through speech and oral communication. 4. The medical team will also provide oral presentations and nutritional consultations.</p> <p style="text-align: right;">Returning to Khawil Adawam.</p> <p>5. The speed of reading and understanding academic texts is increasing in medical students.</p> <p>6. The medical field has a way of concealing the truth in reading, from the depths of the reading (the intensive reading).</p> <p>7. Learn medicine by defining the medical terms related to movement, the internal and external faculties, the external faculties, the muscular and nervous systems, the internal faculties, the endocrine system, the cardiac system, and the faculties.</p> <p>The lymphatic system, the respiratory system, the digestive system, the urinary system, and the reproductive system.</p> <p>8. The study of medicine involves the accumulation of roots, spores, and germs in common medical applications.</p>
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<p style="text-align: center;">Indicative Contents</p> <p style="text-align: center;">Guide Contents</p>	<p style="text-align: center;">Indicative content includes the following.</p> <p>1. Teaching English at an intermediate or above-intermediate level: In this section, the rules of the language can be improved for students through clear and simple lessons in grammar.</p> <hr/> <p style="text-align: center;">Hour (2. Teaching 12)the time</p> <p style="text-align: center;">Reading and writing skills: To help doctors explore various ways to develop reading and writing skills. (Allotted time: 6 hours)</p> <hr/> <p>Medicine is based on the basics and the common effects, so sleep that Words. Learning new words may seem difficult, but when you learn 3. Vocabulary enhancement. The English language contains a huge and increasing number of words</p> <hr/> <p style="text-align: center;">will enable you to understand more words.</p> <hr/> <p style="text-align: center;">hours 4)the time</p> <hr/> <p>Learning to decipher codes when they master them, the student will not only be able to spell words correctly, but also recognize new words and comprehend their meaning. 4. Mastering common phrases and suffixes. To Master about two hours</p> <hr/> <p style="text-align: center;">The lesson: (Time 5. Using the auxiliary vocative in medical terms: Sometimes the vocative is used to record the pronunciation of medical</p> <hr/> <p style="text-align: center;">terms, and the vocative "O" is considered the most used for this purpose.</p> <hr/> <p style="text-align: right;">(Allotted time: two hours)</p>
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	<p>b) Body levels , (B) Body cavities</p> <p>6. Teaching many veterinary medicine terms: These include terms related to (Cell Organelles, Cavities , and their parts).</p> <p>(Allotted time: two hours)</p> <p>7. The curriculum includes numerous terms used to describe the study of tissues and different types of tissues.</p> <p>Total hrs. = SSWL - (Exam hrs.) = 33 - 3 = 30 hrs. (Timetable hrs. x 15 weeks)</p>
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Learning and Teaching Strategies	
Learning and teaching strategies	
Strategies	<p>• Interactions, Applications, and Speech</p> <p>Interactive and accessible. Among the modern tools used: 1. Integrating technology into the classroom can make the learning process more efficient.</p> <p>and electronic resources</p> <ul style="list-style-type: none"> • Multiple opportunities are provided to pronounce terms in a way that improves pronunciation and increases the amount of foam in medicine. 2. • .Itakh, opportunities for cooperation in medicine, from the most active groups and shared experiences 3. • 4. Including open-ended questions in lessons to encourage critical thinking and open discussion among students . • Using discussion within lectures as an effective record to convey the study material and reduce interaction with the student. 5.

Student Workload (SWL)			
The student's study period is calculated for 51 weeks.			
Structured SWL (h/sem) <small>The student's regular study habits are a source of frustration for the semester.</small>	33	Structured SWL (h/w) <small>Regular study of the student weekly</small>	2
Unstructured SWL (h/sem) <small>The student's regular study was a humiliation of the semester</small>	17	Unstructured SWL (h/w) <small>The student's regular study schedule is weekly.</small>	1
Total SWL (h/sem) <small>The student's overall academic performance was a source of frustration for the student during the semester.</small>	50		

Module Evaluation				
The study material is being compiled				
	Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome

Formative assessment	Quizzes	5	25% (25)	2, 5, 8, 10 and 14	LO #1, #3, #5, #7, #8, and #9
	Assignments	2	10% (10)	6 and 12	LO #2, #4 and #7, #8
	Projects / Lab	N/A	N/A	N/A	N/A
	Report	1	5% (5)	13	LO #2, #3, #4#, #6, #8 and #9
Summative assessment	Midterm Exam	2hr	10% (10)	7	LO #1 - #6
	Final Exam	3hr	50% (50)	16	All
Total assessment			100% (100 Marks)		

Delivery Plan (Weekly Syllabus)

The curriculum is one week of theory.

	Material Covered
1 Week	1. Definite and indefinite nouns and
2 Week	articles . 2. Verbs.
Week 3	3. The simple present tense and the simple past tense
Week 4	4. The simple future tense and the future continuous tense
5 Week	5. Addition
6 Week	6. Aunts of the narrator and sheep
7 Week	7. Building reading and writing
8 Week	skills . 8. A step-by-step guide to the book "Al-Muqait" for all levels.
9 Week	9. Reading practitioner
10 Week	10. General introduction to medical terminology
11 Week	11. The beginnings are the helper of the senile ancestor
12 Week	12. Terms used to describe direction and location . 13. Terms
13 Week	used to describe body levels . 14. Terms used to describe sciences.
14 Week	
15 Week	15. Terms used to describe body cavities. 16. Examination of
16 Week	the nucleus.

