

Tikrit University

**College of Management
and Economics**

**Department of
Economics**

Academic Description

/ Preliminary Studies

First Stage

MODULE DESCRIPTION FORM

Sample course description

Module Information			
Course Information			
Module Title	Computer Basics and Application Basics of computer science		Module Delivery
Module Type	S		☐ X Theory ☐ X Lecture ☐ X Lab ☐ Tutorial ☐ Practical ☐ Seminar
Module Code	UN125		
ECTS Credits	3		
SWL (hr/sem)	75		
Module Level	1	Semester of Delivery	
Administering Department	Accounting	College	
Module Leader	Bakr Hamid Jassoum	e-mail	Add email
Module Leader's Acad. Title		Module Leader's Qualification	
Module Tutor		e-mail	
Peer Reviewer Name	Name	e-mail	E-mail
Date of approval of the Scientific Committee	1/9/2025	Version Number	0.2

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

Module Aims, Learning Outcomes and Indicative Contents	
Course Objectives, Learning Outcomes, and Instructional Contents	
Module Objectives Course Objectives	- Introducing the basic concepts of computer skills and familiarity with information technology - Computer Component Training - Learn about using Windows 11 - Learn about using WordPress 2016 - Using Computers in Everyday Life - Employing Computer Skills in User Service This course description provides a brief summary of the most important features of Word 2016 and Windows 11, and this helps the student understand how to use computers in practical and scientific life.
Module Learning Outcomes Learning Outcomes for the Course	1. Basic Skills in Using Computers: - Turn the computer on and off properly. - Understand the different computer components and their functions. 2. Use of operating systems: - Ability to navigate the operating system (such as Windows, macOS, or Linux). - Manage files and folders: Create, copy, move, and delete files and folders.

	3. Productivity Programs: - Use word processing software (such as Microsoft Word or Google Docs). - Create and edit spreadsheets (such as Microsoft Excel or Google Sheets). 4. Internet skills: - Browse the web and use search engines effectively. - Know how to set up and use email. - Understand the basics of online security and personal data protection. 5. Advanced Technical Skills: - Understanding the fundamentals of programming (e.g., basic programming principles if they are part of the curriculum). - Learn how to install and remove software and applications. - Ability to solve basic technical problems. 6. Online Collaborative Work: - Use online collaboration tools such as Google Drive or Microsoft OneDrive. - Participate in meetings and webinars using tools like Zoom or Microsoft Teams. 7. Digital Ethics: - Understand ethical issues related to the use of technology. - Raising awareness of and respecting intellectual property rights.
Indicative Contents How-to Contents	The instructional content of the Computer Skills course aims to provide a comprehensive educational framework that helps students acquire basic and advanced skills in the use of computers and its technologies. This content can be divided into several main modules or topics, including: 1. Introduction to Computer: - Definition of a computer: what is a computer and the history of its development. - Computer types: Personal computer, laptop, tablet, supercomputer. - Computer components: hardware and software . 2. Operating System: - Introduction to operating systems: Operating system definition and examples (e.g., Windows, macOS, Linux). - Operating system navigation: startup, desktop usage, window management. - Manage files and folders: Create, copy, move, and delete files and folders. 3. Productivity Programs: - Word Processing: Use software like Microsoft Word or Google Docs to create and format documents. - Spreadsheets: Use software like Microsoft Excel or Google Sheets to organize and analyze data. 4. Internet and Communications: - Internet Basics: How to Connect to the Internet, Use Web Browsers, Effective Search Engine Search. - Email: Create and manage an email account, send and receive messages. - Online communication: Use tools like Zoom, Microsoft Teams, and Google Meet. 5. Basic Programming: - Introduction to programming: Definition and importance of programming. - Programming languages: An overview of popular programming languages such as Python, JavaScript. - Writing basic code: Create simple programs and understand programmatic logic.

	6. Digital Ethics: - Ethics in the use of technology: responsible use of technology, intellectual property rights. - Dealing with digital content: Respect copyright, dealing with inappropriate content. 7. Basic Computer Maintenance: - Preventive maintenance: hardware cleaning, software update. - Fix basic issues: troubleshoot, reinstall the operating system.

