

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



Academic Program and Course Description Guide

2024

Introduction:

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

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

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

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

Concepts and terminology:

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

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

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

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

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

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

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

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

Academic Program Description Form

University Name: Al-Furat Al-Awst Technical University

Faculty/Institute: Najaf Technical Institute

Scientific Department: Criminal Evidences Techniques

Academic or Professional Program Name: Criminal Evidences technical diploma

Final Certificate Name: Technical Diploma in Criminal Evidences Techniques

Academic System: Semester course system

Description Preparation Date: 25/3/2024

File Completion Date: 28/3/2024

Signature:

Head of Department Name:

Assistant Prof. Haider Ali Alshawi

Date: 28.3.2024

Signature:

Scientific Associate Name:

Date: 31/3/2024

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date: 31-03-2024

Signature:

الدكتور المهندس
محمد ناجح التميمي
مسؤول شعبة ضمان الجودة والاعتماد الجامعي



1. Program Vision

It is to provide and prepare graduates with high scientific competence in the fields of crime investigation, criminal investigation, fingerprinting, and how to collect, deal with, and analyze evidence that contributes to diagnosing perpetrators according to scientific foundations.

2. Program Mission

1. The student learns about the cells and tissues that make up the human body.
2. The student will be able to use modern technologies represented by medical and laboratory equipment necessary in the field of forensic evidence detection.
3. Developing the capabilities of technical and administrative competencies in forensic laboratories to keep pace with developments and technologies and work to benefit from various scientific and practical experiences.
4. The student will be able to acquire crime scene skills related to the criminal effects of accidents and how to record them.
5. The student should be familiar with the principles of first aid and its methods and uses.
6. The student acquires the skill of using the camera and its equipment necessary in the field of forensic photography.

7. The student will master how to take fingerprints, finger prints, and paw prints from a crime scene, preserve them, and conduct laboratory practices.

8. The student learns how to detect counterfeit currencies and examine official documents and books

9. The student learns about the most important techniques used in the field of investigating drugs and poisons and how to write reports related to that.

10. To be familiar with information related to explosive materials, their types, and the methods used to extinguish fires.

1. Program Objectives

1. Enhancing the knowledge and understanding of different types of criminal evidence and their significance in investigations.
2. Providing training and education on various techniques used to collect, preserve, and analyze criminal evidence.
3. Developing expertise in the application of forensic science and technology to identify, process, and interpret evidence.
4. Promoting the use of advanced technologies and tools for the detection and analysis of criminal evidence.

2. Program Accreditation

Does the program have program accreditation? And from which agency? Not yet

3. Other external influences

The official sponsor of the program for forensic techniques is the Najaf Technical Institute and the Al-Furat Al-Awsat Technical University

4. Program Structure

| Program Structure | Number of Courses | Credit hours | Percentage | Reviews* |
|--------------------------|-------------------|--------------|------------|-----------------------|
| Institution Requirements | 8 | 18 | 12.9% | |
| College Requirements | 4 | 11 | 7.۷۲% | |
| Department Requirements | 35 | 110 | 79.13% | |
| Summer Training | 270 | - | | Summer training hours |
| Other | | | | |

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

5. Program Description

| Year/Level | Course Code | Course Name | Credit Hours | |
|---------------------------|-------------|---------------------------|--------------|-----------|
| | | | theoretical | practical |
| First year: Fall semester | | General Penal Law | 3 | - |
| | | Principles of Psychology | 2 | 2 |
| | | Criminology. | 3 | - |
| | | Criminal Photography | 1 | 3 |
| | | Biology (1). | 2 | 3 |
| | | Equipment technology | 2 | 3 |
| | | Computer Application (1). | 1 | 2 |
| | | Human Rights | 1 | - |
| | | Total | | 15 |

| | | | | |
|-------------------------------------|--|---|-----------|-----------|
| First year: Spring semester | | | | |
| | | Criminal investigation | 2 | 4 |
| | | First Aids | 1 | 2 |
| | | Biology (2) | 2 | 3 |
| | | Chemistry | 2 | 3 |
| | | Crime Scene (1) | 2 | 3 |
| | | English Language | 1 | 2 |
| | | Computer Applications(2) | 1 | 2 |
| | | Human Rights | 1 | - |
| | | Arabic | 2 | |
| | | Total | 14 | 19 |
| | | | | |
| Second year: Autumn semester | | | | |
| | | Ammunition and Weapons | 2 | 4 |
| | | Explosives and fires | 1 | 4 |
| | | Crime Scene (2) | 2 | 3 |
| | | Principle of Criminal Procedure | 2 | 3 |
| | | Forensic medicine | 2 | 4 |
| | | Organized Crime | 2 | 3 |
| | | Computer Application (3) | 1 | 2 |
| | | research project | 2 | - |
| | | total | 14 | 23 |
| | | | | |
| Second year: Spring semester | | | | |
| | | Finger Prints and foot Impressions | 2 | 4 |

| | | | | |
|--|--|----------------------------------|-----------|-----------|
| | | Morcotics and Poisons | 2 | 4 |
| | | Falsification and Forgery | 2 | 4 |
| | | Traffic accidents | 1 | 4 |
| | | Report Writing | 1 | 3 |
| | | Defensive Techniques | 1 | 4 |
| | | Professional Ethics | 2 | - |
| | | Computer Applications (4) | 1 | 2 |
| | | research project | 2 | - |
| | | Arabic | 2 | |
| | | the total | 16 | 25 |

6. Expected learning outcomes of the program

Knowledge

Learning Outcomes 1

- The student will gain a deep understanding of the concepts and theories related to techniques for collecting and analyzing forensic evidence, such as evidentiary science and forensic science.
- Students learn effective investigation skills

Learning Outcomes Statement 1

- To become familiar with the tools and techniques used in analyzing forensic evidence, such as fingerprint analysis, chemical analysis, genetic analysis, and digital analysis
- Including collecting, documenting, analyzing, and presenting evidence in a legal and effective manner
- For students to learn how to prepare accurate technical reports and experience certificates that explain the results and analyzes conducted in a specific criminal investigation

Skills

Learning Outcomes 2

- The student will be able to acquire crime scene skills
- Collecting Evidence: Students learn how to collect evidence from potential crime sites in subtle and effective ways. This includes documenting the site, collecting

Learning Outcomes Statement 2

- Students learn how to collect evidence from potential crime sites in precise and effective ways. This includes documenting the site, collecting samples, and safe handling of potential evidence
- Analyzing Evidence: Students learn to analyze collected evidence using appropriate techniques. This involves using scientific and analytical tools and techniques to identify the necessary information and draw the correct conclusions.

| | |
|---|---|
| samples, and safe handling of potential evidence. | |
| <p>Learning Outcomes 3</p> <p>Students learn to analyze collected evidence using appropriate techniques. This involves using scientific and analytical tools and techniques to identify the necessary information and draw correct conclusions</p> | <p>Learning Outcomes Statement 3</p> <p>- Develop criminal investigation skills: Students learn effective investigative skills, including collecting, documenting, analyzing, and presenting evidence legally and effectively.</p> |
| Ethics | |
| <p>Learning Outcomes 4</p> <p>– Practical skills: Graduates learn the practical skills needed to collect and analyze forensic evidence, including fingerprint collection, digital evidence analysis, DNA analysis, and other forensic investigative techniques. They are trained to use advanced tools and techniques used in the field of forensics.</p> | <p>Learning Outcomes Statement 4</p> <p>- Practical skills: Graduates learn the practical skills needed to collect and analyze forensic evidence, including fingerprint collection, digital evidence analysis, DNA analysis, and other forensic investigative techniques. They are trained to use advanced tools and techniques used in the field of forensics.</p> <p>- Scientific analysis: Graduates learn how to analyze forensic evidence in a scientific and systematic manner. They acquire the ability to evaluate available evidence, analyze it logically and systematically, and derive scientific and reliable conclusions that can be used in criminal investigations and legal proceedings.</p> |
| <p>Learning Outcomes 5</p> <p>Graduates gain the skills and knowledge necessary to work in the field of forensics. They can apply for jobs such as forensic experts, fingerprint analysts, and digital evidence analysts</p> | <p>Learning Outcomes Statement 5</p> <p>-Contributing to justice and public security: Graduates of the forensic specialty can contribute to achieving justice and ensuring public security. By offering their expertise and testimony as expert witnesses, and making legal recommendations based on scientific analysis of evidence, they can play a critical role in the legal process and providing justice to the community.</p> |

7. Teaching and Learning Strategies

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

1– Active learning: This approach encourages students to actively participate in the learning process through group discussions, problem solving, and independent analysis of practical cases.

2– Interactive lessons: Interactive lessons can be used such as group discussions, collaborative activities, and practical exercises to encourage active student participation.

3– Effective use of technology: Technology can be used to enhance learning in the field of forensic evidence. Software and tools for digital evidence analysis, forensic databases, and specialized DNA analysis systems can be used to enhance students' understanding of techniques used in the field.

4– Presentations and visual materials: Presentations and visual materials such as photos and videos can be used to illustrate basic concepts and methods for collecting forensic evidence.

5– Field visits and guest lectures: Visits can be organized to local forensic investigation centers or forensic laboratories to familiarize students with the practical environment and techniques used in the field of forensic evidence.

6– Projects and research: Learning can be enhanced by giving students projects or research related to the field of forensic evidence.

7– Continuous assessment: Evaluate students' progress on an ongoing basis by assigning regular tasks and tests.

8. Evaluation methods

Implemented at all stages of the program in general.

1– Written tests: Students can be given written tests to measure their knowledge of the theoretical concepts and techniques used in analyzing forensic evidence.

2– Practical evaluation: Students’ performance can be evaluated by carrying out practical exercises that simulate the process of collecting and analyzing forensic evidence.

3– Project evaluation: Students can be evaluated by giving them applied projects to analyze forensic evidence.

4– Individual assessment: Individual interviews can be used to evaluate students’ skills and understanding of concepts and techniques in forensic analysis.

5– Joint assessment: Participation assessment and group projects can be used to measure students’ abilities to work in teams and interact with their colleagues.

6– Continuous observation and evaluation: Teachers can monitor and evaluate students’ performance during practical classes, laboratories, and practical exercises.

9. Faculty

Faculty Members

| Academic Rank | Specialization | | Special Requirements/Skills (if applicable) | | Number of the teaching staff | |
|---------------------|----------------|---------|---|--|------------------------------|----------|
| | General | Special | | | Staff | Lecturer |
| Assistant Professor | 1 | | | | 1 | |
| Teacher | 2 | 1 | | | 3 | |
| assistant teacher | 8 | 1 | | | 9 | |
| Technical | 3 | | | | 3 | |

Professional Development

Mentoring new faculty members

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

1. Introduction to the department: A comprehensive introduction to the Forensic Technologies Department is provided, by clarifying the department's objectives and available areas of specialization. The department also explains the academic programs offered and courses available.
2. Clarification of academic requirements: Academic requirements are explained to new, visiting, full-time and part-time faculty members. This includes the academic requirements needed to teach in the field of forensic techniques, and the academic qualifications required to conduct research and publish results.
3. Familiarize yourself with the curriculum and resources: An overview of the curriculum and available resources is provided in the Forensic Techniques section. Basic books, important references, electronic resources, and laboratory instruments used in teaching and research are illustrated.
4. Academic and research guidance: Faculty members are guided at the institution and department levels regarding research and dissemination of results. This includes guiding them in identifying possible research areas, developing research plans, and providing assistance in preparing research proposals and projects.
5. Communication and Collaboration: Faculty members are encouraged to communicate and cooperate with their colleagues in the department and at the university level. By organizing meetings, seminars and workshops to exchange knowledge and experiences and enhance cooperation in the field of forensic techniques.
6. Professional Development: Professional development opportunities are provided to faculty members, whether through internal or external training, and attendance at conferences, seminars and workshops related to the field of forensic techniques. It also encourages participation in research activities.

Professional development of faculty members

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10. Acceptance Criterion

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

– Students accepted within the central admission channel for biological lottery students and within the minimum admission limit

Registration requirements: High school diploma (biology)

11. The most important sources of information about the program

State briefly the sources of information about the program.

Remember briefly.

1– University or institute website: Visit the university or institute website to view the Forensic Technologies program, through which you can obtain detailed information about academic courses, admission requirements, costs, time period, important dates, practical experience, academic members, and other important information. .

2– Contacting faculty members: Contact faculty members in the Forensic Technologies Department to obtain information.

3– Current students or alumni: You can try to contact current students or alumni of the Forensic Technologies program to get advice and their personal experiences in the program. You can look for online forums or groups to connect with these students and ask private questions.

4– Exhibitions and events: Exhibitions and educational events related to the field of forensic techniques are held. The department participates in these events to speak directly with representatives of universities or educational institutions and obtain direct information about the available programs.

12. Program Development Plan

1– Analysis of the requirements of the Ministry of Health (Forensic Medicine Departments) and the Ministry of Interior’s Forensic Evidence Department. A comprehensive analysis of the needs of these institutions is conducted to develop forensic techniques. Taking into account developments and changes in the forensic field, forensic technology and the needs of investigators and laboratories.

2– Updating the curriculum: Developing comprehensive curricula that contain the knowledge and skills necessary for the field of forensic techniques. Topics such as

forensic laboratory science, how to investigate digital crimes, and analyzing biological and chemical evidence may be included.

3– Technology and Equipment: Providing advanced technology and equipment necessary to train students to use the latest criminal analysis and investigation tools. This equipment can include advanced laboratory equipment, digital evidence detectors, imaging and radiography systems, and more.

4– Cooperation with relevant authorities: Developing partnerships and cooperation with relevant authorities such as the police, forensic laboratories, judicial authorities and relevant organizations. Joint workshops, research projects and professional exchanges can be organised.

Program Skills Outline

| | | | | Required program Learning outcomes | | | | | | | | | | | |
|-----------------------------|-------------|--------------------------|-------------------|------------------------------------|----|----|----|--------|----|----|----|--------|----|----|----|
| Year/Level | Course Code | Course Name | Basic or optional | Knowledge | | | | Skills | | | | Ethics | | | |
| | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 |
| The first (autumn semester) | | General Penal Code | Essential | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | | Principles of Psychology | Essential | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | | Criminology | Essential | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | | Forensic Photography | Essential | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | | Life Sciences (1) | Essential | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | | Hardware Technologies | Essential | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | | Computer Software (1) | Help | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

| | | | | | | | | | | | | | | | |
|--------------------------|--|------------------------|-----------|---|---|---|---|---|---|---|---|---|---|---|---|
| | | human Rights | General | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Second (spring semester) | | Criminal investigation | Essential | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | | First aid | Essential | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | | Life Sciences (2) | Essential | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | | Chemistry | Essential | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | | Crime Scene (1) | Essential | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | | English | Essential | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | | Computer Software (2) | Help | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | | democracy | General | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Second (autumn semester) | | Weapons and materiel | Essential | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

| | | | | | | | | | | | | | | | |
|--|--|--|------------------|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Poisons and drugs | Essential | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | | Crime Scene (2) | Essential | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | | Criminal Procedure | Essential | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | | forensic medicine | Essential | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | | Organized crime | Essential | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | | Computer Applications (3) | Help | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | | Graduation Research Methodology | General | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | | Baath Party Crimes | General | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

| | | | | | | | | | | | | | | | |
|--------------------------|--|-----------------------------|-----------|---|---|---|---|---|---|---|---|---|---|---|---|
| | | English language | General | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Second (Spring Semester) | | Fingerprints and prints | Essential | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | | Explosives and fires | Essential | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | | Forgery and counterfeitin g | Essential | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | | Traffic accidents | Essential | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | | Report Writing | Essential | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | | Defensive skills | General | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | | Professional Ethics | Help | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | | Computer Software (4) | Help | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

| | | | | | | | | | | | | | | | |
|--|--|------------------|---------|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Research Project | General | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | | Arabic Language | General | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | | | | | | | | | | | | | | | |

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

Course Description Form

| | |
|---|--|
| 1. Course Name: | |
| General Penal Law | |
| 2. Course Code: | |
| | |
| 3. Semester / Year: | |
| Year / First Spring Semester | |
| 4. Description Preparation Date: | |
| 25/3/2024 | |
| 5. Available Attendance Forms: | |
| lecture | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| 45/3 | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name: Name: Eng. Hussein Arif hussien.a@s.uokerbala.edu.iq | |
| Email: | |
| 8. Course Objectives | |
| Course Objectives | Introducing the student to the importance and role of the Penal Code Understand the general principles in defining the concept of crime and punishment · Description and criminal responsibility |
| 9. Teaching and Learning Strategies | |
| Strategy | Interactive learning: involves the use of group discussions, small group discussions, and interactive activities to encourage active participation and exchange of ideas among students - Case Study and Analysis: Real criminal case studies can be used to teach students - For research discussions and projects: Students may be encouraged to participate in group discussions on specific topics |

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------------|-------|----------------------------|--------------------------------------|---|---|
| the first | 3 | Knowledge understanding | General principles of the Penal Code | Active learning: includes active and interactive participation in the learning process through practical activities and applications. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| the second | | Knowledge understanding | | Acquired motivations: | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| the third | | Knowledge understanding | | Definition of acquired motivation, classification of acquired motivations, subconscious motivations. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| the fourth | | Knowledge understanding | | Emotions: definition of emotion, causes of emotion, aspects of emotion. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Fifth | | Knowledge understanding | | Emotions, motivations, emotions and motivation development emotions. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| VI | | Knowledge understanding | | The effect of emotions on mental processes and behavior. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Seventh | | Knowledge understanding | | Emotional trauma and psychological disorders. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| VIII | | Knowledge understanding | | Personality: definition of personality, personality traits. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |

| | | | | | |
|------------|--|--------------------------------|--|---|---|
| Ninth | | Knowledge understanding | | Personality mod personality judgement. | Objective assessment: inclu the use of tests with predef answers such as tests that req a yes or no answer or choosing correct answer from mult options. |
| The tenth | | Knowledge understanding | | Personality gro and its forma factors. The mea of growth, interaction betw heredity environment, personality endocrinology. | Objective assessment: inclu the use of tests with predef answers such as tests that req a yes or no answer or choosing correct answer from mult options. |
| eleventh | | Knowledge understanding | | The effect geographical fac on personality, effect of social fac on personality. | Objective assessment: inclu the use of tests with predef answers such as tests that req a yes or no answer or choosing correct answer from mult options. |
| twelveth | | Knowledge understanding | | Psychological cri headaches, frustration, defen tricks. | Objective assessment: inclu the use of tests with predef answers such as tests that req a yes or no answer or choosing correct answer from mult options. |
| Thirteenth | | Knowledge understanding | | The function characteristics defensive tri sound ways to s psychological cris | Objective assessment: inclu the use of tests with predef answers such as tests that req a yes or no answer or choosing correct answer from mult options. |
| fourteenth | | Knowledge understanding | | Mental illn definition of me illness, types mental illness. | Objective assessment: inclu the use of tests with predef answers such as tests that req a yes or no answer or choosing correct answer from mult options. |
| Fifteenth | | Knowledge understanding | | Causes of me illnesses, treatm for mental illnes mental illnesses mental illnesses | Objective assessment: inclu the use of tests with predef answers such as tests that req a yes or no answer or choosing correct answer from mult options. |