Learning and Teaching Resources

Learning and teaching resources

	Text	Available in the Library?
Required Texts	English Grammar for ESL Learners English for Everyone_ English Grammar Guide. Reading and Writing Skill Builders	Available online

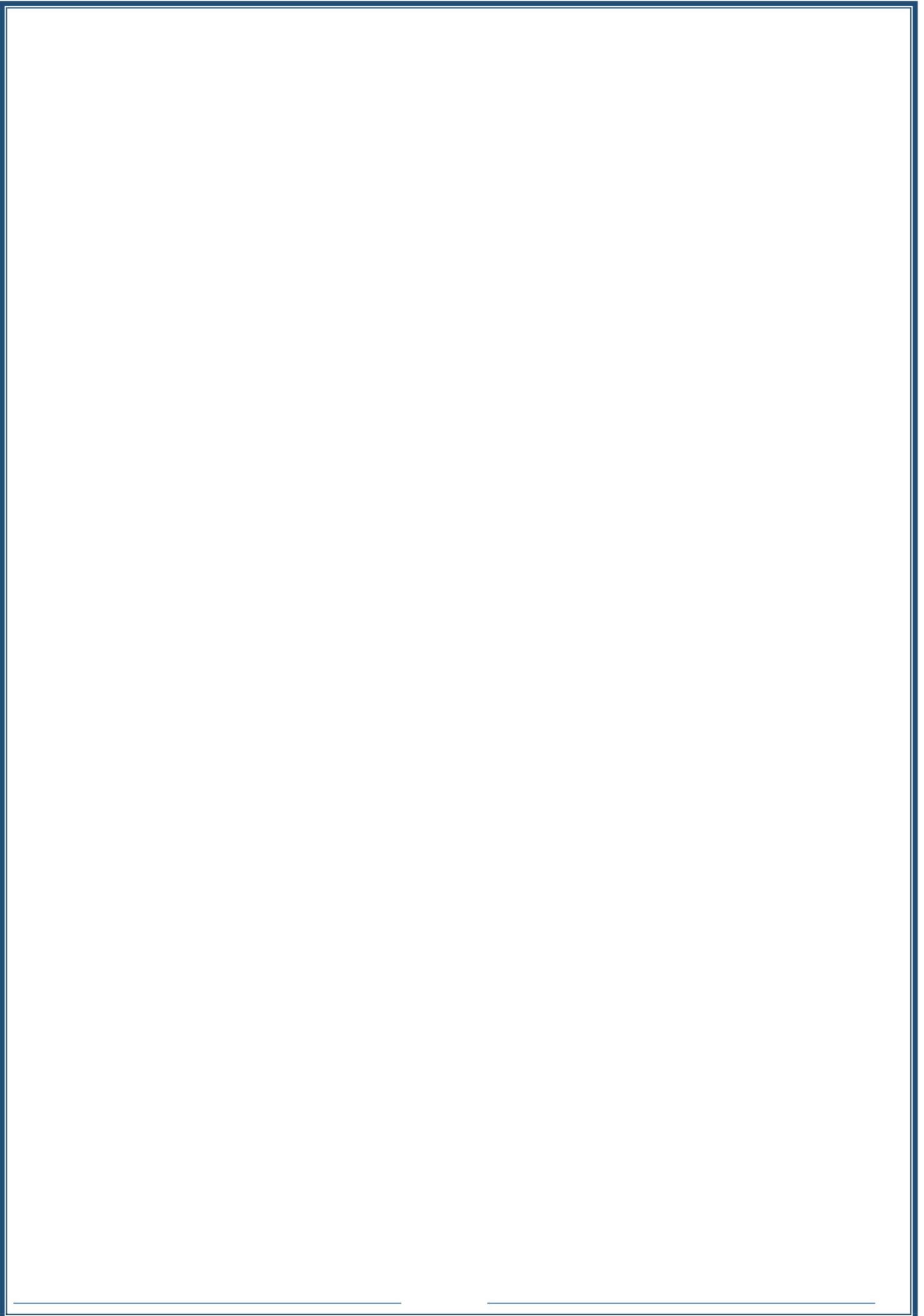
Recommended Texts	Daily Warm-Ups. Prefixes, Suffixes, & Roots. Level II	Available online
Websites	All books will be provided electronically for each student.	

Grading Scheme

Grade chart

Group	Grade	The	Marks %	Definition
Success Group (50 - 100)	A - Excellent		90 - 100	Outstanding Performance
	B - Very Good	appreciation is very, very high.	80 - 89	Above average with some errors
	C - Good	Jedd	70 - 79	Sound works with notable errors
	D - Satisfactory	Acceptable	60-69	Fair but with major shortcomings
	E - Sufficient	average	50-59	Work meets minimum criteria
Fail Group (0 - 49)	FX – Fail	(The processor failed)	45-49	(More work required but credit awarded
	F – Fail (Fail)		0-44	(Considerable amount of work required

Note: Marks Decimal places above or below 0.5 will be rounded to the higher or lower full mark (for example a mark of 54.5 will be rounded to 55, whereas a mark of 54.4 will be rounded to 54. The University has a policy NOT to condone "near-pass" fails" so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.



MODULE DESCRIPTION FORM

Course description template

Module Information

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Module Title	Animal husbandry and breeding improvement	Module Delivery	
Module Type	<u>Core</u>	ýTheory ýLecture ý Lab ý Tutorial ý Practical ýSeminar	
Module Code	<u>VET1070</u>		
ECTS Credits	<u>5</u>		
SWL (hr/sem)	<u>125</u>		
Module Level	The UG	Semester of Delivery	the second
Department Administration	Public health veterinary	College	Faculty of Veterinary Medicine
Module Leader	Khader Ba'1 Hussein	e-mail	husseinkhudhur@uomosul.edu.ig
Module Leader's Acad. Title	Assistant Professor	Module Leader's Qualification	Ph.D.
Module Leader's Acad. Title		Module Leader's Qualification	
Module Tutor		e-mail	
Module Tutor		e-mail	
Module Tutor			
Scientific Committee Approval Date		Version Number	

Relation with other Modules

yy yyyyyy yyyyyyyy yyyyyy

The treatment

Prerequisite module	There is the	Semester	
Co-requisites module	There is the	Semester	