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)

"Criminal Law: Cases and Materials by John Kaplan, Robert Weisberg, a Guyora Binder: This book provides an in-depth analysis of criminal law principles, theories, and case studie

| | |
|--|--|
| | "Criminal Law and Its Process Cases and Materials" by Sanford Kadish, Stephen J. Schulhofer, |
| Main references (sources) | <ol style="list-style-type: none"> 1. "Criminal Law: Cases and Materials" by John Kaplan, Robert Weisberg, and Guyora Binder: This book provides in-depth analysis of criminal law principles, theories, and case studies. 2. "Criminal Law and Its Process Cases and Materials" by Sanford Kadish, Stephen J. Schulhofer, |
| Recommended books and references (scientific journals, reports...) | |
| Electronic References, Websites | <ol style="list-style-type: none"> 1. Barnes & Noble (www.barnesandnoble.com): Barnes & Noble is another popular online bookstore that carries a selection of books on general penal law. You can browse their Law section or search for specific titles. 2. |

Course Description Form

| | |
|---|--|
| 1. Course Name: | |
| Principles of Psychology | |
| 2. Course Code: | |
| | |
| 3. Semester / Year: | |
| Year / First Spring Semester | |
| 4. Description Preparation Date: | |
| 25/3/2024 | |
| 5. Available Attendance Forms: | |
| Lecture+ practies | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| 45/3 | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name: Name: Smah Hmza inj.forensic@atu.edu.iq | |
| Email: | |
| 8. Course Objectives | |
| Course Objectives | Introducing the student to the motives of an individual's behavior and the factors influencing his personality in terms of their equality or difference |
| 9. Teaching and Learning Strategies | |
| Strategy | <p>Interactive learning: involves the use of group discussions, sm discussions, and interactive activities to encourage active participati and exchange of ideas among students</p> <ul style="list-style-type: none"> - Case Study and Analysis: Real criminal case studies can be used teach students - For research discussions and projects: Students may encouraged to participate in group discussions on specific topic |
| 10. Course Structure | |

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|-------------|--------------|-----------------------------------|---|---|---|
| the first | 3 | Knowledge and understanding | Introduction to psychology. | Active learning: includes active and interactive participation in the learning process through practical activities and applications. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| the second | | Knowledge and understanding | Subject of psychology, goals of psychology, branches of psychology, relationship of psychology with other sciences. | Acquired motivations: | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| the third | | Knowledge and understanding | Motivations for behavior: | Definition of acquired motivation, classification of acquired motivations, subconscious motivations. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| the fourth | | Knowledge and understanding | Acquired motivations: | Emotions: definition of emotion, causes of emotion, aspects of emotion. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Fifth | | Knowledge and understanding | Definition of acquired motivation, classification of acquired motivations, subconscious motivations. | Emotions and motivations, emotions and mood, development of emotions. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| VI | | Knowledge and understanding | Emotions: definition of emotion, causes of emotion, aspects of emotion. | The effect of emotions on mental processes and behavior. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Seventh | | Knowledge and understanding | Emotions and motivations, emotions and mood, development of emotions. | Emotional trauma and psychological disorders. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |

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|------------|--|-----------------------------|---|---|---|
| VIII | | Knowledge and understanding | The effect of emotions on mental processes and behavior. | Personality: definition of personality, personality traits. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Ninth | | Knowledge and understanding | Emotional trauma and psychological disorders. | Personality models, personality judgement. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| The tenth | | Knowledge and understanding | Personality: definition of personality, personality traits. | Personality growth and its formation factors. The meaning of growth, the interaction between heredity and environment, personality and endocrinology. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| eleventh | | Knowledge and understanding | Personality models, personality judgement. | The effect of geographical factors on personality, the effect of social factors on personality. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| twelveth | | Knowledge and understanding | Personality growth and its formation factors. The meaning of growth, the interaction between heredity and environment, personality and endocrinology. | Psychological crises, headaches, frustration, defensive tricks. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Thirteenth | | Knowledge and understanding | The effect of geographical factors on personality, the effect of social factors on personality. | The function and characteristics of defensive tricks, sound ways to solve psychological crises. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| fourteenth | | Knowledge and understanding | Psychological crises, headaches, frustration, defensive tricks. | Mental illness: definition of mental illness, types of mental illness. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |

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|-----------|--|-----------------------------|---|---|---|
| Fifteenth | | Knowledge and understanding | The function and characteristics of defensive tricks, sound ways to solve psychological crises. | Causes of mental illnesses, treatments for mental illnesses, and mental illnesses | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
|-----------|--|-----------------------------|---|---|---|

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

12. Learning and Teaching Resources

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| Required textbooks (curricular books, if any) | 1. "Educational Psychology: Theories and Applications" by Dr. Nasser Al-Abdulkarim. |
| Main references (sources) | 1. "Applied Psychology: Concepts and Applications" Dr. Tariq Al-Habib. |
| Recommended books and references (scientific journals, reports...) | Iraqi Virtual Library |
| Electronic References, Websites | Iraqi Virtual Library |

Course Description Form

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|---|---|
| 1. Course Name: | |
| Criminology | |
| 2. Course Code: | |
| | |
| 3. Semester / Year: | |
| Year / First Spring Semester | |
| 4. Description Preparation Date: | |
| 25/3/2024 | |
| 5. Available Attendance Forms: | |
| Lecture+ practies | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| 45/3 | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name: Name: Eng. Hussein Arif hussien.a@s.uokerbala.edu.iq | |
| Email: | |
| 8. Course Objectives | |
| Course Objectives | Introducing the student to the causes of criminal behaviour, its motives, resistance and treatment, looking at crime from a realistic and not a legal perspective, and paying attention to facts and people. |
| 9. Teaching and Learning Strategies | |
| Strategy | Interactive learning: involves the use of group discussions, sm discussions, and interactive activities to encourage active participati and exchange of ideas among students - Case Study and Analysis: Real criminal case studies can be used teach students - For research discussions and projects: Students may be encourag to participate in group discussions on specific topic |

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------------|-------|----------------------------|---|--|---|
| the first | 3 | Knowledge understanding | The concept of crime, criminal, and the research methodology. | Active learning: includes active and interactive participation in the learning process through practical activities and applications. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| the second | | Knowledge understanding | Theories to explain criminal behavior | Acquired motivations: | Objective assessment includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| the third | | Knowledge understanding | Formative schools | Definition of acquired motivation classification of acquired motivations, conscious and subconscious motivations. | Objective assessment includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| the fourth | | Knowledge understanding | Psychological schools. | Emotions: definition of emotion, causes of emotion, aspects of emotion. | Objective assessment includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Fifth | | Knowledge understanding | Social schools. | Emotions, motivations, emotions and motivation development of emotions. | Objective assessment includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| VI | | Knowledge understanding | Factors of criminal behavior. | The effect of emotions on mental processes and behavior. | Objective assessment includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Seventh | | Knowledge understanding | External causes. | Emotional trauma and psychological disorders. | Objective assessment includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| VIII | | Knowledge understanding | Internal causes. | Personality: definition | Objective assessment includes the use of tests with predefined answers such |

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| | | | | personality, personality traits. | tests that require a yes or answer or choosing correct answer from multiple options. |
| Ninth | | Knowledge understanding | Categories criminals. | Personality model personality judgement. | Objective assessment includes the use of tests and predefined answers such as tests that require a yes or answer or choosing correct answer from multiple options. |
| The tenth | | Knowledge understanding | Modern crime patterns. | Personality growth and its formative factors. The meaning of growth, interaction between heredity environment, personality endocrinology. | Objective assessment includes the use of tests and predefined answers such as tests that require a yes or answer or choosing correct answer from multiple options. |
| eleventh | | Knowledge understanding | Environmental pollution crimes | The effect of geographical factors on personality, effect of social factors on personality. | Objective assessment includes the use of tests and predefined answers such as tests that require a yes or answer or choosing correct answer from multiple options. |
| twelveth | | Knowledge understanding | Computer crimes | Psychological crimes: headaches, frustration, defense tricks. | Objective assessment includes the use of tests and predefined answers such as tests that require a yes or answer or choosing correct answer from multiple options. |
| Thirteenth | | Knowledge understanding | Money laundering crimes. | The function and characteristics of defensive trials, sound ways to solve psychological crimes. | Objective assessment includes the use of tests and predefined answers such as tests that require a yes or answer or choosing correct answer from multiple options. |
| fourteenth | | Knowledge understanding | Terrorist crimes | Mental illness: definition of mental illness, types of mental illness. | Objective assessment includes the use of tests and predefined answers such as tests that require a yes or answer or choosing correct answer from multiple options. |
| Fifteenth | | Knowledge understanding | Organized crimes | Causes of mental illnesses, treatment for mental illnesses, mental illnesses, mental illnesses | Objective assessment includes the use of tests and predefined answers such as tests that require a yes or answer or choosing correct answer from multiple options. |

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

12. Learning and Teaching Resources

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| Required textbooks (curricular books, if any) | |
| Main references (sources) | “Criminology: Concepts and Theories” by Dr. Al Rahman Al-Ashmawy. |
| Recommended books and references (scientific journals, reports...) | “Criminology and Criminal Investigation” by Saleh Al-Omari |
| Electronic References, Websites | Iraqi Virtual Library |

Course Description Form

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|--|--------------|---|-----------------------------|---|--------------------------|
| 1. Course Name: | | | | | |
| Criminal Photography | | | | | |
| 2. Course Code: | | | | | |
| | | | | | |
| 3. Semester / Year: | | | | | |
| Year / First Spring Semester | | | | | |
| 4. Description Preparation Date: | | | | | |
| 25/3/2024 | | | | | |
| 5. Available Attendance Forms: | | | | | |
| Lecture+ practies | | | | | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | | | | | |
| 60/4 | | | | | |
| 7. Course administrator's name (mention all, if more than one name) | | | | | |
| Name: Name: Zahrah Flah inj.forensic@atu.edu.iq | | | | | |
| Email: | | | | | |
| 8. Course Objectives | | | | | |
| Course Objectives | | | | The student will be able to use the camera and forensic photography equipment and photograph the fine details of the crime scene. | |
| 9. Teaching and Learning Strategies | | | | | |
| Strategy | | <p>Interactive learning: involves the use of group discussions, small discussions, and interactive activities to encourage active participation and exchange of ideas among students</p> <ul style="list-style-type: none"> - Case Study and Analysis: Real criminal case studies can be used to teach students - For research discussions and projects: Students may be encouraged to participate in group discussions on specific topic | | | |
| 10. Course Structure | | | | | |
| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
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|------------|---|--------------------------------|---|--|---|
| the first | 3 | Knowledge understanding | Explaining how forensic photography or forensic photographer works. | Active learning: includes active and interactive participation in the learning process through practical activities and applications. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| the second | | Knowledge understanding | Explaining the operation of the photographic camera and its parts. | Acquired motivations: | Objective assessment includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| the third | | Knowledge understanding | Explaining the work of the camera with the flash and camera parts. | Definition of acquired motivation classification of acquired motivations, subconscious motivations. | Objective assessment includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| the fourth | | Knowledge understanding | Explaining the work of the camera to professionals, including adjusting the aperture and speed. | Emotions: definition of emotion, causes of emotion, aspects of emotion. | Objective assessment includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Fifth | | Knowledge understanding | Explaining the process of filming, wrapping the film, and ensuring the camera is in good condition. | Emotions: motivations, emotions and mood development, emotions. | Objective assessment includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| VI | | Knowledge understanding | Types of films, their sensitivity, and how to preserve them. | The effect of emotions on mental processes and behavior. | Objective assessment includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Seventh | | Knowledge understanding | Developing color and regular films | Emotional trauma and psychological disorders. | Objective assessment includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| VIII | | Knowledge understanding | Types of acidifying solutions (black and white) | Personality: definition of personality, personality traits. | Objective assessment includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Ninth | | Knowledge understanding | How to photograph the event location. | Personality: mood, personality, judgement. | Objective assessment includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |

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| | | | | | tests that require a yes or answer or choosing correct answer from multiple options. |
| The tenth | | Knowledge understanding | How to photograph explosions and fires. | Personality growth and its form factors. The meaning of growth, interaction between heredity environment, personality endocrinology. | Objective assessment includes the use of tests and predefined answers such as tests that require a yes or answer or choosing correct answer from multiple options. |
| eleventh | | Knowledge understanding | How to photograph criminal traces. | The effect of geographical factors on personality, effect of social factors on personality. | Objective assessment includes the use of tests and predefined answers such as tests that require a yes or answer or choosing correct answer from multiple options. |
| twelveth | | Knowledge understanding | How to photograph bloodstained finger prints. | Psychological crises, headaches, frustration, defense tricks. | Objective assessment includes the use of tests and predefined answers such as tests that require a yes or answer or choosing correct answer from multiple options. |
| Thirteenth | | Knowledge understanding | How to photograph forged criminal documents. | The function of characteristics of defensive trials, sound ways to solve psychological crises. | Objective assessment includes the use of tests and predefined answers such as tests that require a yes or answer or choosing correct answer from multiple options. |
| fourteenth | | Knowledge understanding | How to photograph empty weapons and cases. | Mental illness, definition of mental illness, types of mental illness. | Objective assessment includes the use of tests and predefined answers such as tests that require a yes or answer or choosing correct answer from multiple options. |
| Fifteenth | | Knowledge understanding | How to print regular films | Causes of mental illnesses, treatment for mental illnesses, mental illnesses, mental illnesses | Objective assessment includes the use of tests and predefined answers such as tests that require a yes or answer or choosing correct answer from multiple options. |

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)

Main references (sources)

“Forensic Imaging: Concepts and Techniques” by Muhammad Al-Saidi.

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| Recommended books and references (scientific journals, reports...) | “Forensic Imaging and Evidence Analysis” by Hussam Al-Din Al-Hammadi. |
| Electronic References, Websites | Iraqi Virtual Library |

Course Description Form

| | |
|--|---|
| 1. Course Name: | |
| Biology(1) | |
| 2. Course Code: | |
| | |
| 3. Semester / Year: | |
| 1 st Year / First autumn Semester | |
| 4. Description Preparation Date: | |
| 25/3/2024 | |
| 5. Available Attendance Forms: | |
| Lecture+ practies | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| 75/5 | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name: nor mahdy inj.forensic@atu.edu.iq | |
| Email: | |
| 8. Course Objectives | |
| Course Objectives | By the end of this course the student will be able to: Know the basic principle of cell & structure, cell division, Genetics, as well as types & structure of selected pathogenic organisms. Know the main types of human tissues. Know & understand the gross anatomy of different organs & the human body and their general function. |
| 9. Teaching and Learning Strategies | |
| Strategy | Interactive learning: involves the use of group discussions, small discussions, and interactive activities to encourage active participation and exchange of ideas among students - Case Study and Analysis: Real criminal case studies can be used to teach students - For research discussions and projects: Students may be encouraged to participate in group discussions on specific topic |
| 10. Course Structure | |

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------------|-------|--------------------------------|---|--|---|
| the first | 3 | Knowledge understanding | Introduction to Biological safety General lab. safety Roles Personal protective equipment Biological hazard Type of biological hazards | Active learning: includes active and interactive participation in the learning process through practical activities and applications. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| the second | | Knowledge understanding | Cell & cell theory Prokaryotic & Eukaryotic cells , cell structure : cell-wall, cytoplasmic membranes , protoplast . | Acquired motivations: | Objective assessment includes the use of tests with predefined answers such tests that require a yes or answer or choosing correct answer from multiple options. |
| the third | | Knowledge understanding | Cell organs : Nucleus , endoplasmic reticulume , ribosomes mitochondria , Golgy apparatus Vacuosles , lysosome (structure & Function). | Definition acquired motivation classification acquired motivation subconscious motivations. | Objective assessment includes the use of tests with predefined answers such tests that require a yes or answer or choosing correct answer from multiple options. |
| the fourth | | Knowledge understanding | DNA & RNA : structure . functions in eukaryotic cells DNA replication & transcriptions. | Emotions: definition of emotion, cause of emotion, aspects of emotion. | Objective assessment includes the use of tests with predefined answers such tests that require a yes or answer or choosing correct answer from multiple options. |
| Fifth | | Knowledge understanding | Cell –cycle &mitoses : Interphase &mitotic phase meiosis & sexual life cycle : Gametogenesis sex differentiation , embryogenesis & the first stages. | Emotions motivations, emotions and mental development emotions. | Objective assessment includes the use of tests with predefined answers such tests that require a yes or answer or choosing correct answer from multiple options. |
| VI | | Knowledge understanding | Biological classification : Animal kingdom & plant Kingdom , viruses , bacteria , fungus & Parasites Examples on pathogenic organisms . | The effect of emotions on mental processes behavior. | Objective assessment includes the use of tests with predefined answers such tests that require a yes or answer or choosing correct answer from multiple options. |
| Seventh | | Knowledge understanding | Anatomy of head and neck : A- anatomy of scalp B-Anatomy of muscles of head and neck C- Cervical vertebrae | Emotional trauma and psychological disorders. | Objective assessment includes the use of tests with predefined answers such tests that require a yes or answer or choosing correct answer from multiple options. |
| VIII | | Knowledge understanding | Bones of skull B- Brain. | Personality: definition | Objective assessment includes the use of tests with predefined answers such |