Module Aims, Learning Outcomes and Indicative Contents

Course objectives, learning outcomes, and guidance content

<p>Module Aims Course Objectives</p>	<p>1. To develop and understand the principles of animal husbandry from a veterinary perspective, thus supporting the practical aspect of the profession. 2. To be able to manage the field of animal husbandry in the best and most effective ways.</p> <p>4. Feed and fertilize 3. Dirty handling of various types of animals. Domestic birds.</p> <p>5. Communication and living wires</p>
<p>Module Learning Outcomes Learning outcomes for the subject</p>	<p>1. Explanation of the meaning of the word "al-'a" and its meaning. 2. The development of the meaning of the word "al-'a" and its meaning.</p> <p>3. Preparing the plan involves a process that includes the following: 4. Preparing the plan involves a process that includes</p> <p>5. The student's treatment.</p> <p>6. Your membrane is the outermost part of the body.</p>
<p>Indicative Contents Guidelines</p>	<p>The characteristics of the environment and its characteristics differ among the various types of environments. The study of the environment is based on the principles of managing it.</p> <p>The diseases that come from the body, and the diseases that cause them, and the diseases that cause them, and the diseases that cause them,</p> <p>Its effects. [SSWL] [6]. The last part is unclear and appears to be a jumbled collection of characters.</p> <p>Ighaha (It rains, rains, and it rains), and lhayha, and Tamdish, Awas [6 = SSWL [Aakh. tv talaib aaa</p> <p>Af'an ghashq al-tat'u ['a'ta</p> <p>[SSWL =</p> <p>Attÿwi Adÿsaj Aaa Adÿsj Authority Covers a private sector area and the family [Aatta = SSWL]</p> <p>And a brother, the one who is in love ...</p> <p>30 = (The root of the root: 15 times the number of ...</p>

Learning and Teaching Strategies

The gatherings of the people of Al-Tagh and Al-Tagh

<p>Strategies</p>	<p>In the case of the student's participation in the study, the student's participation in the study was encouraged, and the student's participation was recognized. The social interactions of the people are characterized by a variety of factors, including the different aspects of life, and the need for corrective measures and management, in addition to the use of devices and</p> <p>In the direction of the soul. And the one who carries the burden of the soul. And the one who is free from ...</p> <p>And it is applied to it in the heart of the y.yy</p>
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Student Workload (SWL)

The first part of the text appears to be a jumbled collection of characters and symbols, possibly a corrupted or incomplete sentence. A more accurate translation would require context.

Structured SWL (h/sem) <small>Regular academic workload for the student during the semester</small>	33	Structured SWL (h/w) <small>Student's regular weekly study load</small>	2
Unstructured SWL (h/sem) <small>Irregular student workload during the semester</small>	92	Unstructured SWL (h/w) <small>Irregular weekly study load for the student</small>	6
Total SWL (h/sem) <small>The student's total academic workload during the semester</small>	125		

Module Evaluation The

		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Quizzes	2	10% (10)	5 and 10	LO #1, #2, #3 and #9, #10, #11
	Assignments	2	10% (10)	2 and 12	LO #3, #4 and #6, #7, #8, #9
	Projects				
	Report	1	20% (10)	13	LO #5, #8 and #10, #11
Summative assessment	Midterm Exam	2hr	10% (10)	7	LO #1 - #8
	Final Exam	3hr	50% (50)	16	All
Total assessment			100% (100 Marks)		

Delivery Plan (Weekly Syllabus)

The agitation of the hyena

	Material Covered
1 Week	Historical overview
2 Week	and breeds; pet health
3 Week	pet bird health
4 Week	Handling animals and methods of restraining them
5 Week	Reproductive management in dogs
6 Week	Cat Reproductive Management

7 Week	Feeding pets
8 Week	Feeding pet birds
9 Week	Animal habitats
10 Week	Age estimation
11 Week	vacation
12 Week	Communication and behavior with pets
13 Week	Guinea pig management
14 Week	rabbits
15 Week	General care for pet birds
16 Week	The nuclear exam

Delivery Plan (Weekly Lab. Syllabus)

The agitation of the hyena

	Material Covered
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	
Week 11	
Week 12	
Week 13	
Week 14	
Week 15	

Learning and Teaching Resources

Sixth grade and teaching

	Text	Available in the Library?
Required Texts	Small Animal Care and Management 4th Edition	Yes
Recommended Texts	Veterinary Guide for Animal Owners: Caring for Cats, Dogs, Chickens, Sheep, Cattle, Rabbits and More, 2nd Edition	Yes
Websites	https://www.audible.com/cat/Home-Garden/Pets-Animal-Care-Audiobooks/18573724011	

Grading Scheme

The line of the sajakh

Group	Grade	Approximation	Marks (%)	Definition
Success Group (50 - 100)	A – Excellent		90 - 100	Outstanding Performance
	B - Very Good	Excellent	80 - 89	Above average with some errors
	C – Good	good	70 - 79	Sound works with notable errors
	D – Satisfactory	Acceptable	60-69	Fair but with major shortcomings
	E – Sufficient	average	50-59	Work meets minimum criteria
Fail Group (0 – 49)	FX – Fail	(Processing underway (failed) 45-49 (More work required but credit awarded)		
	F – Fail (Fail)	0-44 (Considerable amount of work required)		

Note: Marks Decimal places above or below 0.5 will be rounded to the higher or lower full mark (for example a mark of 54.5 will be rounded to 55, whereas a mark of 54.4 will be rounded to 54. The University has a policy NOT to condone “near-pass fails” so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.