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| | | | C- Anatomy of Chest: 1- Skin of Chest 2- muscles of Chest . 3- chest bones and ribs | personality, personality traits. | tests that require a yes or answer or choosing correct answer from multiple options. |
| Ninth | | Knowledge understanding | Anatomy of respiratory system Anatomy of Heart Anatomy of esophagus | Personality mod personality judgement. | Objective assessm includes the use of tests v predefined answers such tests that require a yes or answer or choosing correct answer from multiple options. |
| The tenth | | Knowledge understanding | Anatomy of abdomen : A: skin b: muscles of abdomen c. | Personality gro and its forma factors. The mea of growth, interaction betw heredity environment, personality endocrinology. | Objective assessm includes the use of tests v predefined answers such tests that require a yes or answer or choosing correct answer from multiple options. |
| eleventh | | Knowledge understanding | A: anatomy of stomach, duodenum , small and large bowel. B: anatomy of urinary system. C: anatomy of reproductive system. | The effect geographical fac on personality, effect of so factors personality. | Objective assessm includes the use of tests v predefined answers such tests that require a yes or answer or choosing correct answer from multiple options. |
| twelfth | | Knowledge understanding | Anatomy of back A: skin of back b: muscles of back | Psychological cri headaches, frustration, defen tricks. | Objective assessm includes the use of tests v predefined answers such tests that require a yes or answer or choosing correct answer from multiple options. |
| Thirteenth | | Knowledge understanding | Anatomy of bones of back (vertebra and column). | The function characteristics defensive tri sound ways to s psychological cri | Objective assessm includes the use of tests v predefined answers such tests that require a yes or answer or choosing correct answer from multiple options. |
| fourteenth | | Knowledge understanding | Anatomy of upper limbs: A: anatomy of skin b: muscles of upper limbs C: nerves of upper limbs d: bones of upper limbs | Mental illn definition of me illness, types mental illness. | Objective assessm includes the use of tests v predefined answers such tests that require a yes or answer or choosing correct answer from multiple options. |
| Fifteenth | | Knowledge understanding | Anatomy of lower limbs: A: anatomy of skin b: muscles of lower limbs C: bones of lower limbs d: nerves of lower limbs | Causes of me illnesses, treatm for mental illness mental illnesses mental illnesses | Objective assessm includes the use of tests v predefined answers such tests that require a yes or answer or choosing correct answer from multiple options. |

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

12. Learning and Teaching Resources

| | |
|--|---|
| Required textbooks (curricular books, if any) | |
| Main references (sources) | Biology" Neil A. Campbell , Jane B. Reece |
| Recommended books and references (scientific journals, reports...) | The Gene: An Intimate History" Siddhartha Mukherjee |
| Electronic References, Websites | Iraqi Virtual Library |

Course Description Form

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|---|--|
| 1. Course Name: | |
| Equipment Technology | |
| 2. Course Code: | |
| 3. Semester / Year: | |
| 1 st Year / First autumn Semester | |
| 4. Description Preparation Date: | |
| 25/3/2024 | |
| 5. Available Attendance Forms: | |
| Lecture+ practices | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| 75/5 | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name: Dr. Noras Ali and L. Saja Abass inj.forensic@atu.edu.iq | |
| Email: | |
| 8. Course Objectives | |
| Course Objectives | Providing the student with extensive knowledge of the devices and equipment related to detecting evidence, in addition to enhancing the skills of using them. Know & understand the gross anatomy of |

different organs & the human body and their general function.

9. Teaching and Learning Strategies

| | |
|-----------------|---|
| Strategy | <p>Interactive learning: involves the use of group discussions, small discussions, and interactive activities to encourage active participation and exchange of ideas among students</p> <ul style="list-style-type: none"> - Case Study and Analysis: Real criminal case studies can be used to teach students - For research discussions and projects: Students may be encouraged to participate in group discussions on specific topic |
|-----------------|---|

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------------|-------|--------------------------------|--|--|---|
| the first | 3 | Knowledge understanding | Non-destructive tests, what is the purpose of the examination, the nature of defects and their sources, non-destructive examination methods, and the visual inspection method. | Active learning: includes active and interactive participation in the learning process through practical activities and applications. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| the second | | Knowledge understanding | Penetrating fluid method, examination by magnetic particle method. | Acquired motivations: | Objective assessment includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| the third | | Knowledge understanding | Radiographic examination, short-wavelength electromagnetic examination, | Definition of emotion, cause of emotion, aspects of emotion, acquired motivation, subconscious motivations. | Objective assessment includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| the fourth | | Knowledge understanding | X-ray examination, gamma ray examination. | Emotions: definition of emotion, cause of emotion, aspects of emotion. | Objective assessment includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Fifth | | Knowledge understanding | Neutron radiological examination. | Emotions motivations, emotions and motivation development emotions. | Objective assessment includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| VI | | Knowledge understanding | Eddy current testing. | The effect of emotions on motivation | Objective assessment includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |

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| | | | | processes behavior. | predefined answers such tests that require a yes or answer or choosing correct answer from multiple options. |
| Seventh | | Knowledge understanding | Ultrasound examination. | Emotional trauma and psychological disorders. | Objective assessment includes the use of tests with predefined answers such tests that require a yes or answer or choosing correct answer from multiple options. |
| VIII | | Knowledge understanding | Optical microscope, types of optical microscopes and their structure, discrimination ability. | Personality: definition personality, personality traits. | Objective assessment includes the use of tests with predefined answers such tests that require a yes or answer or choosing correct answer from multiple options. |
| Ninth | | Knowledge understanding | Disadvantages of optical lenses, methods of increasing discrimination ability, use of filters in examination and photography with an optical microscope. | Personality model personality judgement. | Objective assessment includes the use of tests with predefined answers such tests that require a yes or answer or choosing correct answer from multiple options. |
| The tenth | | Knowledge understanding | Basic properties of electrons, positive nature of electrons, methods of electronic emission, interaction between the electron beam and solid matter, transmission electron microscope, electron lenses, design of the transmission electron microscope (TEM), aberrations in magnetic lenses. | Personality growth and its factors. The meaning of growth, interaction between heredity environment, personality endocrinology. | Objective assessment includes the use of tests with predefined answers such tests that require a yes or answer or choosing correct answer from multiple options. |
| eleventh | | Knowledge understanding | Image clarity and discrimination ability of the objective lens, depth of field and depth of focus, electron diffraction technology, geometric nature of electron diffraction patterns, types of electron diffraction patterns, criteria for electron diffraction patterns and measurement of the camera constant (L), applications and interpretation of electron diffraction patterns from selected | The effect of geographical factors on personality, effect of social factors on personality. | Objective assessment includes the use of tests with predefined answers such tests that require a yes or answer or choosing correct answer from multiple options. |

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|------------|--|--------------------------------|--|---|--|
| | | | areas, chemical analysis and Structure. | | |
| twelveth | | Knowledge understanding | Image contrast in the transmission electron microscope, absorption contrast and fold contrast, diffraction contrast, the method of forming and recording images and their types, choosing the appropriate amount of accelerating voltages, methods for preparing samples for the transmission electron microscope, the direct method for forming thin films, preparing the samples themselves from the body, some microscope applications. Effective electronic. | Psychological crises, headaches, frustration, defensive tricks. | Objective assessment includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Thirteenth | | Knowledge understanding | Scanning electron microscope (SEM), the basis of the scanning electron microscope, design and construction of the scanning electron microscope, image contrast mechanisms, preparing samples for the scanning microscope, applications of the scanning electron microscope, and the microelectronic probe analyzer. | The function and characteristics of defensive tricks, sound ways to solve psychological crises. | Objective assessment includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| fourteenth | | Knowledge understanding | Microelectronic probe analyzer, design of microelectronic probe analyzer, X-ray spectroscopy, quantitative analysis with microelectronic probe analyzer, counters and signal detection, applications of microelectronic probe analyzer. | Mental illness, definition of mental illness, types of mental illness. | Objective assessment includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Fifteenth | | Knowledge understanding | Non-destructive tests, what is the purpose of the examination, the nature of defects and their sources, non-destructive examination methods, and the visual inspection method. | Causes of mental illnesses, treatment for mental illnesses, mental illnesses, mental illnesses. | Objective assessment includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |

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|---|---|
| 11. Course Evaluation | |
| Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc | |
| 12. Learning and Teaching Resources | |
| Required textbooks (curricular books, if any) | |
| Main references (sources) | “Basics of Medical Devices” by Dr. Muhammad Al-Saadi. |
| Recommended books and references (scientific journals, reports...) | “Design and Operation of Medical Devices” by Dr. Abdullah Al-Ajlan. |
| Electronic References, Websites | Iraqi Virtual Library |

Course Description Form

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| 1. Course Name: |
| Computer Application (1) |
| 2. Course Code: |
| |
| 3. Semester / Year: |
| 1 st Year / First autumn Semester |
| 4. Description Preparation Date: |
| 25/3/2024 |
| 5. Available Attendance Forms: |
| Lecture+ practices |
| 6. Number of Credit Hours (Total) / Number of Units (Total) |
| 45/3 |
| 7. Course administrator's name (mention all, if more than one name) |
| Name: A.L. Nahda hassan inj.forensic@atu.edu.iq |
| Email: |
| 8. Course Objectives |

| | |
|--------------------------|---|
| Course Objectives | Identify the hardware and software components of the calculator and operate the calculator using the Ms-Dos & Windows operating system. |
|--------------------------|---|

9. Teaching and Learning Strategies

| | |
|-----------------|---|
| Strategy | <p>Interactive learning: involves the use of group discussions, small discussions, and interactive activities to encourage active participation and exchange of ideas among students</p> <ul style="list-style-type: none"> - Case Study and Analysis: Real criminal case studies can be used to teach students - For research discussions and projects: Students may be encouraged to participate in group discussions on specific topic |
|-----------------|---|

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------------|-------|----------------------------|---|---|---|
| the first | 3 | Knowledge understanding | Identify the hardware and software components of the calculator and operate the calculator using the Ms-Dos & Windows operating system. | Active learning: includes active and interactive participation in the learning process through practical activities and applications. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| the second | | Knowledge understanding | Identify the hardware and software components of the calculator and operate the calculator using the Ms-Dos & Windows operating system. | Acquired motivations: | Objective assessment includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| the third | | Knowledge understanding | Identify the hardware and software components of the calculator and operate the calculator using the Ms-Dos & Windows operating system. | Definition of emotion, cause of emotion, aspects of emotion. acquired motivation classification acquired motivation subconscious motivations. | Objective assessment includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| the fourth | | Knowledge understanding | Identify the hardware and software components of the calculator and operate the calculator using the Ms-Dos & Windows operating system. | Emotions: definition of emotion, cause of emotion, aspects of emotion. | Objective assessment includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Fifth | | Knowledge understanding | Identify the hardware and software components of the calculator and operate the calculator using the Ms-Dos & Windows operating system. | Emotions motivations, emotions and motivation development emotions. | Objective assessment includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |

| | | | | | |
|------------|--|--------------------------------|---|--|---|
| VI | | Knowledge understanding | Identify the hardware and software components of the calculator and operate the calculator using the Ms-Dos & Windows operating system. | The effect emotions on me processes behavior. | Objective assessment includes the use of tests predefined answers such tests that require a yes or answer or choosing correct answer from multiple options. |
| Seventh | | Knowledge understanding | Identify the hardware and software components of the calculator and operate the calculator using the Ms-Dos & Windows operating system. | Emotional trauma and psychological disorders. | Objective assessment includes the use of tests predefined answers such tests that require a yes or answer or choosing correct answer from multiple options. |
| VIII | | Knowledge understanding | Identify the hardware and software components of the calculator and operate the calculator using the Ms-Dos & Windows operating system. | Personality: definition personality, personality traits. | Objective assessment includes the use of tests predefined answers such tests that require a yes or answer or choosing correct answer from multiple options. |
| Ninth | | Knowledge understanding | Identify the hardware and software components of the calculator and operate the calculator using the Ms-Dos & Windows operating system. | Personality model personality judgement. | Objective assessment includes the use of tests predefined answers such tests that require a yes or answer or choosing correct answer from multiple options. |
| The tenth | | Knowledge understanding | Identify the hardware and software components of the calculator and operate the calculator using the Ms-Dos & Windows operating system. | Personality growth and its form factors. The meaning of growth, interaction between heredity environment, personality endocrinology. | Objective assessment includes the use of tests predefined answers such tests that require a yes or answer or choosing correct answer from multiple options. |
| eleventh | | Knowledge understanding | Identify the hardware and software components of the calculator and operate the calculator using the Ms-Dos & Windows operating system. | The effect geographical factors on personality, effect of social factors personality. | Objective assessment includes the use of tests predefined answers such tests that require a yes or answer or choosing correct answer from multiple options. |
| twelveth | | Knowledge understanding | Identify the hardware and software components of the calculator and operate the calculator using the Ms-Dos & Windows operating system. | Psychological crises headaches, frustration, defense tricks. | Objective assessment includes the use of tests predefined answers such tests that require a yes or answer or choosing correct answer from multiple options. |
| Thirteenth | | Knowledge understanding | Identify the hardware and software components of the calculator and operate the calculator using the Ms-Dos & Windows operating system. | The function characteristics defensive strategies sound ways to solve psychological crises | Objective assessment includes the use of tests predefined answers such tests that require a yes or answer or choosing correct answer from multiple options. |
| fourteenth | | Knowledge understanding | Identify the hardware and software components of the | Mental illness definition of mental | Objective assessment includes the use of tests predefined answers such |

| | | | | | |
|-----------|--|--------------------------------|---|---|---|
| | | | calculator and operate the calculator using the Ms-Dos & Windows operating system. | illness, types mental illness. | tests that require a yes or answer or choosing correct answer from multiple options. |
| Fifteenth | | Knowledge understanding | Identify the hardware and software components of the calculator and operate the calculator using the Ms-Dos & Windows operating system. | Causes of mental illnesses, treatment for mental illnesses mental illnesses | Objective assessment includes the use of tests with predefined answers such as tests that require a yes or answer or choosing correct answer from multiple options. |

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

12. Learning and Teaching Resources

| | |
|--|---|
| Required textbooks (curricular books, if any) | |
| Main references (sources) | “Computer Applications in Statistical Analysis and Big Data” by Dr. Abdullah Al-Anzi. |
| Recommended books and references (scientific journals, reports...) | “Computer Applications in the Web and Website Development” by Dr. Muhammad Al-Harbi. |
| Electronic References, Websites | Iraqi Virtual Library |

Course Description Form

| |
|---|
| 1. Course Name: |
| Human Rights |
| 2. Course Code: |
| 3. Semester / Year: |
| 1 st Year / First autumn Semester |
| 4. Description Preparation Date: |
| 25/3/2024 |
| 5. Available Attendance Forms: |
| Lecture |
| 6. Number of Credit Hours (Total) / Number of Units (Total) |
| 15/1 |
| 7. Course administrator's name (mention all, if more than one name) |

Name: A.L. Hussan Areef
inj.forensic@atu.edu.iq

Email:

8. Course Objectives

Course Objectives

Introducing the student to the most important public and personal rights and the legal guarantees for enjoying these rights

9. Teaching and Learning Strategies

Strategy

Interactive learning: involves the use of group discussions, small discussions, and interactive activities to encourage active participation and exchange of ideas among students

- Case Study and Analysis: Real criminal case studies can be used to teach students
- For research discussions and projects: Students may be encouraged to participate in group discussions on specific topic

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------------|-------|----------------------------|--|--|---|
| the first | 3 | Knowledge understanding | An introduction to the study of rights theory. | Active learning: includes active and interactive participation in the learning process through practical activities and applications. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| the second | | Knowledge understanding | The concept of right. | Acquired motivations: | Objective assessment includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| the third | | Knowledge understanding | Right and freedom. | Definition acquired motivations classification acquired motivations subconscious motivations. | Objective assessment includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| the fourth | | Knowledge understanding | Public rights. | Emotions: definition of emotion, causes of emotion, aspects of emotion. | Objective assessment includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing |

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|-----------|--|--------------------------------|--|---|---|
| | | | | | correct answer from multiple options. |
| Fifth | | Knowledge understanding | Special rights. | Emotions, motivations, emotions and mental development, emotions. | Objective assessment includes the use of tests and predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| VI | | Knowledge understanding | Civil rights. | The effect of emotions on mental processes and behavior. | Objective assessment includes the use of tests and predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Seventh | | Knowledge understanding | Political rights. | Emotional trauma and psychological disorders. | Objective assessment includes the use of tests and predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| VIII | | Knowledge understanding | Economic rights. | Personality: definition of personality, personality traits. | Objective assessment includes the use of tests and predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Ninth | | Knowledge understanding | Social rights. | Personality model, personality judgement. | Objective assessment includes the use of tests and predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| The tenth | | Knowledge understanding | Human law at the international level. | Personality growth and its formative factors. The meaning of growth, interaction between heredity, environment, personality, endocrinology. | Objective assessment includes the use of tests and predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| eleventh | | Knowledge understanding | International conventions and covenants. | The effect of geographical factors on personality, effect of social factors on personality. | Objective assessment includes the use of tests and predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| twelveth | | Knowledge understanding | Human rights violations. | Psychological crises, headaches, frustration, defense mechanisms, tricks. | Objective assessment includes the use of tests and predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |

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|------------|--|--------------------------------|--|---|---|
| Thirteenth | | Knowledge understanding | Effective protection of human rights. | The function characteristics defensive trial sound ways to solve psychological crisis | Objective assessment includes the use of tests v predefined answers such tests that require a yes or answer or choosing correct answer from multiple options. |
| fourteenth | | Knowledge understanding | Protection and redress for victims of human rights violations. | Mental illness definition of mental illness, types mental illness. | Objective assessment includes the use of tests v predefined answers such tests that require a yes or answer or choosing correct answer from multiple options. |
| Fifteenth | | Knowledge understanding | Prosecution, trial and compensation. | Causes of mental illnesses, treatment for mental illnesses mental illnesses | Objective assessment includes the use of tests v predefined answers such tests that require a yes or answer or choosing correct answer from multiple options. |

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

12. Learning and Teaching Resources

| | |
|--|--|
| Required textbooks (curricular books, if any) | |
| Main references (sources) | “Human Rights in the Arab World: Issues and Challenges” by Dr. Ezz El-Din Al-Khatib. |
| Recommended books and references (scientific journals, reports...) | “Human Rights Principles: Concepts and Applications” by Dr. Nadia Al-Saadi. |
| Electronic References, Websites | Iraqi Virtual Library |

Course Description Form

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|---|
| 1. Course Name: |
| Chemistry |
| 2. Course Code: |
| 3. Semester / Year: |
| 2 nd Year / second Spring Semester |
| 4. Description Preparation Date: |
| 25/3/2024 |
| 5. Available Attendance Forms: |

Lecture+ practices

6. Number of Credit Hours (Total) / Number of Units (Total)

75/5

7. Course administrator's name (mention all, if more than one name)

Name: M.M. Fatima Latif Mutashar

Email: inj.forensic@atu.edu.iq

8. Course Objectives

Course Objectives

The objectives of the course are for the student to be able to acquire basic knowledge and skills in chemistry and to be familiar with how to prepare solutions of different concentrations, colorimetric and volumetric analysis of these solutions, in addition to diagnosing organic and biological materials and the basic principles of organic and biological chemistry.