MODULE DESCRIPTION FORM

Sample course description

Module Information			
معلومات المادة الدراسية			
عنوان المادة	<u>إدارة الحيوانات</u>		طريقة الاعطاء
نوع المادة	<u>اجباري</u>		<input checked="" type="checkbox"/> نظري <input type="checkbox"/> محاضرة <input checked="" type="checkbox"/> مختبر <input type="checkbox"/> تعليمي <input type="checkbox"/> عملي <input type="checkbox"/> حلقة دراسية
رمز المادة	<u>VET103</u>		
وحدة اوروبية ECTS	<u>7</u>		
الحمل الدراسي (ساعة/فصل دراسي)	<u>175</u>		
المستوى الدراسي	الأولى	المرحلة الدراسية	الأول
القسم	الصحة العامة البيطرية	الكلية	كلية الطب البيطري
مسؤول المادة	Dam Karim Dam		البريد الإلكتروني
اللقب العلمي لمسؤول المادة	استاذ Masafed	مؤهلات مسؤول المادة	دكتوراه
مدرس العملي	to	البريد الإلكتروني	
اسم المدرس النظير		البريد الإلكتروني	
تاريخ موافقة اللجنة العلمية		رقم الإصدار	

Relation with other Modules			
The study materials of the Azerbaijani			
Basic Requirements Unit	There are	semester	
Common Requirements Unit	Clinical Internal Medicine	semester	The rap and the dams

Module Aims, Learning Outcomes and Indicative Contents	
Course objectives, learning outcomes, and guidance materials	
Module Objectives Objectives of the study material	T. Developing and implementing the principles of managing the "Majdan" (a specific type of business) from a strategic perspective, thereby enhancing the overall capabilities of the organization. Z. The ability to manage the "Majdan" in the most effective ways.
	The ability to interact with different types of people.

Module Evaluation

The study material is being compiled

		Time/Number	Weight (scientists)	Week	Relevant educational outcome
Formative assessment	Tests	2	%ÿÿ (ÿÿ)	ÿ ÿ ÿÿ	_____
	Duties	2	%ÿ (ÿ)	g and z	_____
	Mashakh/Muhtabar	1	%ÿÿ (ÿÿ)	continuous	The jump
	a report	1	%ÿ (ÿ)	t	_____
Final assessment	Midterm exam The student	Saftan	%ÿÿ (ÿÿ)	ÿ	The word "al-waaf al-taqajim" (ÿ - ÿ)
	Imtkhan Noua	Three Safat	%ÿÿ (ÿÿ)	ÿÿ	The jump
Overall assessment			100% (The peak is 100)		

Delivery Plan (Weekly Syllabus)

The theoretical approach

	covered materials
The week	Description and identification of
Week 3	the herd;
Week C	herd behavior; herd
Week G	and cattle management;
Week 3	cattle
Week 3	production ;
Week	cattle
Week 3	behavior;
Week 4	herd
Weekly pressure	
The week	management ; buffalo
Week	management ; camel
Week of celebration	management; buffalo
The week covered	and camel
Week 3	behavior ; herd
Week 3	breeding management; wild herds; wild herds; the week of prep

Delivery Plan (Weekly Lab. Syllabus)

The study method is for the student

	covered materials
Week 1	Laboratory I: The anal parts of cows
Week 3	Laboratory X: The anal parts of calves

Week C	The researcher: Controlling and identifying the mixture
Week G	The nurse: Controlling and monitoring the
Week 3	penis . The nurse: Estimating the moon
Week 3	in the penis. The nurse: Estimating the moon in cows, animals,
Week	and farms. The nurse:
Week 3	Methods of observation. The nurse:
Week 4	The patient's health. The nurse:
Weekly pressure	Dispensing medications .
The week	The nurse: Controlling the penis .
Week	The nurse: Body cells . The nurse:
Week of celebration	Controlling the penis. The nurse:
The week covered	Providing shelter for penises. The
Week 3	nurse: Examining penises. The nurse: Practices of the nurse.

Learning and Teaching Resources

Sources of learning and teaching

	The book	Is it available in the library?
Required books	Tarbaj and Rafay Al-Khajwanat / The role of the Khajwanat Al-Mazraf in the sustainable giraffe	---
Recommended books	Managing shyness - The behavior of shy people and their well-being	---
Electronic websites	https://www.routledge.com/Animal-Husbandry-Regained-The-Place-of-Farm-Animals-in-Sustainable-Agriculture/Webster/p/book/9781849714211	

Grading Scheme

Grade chart

The group	Degree	Appreciation	The scientist %	Definition
Successful outcome ($\ddot{y}\ddot{y}$ - $\ddot{y}\ddot{y}$)	A - Excellent	Very	90 - 100	The
	b - Very, very	impressive	80 - 89	performance was average, with a few minor errors.
	C - Jdd	Jedd	70 - 79	There were no noticeable errors, which is
	D - Umar 'D	Average	-60 69	acceptable, but the number of lice
Failure is inevitable (\ddot{y} - $\ddot{y}\ddot{y}$)	"F H - Ka		50-59	minimum required is at least within the
	F - Precipitate	acceptable, failed (the papers	(45 - 49)	acceptable range. More lice are needed, but the assessment
	and - sediment	were written) failed	(0 - 44)	has already determined that a larger number of lice are required.

The approximation of the cortical peaks that increase or decrease from the lower or lower peak is called the approximation of the lower or lower peak (for example, the approximation of the lower peak is called the approximation of the upper peak is called the lower peak). The university has a system that supports the near-failure test.

From success, therefore, the one-time adjustment of the summits that are controlled by the original technicians will be the automatic approximation of the desired outcome.