9. Teaching and Learning Strategies

Strategy

Interactive learning: involves the use of group discussions, small discussions, and interactive activities to encourage active participation and exchange of ideas among students

- Case Study and Analysis: Real criminal case studies can be used to teach students
- For research discussions and projects: Students may be encouraged to participate in group discussions on specific topic

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------------|-------|-----------------------------|--|---|---|
| the first | 3 | Knowledge and understanding | Methods of clinical analysis: Qualitative and quantitative analysis Volumetric analysis. | Active learning: includes active and interactive participation in the learning process through practical activities and applications. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| the second | | Knowledge and understanding | Concentration measurement of solution, normal solution, percentage solution and part per million solution. | Acquired motivations: | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no |

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|------------|--|-----------------------------|--|--|---|
| | | | | | answer or choosing the correct answer from multiple options. |
| the third | | Knowledge and understanding | Chemical equilibrium: water dissociation constant, PH and POH of acidic and alkaline solution, buffer solutions, types and forms. calculation. | Definition of acquired motivation, classification of acquired motivations, subconscious motivations. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| the fourth | | Knowledge and understanding | Volumetric analysis: Classification, types, standard solutions, indicators, Acidbase indicators. | Emotions: definition of emotion, causes of emotion, aspects of emotion. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Fifth | | Knowledge and understanding | Colorimetric analysis: Principle of colorimetric analysis Beer – Lambert law, standard calibration curve, Maximum absorption curve. | Emotions and motivations, emotions and mood, development of emotions. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| VI | | Knowledge and understanding | Introduction to organic chemistry: Brief look at Hydrocarbone, Methane, and basis of nomenclature and reactions. | The effect of emotions on mental processes and behavior. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Seventh | | Knowledge and understanding | Alcohols: types, preparation and reactions. Aldehydes: types, preparation and reactions. | Emotional trauma and psychological disorders. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| VIII | | Knowledge and understanding | Ketones: types, preparation and | Personality: definition of | Objective assessment: includes |

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|------------|--|-----------------------------|--|---|---|
| | | | reactions. Methods of detect on of alcohol, Aldehyde, and ketones. | personality, personality traits. | the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Ninth | | Knowledge and understanding | Carboxylic acid: types, preparation and reactions, confirm tests of carboxylic acid. | Personality models, personality judgement. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| The tenth | | Knowledge and understanding | Amines: types, preparation and reactions. | Personality growth and its formation factors. The meaning of growth, the interaction between heredity and environment, personality and endocrinology. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| eleventh | | Knowledge and understanding | Introduction to biochemistry: carbohydrate: types metabolism, clinical significance, normal values of glucose and its regulation factors in blood. | The effect of geographical factors on personality, the effect of social factors on personality. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| twelveth | | Knowledge and understanding | Proteins: classification and types. Metabolism of proteins protein fraction and normal value, clinical significance of each factor. | Psychological crises, headaches, frustration, defensive tricks. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Thirteenth | | Knowledge and understanding | Lipids: classification and types. Metabolism of lipids. Clinical significance, | The function and characteristics of defensive tricks, sound | Objective assessment: includes the use of tests with predefined answers such as tests that |

| | | | | | |
|------------|--|-----------------------------|--|--|---|
| | | | normal value of each type. | ways to solve psychological crises. | require a yes or no answer or choosing the correct answer from multiple options. |
| fourteenth | | Knowledge and understanding | Enzymes: classification and types and Hormones: normal values of each type, clinical significance of each type. Iso enzymes and coenzemes. | Mental illness: definition of mental illness, types of mental illness. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Fifteenth | | Knowledge and understanding | Liver – function tests: types and significance. Pancreatic – function tests: types and significance. Renal – function tests: types and significance. | Causes of mental illnesses, treatments for mental illnesses, mental illnesses and mental illnesses | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

12. Learning and Teaching Resources

| | |
|--|---|
| Required textbooks (curricular books, if any) | |
| Main references (sources) | “General Chemistry: Basic Concepts” by Dr. Muhammad Al-Saadi. |
| Recommended books and references (scientific journals, reports...) | “Introduction to General Chemistry” by Dr. Noura Al-Safti. |
| Electronic References, Websites | Iraqi Virtual Library |

Course Description Form

| |
|--------------------|
| 1. Course Name: |
| Biology (2) |
| 2. Course Code: |
| |

3. Semester / Year:

2nd Year / second Spring Semester

4. Description Preparation Date:

25/3/2024

5. Available Attendance Forms:

Lecture+ practices

6. Number of Credit Hours (Total) / Number of Units (Total)

75/5

7. Course administrator's name (mention all, if more than one name)

M.M. Zahraa Hussein + Nour Mahdi

Email: hussien.a@s.uokerbala.edu.iq

8. Course Objectives

Course Objectives

By the end of the course the student will be able to:

- Know molecular structure of the cell, Human genetics especially DNA.
- Know & understand, Immune system, blood cells and body fluids like seminal fluids, Amniotic fluids, paternity test.

9. Teaching and Learning Strategies

Strategy

Interactive learning: involves the use of group discussions, small discussions, and interactive activities to encourage active participation and exchange of ideas among students

- Case Study and Analysis: Real criminal case studies can be used to teach students

- For research discussions and projects: Students may be encouraged to participate in group discussions on specific topic

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|-----------|-------|-----------------------------|--|--|--|
| the first | 3 | Knowledge and understanding | The nature of DNA, Packaging of DNA, Replication, Transcription. | Active learning: includes active and interactive participation in the learning process through practical | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer |

| | | | | | |
|------------|--|-----------------------------|---|--|---|
| | | | | activities and applications. | from multiple options. |
| the second | | Knowledge and understanding | Protein synthesis, The codon. | Acquired motivations: | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| the third | | Knowledge and understanding | DNA Damage, Repair mechanism in the cell. | Definition of acquired motivation, classification of acquired motivations, subconscious motivations. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| the fourth | | Knowledge and understanding | Gene regulation, Mutation, its types transposone. | Emotions: definition of emotion, causes of emotion, aspects of emotion. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Fifth | | Knowledge and understanding | Gene amplification PCR. | Emotions and motivations, emotions and mood, development of emotions. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| VI | | Knowledge and understanding | DNA fingerprints. | The effect of emotions on mental processes and behavior. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Seventh | | Knowledge and understanding | Cloning of mammalin cells. | Emotional trauma and | Objective assessment: includes the use of tests with |

| | | | | | |
|-----------|--|-----------------------------|---|---|---|
| | | | | psychological disorders. | predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| VIII | | Knowledge and understanding | Immunity, division, Immune system. | Personality: definition of personality, personality traits. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Ninth | | Knowledge and understanding | Antigens and Antibodies. | Personality models, personality judgement. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| The tenth | | Knowledge and understanding | Complement system. | Personality growth and its formation factors. The meaning of growth, the interaction between heredity and environment, personality and endocrinology. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| eleventh | | Knowledge and understanding | Immunohaematology, Blood grouping & Rh system, Blood enzymes. | The effect of geographical factors on personality, the effect of social factors on personality. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| twelveth | | Knowledge and understanding | HLA system, Tissue typing, paternity test. | Psychological crises, headaches, frustration, defensive tricks. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no |

| | | | | | |
|------------|--|-----------------------------|--|--|---|
| | | | | | answer or choosing the correct answer from multiple options. |
| Thirteenth | | Knowledge and understanding | Infertility, seminal fluid, Alphase enzyme fructose, citrate salts, crystals, etc... | The function and characteristics of defensive tricks, sound ways to solve psychological crises. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| fourteenth | | Knowledge and understanding | Amniotic fluid, Hair. | Mental illness: definition of mental illness, types of mental illness. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Fifteenth | | Knowledge and understanding | Vaginal swab. | Causes of mental illnesses, treatments for mental illnesses, mental illnesses and mental illnesses | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

12. Learning and Teaching Resources

| | |
|--|--|
| Required textbooks (curricular books, if any) | |
| Main references (sources) | “General Biology: Basic Concepts and Applications” by Dr. Abdullah Al-Hammadi. |
| Recommended books and references (scientific journals, reports...) | “Introduction to Molecular Biology” by Dr. Noura Al-Enezi. |
| Electronic References, Websites | Iraqi Virtual Library |

Course Description Form

| 1. Course Name: | | | | | |
|---|-------|---|---|------------------|--------------------------------|
| Criminal Scene(1) | | | | | |
| 2. Course Code: | | | | | |
| 3. Semester / Year: | | | | | |
| 2 nd Year / second Spring Semester | | | | | |
| 4. Description Preparation Date: | | | | | |
| 25/3/2024 | | | | | |
| 5. Available Attendance Forms: | | | | | |
| Lecture+ practices | | | | | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | | | | | |
| 75/5 | | | | | |
| 7. Course administrator's name (mention all, if more than one name) | | | | | |
| Name: M.M. Fatima Latif Mutashar Email: inj.forensic@atu.edu.iq | | | | | |
| 8. Course Objectives | | | | | |
| Course Objectives | | | <ul style="list-style-type: none"> The student's familiarity with information related to the crime scene, especially the effects of accidents, how to criminally register accidents and organized crimes, and ways to combat them. | | |
| 9. Teaching and Learning Strategies | | | | | |
| Strategy | | <p>Interactive learning: involves the use of group discussions, small discussions, and interactive activities to encourage active participation and exchange of ideas among students</p> <ul style="list-style-type: none"> - Case Study and Analysis: Real criminal case studies can be used to teach students - For research discussions and projects: Students may be encouraged to participate in group discussions on specific topic | | | |
| 10. Course Structure | | | | | |
| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
| the first | 3 | Knowledge and understanding | Examining the scene of the accident and its | Active learning: | Objective assessment: includes |

| | | | | | |
|------------|--|-----------------------------|---|--|---|
| | | | importance in detecting the crime. | includes active and interactive participation in the learning process through practical activities and applications. | the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| the second | | Knowledge and understanding | Schemes for murders and ramming crimes. | Acquired motivations: | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| the third | | Knowledge and understanding | Traffic plan for wheel collision. | Definition of acquired motivation, classification of acquired motivations, subconscious motivations. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| the fourth | | Knowledge and understanding | Criminal registration and its role in detecting crimes. | Emotions: definition of emotion, causes of emotion, aspects of emotion. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Fifth | | Knowledge and understanding | Methods of committing crimes and their relationship to detecting the perpetrator. | Emotions and motivations, emotions and mood, development of emotions. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| VI | | Knowledge and understanding | The witnessed crime. | The effect of emotions on mental processes and behavior. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no |

| | | | | | |
|-----------|--|-----------------------------|---|---|---|
| | | | | | answer or choosing the correct answer from multiple options. |
| Seventh | | Knowledge and understanding | Interrogation and investigation. | Emotional trauma and psychological disorders. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| VIII | | Knowledge and understanding | Organized crimes and ways to combat them. | Personality: definition of personality, personality traits. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Ninth | | Knowledge and understanding | Defense witnesses and prosecution witnesses. | Personality models, personality judgement. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| The tenth | | Knowledge and understanding | Money laundering crimes and fake recruitment companies. | Personality growth and its formation factors. The meaning of growth, the interaction between heredity and environment, personality and endocrinology. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| eleventh | | Knowledge and understanding | Investigation of crimes committed by employees | The effect of geographical factors on personality, the effect of social factors on personality. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer |

| | | | | | |
|------------|--|-----------------------------|--|--|---|
| | | | | | from multiple options. |
| twelveth | | Knowledge and understanding | Tax evasion crimes and ways to reduce them. | Psychological crises, headaches, frustration, defensive tricks. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Thirteenth | | Knowledge and understanding | Smuggling crimes. | The function and characteristics of defensive tricks, sound ways to solve psychological crises. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| fourteenth | | Knowledge and understanding | The International Police (Interpol) and its role in combating crime. | Mental illness: definition of mental illness, types of mental illness. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Fifteenth | | Knowledge and understanding | Modern methods of detecting various crimes. | Causes of mental illnesses, treatments for mental illnesses, mental illnesses and mental illnesses | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

12. Learning and Teaching Resources

| | |
|--|--|
| Required textbooks (curricular books, if any) | “Crime Scene: True Stories from the Underworld in Arab World” by Youssef Al-Hajji. |
| Main references (sources) | “Murders in the Arab World: A Study in Criminology” by Dr. Saad Al-Otaibi. |
| Recommended books and references (scientific journals, reports...) | “Crime Scene and Criminal Investigation: Stories and Lessons” by Fatima Al-Abdullah. |

Course Description Form

| | |
|---|---|
| 1. Course Name: | |
| Criminal Investigation | |
| 2. Course Code: | |
| | |
| 3. Semester / Year: | |
| 2 nd Year / second Spring Semester | |
| 4. Description Preparation Date: | |
| 25/3/2024 | |
| 5. Available Attendance Forms: | |
| Lecture+ practices | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| 75/5 | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name: M.M. Fatima Latif Mutashar Email: inj.forensic@atu.edu.iq | |
| 8. Course Objectives | |
| Course Objectives | <ul style="list-style-type: none"> • Introducing the student to the importance of criminal investigation, the extent of its relationship to managing the investigation process, and the basic rules followed in the principles of criminal investigation and scientific methods in investigation. |
| 9. Teaching and Learning Strategies | |
| Strategy | <p>Interactive learning: involves the use of group discussions, small discussions, and interactive activities to encourage active participation and exchange of ideas among students</p> <ul style="list-style-type: none"> - Case Study and Analysis: Real criminal case studies can be used to teach students - For research discussions and projects: Students may be encouraged to participate in group discussions on specific topic |
| 10. Course Structure | |

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|-------------|--------------|-----------------------------------|---|---|---|
| the first | 3 | Knowledge and understanding | Investigation and investigator. | Active learning: includes active and interactive participation in the learning process through practical activities and applications. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| the second | | Knowledge and understanding | The development of the authority and authority of criminal investigation in Iraq. | Acquired motivations: | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| the third | | Knowledge and understanding | The characteristics and personality of the investigator. | Definition of acquired motivation, classification of acquired motivations, subconscious motivations. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| the fourth | | Knowledge and understanding | Basic rules in investigation. | Emotions: definition of emotion, causes of emotion, aspects of emotion. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Fifth | | Knowledge and understanding | Investigation procedures. | Emotions and motivations, emotions and mood, development of emotions. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer |

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|-----------|--|-----------------------------|---|---|---|
| | | | | | from multiple options. |
| VI | | Knowledge and understanding | Criminal Evidence. | The effect of emotions on mental processes and behavior. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Seventh | | Knowledge and understanding | Certificate. | Emotional trauma and psychological disorders. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| VIII | | Knowledge and understanding | Experience. | Personality: definition of personality, personality traits. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Ninth | | Knowledge and understanding | Clues. | Personality models, personality judgement. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| The tenth | | Knowledge and understanding | Scientific methods in criminal investigation. | Personality growth and its formation factors. The meaning of growth, the interaction between heredity and environment, personality and endocrinology. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |

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|------------|--|-----------------------------|------------------------------------|--|---|
| eleventh | | Knowledge and understanding | Polygraph. | The effect of geographical factors on personality, the effect of social factors on personality. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| twelveth | | Knowledge and understanding | Brainwashed and the truth arrived. | Psychological crises, headaches, frustration, defensive tricks. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Thirteenth | | Knowledge and understanding | Use of police dogs. | The function and characteristics of defensive tricks, sound ways to solve psychological crises. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| fourteenth | | Knowledge and understanding | hypnosis. | Mental illness: definition of mental illness, types of mental illness. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Fifteenth | | Knowledge and understanding | Eavesdropping and audio recording. | Causes of mental illnesses, treatments for mental illnesses, mental illnesses and mental illnesses | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

12. Learning and Teaching Resources

| | |
|--|---|
| Required textbooks (curricular books, if any) | |
| Main references (sources) | “Crime Investigation and Forensic Evidence” by Dr. Muhammad Al-Badri. |
| Recommended books and references (scientific journals, reports...) | “Comprehensive Criminal Investigation: From Theory to Application” by Dr. Noura Al-Masry. |
| Electronic References, Websites | Iraqi Virtual Library |

Course Description Form

| | |
|---|---|
| 1. Course Name: | |
| First Aids | |
| 2. Course Code: | |
| 3. Semester / Year: | |
| 2 nd Year / second Spring Semester | |
| 4. Description Preparation Date: | |
| 25/3/2024 | |
| 5. Available Attendance Forms: | |
| Lecture+ practices | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| 45/3 | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name: M.M. Fatima Latif Mutashar Email: inj.forensic@atu.edu.iq | |
| 8. Course Objectives | |
| Course Objectives | <ul style="list-style-type: none"> Learn about the basic principles of first aid and the areas and rules of applying first aid. The student will be able to provide first aid in cases of wounds, bleeding, fractures, shock, burns, poisoning, suffocation, |

hanging, fainting, and cardiac and respiratory arrest.