To be squashed/To be squashed	Civil	The mountain was adorned and the river was adorned	2	The first
To be squashed/To be squashed	Civil	yyyyy yy yyyy yyyyyy yyyyyy yyyyyy yyyyyy	2	The sound of the female
To be squashed/To be squashed	Civil	Tahham Qassithah 'Utzth thin Shadad al-Anjabal al-Azf al-Anhbari wa-Anjadha	2	The pain of the two women
To be squashed/To be squashed	Civil	yyyyy yyyyy yyyyyy yyyyyy yyyyyy yyyyyy yyyyyy	2	The pain of the three
To be squashed/To be squashed	Civil	The conjugation of the verbs: the mountain, the musical, the musical, and the musical.	2	The pain of the wound
To be squashed/To be squashed	Civil	Ya'ab Inhafz Fi Anqaza Inkazi Anjabal An'azf An'hbari Wa Anjadha	2	The pain is suffocating
Is he in love?	Civil	The warnings of the mountain and the river and the mountain	2	The pain of the emission
To be squashed/To be squashed	hadri al-an'i and al-asbas	The writers of the Al-Safaha/Yuhj yazarsat anjabal al-azfy And I was terrified and rescued	2	The female genitalia
To be squashed/To be squashed	Civil	The mistakes of the people of the mountain and the mountain and the mountain	2	The truth is revealed
To be squashed/To be squashed	Civil	I wrote that the mountain was displaced and that the river was swept away.	2	The pain of the people
To be squashed/To be squashed	Civil	The mountain was removed, and the river and the mountain were removed.	2	The most beautiful thing is ten
To be squashed/To be squashed	Civil	Ahkabu 'albid intazaqanna jbal an'azaf an'hbari wa anjadha	2	The most beautiful thing is the tenth
To be squashed/To be squashed	Civil	Anqaz'y'un Ankaz'y S'yrh Anjazah -262 262e mountain played a rainbow and its waves And I was terrified and rescued	2	The most beautiful thing is that it is tenth
To be squashed/To be squashed	Civil	The event was a disaster for the mountain, the river, and the mountain.	2	The most beautiful thing is the thirteenth
Is he in love?	Civil	Aithabun Shanjabal Anazf Anhabri Wa Anjadh	2	The most beautiful thing

11. Course Evaluation

(02) I love you, (02) I love you, and (02) you love me, I love you.

12. Sources of generalization and teaching

	Required textbooks (methodology, if available)
	Main References (Sources)
<p>-0 yyyyyy yyyyyy</p> <p><small>-2 (This appears to be a non-sensical phrase or a corrupted text.)</small></p> <p>-2 He loves to increase the number of people.</p>	<p>Recommended supporting books and references (scientific journals, reports...)</p>
com.book- Noor	Electronic references, websites

Course description template

MODULE DESCRIPTION FORM

Course description template

Module Information			
Module Title	Computer Module Delivery		
Module Type	B. Sc. Theory		
Module Code	UOM1030		
ECTS Credits	3		
SWL (hr/sem)	75		
Module Level	The first	Semester of Delivery	First
Department Administration	Veterinary Public Health	College	Faculty of Veterinary Medicine
Module Leader	Latif Iman	e-mail	
Module Leader's Acad. Title	Assistant Teacher	Module Leader's Qualification	Master's
Module Leader's Acad. Title		Module Leader's Qualification	
Module Tutor		e-mail	
Module Tutor		e-mail	
Module Tutor			
Scientific Committee Approval Date		Version Number	

Relation with other Modules			
Prerequisite module	None	Semester	
Co-requisites module		Semester	

Module Aims, Learning Outcomes and Indicative Contents

Course objectives, learning outcomes, and guidance content	
Module Aims <small>Course Objectives</small>	The student was able to use the computer to develop digital skills such as using the computer, searching the internet, and using computer programs.
Module Learning Outcomes <small>Learning platforms for the course subject</small>	<p>The basics of computer operation . -1</p> <p>Understanding the computer hardware and its components. Understanding the operating system. -3</p> <p>-2</p> <p>Creating the</p> <p>data processing interface, creating presentations for the presentation, and creating and formatting the schedules for the presentation. -4 Performing</p> <p>the necessary steps. This</p> <p>-5</p> <p>involves creating the electronic interface, improving the interface, and obtaining it.</p> <p>-6</p> <p>-7</p>
Indicative Contents <small>Guidelines</small>	<p style="text-align: right;">-1 Let's decide, oh:</p> <p style="text-align: center;">[3 = SSWL] [SSWL = 3 ...</p> <ul style="list-style-type: none"> • • • • • • •

Learning and Teaching Strategies	
The secrets	
Strategies	of the present and the future are revealed. The truth is ...

Student Workload (SWL)			
The study of the 51st century has been completed.			
Structured SWL (h/sem) <small>Regular student workload, semester</small>	63	Structured SWL (h/w) <small>Student's regular weekly study load</small>	4
Unstructured SWL (h/sem) <small>Irregular student workload indicates semester</small>	12	Unstructured SWL (h/w) <small>Irregular weekly study load for the student</small>	

Total SWL (h/sem)

75

الحمل الدراسي الكلي للطالب خلال الفصل

Module Evaluation

The sound of the spitting ...

		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Quizzes	10	10% (10)	6.10	1, 2 and 3
	Assignments	2	10% (10)	4.12	3.4
	Projects	1	10%(10)	continuous	all
	Report	1	10% (10)	11	5.6
Summative assessment	Midterm Exam	2hr	10% (10)	8	1-4
	Final Exam	3hr	50%(50)	16	All
Total assessment			100% (100 Marks)		

Delivery Plan (Weekly Syllabus)

The approach of the first view

	Materials that are covered
1 Week	Introduction to Computers: Computer and Software Concepts
2 Week	Computer Components, Insertion and Extension Units, Types of Memory, Types of
3 Week	Computers and Their
4 Week	Features, Operating System Basics
5 Week	Operating system and graphical user interface
6 Week	Text processing: basics and text formatting
7 Week	Text processing: Creating and managing tables
8 Week	Introduction to spreadsheet programs
9 Week	Pivot tables, data validation, and data visualization
10 Week	Introduction to PowerPoint
11 Week	Advanced features in PowerPoint: Hyperlinks and action buttons
12 Week	Computer network concepts

13 Week	Internet browsing programs, search engines, and URL forms
14 Week	Email basics
15 Week	Cloud computing and DDMATWA
16 Week	The nuclear exam

Delivery Plan (Weekly Lab. Syllabus)