9. Teaching and Learning Strategies

| | |
|-----------------|---|
| Strategy | <p>Interactive learning: involves the use of group discussions, small discussions, and interactive activities to encourage active participation and exchange of ideas among students</p> <ul style="list-style-type: none"> - Case Study and Analysis: Real criminal case studies can be used to teach students - For research discussions and projects: Students may be encouraged to participate in group discussions on specific topic |
|-----------------|---|

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------------|-------|-----------------------------|--|---|---|
| the first | 3 | Knowledge and understanding | Fields of application of first aid, general rules of first aid, means used (bandages, wraps, bandages and bandages) | Active learning: includes active and interactive participation in the learning process through practical activities and applications. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| the second | | Knowledge and understanding | First aid, in case of wounds, types of wounds (open and closed), wound infections, wound dressing, and first aid for treating wounds. | Acquired motivations: | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| the third | | Knowledge and understanding | First aid in case of bleeding, types of bleeding in relation to a ruptured vessel, types of bleeding (internal and external), bandages and wraps used to stop bleeding, first aid for bleeding, nosebleeds, first aid in case of nosebleeds. | Definition of acquired motivation, classification of acquired motivations, subconscious motivations. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |

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|------------|--|-----------------------------|--|---|---|
| the fourth | | Knowledge and understanding | Trauma, types of shock and its causes, first aid, in case of shock. | Emotions: definition of emotion, causes of emotion, aspects of emotion. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Fifth | | Knowledge and understanding | Fractures, types of fractures: simple, compound, complex, friable, low-impact, compressed, unstable... symptoms and signs of fracture, complications of fracture, first aid in case of fracture. | Emotions and motivations, emotions and mood, development of emotions. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| VI | | Knowledge and understanding | Burns (superficial, deep), degrees of burns, burns with chemical substances, burns and scalding, burn complications, first aid in burns and scalding cases. | The effect of emotions on mental processes and behavior. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Seventh | | Knowledge and understanding | Poisoning (acute, chronic): Symptoms of poisoning, types of poisoning, first aid in case of poisoning by breathing, poisoning by injection (glaucoma) or animal bite. | Emotional trauma and psychological disorders. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| VIII | | Knowledge and understanding | Choking, symptoms and signs of suffocation. | Personality: definition of personality, personality traits. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Ninth | | Knowledge and understanding | First aid in case of suffocation. | Personality models, personality judgement. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no |

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|------------|--|-----------------------------|--|---|---|
| | | | | | answer or choosing the correct answer from multiple options. |
| The tenth | | Knowledge and understanding | Strangulation and hanging. | Personality growth and its formation factors. The meaning of growth, the interaction between heredity and environment, personality and endocrinology. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| eleventh | | Knowledge and understanding | Hanging and first aid in case of hanging. | The effect of geographical factors on personality, the effect of social factors on personality. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| twelveth | | Knowledge and understanding | Respiratory and cardiac arrest. | Psychological crises, headaches, frustration, defensive tricks. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Thirteenth | | Knowledge and understanding | Artificial respiration and its types, cardiac massage in case of cardiac arrest. | The function and characteristics of defensive tricks, sound ways to solve psychological crises. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| fourteenth | | Knowledge and understanding | Electrical injuries. | Mental illness: definition of mental illness, types of mental illness. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer |

| | | | | | |
|-----------|--|-----------------------------|--------------------------------------|--|---|
| | | | | | from multiple options. |
| Fifteenth | | Knowledge and understanding | First aid in case of electric shock. | Causes of mental illnesses, treatments for mental illnesses, mental illnesses and mental illnesses | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

12. Learning and Teaching Resources

| | |
|--|---|
| Required textbooks (curricular books, if any) | "First Aid: A Comprehensive Guide to Primary C by Dr. Ahmed Al-Arabi. |
| Main references (sources) | "The Book of First Aid and Medical Emergencies" by Dr. Muhammad Al-Saadi. |
| Recommended books and references (scientific journals, reports...) | "First Aid Guide: Practical Applications and Basics of Rapid Intervention" by Dr. Noura Al-Safti. |
| Electronic References, Websites | Iraqi Virtual Library |

2

Course Description Form

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|---|
| 1. Course Name: |
| English Language |
| 2. Course Code: |
| 3. Semester / Year: |
| 2 nd Year / second Spring Semester |
| 4. Description Preparation Date: |
| 25/3/2024 |
| 5. Available Attendance Forms: |
| Lecture+ practices |
| 6. Number of Credit Hours (Total) / Number of Units (Total) |
| 30/2 |

7. Course administrator's name (mention all, if more than one name)

Name: M.M. Azhr hussen
Email: inj.forensic@atu.edu.iq

8. Course Objectives

Course Objectives

Improving information and students' abilities in the English language within the framework of forensic techniques.

9. Teaching and Learning Strategies

Strategy

Interactive learning: involves the use of group discussions, small discussions, and interactive activities to encourage active participation and exchange of ideas among students

- Case Study and Analysis: Real criminal case studies can be used to teach students
- For research discussions and projects: Students may be encouraged to participate in group discussions on specific topic

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------------|-------|-----------------------------|--|---|---|
| the first | 3 | Knowledge and understanding | General information on part of speech of the English language. The use of a, an, the with practices. | Active learning: includes active and interactive participation in the learning process through practical activities and applications. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| the second | | Knowledge and understanding | Diction + Reading a short essay. Past tense. | Acquired motivations: | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| the third | | Knowledge and understanding | Exercises on past tense + Diction, The use of verb to (be) + exercises. | Definition of acquired motivation, classification of acquired motivations, | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no |

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|------------|--|-----------------------------|---|---|---|
| | | | | subconscious motivations. | answer or choosing the correct answer from multiple options. |
| the fourth | | Knowledge and understanding | Diction + Conversation (Introducing myself to other), Comprehension (Reading a short essay). | Emotions: definition of emotion, causes of emotion, aspects of emotion. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Fifth | | Knowledge and understanding | Exercises on Present tense + comparison with past tense. Comprehension (Reading a short essay). | Emotions and motivations, emotions and mood, development of emotions. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| VI | | Knowledge and understanding | Diction + Conversation the polite request. Idioms on “law” and Justices. | The effect of emotions on mental processes and behavior. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Seventh | | Knowledge and understanding | Diction + Prepositions (Grammar), Idioms on “law” and Justices. | Emotional trauma and psychological disorders. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| VIII | | Knowledge and understanding | Composition + Diction. Future tense. | Personality: definition of personality, personality traits. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Ninth | | Knowledge and understanding | Exercises on future tense + comparism | Personality models, | Objective assessment: includes |

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|------------|--|--------------------------------|---|---|--|
| | | | with other tenses. Diction + Comprehension (Reading a short essay). | personality judgement. | the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| The tenth | | Knowledge and understanding | Conversation (How to ask a person). Idioms on (law) + (Justices). | Personality growth and its formation factors. The meaning of growth, the interaction between heredity and environment, personality and endocrinology. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| eleventh | | Knowledge and understanding | Diction + Comprehension (Reading a short essay). Grammar (Passive voice). | The effect of geographical factors on personality, the effect of social factors on personality. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| twelveth | | Knowledge and understanding | Exorcizes or passive voice. Comprehension (Reading a short essay). | Psychological crises, headaches, frustration, defensive tricks. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Thirteenth | | Knowledge and understanding | Diction + Composition, Grammar (Direct + Indirect speech). | The function and characteristics of defensive tricks, sound ways to solve psychological crises. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| fourteenth | | Knowledge and understanding | Practices. | Mental illness: definition of mental illness, types of mental illness. | Objective assessment: includes the use of tests with predefined answers such as tests that |

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|-----------|--|-----------------------------|--|--|---|
| | | | | | require a yes or no answer or choosing the correct answer from multiple options. |
| Fifteenth | | Knowledge and understanding | Comprehension (Reading a short essay).. Diction + Review of some of important points | Causes of mental illnesses, treatments for mental illnesses, mental illnesses and mental illnesses | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports ... etc

12. Learning and Teaching Resources

| | |
|--|--|
| Required textbooks (curricular books, if any) | |
| Main references (sources) | “A book on learning English in a fun way” by Laila Saudia. |
| Recommended books and references (scientific journals, reports...) | “A Guide to Learning English for Daily Conversation” by Muhammad Al-Badri. |
| Electronic References, Websites | Iraqi Virtual Library |

Course Description Form

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|---|
| 1. Course Name: |
| Computer Application (2) |
| 2. Course Code: |
| 3. Semester / Year: |
| 2 nd Year / second Spring Semester |
| 4. Description Preparation Date: |
| 25/3/2024 |
| 5. Available Attendance Forms: |

Lecture+ practices

6. Number of Credit Hours (Total) / Number of Units (Total)

45/3

7. Course administrator's name (mention all, if more than one name)

Name: assistant teacher . Zahraa Falah

Email: inj.forensic@atu.edu.iq

8. Course Objectives

Course Objectives

- Identify the hardware and software components of the calculator and operate the calculator using the Ms-Dos & Windows operating system.

9. Teaching and Learning Strategies

Strategy

Interactive learning: involves the use of group discussions, small discussions, and interactive activities to encourage active participation and exchange of ideas among students

- Case Study and Analysis: Real criminal case studies can be used to teach students
- For research discussions and projects: Students may be encouraged to participate in group discussions on specific topic

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|-----------|-------|-----------------------------|--|---|---|
| the first | 3 | Knowledge and understanding | Windows operating system: The concept of the Windows system, its advantages, basic requirements, operating the system, components of the main desktop screen Disk Top, the concept of the icon, the method of dealing with mouse activities, the importance and components of the Task Bar, making use of Start to enter programs, the concept of tasks Loaded, exit the system and turn off the calculator (Shut Down). | Active learning: includes active and interactive participation in the learning process through practical activities and applications. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |

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|------------|--|-----------------------------|---|--|---|
| the second | | Knowledge and understanding | The concept of the window for any program and identifying its main components, dealing with desktop icons such as: (My Computer, My Documents, Recycle Bin). | Acquired motivations: | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| the third | | Knowledge and understanding | Getting to know the components of My Computer in terms of disks, folders and files and how to deal with formatting floppy disks, copying folders and files, dealing with the trash and pasting, knowing the properties of disks, folders and files, dealing with the trash and how to delete and retrieve files through what the trash can provides in this aspect. . | Definition of acquired motivation, classification of acquired motivations, subconscious motivations. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| the fourth | | Knowledge and understanding | Taking advantage of the Control Panel programs, such as the Mouse icon and the Display icon, how to change the desktop wallpaper, control the screen saver, change the appearance and colors of window menus, and the Add, Remove Program icon in adding and deleting programs. | Emotions: definition of emotion, causes of emotion, aspects of emotion. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Fifth | | Knowledge and understanding | Take advantage of the Run option to execute programs directly, as well as switch to the MS-Dos operating system signal and deal with its commands. | Emotions and motivations, emotions and mood, development of emotions. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| VI | | Knowledge and understanding | Use entertainment programs such as Window Media Player to play movies. | The effect of emotions on mental processes and behavior. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer |

| | | | | | |
|-----------|--|-----------------------------|---|---|---|
| | | | | | from multiple options. |
| Seventh | | Knowledge and understanding | Utilizing additional programs such as the Calculator. | Emotional trauma and psychological disorders. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| VIII | | Knowledge and understanding | Working with the Paint program to create, save, and retrieve drawings through the commands it provides. | Personality: definition of personality, personality traits. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Ninth | | Knowledge and understanding | Dealing with the NotePad and Wordpad notes window to write, save, retrieve, print texts, and change their printing style and format. | Personality models, personality judgement. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| The tenth | | Knowledge and understanding | Learn how to get help and its different methods. | Personality growth and its formation factors. The meaning of growth, the interaction between heredity and environment, personality and endocrinology. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| eleventh | | Knowledge and understanding | The concept of computer viruses, how to infect computers, their types, treatment, and dealing with them through anti-virus programs available within the Windows operating environment. | The effect of geographical factors on personality, the effect of social factors on personality. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |

| | | | | | |
|------------|--|-----------------------------|--|--|---|
| twelveth | | Knowledge and understanding | Windows operating system: The concept of the Windows system, its advantages, basic requirements, operating the system, components of the main desktop screen Disk Top, the concept of the icon, the method of dealing with mouse activities, the importance and components of the Task Bar, making use of Start to enter programs, the concept of tasks Loaded, exit the system and turn off the calculator (Shut Down). | Psychological crises, headaches, frustration, defensive tricks. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Thirteenth | | Knowledge and understanding | The concept of the window for any program and identifying its main components, dealing with desktop icons such as: (My Computer, My Documents, Recycle Bin). | The function and characteristics of defensive tricks, sound ways to solve psychological crises. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| fourteenth | | Knowledge and understanding | Getting to know the components of My Computer in terms of disks, folders and files and how to deal with formatting floppy disks, copying folders and files, dealing with the trash and pasting, knowing the properties of disks, folders and files, dealing with the trash and how to delete and retrieve files through what the trash can provides in this aspect. . | Mental illness: definition of mental illness, types of mental illness. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Fifteenth | | Knowledge and understanding | Taking advantage of the Control Panel programs, such as the Mouse icon and the Display icon, how to change the desktop wallpaper, control the screen saver, change the appearance and colors of window menus, and the Add, Remove Program icon | Causes of mental illnesses, treatments for mental illnesses, mental illnesses and mental illnesses | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |

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| | | | in adding and deleting programs. | | |
| 11. Course Evaluation | | | | | |
| Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports ... etc | | | | | |
| 12. Learning and Teaching Resources | | | | | |
| Required textbooks (curricular books, if any) | | | | | |
| Main references (sources) | | | "Computer Applications in Business and Institutions" by Dr. Ali Al-Awaini. | | |
| Recommended books and references (scientific journals, reports...) | | | "Design and Development of Computer Applications" by Dr. Noura Al-Safti. | | |
| Electronic References, Websites | | | Iraqi Virtual Library | | |

4

Course Description Form

| |
|--|
| 1. Course Name: |
| Ammonisation and weapons |
| 2. Course Code: |
| |
| 3. Semester / Year: |
| Second year/first Autumn semester |
| 4. Description Preparation Date: |
| 25/3/2024 |
| 5. Available Attendance Forms: |
| Lecture+ practices |
| 6. Number of Credit Hours (Total) / Number of Units (Total) |
| 90/6 |
| 7. Course administrator's name (mention all, if more than one name) |
| Name: Criminal expert Mustafa Abdel Aziz Email: inj.forensic@atu.edu.iq |

8. Course Objectives

Course Objectives

- Introducing the student to weapons and equipment and everything related to them.
- A historical overview of weapons and how they developed, technical conditions for firearms, and conditions for the validity of firearms.

9. Teaching and Learning Strategies

Strategy

Interactive learning: involves the use of group discussions, small discussions, and interactive activities to encourage active participation and exchange of ideas among students

- Case Study and Analysis: Real criminal case studies can be used to teach students
- For research discussions and projects: Students may be encouraged to participate in group discussions on specific topic

10. Course Structure

| Week | Hours | Required Learning Outcomes | Name of the unit or topic | Learning method | Evaluation method |
|------------|-------|-----------------------------|---|---|---|
| the first | 3 | Knowledge and understanding | A historical overview of weapons and how they developed, technical conditions for firearms, and conditions for the validity of firearms. | Active learning: includes active and interactive participation in the learning process through practical activities and applications. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| the second | | Knowledge and understanding | Types of firearms, military weapons, military rifles, types of rifles, rifle sections. | Acquired motivations: | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| the third | | Knowledge and understanding | The spiral, the benefits of the spiral, the shape and direction of the spiral, dams and grooves, the method of determining the direction of the spiral. | Definition of acquired motivation, classification of acquired motivations, subconscious motivations. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer |

| | | | | | |
|------------|--|-----------------------------|---|---|---|
| | | | | | from multiple options. |
| the fourth | | Knowledge and understanding | Automatic weapons, rifles and machine guns, machine gun operation, types of machine gun throwing, pistol, cylinder pistol, and comb pistol. | Emotions: definition of emotion, causes of emotion, aspects of emotion. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Fifth | | Knowledge and understanding | Hunting rifles, types of hunting rifles, hunting rifle cartridges. | Emotions and motivations, emotions and mood, development of emotions. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| VI | | Knowledge and understanding | Military weapons cartridges, cartridge sections, bullet sections, the effect of the bullet on the human body. | The effect of emotions on mental processes and behavior. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Seventh | | Knowledge and understanding | Gunpowder, types of gunpowder, technical conditions for the cartridge. | Emotional trauma and psychological disorders. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| VIII | | Knowledge and understanding | Searching for the criminal firearm, places to find the discarded bullet after it was fired, the investigator's procedures when finding a firearm. | Personality: definition of personality, personality traits. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Ninth | | Knowledge and understanding | Traces on the firearm, method of removing and treating traces on the firearm. | Personality models, personality judgement. | Objective assessment: includes the use of tests with predefined answers |

| | | | | | |
|------------|--|-----------------------------|--|---|---|
| | | | | | such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| The tenth | | Knowledge and understanding | The effects that occur on the cartridge during its firing (internal and external). | Personality growth and its formation factors. The meaning of growth, the interaction between heredity and environment, personality and endocrinology. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| eleventh | | Knowledge and understanding | The various tests that are carried out on the firearm include the validity of the weapon and the possibility of it being fired as soon as it falls on the ground, or the possibility of firing it without pulling the trigger. | The effect of geographical factors on personality, the effect of social factors on personality. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| twelveth | | Knowledge and understanding | Traces of gunfire on some objects, shooting elements, traces of the gunshot on glass, traces of the gunshot on cloth, rubber, and leather. | Psychological crises, headaches, frustration, defensive tricks. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Thirteenth | | Knowledge and understanding | The effects of a gunshot on the human body, the characteristics of gunshot wounds, and methods for investigating gunfire residues. | The function and characteristics of defensive tricks, sound ways to solve psychological crises. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| fourteenth | | Knowledge and understanding | Determine the launch date, determine the launch distance, and use mathematics to determine the long launch distance. | Mental illness: definition of mental illness, types of mental illness. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing |

| | | | | | |
|-----------|--|-----------------------------|--|--|---|
| | | | | | the correct answer from multiple options. |
| Fifteenth | | Knowledge and understanding | Microscopic imaging of firearms remains. | Causes of mental illnesses, treatments for mental illnesses, mental illnesses and mental illnesses | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

12. Learning and Teaching Resources

| | |
|--|------------------------------------|
| Required textbooks (curricular books, if any) | |
| Main references (sources) | Training guide for police colleges |
| Recommended books and references (scientific journals, reports...) | Training guide for police colleges |
| Electronic References, Websites | Iraqi Virtual Library |

5

Course Description Form

| |
|-----------------------------------|
| 1. Course Name: |
| Explosives and fires |
| 2. Course Code: |
| 3. Semester / Year: |
| Second year/first Autumn semester |
| 4. Description Preparation Date: |
| 25/3/2024 |
| 5. Available Attendance Forms: |

Lecture+ practices

6. Number of Credit Hours (Total) / Number of Units (Total)

75/5

7. Course administrator's name (mention all, if more than one name)

Name: M.M. jamela Latif Mutashar

Email: inj.forensic@atu.edu.iq

8. Course Objectives

Course Objectives

Familiarize the student with information related to explosives and fires and how to preserve the incident before the arrival of experts.