Delivery Plan (Weekly Lab. Syllabus)	
	The approach of the first one is more
	Materials that are covered
1 Week	Introduction to Computers: Concepts of Devices and Software
2 Week	Computer components, insertion and deletion units, and types of memory
3 Week	Types of computers and their features
4 Week	Operating system basics
5 Week	Operating system and graphical user interface
6 Week	Text processing: basics and text formatting
7 Week	Text processing: Creating and managing tables
8 Week	Introduction to spreadsheet programs
9 Week	Pivot tables, data validation, and data visualization
10 Week	Introduction to PowerPoint
11 Week	Advanced features in PowerPoint: Hyperlinks and action buttons ; Computer
12 Week	networking concepts
13 Week	Internet browsing programs, search engines, and URL forms
14 Week	Email basics
15 Week	Cloud computing and DDMATWA

Learning and Teaching Resources

He confiscates Anrahi and Anrthers

	Text	Available in the Library?
Required Texts	<ul style="list-style-type: none"> Graham Brown, David Watson, "Cambridge IGCSE Information and communication Technology", 3a Edition (2020) 	Cal
Recommended Texts	Microsoft office 2019 step by step 1st edition by Curits Frye and Joan Lambar	Cal
Websites		Khan Academy, Udemy

Grading Scheme

Andrzhach plans

Group	Grade	Marks (%)	Definition
Success Group (50 - 100)	A – Excellent	90 - 100	Outstanding Performance
	B - Very Good	80 - 89	Above average with some errors
	C – Good	70 - 79	Sound works with notable errors
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	E – Sufficient	50-59	Work meets minimum criteria
Fail Group (0 – 49)	FX – Fail	(Processing underway (failed) 45-49 (More work required but credit awarded)	
	F – Fail	Fail) 0-44 (Considerable amount of work required	

Note: Marks Decimal places above or below 0.5 will be rounded to the higher or lower full mark (for example a mark of 54.5 will be rounded to 55, whereas a mark of 54.4 will be rounded to 54. The University has a policy NOT to condone "near-pass fails" so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.

Course Description Template / Crimes of the Ba'ath Regime

1. Course Name	
Crimes of the Ba'ath regime	
Course code	2.
VMM24F5741	
Chapter 3 / First	
Chapter One / Stage Two	
4. Date this description was prepared	
2025/5/25	
5. Available attendance formats	
In-person theoretical lectures	
6. Number of study hours (total) / Number of units (total)	
Hours Units	
<u>2</u>	<u>2</u> theoretical
2	2 The whole
7. Name of the course coordinator (if there is more than one name, mention it)	
Email:	Mohammed Abdul Abbas Yahya, Name: M.M.
8. Course Objectives	

<ul style="list-style-type: none"> • The learner should know what crime is and what its types are. • The learner should be able to explain and clarify the crimes that It was committed by the Ba'ath regime in Iraq • Students should be informed about international and local laws that criminalize the actions committed by the Ba'ath regime in Iraq. • The student's understanding of the magnitude of the crimes committed by the Ba'ath regime in Iraq through highlighting those crimes • The learner should be able to give examples of such crimes. And the places where they occur. • The learner should understand the psychological and social effects of the crimes committed by the Ba'ath regime on the personality of the Iraqi citizen. • The learner should be aware of the environmental impacts of the crimes committed by the Ba'ath regime on the Iraqi environment. • The learner should know the mass graves left behind by the defunct Baath regime, specifying their location and the time of their occurrence. 	<p>Course objectives</p>
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9. Teaching and Learning Strategies

<p>Interactive lecture - brainstorming</p> <p>Dialogue and discussion - Self-learning</p>	<p>The strategy</p>
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10. Course Structure

Method	Learning method	Unit or topic name	Learn the required	Weekly hours	
Assessment					
Term test, 1.	Interactive lecture, brainstorming, dialogue and discussion, final exam self-learning		<p>A:1 Understands the concept of crime and its definitions</p> <p style="text-align: center;">1B: Possessed</p> <p>The practical and intellectual knowledge and concepts that help him understand the meaning of crimes and their categories</p> <p>D:1 Community members participate and work on</p>		

		The concept of crimes and their categories	Raising their awareness of the danger Crime against society	2	1
Term test, 1 final test	Interactive lecture, dialogue and discussion, self-learning	Crimes of the Ba'ath regime according to the documentation of the Iraqi Criminal Court Law of 2005	2A: Identifies the most prominent cases that the court addressed against the symbols The defunct Ba'athist system 3A: identifies the sentences issued by the court against the convicts. 1E: contributes to understanding the texts of the Iraqi laws under which the sentences were issued against the convicts.	2	2
Chapter 1 test Final exam	Interactive lecture, brainstorming, dialogue and discussion, self-learning	militarization of society	4A: Recognizes the negative effects resulting from militarization of society 1C: Documents the methods used in militarizing society	2	3
a test Chapter 1, Final Exam, Report	Interactive lecture, brainstorming, dialogue and discussion, self-learning	The Ba'ath regime's stance on religion and its violations of Iraqi laws.	2D: Writes a report on the political assassinations of religious scholars 5A: Remember the most prominent religious scholars who were persecuted and arrested because of their opposition to the Ba'ath regime.	2	4
a test Chapter 1, Final Exam, Report	Interactive lecture, brainstorming, dialogue and discussion, self-learning	Some decisions regarding political and military violations by the defunct Ba'ath regime	2C: Lists the most prominent political violations that were committed The defunct Ba'ath regime 3C: Worked to raise awareness among community members about violations The political and military policies of the defunct Ba'ath regime and their negative impact on Iraqi society	2	5
Short quiz, interactive Final exam	Interactive lecture, dialogue on prison and detention facilities under the system Discussion, self-learning	Baath Party in Iraq	3D: Shows the locations of secret prisons and detention centers The private prisons where opponents of the Ba'ath regime were imprisoned	2	6
chapter quiz, 2 Final exam	Interactive lecture, brainstorming, Mindfulness, dialogue and discussion, self-learning	Environmental crimes of the Ba'ath regime	6A: Identifying the most prominent environmental violations that It was committed by the Ba'ath regime in Iraq	2	7
Chapter 2 Test, Interactive Final Exam	Interactive Lecture, Brainstorming, Dialogue and Discussion, Final Exam self-learning	and the explosion of mines 2. Destruction of cities and villages (Land Policy)	4C: Shows the most prominent areas that were affected Regarding war pollution and radiation, such as in the cities of Halabja and Basra, 7A: it explains the scorched earth policy pursued by the Ba'ath regime against villages.	2	8