9. Teaching and Learning Strategies

Strategy

Interactive learning: involves the use of group discussions, small discussions, and interactive activities to encourage active participation and exchange of ideas among students

- Case Study and Analysis: Real criminal case studies can be used to teach students
- For research discussions and projects: Students may be encouraged to participate in group discussions on specific topic

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------------|-------|-----------------------------|---|---|---|
| the first | 3 | Knowledge and understanding | Definition of explosives, their properties, types and shapes. | Active learning: includes active and interactive participation in the learning process through practical activities and applications. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| the second | | Knowledge and understanding | Definition of explosion and what are its signs. | Acquired motivations: | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |

| | | | | | |
|------------|--|-----------------------------|--|--|---|
| the third | | Knowledge and understanding | Lighters, their types, and methods of shocking them. | Definition of acquired motivation, classification of acquired motivations, subconscious motivations. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| the fourth | | Knowledge and understanding | Types of wicks and ways to use them. | Emotions: definition of emotion, causes of emotion, aspects of emotion. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Fifth | | Knowledge and understanding | Detonation using a safety fuse. | Emotions and motivations, emotions and mood, development of emotions. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| VI | | Knowledge and understanding | Detonation using a stun fuse. | The effect of emotions on mental processes and behavior. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Seventh | | Knowledge and understanding | Wireless and electric blasting. | Emotional trauma and psychological disorders. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| VIII | | Knowledge and understanding | Traps of fools and how to avoid them. | Personality: definition of personality, personality traits. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no |

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|------------|--|-----------------------------|---|---|---|
| | | | | | answer or choosing the correct answer from multiple options. |
| Ninth | | Knowledge and understanding | Equipment and tools used in processing packages. | Personality models, personality judgement. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| The tenth | | Knowledge and understanding | Measures taken when explosive devices are found. | Personality growth and its formation factors. The meaning of growth, the interaction between heredity and environment, personality and endocrinology. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| eleventh | | Knowledge and understanding | How to conduct an inspection of fire incidents. | The effect of geographical factors on personality, the effect of social factors on personality. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| twelveth | | Knowledge and understanding | How to write reports for arson incidents. | Psychological crises, headaches, frustration, defensive tricks. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Thirteenth | | Knowledge and understanding | Types of fires and the materials that cause them. | The function and characteristics of defensive tricks, sound ways to solve psychological crises. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer |

| | | | | | |
|------------|--|-----------------------------|---|--|---|
| | | | | | from multiple options. |
| fourteenth | | Knowledge and understanding | Reasons why gaskets do not explode during a normal bonding cycle. | Mental illness: definition of mental illness, types of mental illness. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Fifteenth | | Knowledge and understanding | How to make regular and mixed electrical connection cycles. | Causes of mental illnesses, treatments for mental illnesses, mental illnesses and mental illnesses | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

12. Learning and Teaching Resources

| | |
|--|---|
| Required textbooks (curricular books, if any) | |
| Main references (sources) | “The Book of Safety and Prevention of Explosives and Fires” by author Nayef Al-Jaber. |
| Recommended books and references (scientific journals, reports...) | “Guide to Prevention and Safety from Fires and Explosions” by Abdul Rahman Al-Khatib. |
| Electronic References, Websites | Iraqi Virtual Library |

6

Course Description Form

| |
|--------------------------|
| 1. Course Name: |
| Criminal Scene(2) |
| 2. Course Code: |
| |

3. Semester / Year:

Second year/first Autumn semester

4. Description Preparation Date:

25/3/2024

5. Available Attendance Forms:

Lecture+ practices

6. Number of Credit Hours (Total) / Number of Units (Total)

75/5

7. Course administrator's name (mention all, if more than one name)

Name: Forensic expert Nizar Nazih Email: inj.forensic@atu.edu.iq

8. Course Objectives**Course Objectives**

- The student will be familiar with information related to the crime scene, especially finger and paw prints, and how to preserve them and compare them with suspected persons.

9. Teaching and Learning Strategies**Strategy**

Interactive learning: involves the use of group discussions, small discussions, and interactive activities to encourage active participation and exchange of ideas among students

- Case Study and Analysis: Real criminal case studies can be used to teach students
- For research discussions and projects: Students may be encouraged to participate in group discussions on specific topic

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|-----------|-------|-----------------------------|---|---|---|
| the first | 3 | Knowledge and understanding | The theoretical concept of the crime scene. | Active learning: includes active and interactive participation in the learning process through practical activities and applications. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |

| | | | | | |
|------------|--|-----------------------------|---|--|---|
| the second | | Knowledge and understanding | The importance of fast news in detecting crime. | Acquired motivations: | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| the third | | Knowledge and understanding | Preserving the crime scene. | Definition of acquired motivation, classification of acquired motivations, subconscious motivations. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| the fourth | | Knowledge and understanding | Tools of crime. | Emotions: definition of emotion, causes of emotion, aspects of emotion. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Fifth | | Knowledge and understanding | The relationship of the environment in the formation of the criminal's personality. | Emotions and motivations, emotions and mood, development of emotions. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| VI | | Knowledge and understanding | The reasons that make a person a criminal. | The effect of emotions on mental processes and behavior. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Seventh | | Knowledge and understanding | The role of the citizen in detecting crime. | Emotional trauma and psychological disorders. | Objective assessment: includes the use of tests with predefined answers such as tests that |

| | | | | | |
|-----------|--|-----------------------------|--|---|---|
| | | | | | require a yes or no answer or choosing the correct answer from multiple options. |
| VIII | | Knowledge and understanding | Diagnosis: ancient and modern methods. | Personality: definition of personality, personality traits. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Ninth | | Knowledge and understanding | Crimes of a single type, complex, successive and continuous. | Personality models, personality judgement. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| The tenth | | Knowledge and understanding | DNA tape and its role in detecting crimes. | Personality growth and its formation factors. The meaning of growth, the interaction between heredity and environment, personality and endocrinology. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| eleventh | | Knowledge and understanding | Electronic crimes (Internet crimes) | The effect of geographical factors on personality, the effect of social factors on personality. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| twelveth | | Knowledge and understanding | Blood and semen and its role in detecting crimes. | Psychological crises, headaches, frustration, defensive tricks. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer |

| | | | | | |
|------------|--|-----------------------------|---|--|---|
| | | | | | from multiple options. |
| Thirteenth | | Knowledge and understanding | Domestic violence crimes. | The function and characteristics of defensive tricks, sound ways to solve psychological crises. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| fourteenth | | Knowledge and understanding | Traces of glass and dust and their locations. | Mental illness: definition of mental illness, types of mental illness. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Fifteenth | | Knowledge and understanding | Traces of hair and fibers, how to transport them, and their benefits at crime scenes. | Causes of mental illnesses, treatments for mental illnesses, mental illnesses and mental illnesses | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

12. Learning and Teaching Resources

| | |
|--|--|
| Required textbooks (curricular books, if any) | |
| Main references (sources) | "Crime Scenes: True Stories of Crimes and Investigations" by Sarah Al-Arabi. |
| Recommended books and references (scientific journals, reports...) | "Guide to Investigating Murders" by Muhammad Al-Husseini. |
| Electronic References, Websites | Iraqi Virtual Library |

Course Description Form

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|--|---|
| 1. Course Name: | |
| Forensic medicine | |
| 2. Course Code: | |
| | |
| 3. Semester / Year: | |
| Second year/first Autumn semester | |
| 4. Description Preparation Date: | |
| 25/3/2024 | |
| 5. Available Attendance Forms: | |
| Lecture+ practices | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| 75/5 | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name: Assistant Professor Haider Abdel Ali + M.M. Atiaf Sa Dw.hdr2@atu.edu.iq Email | |
| 8. Course Objectives | |
| Course Objectives | The course aims to increase the student's skills in forensic medicine and familiarity with forensic medical systems and forensic medical groups, how to send forms, discover the scene of the accident and the victim, and become familiar with the signs of death and its various causes in the department of the dead, in addition to identifying the effects of crime on the living, including bodily fluids, genetic materials, and others. |
| 9. Teaching and Learning Strategies | |
| Strategy | <p>Interactive learning: involves the use of group discussions, small discussions, and interactive activities to encourage active participation and exchange of ideas among students</p> <ul style="list-style-type: none"> - Case Study and Analysis: Real criminal case studies can be used to teach students - For research discussions and projects: Students may be encouraged to participate in group discussions on specific topic |
| 10. Course Structure | |

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|-------------|--------------|-----------------------------------|-------------------------------------|---|---|
| the first | 3 | Knowledge and understanding | Criminal lawsuit and civil lawsuit. | Active learning: includes active and interactive participation in the learning process through practical activities and applications. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| the second | | Knowledge and understanding | Stages of the criminal case. | Acquired motivations: | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| the third | | Knowledge and understanding | Investigate and collect evidence. | Definition of acquired motivation, classification of acquired motivations, subconscious motivations. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| the fourth | | Knowledge and understanding | Primary investigation. | Emotions: definition of emotion, causes of emotion, aspects of emotion. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Fifth | | Knowledge and understanding | Ways to coerce the accused. | Emotions and motivations, emotions and mood, development of emotions. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer |

| | | | | | |
|-----------|--|-----------------------------|---------------------------------|---|---|
| | | | | | from multiple options. |
| VI | | Knowledge and understanding | Types of criminal courts. | The effect of emotions on mental processes and behavior. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Seventh | | Knowledge and understanding | Trial procedures. | Emotional trauma and psychological disorders. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| VIII | | Knowledge and understanding | Summary and non-summary claims. | Personality: definition of personality, personality traits. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Ninth | | Knowledge and understanding | The ruling and its reasons. | Personality models, personality judgement. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| The tenth | | Knowledge and understanding | Authenticity of rulings. | Personality growth and its formation factors. The meaning of growth, the interaction between heredity and environment, personality and endocrinology. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |

| | | | | | |
|------------|--|-----------------------------|---|--|---|
| eleventh | | Knowledge and understanding | Methods of appealing judgments. | The effect of geographical factors on personality, the effect of social factors on personality. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| twelveth | | Knowledge and understanding | Discrimination, correction of the discriminatory decision, and retrial. | Psychological crises, headaches, frustration, defensive tricks. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Thirteenth | | Knowledge and understanding | Implementation of criminal rulings. | The function and characteristics of defensive tricks, sound ways to solve psychological crises. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| fourteenth | | Knowledge and understanding | Implementation of the death penalty. | Mental illness: definition of mental illness, types of mental illness. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Fifteenth | | Knowledge and understanding | Implementation of custodial penalties. | Causes of mental illnesses, treatments for mental illnesses, mental illnesses and mental illnesses | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

12. Learning and Teaching Resources

| | |
|--|--|
| Required textbooks (curricular books, if any) | |
| Main references (sources) | “Basics of Forensic Medicine and Criminal Investigation Techniques” by Hussein Al-Iraqi. |
| Recommended books and references (scientific journals, reports...) | “Forensic Medical Analysis: Stories and Facts” by Dr. Muhammad Al-Husseini. |
| Electronic References, Websites | Iraqi Virtual Library |

8

Course Description Form

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|---|--|
| 1. Course Name: | |
| Organized crime | |
| 2. Course Code: | |
| 3. Semester / Year: | |
| Second year/first Autumn semester | |
| 4. Description Preparation Date: | |
| 25/3/2024 | |
| 5. Available Attendance Forms: | |
| Lecture+ practices | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| 75/5 | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name: M.M. Fatima Latif Mutashar Email: inj.forensic@atu.edu.iq | |
| 8. Course Objectives | |
| Course Objectives | <ul style="list-style-type: none"> • Introducing the student to the importance of criminal investigation, the extent of its relationship to managing the investigation process, and the basic rules followed in the principles of criminal investigation and scientific methods in investigation. |
| 9. Teaching and Learning Strategies | |

| | |
|-----------------|---|
| Strategy | <p>Interactive learning: involves the use of group discussions, small discussions, and interactive activities to encourage active participation and exchange of ideas among students</p> <ul style="list-style-type: none"> - Case Study and Analysis: Real criminal case studies can be used to teach students - For research discussions and projects: Students may be encouraged to participate in group discussions on specific topic |
|-----------------|---|

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------------|-------|-----------------------------|--|---|---|
| the first | 3 | Knowledge and understanding | A method of objective measurement of organized crime. | Active learning: includes active and interactive participation in the learning process through practical activities and applications. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| the second | | Knowledge and understanding | Self-measurement method for organized crime. | Acquired motivations: | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| the third | | Knowledge and understanding | Applications of the psychological method in researching the causes of organized crime. | Definition of acquired motivation, classification of acquired motivations, subconscious motivations. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| the fourth | | Knowledge and understanding | Models of organized crime planning methods. | Emotions: definition of emotion, causes of emotion, aspects of emotion. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing |

| | | | | | |
|-----------|--|-----------------------------|--|---|---|
| | | | | | the correct answer from multiple options. |
| Fifth | | Knowledge and understanding | Community programs to reduce organized crime. | Emotions and motivations, emotions and mood, development of emotions. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| VI | | Knowledge and understanding | Incidents of organized crime classified as domestic terrorism. | The effect of emotions on mental processes and behavior. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Seventh | | Knowledge and understanding | Incidents of organized sabotage. | Emotional trauma and psychological disorders. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| VIII | | Knowledge and understanding | Incidents of the crime of hijacking an airplane. | Personality: definition of personality, personality traits. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Ninth | | Knowledge and understanding | Incidents of an assassination. | Personality models, personality judgement. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| The tenth | | Knowledge and understanding | Incidents of crimes kidnapping diplomatic missions. | Personality growth and its formation | Objective assessment: includes the use of tests with |

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|------------|--|-----------------------------|---|--|---|
| | | | | factors. The meaning of growth, the interaction between heredity and environment, personality and endocrinology. | predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| eleventh | | Knowledge and understanding | Incidents of drug trafficking crimes. | The effect of geographical factors on personality, the effect of social factors on personality. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| twelveth | | Knowledge and understanding | Images of terrorism through international agreements. | Psychological crises, headaches, frustration, defensive tricks. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Thirteenth | | Knowledge and understanding | Models of regional and international cooperation to combat organized crime. | The function and characteristics of defensive tricks, sound ways to solve psychological crises. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| fourteenth | | Knowledge and understanding | The work of the International Criminal Police Organization (Interpol). | Mental illness: definition of mental illness, types of mental illness. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Fifteenth | | Knowledge and understanding | Judicial and security applications in prosecuting organized crime. | Causes of mental illnesses, treatments for mental illnesses, | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no |

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|---|--|--|---|---------------------------------------|--|
| | | | | mental illnesses and mental illnesses | answer or choosing the correct answer from multiple options. |
| 11. Course Evaluation | | | | | |
| Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc | | | | | |
| 12. Learning and Teaching Resources | | | | | |
| Required textbooks (curricular books, if any) | | | | | |
| Main references (sources) | | | Organized Crime and Security Challenges by Muhammad Al-Arabi. | | |
| Recommended books and references (scientific journals, reports...) | | | "Guide to Organized Crime: Networking Methods and Criminal Operations" by Ali Al-Khatib | | |
| Electronic References, Websites | | | Iraqi Virtual Library | | |

9

Course Description Form

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|--|
| 1. Course Name: |
| Computer Application (3) |
| 2. Course Code: |
| |
| 3. Semester / Year: |
| Second year/first Autumn semester |
| 4. Description Preparation Date: |
| 25/3/2024 |
| 5. Available Attendance Forms: |
| Lecture+ practices |
| 6. Number of Credit Hours (Total) / Number of Units (Total) |
| 75/5 |
| 7. Course administrator's name (mention all, if more than one name) |
| Name: A.L. Nahda hassan |

inj.forensic@atu.edu.iq

Email:

8. Course Objectives

Course Objectives

The course aims to increase the student's skill in dealing with some calculator applications in the field of word processing and printing, preparing electronic tables, and working with image processing applications.

9. Teaching and Learning Strategies

Strategy

Interactive learning: involves the use of group discussions, small discussions, and interactive activities to encourage active participation and exchange of ideas among students

- Case Study and Analysis: Real criminal case studies can be used to teach students
- For research discussions and projects: Students may be encouraged to participate in group discussions on specific topic

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------------|-------|-----------------------------|--|---|---|
| the first | 3 | Knowledge and understanding | Basics of the Word program: identifying screen components, menus, creating a new document, saving the document, selecting texts, closing the document, opening multiple documents. | Active learning: includes active and interactive participation in the learning process through practical activities and applications. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| the second | | Knowledge and understanding | Cutting, copying, searching for specific text, correcting errors, printing special characters, undoing commands, managing files. | Acquired motivations: | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| the third | | Knowledge and understanding | Choose the font type, change the alignment of the paragraphs, change the spacing between the lines, | Definition of acquired motivation, classification of acquired | Objective assessment: includes the use of tests with predefined answers such as tests that |

| | | | | | |
|------------|--|-----------------------------|---|---|---|
| | | | number the paragraphs, add borders and leading to the paragraphs, add margins to the paper, header and footer. | motivations, subconscious motivations. | require a yes or no answer or choosing the correct answer from multiple options. |
| the fourth | | Knowledge and understanding | Create tables, adjust the width and height of table cells, add and delete rows and columns to the table, add borders to the table, separate and merge table cells. | Emotions: definition of emotion, causes of emotion, aspects of emotion. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Fifth | | Knowledge and understanding | Adding and arranging text boxes, adding images to the document, drawing shapes, rotating drawing elements, adding shadows and 3D effects to the document. | Emotions and motivations, emotions and mood, development of emotions. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| VI | | Knowledge and understanding | Basics of the Excel program, identifying the screen components, creating a new table, opening a previous table, saving the table, closing the table, opening multiple tables. | The effect of emotions on mental processes and behavior. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Seventh | | Knowledge and understanding | Entering data into Excel, adding titles, entering values and specifying cell ranges, calculating sums. | Emotional trauma and psychological disorders. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| VIII | | Knowledge and understanding | Entering date values, modifying cell contents, cutting and copying cell contents, deleting and adding cells, rows and columns. | Personality: definition of personality, personality traits. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |

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|------------|--|-----------------------------|---|---|---|
| Ninth | | Knowledge and understanding | Create charts, change chart size, modify chart elements, change chart data. | Personality models, personality judgement. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| The tenth | | Knowledge and understanding | Basics of the program Photo Shop, getting to know the program screen, creating a new image, opening previous images, storing images, closing images, opening multiple images. | Personality growth and its formation factors. The meaning of growth, the interaction between heredity and environment, personality and endocrinology. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| eleventh | | Knowledge and understanding | Selection tools, Marquee tools, adding to a selection group, removing from a selection group (rotate, delete, move the selection group). | The effect of geographical factors on personality, the effect of social factors on personality. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| twelveth | | Knowledge and understanding | | Psychological crises, headaches, frustration, defensive tricks. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Thirteenth | | Knowledge and understanding | Cut, paste and copy, selection using tools, Magic ward, color range, lasso, polygonal lasso, changing the size of the selection. | The function and characteristics of defensive tricks, sound ways to solve psychological crises. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| fourteenth | | Knowledge and understanding | Using colors and layers: adjusting colors, creating layers, | Mental illness: definition of mental illness, | Objective assessment: includes the use of tests with |

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|-----------|--|-----------------------------|--|--|---|
| | | | naming layers, merging layers, deleting layers. | types of mental illness. | predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Fifteenth | | Knowledge and understanding | Adjusting the lighting intensity of images (Saturation, contrast, Brightness, Hue), and adjusting the layer level. | Causes of mental illnesses, treatments for mental illnesses, mental illnesses and mental illnesses | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports ... etc

12. Learning and Teaching Resources

| | |
|--|---|
| Required textbooks (curricular books, if any) | |
| Main references (sources) | “Computer Applications in Statistical Analysis and Big Data” by Dr. Abdullah Al-Anzi. |
| Recommended books and references (scientific journals, reports...) | “Computer Applications in the Web and Website Development” by Dr. Muhammad Al-Harbi. |
| Electronic References, Websites | Iraqi Virtual Library |

Course Description Form

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|---|
| 1. Course Name: |
| Finger Prints and foot Impressions |
| 2. Course Code: |
| |

3. Semester / Year:

Second year/first Autumn semester

4. Description Preparation Date:

25/3/2024

5. Available Attendance Forms:

Lecture+ practices

6. Number of Credit Hours (Total) / Number of Units (Total)

75/5

7. Course administrator's name (mention all, if more than one name)

Name: Forensic expert Nizar Nazih Email: inj.forensic@atu.edu.iq

8. Course Objectives**Course Objectives**

The student will be familiar with information related to the crime scene, especially finger and paw prints, and how to preserve them and compare them with suspected persons.

9. Teaching and Learning Strategies**Strategy**

Interactive learning: involves the use of group discussions, small discussions, and interactive activities to encourage active participation and exchange of ideas among students

- Case Study and Analysis: Real criminal case studies can be used to teach students
- For research discussions and projects: Students may be encouraged to participate in group discussions on specific topic

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------------|-------|-----------------------------|--|---|---|
| the first | 3 | Knowledge and understanding | A historical overview of finger prints, the relationship of finger prints to the investigator. | Active learning: includes active and interactive participation in the learning process through practical activities and applications. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| the second | | Knowledge and understanding | Diagnostic methods, ancient and modern, | Acquired motivations: | Objective assessment: includes |

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|------------|--|-----------------------------|---|--|---|
| | | | the modern concept of the crime scene. | | the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| the third | | Knowledge and understanding | Taking advantage of finger prints, the importance of finger and paw prints at crime scenes. | Definition of acquired motivation, classification of acquired motivations, subconscious motivations. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| the fourth | | Knowledge and understanding | Effects of damage and wounds on the fingers, and the relationship of finger impressions in diagnosing diseases. | Emotions: definition of emotion, causes of emotion, aspects of emotion. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Fifth | | Knowledge and understanding | Advantages of finger prints, visible and hidden traces at crime scenes. | Emotions and motivations, emotions and mood, development of emotions. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| VI | | Knowledge and understanding | Recording finger prints, methods of transferring finger prints. | The effect of emotions on mental processes and behavior. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Seventh | | Knowledge and understanding | Parts of a finger print, physical methods of transferring traces. | Emotional trauma and psychological disorders. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer |

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|-----------|--|-----------------------------|--|---|---|
| | | | | | from multiple options. |
| VIII | | Knowledge and understanding | Forms of finger impressions, chemical methods for transferring antiquities. | Personality: definition of personality, personality traits. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Ninth | | Knowledge and understanding | Classification of decimal finger prints, classification of individual finger prints. | Personality models, personality judgement. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| The tenth | | Knowledge and understanding | Methods of transporting traces contaminated with blood. | Personality growth and its formation factors. The meaning of growth, the interaction between heredity and environment, personality and endocrinology. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| eleventh | | Knowledge and understanding | How to move antiquities contaminated with greasy materials and dust. | The effect of geographical factors on personality, the effect of social factors on personality. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| twelveth | | Knowledge and understanding | Modern methods of treating hidden traces on multi-colored surfaces. | Psychological crises, headaches, frustration, defensive tricks. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |

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|------------|--|-----------------------------|---|--|---|
| Thirteenth | | Knowledge and understanding | The role of citizens in preserving antiquities at crime scenes. | The function and characteristics of defensive tricks, sound ways to solve psychological crises. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| fourteenth | | Knowledge and understanding | Traces of teeth, lips, and ears other than finger prints. | Mental illness: definition of mental illness, types of mental illness. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Fifteenth | | Knowledge and understanding | Footprints, wheels, and emulations. | Causes of mental illnesses, treatments for mental illnesses, mental illnesses and mental illnesses | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

12. Learning and Teaching Resources

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| Required textbooks (curricular books, if any) | |
| Main references (sources) | “Fingerprints and Imprints: Basics of Investigation and Analysis” by Muhammad Al-Arabi. |
| Recommended books and references (scientific journals, reports...) | “Guide to Fingerprints and Prints: Investigation and Forensic Analysis Techniques” by Abdul Rahman Al-Awaini. |
| Electronic References, Websites | Iraqi Virtual Library |

Course Description Form

1. Course Name:

Morcotics and Poisons

2. Course Code:

3. Semester / Year:

Second year/2nd spring semester

4. Description Preparation Date:

25/3/2024

5. Available Attendance Forms:

Lecture+ practices

6. Number of Credit Hours (Total) / Number of Units (Total)

90/6

7. Course administrator's name (mention all, if more than one name)

Name: M.M. Fatima Latif Mutashar

Email: inj.forensic@atu.edu.iq

8. Course Objectives

Course Objectives

Providing the student with basic knowledge and skills in toxicology and drugs, how to deal with types of poisons and drugs, knowing the methods used to investigate them, as well as learning about the devices used in diagnostic methods and how to write the initial report on toxicology and drug tests at the crime scene and the results of laboratory analysis.

9. Teaching and Learning Strategies

Strategy

Interactive learning: involves the use of group discussions, small discussions, and interactive activities to encourage active participation and exchange of ideas among students

- Case Study and Analysis: Real criminal case studies can be used to teach students
- For research discussions and projects: Students may be encouraged to participate in group discussions on specific topic

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|-----------|-------|-----------------------------|---|--|---|
| the first | 3 | Knowledge and understanding | Historical introduction, toxicology, toxic substance, forensic toxicology, emergency poisoning, initial forensic medical report, crime scene. | Active learning: includes active and interactive participation in the learning | Objective assessment: includes the use of tests with predefined answers such as |

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|------------|--|-----------------------------|--|--|---|
| | | | | process through practical activities and applications. | tests that require a yes or no answer or choosing the correct answer from multiple options. |
| the second | | Knowledge and understanding | Forensic models in criminal poisoning incidents. | Acquired motivations: | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| the third | | Knowledge and understanding | Alcohol and crime, toxic alcohol. | Definition of acquired motivation, classification of acquired motivations, subconscious motivations. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| the fourth | | Knowledge and understanding | Volatile substances, white oil, ether, gasoline. | Emotions: definition of emotion, causes of emotion, aspects of emotion. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Fifth | | Knowledge and understanding | Toxic gases: coal gas (carbon monoxide). | Emotions and motivations, emotions and mood, development of emotions. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| VI | | Knowledge and understanding | Balalea gas, hydrogen cyanide gas and its salts. | The effect of emotions on | Objective assessment: |

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|-----------|--|-----------------------------|--|--|---|
| | | | | mental processes and behavior. | includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Seventh | | Knowledge and understanding | Insecticides/organophosphorus, organochlorine compounds. | Emotional trauma and psychological disorders. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| VIII | | Knowledge and understanding | Raticides. | Personality: definition of personality, personality traits. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Ninth | | Knowledge and understanding | Drugs: hashish, opium, cocaine. | Personality models, personality judgement. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| The tenth | | Knowledge and understanding | Psychotropic substances, tranquilizers, stimulants, hypnotics. | Personality growth and its formation factors. The meaning of growth, the interaction between heredity and environment, | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer |

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|------------|--|-----------------------------|---|---|---|
| | | | | personality and endocrinology. | from multiple options. |
| eleventh | | Knowledge and understanding | Heavy metals: mercury, arsenic, thallium, lead. | The effect of geographical factors on personality, the effect of social factors on personality. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| twelveth | | Knowledge and understanding | Acids and alkaline bases: sulfuric acid, nitric acid, trace solution. | Psychological crises, headaches, frustration, defensive tricks. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Thirteenth | | Knowledge and understanding | Poisonous plants: atropine, strectin, arcot. | The function and characteristics of defensive tricks, sound ways to solve psychological crises. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| fourteenth | | Knowledge and understanding | Miscellaneous toxins: insulin, digoxin, poisonous mushrooms. | Mental illness: definition of mental illness, types of mental illness. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Fifteenth | | Knowledge and understanding | The theoretical foundations for the operation of devices used in diagnosis, such as Chromatography devices, | Causes of mental illnesses, treatments for mental | Objective assessment: includes the use of tests with predefined |

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|---|--|--|--|--|---|
| | | | Spectrophotometry devices, and Gases Toxicity devices. | illnesses, mental illnesses and mental illnesses | answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| 11. Course Evaluation | | | | | |
| Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc | | | | | |
| 12. Learning and Teaching Resources | | | | | |
| Required textbooks (curricular books, if any) | | | | | |
| Main references (sources) | | | "Toxicology and Drug Analysis: Investigation and Forensic Analysis Techniques" by author Hussein Al-Iraqi. | | |
| Recommended books and references (scientific journals, reports...) | | | "Poisons and Drugs: Challenges and Legal Measures" by Muhammad Al-Husseini. | | |
| Electronic References, Websites | | | Iraqi Virtual Library | | |

Course Description Form

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| 1. Course Name: |
| Forgery and Falsification |
| 2. Course Code: |
| |
| 3. Semester / Year: |
| Second year/2 nd spring semester |
| 4. Description Preparation Date: |
| 25/3/2024 |
| 5. Available Attendance Forms: |
| Lecture+ practices |
| 6. Number of Credit Hours (Total) / Number of Units (Total) |
| 90/6 |
| 7. Course administrator's name (mention all, if more than one name) |
| Name: Forensic expert Nizar Nazih Email: inj.forensic@atu.edu.iq |
| 8. Course Objectives |

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|--------------------------|--|
| Course Objectives | Informing the student that the crime of counterfeiting and counterfeiting is one of the crimes of the modern era and evolving over time. It is of an economic and international nature and its harm includes individuals and societies. It is a crime of thought and reason, and teaching him methods for detecting it and taking preventive measures to limit or eliminate it according to followed scientific and technical methods and how to deal with its material effects. |
|--------------------------|--|

9. Teaching and Learning Strategies

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|-----------------|---|
| Strategy | <p>Interactive learning: involves the use of group discussions, small discussions, and interactive activities to encourage active participation and exchange of ideas among students</p> <ul style="list-style-type: none"> - Case Study and Analysis: Real criminal case studies can be used to teach students - For research discussions and projects: Students may be encouraged to participate in group discussions on specific topic |
|-----------------|---|

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------------|-------|-----------------------------|--|---|---|
| the first | 3 | Knowledge and understanding | Documents, their characteristics, types, components, writing materials used throughout the ages, and their tools until modern history. | Active learning: includes active and interactive participation in the learning process through practical activities and applications. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| the second | | Knowledge and understanding | Forgery of documents, their definitions, physical and moral methods of forgery, forms of this forgery, methods of identifying erasure, and attempts to reveal writing. | Acquired motivations: | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| the third | | Knowledge and understanding | The total physical forgery that occurs on documents, its methods, the study of handwriting, and the scientific methods used to match it. | Definition of acquired motivation, classification of acquired motivations, | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing |

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|------------|--|-----------------------------|---|---|---|
| | | | | subconscious motivations. | the correct answer from multiple options. |
| the fourth | | Knowledge and understanding | Scientific methods used to compare handwriting by studying the directions of the letter, the shape and drawing of the letter, separation letters, beginnings and endings, the degree of writing inclination, etc. | Emotions: definition of emotion, causes of emotion, aspects of emotion. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Fifth | | Knowledge and understanding | The study of handwriting, its calculation, auxiliary factors and its unnatural features, the theory of one-liners, matching models, the underwriting process, and the matching method. | Emotions and motivations, emotions and mood, development of emotions. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| VI | | Knowledge and understanding | Comparing handwriting, its features, and provisional results in examining it and studying signatures, their definitions, stages of appearance, writing styles, and their relationship to their sizes. | The effect of emotions on mental processes and behavior. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Seventh | | Knowledge and understanding | Studying signatures, their types, forms, methods of forging them, the process of examining them, the changes occurring in them, and signing in blank. | Emotional trauma and psychological disorders. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| VIII | | Knowledge and understanding | Studying typewriter fonts, the intersection of research, the general features of the brand, the distinctive signs of each machine, ways to identify the writer's personality, and the process of taking models. | Personality: definition of personality, personality traits. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Ninth | | Knowledge and understanding | Examination and comparison of stamps, methods of preparing | Personality models, | Objective assessment: includes the use of tests with |

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|------------|--|-----------------------------|--|---|---|
| | | | and forging dies, and the nature and types of stamp materials and printing machines. | personality judgement. | predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| The tenth | | Knowledge and understanding | Showing the writing on burned documents, preparing them for display, the factors affecting their success, methods of displaying them, and revealing the latent writing and its conditions. | Personality growth and its formation factors. The meaning of growth, the interaction between heredity and environment, personality and endocrinology. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| eleventh | | Knowledge and understanding | Showing invisible writing and its means, counterfeiting currencies, and methods of counterfeiting coins and paper currencies. | The effect of geographical factors on personality, the effect of social factors on personality. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| twelveth | | Knowledge and understanding | Types of counterfeiting currencies, examining the dollar and valid currencies, examining counterfeit coins and paper currencies, and means of combating them. | Psychological crises, headaches, frustration, defensive tricks. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Thirteenth | | Knowledge and understanding | Methods of technical protection for banknotes and checks, means of forgery, methods of detecting them in identification papers, and physical and moral forgery therein. | The function and characteristics of defensive tricks, sound ways to solve psychological crises. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| fourteenth | | Knowledge and understanding | Specifications and design of the passport, its security and administrative guarantees, and studying the impurities | Mental illness: definition of mental illness, types of mental illness. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no |

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|-----------|--|-----------------------------|---|--|---|
| | | | of forgery and counterfeiting using a scanner. | | answer or choosing the correct answer from multiple options. |
| Fifteenth | | Knowledge and understanding | Magnetic plastic subscription cards, their description and production methods, their types, the possibility of tampering with them, the phenomena that indicate them, the means of guaranteeing them and the methods of examining them. | Causes of mental illnesses, treatments for mental illnesses, mental illnesses and mental illnesses | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

12. Learning and Teaching Resources

| | |
|--|--|
| Required textbooks (curricular books, if any) | |
| Main references (sources) | “Counterfeiting and Forgery: Concepts, Methods, and Implications” by Muhammad Al-Arabi. |
| Recommended books and references (scientific journals, reports...) | “Guide to Forgery and Counterfeiting: Methods of Criminal Investigation and Analysis” by Abdul Rahman Al-Awaini. |
| Electronic References, Websites | Iraqi Virtual Library |

Course Description Form

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| 1. Course Name: |
| Traffic Accidents |
| 2. Course Code: |
| 3. Semester / Year: |
| Second year/2 nd spring semester |
| 4. Description Preparation Date: |
| 25/3/2024 |
| 5. Available Attendance Forms: |
| Lecture+ practices |
| 6. Number of Credit Hours (Total) / Number of Units (Total) |
| |

75/5

7. Course administrator's name (mention all, if more than one name)

Name: M.M. Azhr hussen

Email: inj.forensic@atu.edu.iq

8. Course Objectives

Course Objectives

The student acquires the technical and procedural skills for investigating traffic accidents to ensure the correctness, safety and accuracy of procedures when accidents occur.