		(burnt)	Cities that rejected the defunct Ba'ath regime		
Chapter 2 Test, Interactive Lecture, Brainstorming Final exam	They, dialogue and discussion, self-learning	Draining the marshes in southern Iraq and bulldozing orchards and palm trees Trees and crops	D:4 shows the draining of the marshes in southern Iraq during the Sha'ban uprising of 1991 C:5 illustrates the processes of clearing orchards, palm trees, and other trees. and crops	2	9
Chapter 2 Test	Interactive lecture, dialogue Discussion, self-learning	6C: Number of mass graves committed by the regime; mass grave crimes	The resurrection Iraq	2	10
Interactive lecture, brainstorming, final exam	Mindfulness, dialogue and discussion, self-learning	The events of 1963 and their connection to mass graves	8A: Explains the events of 1963 and the accompanying killings against Abdul Karim Qasim's regime and their connection to mass graves.	2	11
Interactive lecture, brainstorming, final exam	Mindfulness, dialogue and discussion, self-learning	1. Events from 1979 to 1988 and their connection to mass graves. 2. Events from 1987 to 1988 and their connection to mass graves. community	9A: Classification of mass graves during wartime Iraqi-Iranian. 7C: Presents the events of the Anfal massacre in 2000 - 1987-1988 and its connection to mass graves	2	12
Interactive lecture, dialogue, final exam	Discussion, self-learning	Events of the Sha'ban Uprising in 1979 1991 and its connection to mass graves	8C: Documents the events of the Sha'ban uprising in 1979 1991 and the mass graves committed by the Ba'ath regime after its defeat against those who participated in them	2	13
cemeteries is a short test Final exam	Interactive lecture, brainstorming Mindfulness, dialogue and discussion, self-learning	The chronological classification of Mass killings and genocide in Iraq 1963 to 2003	10A: Lists mass graves by date It occurred from 1863 until the fall of the Ba'ath regime in 2003.	2	14
short quiz, final exam	Interactive lecture, brainstorming, Mindfulness, dialogue and discussion, self-learning	1. Mass graves against the Kurds 1983 2. The Anfal Massacre - 1987	9C: Names and numbers of mass graves that These crimes were committed by the Ba'ath regime against the Kurds in 1983. 10C: Presentation of the events of the Anfal massacre of 1987-1988 and the mass graves that accompanied it		

		1988 3. Graves of the Sha'ban Uprising in Iraq 1991	11A: Explains the most important mass graves committed by the Ba'ath regime against participants in the 1991 Sha'ban uprising	2	15
--	--	--	---	---	----

11. Course Evaluation

relative weight %	Degree	Calendar date (week)	Evaluation methods	T
5	5	Week 4	Report 1	1
5	5	Week 5	Report 2	2
5	5	Week 6	Short test 1	3
5	5	Week 8	Short test 2	4
10	10	Week 10	Chapter 1 Test	5
10	10	Week 14	Chapter 2 Test	6
60	60	Final exams	Final exam	7
100%	100%		the total	

12. Learning and Teaching Resources

Crimes of the Ba'ath regime in Iraq, 2023	Required textbooks (curriculum) If found
--	---

The description of the inscription

1. Asi Anqshas	
The living are we	
2. Size of the ink 101VET	
3. Split/Forget	
The first and second halves separated in 2025/2026	
4. Hasikh ladad Haza Ansif	
26.02.2025	
5. Forms of the incubation of the incubator	
6. Number of hours of the	
year (the number of events) / Number of events (the number of events)	
2/3	
7. Asi Yasuul Anqshas Anzassa (Ara Aktash Ya Asi Yazkish)	
Contact: iq.edu.mu@123Sara	And my servant is saddened: 8. The goals
of Anqshas, the goals of	
The following text appears to be a jumbled collection of words and phrases, possibly due to a corrupted or incomplete sentence: yyyyy yyyyy yyyyy yyy yyyyy yyyyy yyyyy yyy yyyyy	Anada, Andhasasat.
9. [Unclear - possibly a placeholder or error]	
1. Theoretical lectures. 2. Critical studies. 3. The English language.	The witnesses

10. [Unintelligible]					
Learning method,	assessment method	Unit or topic name	Required learning outcomes	Hours	Week
		Introduction:	Theoretical and practical	1	1
		Origin of life	Theoretical and practical	4	2-5
		Living organism	Theoretical and practical	2	6-7
		Kingdom: monera	Theoretical and practical	2	8-9
		protista	Theoretical and practical	2	10-11
		sarcomatigophora	Theoretical and practical	1	12
		Nutrition and control	Theoretical and practical	1	13
		prokaryotic	Theoretical and practical	1	14
		Exam	Theoretical and practical	1	15

			Theoretical and practical		
		Mitosis and meiosis	Theoretical and practical	2	1
		Types of living tissues	Theoretical and practical	2	2
		frog	Theoretical and practical	2	3
		sporozoa	Theoretical and practical	2	6-4
		cells	Theoretical and practical	2	7-9
		bacteria	Theoretical and practical	2	10
		Types of microscopes	Theoretical and practical	2	11-12
		Neutric acid types	Theoretical and practical	2	13
		genes	Theoretical and practical	2	14
		Exam			51

11. My right to speak	
<small>The truth is that it was copied according to what it was, and the cave with it was the one that was copied.</small>	
12. The sixth of the two	
<small>The personalities of the doctors</small>	types of food (the gift and the gift)
<input type="checkbox"/> Veterinary Laboratory Medicine CLINICAL BIOCHEMISTRY AND HAEMATOLOGY Second Edition by MORAG G. KERR 2002 <input type="checkbox"/> Steven L. and Scott, Michael A 2008 Fundamentals of Veterinary Clinical Pathology, 2nd edition	The sixth (yyyyyyyy yyyyyyy)
VE	The professor's advice and recommendations (the third, the third, the second...)
	The grotesque is located in the forest.