9. Teaching and Learning Strategies

Strategy

Interactive learning: involves the use of group discussions, small discussions, and interactive activities to encourage active participation and exchange of ideas among students

- Case Study and Analysis: Real criminal case studies can be used to teach students
- For research discussions and projects: Students may be encouraged to participate in group discussions on specific topic

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------------|-------|-----------------------------|---|---|---|
| the first | 3 | Knowledge and understanding | Historical and introductory information. | Active learning: includes active and interactive participation in the learning process through practical activities and applications. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| the second | | Knowledge and understanding | Traffic terms. | Acquired motivations: | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| the third | | Knowledge and understanding | Traffic Law in force No. (86) of 2004 AD. | Definition of acquired motivation, | Objective assessment: includes the use of tests with |

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|------------|--|-----------------------------|---|---|---|
| | | | | classification of acquired motivations, subconscious motivations. | predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| the fourth | | Knowledge and understanding | The main factors in the occurrence of accidents. | Emotions: definition of emotion, causes of emotion, aspects of emotion. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Fifth | | Knowledge and understanding | Driving requirements and the driver's health and psychological condition. | Emotions and motivations, emotions and mood, development of emotions. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| VI | | Knowledge and understanding | Passing rules and principles. | The effect of emotions on mental processes and behavior. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Seventh | | Knowledge and understanding | Traffic rules and precedences. | Emotional trauma and psychological disorders. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| VIII | | Knowledge and understanding | Traffic rules and precedences. | Personality: definition of personality, personality traits. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer |

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|------------|--|-----------------------------|--|---|---|
| | | | | | from multiple options. |
| Ninth | | Knowledge and understanding | International traffic signs... their types and meanings. | Personality models, personality judgement. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| The tenth | | Knowledge and understanding | International traffic signs... their types and meanings. | Personality growth and its formation factors. The meaning of growth, the interaction between heredity and environment, personality and endocrinology. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| eleventh | | Knowledge and understanding | Speed and driving in difficult conditions. | The effect of geographical factors on personality, the effect of social factors on personality. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| twelveth | | Knowledge and understanding | Types of accidents and types of collisions. | Psychological crises, headaches, frustration, defensive tricks. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Thirteenth | | Knowledge and understanding | How to determine the speed of the vehicles involved in the accident. | The function and characteristics of defensive tricks, sound ways to solve psychological crises. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |

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|------------|--|-----------------------------|---------------------------------|--|---|
| fourteenth | | Knowledge and understanding | Traffic accident investigation. | Mental illness: definition of mental illness, types of mental illness. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Fifteenth | | Knowledge and understanding | Traffic accident investigation. | Causes of mental illnesses, treatments for mental illnesses, mental illnesses and mental illnesses | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

12. Learning and Teaching Resources

| | |
|--|---|
| Required textbooks (curricular books, if any) | |
| Main references (sources) | “Traffic Accidents: Data Analysis and Preventive Measures” by Fatima Al-Masry. |
| Recommended books and references (scientific journals, reports...) | “Traffic Accident Analysis: Concepts, Techniques, and Investigation” by Hussein Al-Iraqi. |
| Electronic References, Websites | Iraqi Virtual Library |

Course Description Form

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| 1. Course Name: |
| Report Writing |
| 2. Course Code: |
| 3. Semester / Year: |
| Second year/2 nd spring semester |
| 4. Description Preparation Date: |
| 25/3/2024 |
| 5. Available Attendance Forms: |
| Lecture+ practices |

6. Number of Credit Hours (Total) / Number of Units (Total)

60/4

7. Course administrator's name (mention all, if more than one name)

Name: SBA HASSAN

Email: inj.forensic@atu.edu.iq

8. Course Objectives

Course Objectives

- The student is familiar with all approved reports in the criminal investigation and criminal evidence.

9. Teaching and Learning Strategies

Strategy

Interactive learning: involves the use of group discussions, small discussions, and interactive activities to encourage active participation and exchange of ideas among students

- Case Study and Analysis: Real criminal case studies can be used to teach students
- For research discussions and projects: Students may be encouraged to participate in group discussions on specific topic

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------------|-------|-----------------------------|--|---|---|
| the first | 3 | Knowledge and understanding | Complaints and information: persons authorized to do so. | Active learning: includes active and interactive participation in the learning process through practical activities and applications. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| the second | | Knowledge and understanding | Investigation stations, and recording witness testimonies. | Acquired motivations: | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |

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|------------|--|-----------------------------|--|--|---|
| the third | | Knowledge and understanding | Reviews made by the investigator to the investigating judge regarding a complaint. | Definition of acquired motivation, classification of acquired motivations, subconscious motivations. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| the fourth | | Knowledge and understanding | Detection stations for criminal class experts and an explanation of their vocabulary. | Emotions: definition of emotion, causes of emotion, aspects of emotion. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Fifth | | Knowledge and understanding | Detection stations for explosives and fire experts and an explanation of their vocabulary. | Emotions and motivations, emotions and mood, development of emotions. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| VI | | Knowledge and understanding | Reports of counterfeiting and forgery detection experts. | The effect of emotions on mental processes and behavior. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Seventh | | Knowledge and understanding | Reports related to forensic experts, their types and a detailed explanation of them. | Emotional trauma and psychological disorders. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| VIII | | Knowledge and understanding | Reports on criminal record requests for defendants and criminals. | Personality: definition of personality, personality traits. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no |

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| | | | | | answer or choosing the correct answer from multiple options. |
| Ninth | | Knowledge and understanding | Reports to the General Traffic Directorate regarding wheel accidents. | Personality models, personality judgement. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| The tenth | | Knowledge and understanding | Reports related to detecting evidence. | Personality growth and its formation factors. The meaning of growth, the interaction between heredity and environment, personality and endocrinology. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| eleventh | | Knowledge and understanding | Report paper and arrest warrant. | The effect of geographical factors on personality, the effect of social factors on personality. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| twelveth | | Knowledge and understanding | Referral decisions and dispersal of the case. | Psychological crises, headaches, frustration, defensive tricks. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Thirteenth | | Knowledge and understanding | The final report on the lawsuit. | The function and characteristics of defensive tricks, sound ways to solve psychological crises. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer |

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|------------|--|-----------------------------|--|--|---|
| | | | | | from multiple options. |
| fourteenth | | Knowledge and understanding | Decisions issued by the courts and implementation decisions. | Mental illness: definition of mental illness, types of mental illness. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Fifteenth | | Knowledge and understanding | Methods of challenging court decisions, appeal, cassation, and correcting the discriminatory decision. | Causes of mental illnesses, treatments for mental illnesses, mental illnesses and mental illnesses | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

12. Learning and Teaching Resources

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| Required textbooks (curricular books, if any) | |
| Main references (sources) | “Writing Technical Reports: Foundations, Principles, and Applications” by Muhammad Al-Arabi. |
| Recommended books and references (scientific journals, reports...) | “Report Writing Guide: Steps, Organization, and Style” by Abdul Rahman Al-Awaini. |
| Electronic References, Websites | Iraqi Virtual Library |

Course Description Form

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| 1. Course Name: |
| Defensive Techinques |
| 2. Course Code: |
| |
| 3. Semester / Year: |

Second year/2nd spring semester

4. Description Preparation Date:

25/3/2024

5. Available Attendance Forms:

Lecture+ practices

6. Number of Credit Hours (Total) / Number of Units (Total)

75/5

7. Course administrator's name (mention all, if more than one name)

Name: Name: Smah Hmza
inj.forensic@atu.edu.iq

8. Course Objectives

Course Objectives

Teaching the student defensive skills, how to defend oneself, and preserve the lives of citizens

9. Teaching and Learning Strategies

Strategy

Interactive learning: involves the use of group discussions, small discussions, and interactive activities to encourage active participation and exchange of ideas among students

- Case Study and Analysis: Real criminal case studies can be used to teach students
- For research discussions and projects: Students may be encouraged to participate in group discussions on specific topic

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------------|-------|-----------------------------|----------------------|---|---|
| the first | 3 | Knowledge and understanding | Searching people. | Active learning: includes active and interactive participation in the learning process through practical activities and applications. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| the second | | Knowledge and understanding | Wheel inspection. | Acquired motivations: | Objective assessment: includes the use of tests with |

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| | | | | | predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| the third | | Knowledge and understanding | Combing agricultural areas. | Definition of acquired motivation, classification of acquired motivations, subconscious motivations. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| the fourth | | Knowledge and understanding | Combing built-up areas. | Emotions: definition of emotion, causes of emotion, aspects of emotion. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Fifth | | Knowledge and understanding | Freeing the hostages. | Emotions and motivations, emotions and mood, development of emotions. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| VI | | Knowledge and understanding | Stages of planning police operations. | The effect of emotions on mental processes and behavior. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Seventh | | Knowledge and understanding | Measures required before implementing the defense plan. | Emotional trauma and psychological disorders. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer |

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|-----------|--|-----------------------------|---|---|---|
| | | | | | from multiple options. |
| VIII | | Knowledge and understanding | Procedures during implementation of the defense plan. | Personality: definition of personality, personality traits. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Ninth | | Knowledge and understanding | Characteristics of good assertiveness while executing defensive skills. | Personality models, personality judgement. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| The tenth | | Knowledge and understanding | Principles of defensive skills management. | Personality growth and its formation factors. The meaning of growth, the interaction between heredity and environment, personality and endocrinology. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| eleventh | | Knowledge and understanding | To whom do we delegate or give authority? | The effect of geographical factors on personality, the effect of social factors on personality. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| twelveth | | Knowledge and understanding | How do we delegate permissions? | Psychological crises, headaches, frustration, defensive tricks. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |

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|------------|--|-----------------------------|---------------------------------------|--|---|
| Thirteenth | | Knowledge and understanding | When do we delegate authority? | The function and characteristics of defensive tricks, sound ways to solve psychological crises. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| fourteenth | | Knowledge and understanding | Problems and obstacles to delegation. | Mental illness: definition of mental illness, types of mental illness. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Fifteenth | | Knowledge and understanding | Good resolution specifications. | Causes of mental illnesses, treatments for mental illnesses, mental illnesses and mental illnesses | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

12. Learning and Teaching Resources

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|--|---|
| Required textbooks (curricular books, if any) | |
| Main references (sources) | “Personal: Protection and Response Strategies” by Abdul Rahman Al-Awaini. |
| Recommended books and references (scientific journals, reports...) | “Self-Defense: Learning the Arts of Defense and Personal Liberation” by Fatima Al-Masry |
| Electronic References, Websites | Iraqi Virtual Library |

Course Description Form

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|---------------------------------|
| 1. Course Name: |
| Computer Application (4) |
| 2. Course Code: |

3. Semester / Year:Second year/2nd spring semester**4. Description Preparation Date:**

25/3/2024

5. Available Attendance Forms:

Lecture+ practices

6. Number of Credit Hours (Total) / Number of Units (Total)

45/4

7. Course administrator's name (mention all, if more than one name)Name: A.L. Nahda hassan
inj.forensic@atu.edu.iq**8. Course Objectives****Course Objectives**

The course aims to increase the student's skill in working with databases and using ready-made applications in the database field.

9. Teaching and Learning Strategies**Strategy**

Interactive learning: involves the use of group discussions, small discussions, and interactive activities to encourage active participation and exchange of ideas among students

- Case Study and Analysis: Real criminal case studies can be used to teach students

- For research discussions and projects: Students may be encouraged to participate in group discussions on specific topic

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|-----------|-------|-----------------------------|---|---|---|
| the first | 3 | Knowledge and understanding | Basics of the Access program, getting to know the program screen, opening a new database, closing the database, creating a database using the Wizard. | Active learning: includes active and interactive participation in the learning process through practical activities and applications. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |

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| the second | | Knowledge and understanding | Create tables, learn about field properties, add the primary key, add data to table fields, and set table data specifications. | Acquired motivations: | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| the third | | Knowledge and understanding | Linked databases, types of links. | Definition of acquired motivation, classification of acquired motivations, subconscious motivations. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| the fourth | | Knowledge and understanding | Creating queries, types of queries, creating a query from one table, creating a query from multiple tables. | Emotions: definition of emotion, causes of emotion, aspects of emotion. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Fifth | | Knowledge and understanding | Create a Forms form, modify forms, add and delete fields to the form, add command keys to forms, create multiple forms and move between them. | Emotions and motivations, emotions and mood, development of emotions. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| VI | | Knowledge and understanding | Reports, modify report contents, add and delete fields, adjust report specifications. | The effect of emotions on mental processes and behavior. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Seventh | | Knowledge and understanding | Macros, creating macros, modifying macros, assigning the macro to the event. | Emotional trauma and psychological disorders. | Objective assessment: includes the use of tests with predefined answers such as tests that |

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| | | | | | require a yes or no answer or choosing the correct answer from multiple options. |
| VIII | | Knowledge and understanding | Video processing. | Personality: definition of personality, personality traits. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Ninth | | Knowledge and understanding | Image file processing. | Personality models, personality judgement. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| The tenth | | Knowledge and understanding | Ready-made applications. | Personality growth and its formation factors. The meaning of growth, the interaction between heredity and environment, personality and endocrinology. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| eleventh | | Knowledge and understanding | Ready-made applications. | The effect of geographical factors on personality, the effect of social factors on personality. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| twelveth | | Knowledge and understanding | Ready-made applications. | Psychological crises, headaches, frustration, defensive tricks. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer |

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|------------|--|-----------------------------|--------------------------|--|---|
| | | | | | from multiple options. |
| Thirteenth | | Knowledge and understanding | Ready-made applications. | The function and characteristics of defensive tricks, sound ways to solve psychological crises. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| fourteenth | | Knowledge and understanding | Ready-made applications. | Mental illness: definition of mental illness, types of mental illness. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Fifteenth | | Knowledge and understanding | Ready-made applications. | Causes of mental illnesses, treatments for mental illnesses, mental illnesses and mental illnesses | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

12. Learning and Teaching Resources

| | |
|--|---|
| Required textbooks (curricular books, if any) | |
| Main references (sources) | “Computer Applications: Programming and Software Development” by Fatima Al-Masry. |
| Recommended books and references (scientific journals, reports...) | “Design and Development of Computer Applications: Concepts and Techniques” by Hussein Al-Iraqi. |
| Electronic References, Websites | Iraqi Virtual Library |

Course Description Form

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|--|--------------|---|--|------------------------|--------------------------------|
| 13. Course Name: | | | | | |
| Professional Ethics | | | | | |
| 14. Course Code: | | | | | |
| | | | | | |
| 15. Semester / Year: | | | | | |
| Second year/2 nd spring semester | | | | | |
| 16. Description Preparation Date: | | | | | |
| 25/3/2024 | | | | | |
| 17. Available Attendance Forms: | | | | | |
| Lecture+ practices | | | | | |
| 18. Number of Credit Hours (Total) / Number of Units (Total) | | | | | |
| 30/2 | | | | | |
| 19. Course administrator's name (mention all, if more than one name) | | | | | |
| Name: Name: Smah Hmza inj.forensic@atu.edu.iq | | | | | |
| 20. Course Objectives | | | | | |
| Course Objectives | | | Introducing the student to the basic principles of professional behavior, how to deal with his profession, and achieving compatibility with himself and his professional environment (the patient and his companions). | | |
| 21. Teaching and Learning Strategies | | | | | |
| Strategy | | <p>Interactive learning: involves the use of group discussions, small discussions, and interactive activities to encourage active participation and exchange of ideas among students</p> <ul style="list-style-type: none"> - Case Study and Analysis: Real criminal case studies can be used to teach students - For research discussions and projects: Students may be encouraged to participate in group discussions on specific topic | | | |
| 22. Course Structure | | | | | |
| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
| the first | 3 | Knowledge and understanding | Principles of professional etiquette in the stages of | Active learning: | Objective assessment: includes |

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|------------|--|-----------------------------|---|--|---|
| | | | cultural developments / Islamic civilization / etiquette of dealing with the patient in hospitals from ancient times until now. | includes active and interactive participation in the learning process through practical activities and applications. | the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| the second | | Knowledge and understanding | Professional behavior - its definition - its concept - its practical applications - the relationship between employees and their superiors. | Acquired motivations: | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| the third | | Knowledge and understanding | Basic ethics of the profession / characteristics of professional ethics as a guide and guide to behavior. | Definition of acquired motivation, classification of acquired motivations, subconscious motivations. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| the fourth | | Knowledge and understanding | How to employ professional ethics from the position of guiding the individual's behavior, emotions, and decision-making ability. | Emotions: definition of emotion, causes of emotion, aspects of emotion. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Fifth | | Knowledge and understanding | Characteristics and characteristics of workers in the medical field - appearance, behavior and commitment. | Emotions and motivations, emotions and mood, development of emotions. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| VI | | Knowledge and understanding | The moral and legal rights of the patient. | The effect of emotions on mental processes and behavior. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no |

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|-----------|--|-----------------------------|--|---|---|
| | | | | | answer or choosing the correct answer from multiple options. |
| Seventh | | Knowledge and understanding | Dealing according to the behavior of the patient and his companions. | Emotional trauma and psychological disorders. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| VIII | | Knowledge and understanding | Human behavioral patterns - interactive - collective -// their definition - their nature - their motivations - their explanations. | Personality: definition of personality, personality traits. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Ninth | | Knowledge and understanding | Linguistic and non-linguistic methods of communication // their definition - types - effects - designing successful methods. | Personality models, personality judgement. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| The tenth | | Knowledge and understanding | Behavioral trends and tendencies // their definition - classification - factors affecting them. | Personality growth and its formation factors. The meaning of growth, the interaction between heredity and environment, personality and endocrinology. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| eleventh | | Knowledge and understanding | Values, customs and traditions // their definition - classification - factors affecting them. | The effect of geographical factors on personality, the effect of social factors on personality. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer |

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|------------|--|-----------------------------|--|--|---|
| | | | | | from multiple options. |
| twelveth | | Knowledge and understanding | Personality types and how to deal with them // Definition of personality - types. | Psychological crises, headaches, frustration, defensive tricks. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Thirteenth | | Knowledge and understanding | Conditions for the embodiment of mental health // its definition - factors affecting it - prevention - the role of mental health in diseases - conditions for professional compatibility and its relationship to work. | The function and characteristics of defensive tricks, sound ways to solve psychological crises. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| fourteenth | | Knowledge and understanding | Behavior of dealing with the patient - receiving the patient, dealing with him, maintaining professional secrets / maintaining the patient's records. | Mental illness: definition of mental illness, types of mental illness. | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |
| Fifteenth | | Knowledge and understanding | Behavioral handling of medical devices and equipment/requirements, preparing them for daily work, maintaining them, and maintaining them to preserve them. | Causes of mental illnesses, treatments for mental illnesses, mental illnesses and mental illnesses | Objective assessment: includes the use of tests with predefined answers such as tests that require a yes or no answer or choosing the correct answer from multiple options. |

23. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

24. Learning and Teaching Resources

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|--|--|
| Required textbooks (curricular books, if any) | |
| Main references (sources) | "Professional Ethics: Concepts and Applications" by Muhammad Al-Arabi. |
| Recommended books and references (scientific journals, reports...) | "Guide to Professional Ethics: Obligations and Responsibilities of Professionals" by Abdul Rahman Al-Awaini. |