10. But Anqash					
I'm hiding	Tashqat Ankha'ah	A'a anyhda / or anyda'a	The players		
Alikhah 	The lectures were fair inhqath indhsa'ut	INTRODUCTION TO BIOSAFTY AND BIOSECURITY	GENERAL SAFETY PRECAUTION	1	First
Alikhah 	The lectures were fair Inhiqath Indha'ut	BIOSAFTY BARRIERS IN LABS	PPT , LABRATORIES DESIGN	1	female
Alikhah 	The lectures were fair. Inhiqath Indha'ut	BIOSAFTY LEVELS	RISK GROUPS, STANDERD PRACTICE REQUIRED TO BIO LAB	1	
Alikhah 	The lectures were fair. Inhiqath Indha'ut	BIOLOGICAL AGENTS	ROUTS OF INFECTION	1	Infection
The likhahhhh	The lectures were fair Inhiqath Indha'ut	BORISK AND BIOHAZARD	GOSHH, CONTROL OF SUBSTANCES HAZARDOUS TO HE	1	Insert
Alikhah		MID COURSE EXAM	MID COURSE EXAM	1	
Alikhah 	The lectures were fair + Inhiqath Indha'ut	BIORISK . MANAGEMENT SYSTEM	MITIGATION CONTROL MEASURES	1	ENGAGE
Alikhah 	The lectures were fair. yyyyyy yyyyyy	TYPES OF BIOLOGICAL WASTES	DECONTAMINATION OF BIOLOGICAL WASTES	1	Female
Alikhah 	The lectures were fair + Inhiqath Indha'ut	TRANSPORTATION OF BIOLOGICAL MATERIALS	INTERNATIONAL TRANSPORT REGULATION	1	yyyyy

Alikhah Anshash + Anuy	The lectures were fair + Inhiqath Indha'ut	ACCIDENT RESPONSE	SPILL CLEAN –UP PROCEDURE 1	Refresh
Alikhah 	The lectures were fair + Exhalation	OVERVIEW OF BIOLOGICAL SAFETY AND SECURITY EQUIPMENT	OVERVIEW OF BIOLOGICAL SAFETY 1 AND SECURITY EQUIPMENT	The shoe nests
Alikhah 	The lectures were fair + Exhalation	INTRODUCTION OF RISK BIOSECURITY	CHARACTERIZATION IN 1 BIOSECURITY	The nest
Alikhah 	The lectures were fair + Exhalation	BIOSAFTY PRACTICAL PART	BIOSAFTY PRACTICAL PART 1	Anthanth Ash
Alikhah 	The lectures were fair + Exhalation	BIOSAFTY RULES	BIOSAFTY RULES 1	nshaba'a Ashash
Alikhah Anshash+un anuyyin	The lectures were fair + Exhalation	BIOSAFTY TRAINING	BIOSAFTY TRAINING 1	Inkhayth nest

11. Course Evaluation	
12. Sources of learning and teaching: Required prescribed books (methodology, if any)	
1- BIOSAFETY OF PRACTICES AND PRINCIPLES 2- LABORATORY SAFTEY: PRINCIPLES AND PRACTICES	
WHO -LABRATOREY BIOSAFTEY PORTAL • CDC – BIOSAFTEY RESOURCES •	Main Sources and References
The wood is located + the lectures are in the garden.	Recommended supporting books and references (scientific journals, reports...)

Course description template

1. Course Name: Chemistry	
2. Course Code 105VET	
3. Term/Year - 2025-2026	
4. Date this description was prepared: 2025-12-02	
5. Available attendance formats:	
Attendance list.	
6. Total study hours / Total units	
3 Units. 7. 2 Theory, 2 Practical.	
Name of Course Coordinator (if more than one, please state). Email:	
iq.edu.mu@123zainab	Name: Zainab Yahya Kazem
8. Course Objectives	
Understanding the chemical components of living cells A-2 The pathway for energy formation and release within a living organism	Course objectives
9. Teaching and Learning Strategies:	
<p>T This course description provides a concise summary of the most important course characteristics and the expected learning outcomes for the student, demonstrating whether they have been achieved. Maximize the learning opportunities available. This must be linked to the program description .</p>	strategy
10. Course Structure	

Unit or Topic Name, Learning Method, Assessment	Required learning outcomes	4 hours per week	Week
Daily + Term Exam Classroom lectures + seminars	Atom	Atoms and Types of Bonds	1
Daily + Term Exam Classroom lectures + seminars	Preparation of solutions, molarity and molality	Preparation of solutions, molarity and molality	2
Daily + Term Exam Classroom lectures + seminars	Aldehydes and ketones, alcohols, carboxylic acids, amines and amides	Aldehydes and ketones, alcohols, carboxylic acids, amines and amides	3
Daily + Term Exam Sample lecture	Classification and Functions of Carbohydrates	Classification and Functions of Carbohydrates	4
Daily + Term Exam photo	Monosaccharides and Disaccharides	Monosaccharides and Disaccharides	5
Daily + Term Exam Sample lecture photo	Derivatives of Monosaccharides	Derivatives of Monosaccharides	6
Daily + Term Exam Sample lecture photo	Polysaccharides	Polysaccharides	7
Daily + Term Exam Sample lecture photo	Classification and Functions of Lipids	Classification and Functions of Lipids	8
Daily + Term Exam Sample lecture photo	Fatty Acids	Fatty Acids	9