Learning and Teaching Strategies Learning and Teaching Strategies	
Strategies	Teaching and learning strategies for computer skills include several methods and means aimed at enhancing and deepening learners' understanding of the field. Some of these effective strategies are: 1. Project-Based Learning: Using hands-on projects to apply acquired skills, helping students understand how to use software and technical tools in real-world contexts. 2. Collaborative Learning: Encourage students to work in groups to solve problems, which enhances their communication and collaboration skills. 3. Blended learning: Combining traditional (face-to-face) and e-learning to ensure a holistic learning experience 4. Hands-on and Exercises: Providing opportunities for students to apply what they have learned through applied exercises, which helps to solidify information. 5. Use of educational games: The use of interactive games and applications to increase interaction and motivation in learners. 6. Self-paced learning strategies: Encourage students to explore available online educational resources and learn skills independently. 7. Continuous Assessment: Use various assessment methods to track students' progress and ensure their understanding of the content. 8. Practical Laboratory Training: Providing computer laboratories equipped to apply the acquired skills in a professional environment. These strategies help make learning computer skills more effective and motivating for learners.

Student Workload (SWL) The student's academic load is calculated for 15 weeks			
Structured SWL (h/sem) Student's regular academic load during the semester	45	Structured SWL (h/w) Regular Academic Load of the Student Weekly	3
Unstructured SWL (h/sem) Student's irregular academic load during class	27	Unstructured SWL (h/w) Student's irregular academic load per week	1.8
Total SWL (h/sem) The student's total academic load during the semester	75		

Module Evaluation Assessment of the course				
	Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome

Formative assessment	Daily exams	1hr/2	10% (5)	5,10	Windows System
	Missions and Answers	1hr/5	10% (2)	3,6,9,12,15	Windows System
	Projects/ Laboratory	1hr/2	10% (5)	8,14	Windows Apps
	The Report	1hr	10% (10)	15	all
Summative assessment	Midterm Exam	2hr	10% (10)	7	Windows System
	Final Exam	3hr	50% (50)	16	all
Overall Rating			100% (100 Marks)		

Delivery Plan (Weekly Syllabus) Theoretical Weekly Curriculum	
	Material Covered
Week 1	Computer Components , Introduction
Week 2	Computer Components
Week 3	Windows11 System , Introduction
Week 4	Windows 11 System Interface Desktop and Essential Icons
Week 5	Settings Window for Windows11
Week 6	Desktop Wallpaper and Screen Saver for Windows11
Week 7	First Semester Exam
Week 8	Delete and install programs or applications
Week 9	User Accounts
Week 10	Files and folders
Week 11	Introduction to Word 2016
Week 12	File List
Week 13	Home tab and insert tab
Week 14	Design tab and layout tab
Week 15	Second Exam of the First Semester
Week 16	A preparatory week before the final exam

Delivery Plan (Weekly Lab. Syllabus) Weekly Laboratory Curriculum	
	Covered Materials
Week 1	Practical application Windows 11 interface
Week 2	Practical application Windows installation
Week 3	Practical application for dealing with deleting and installing programs
Week 4	Practical Application User Accounts
Week 5	Practical Application Files & Folders
Week 6	Practical Application Introduction to WordPress 2016
Week 7	Practical Application WordPress Lists

Learning and Teaching Resources Learning and Teaching Resources		
	Text	Available in the Library?
Required Texts	Ibn Bilal Al-Zoghbi , Muhammad Malik	no
Recommended Texts	Introduction to Computer Skills / Written by Muhammad Malik and others	no

Websites	

Grading Scheme Grading Chart				
Group	Grade	Recognition	Marks %	Definition
Success Group (50 - 100)	A - Excellent	Privilege	90 - 100	Amazing Performance
	B - Very Good	Very good	80 - 89	Above average with some mistakes
	C - Good	Good	70 - 79	Proper work with noticeable errors
	D - Satisfactory	Medium	60 - 69	Fair but with major drawbacks
	E - Sufficient	Acceptable	50 - 59	The work meets minimum standards
Fail Group (0 – 49)	FX – Fail	Deposit (in processing)	(45-49)	More work is required but credit has been awarded
	F – Fail	Fail	(0-44)	Significant amount of work required
Note: Decimal marks above or below 0.5 will be rounded to the highest or lowest full score (e.g., 54.5 will be rounded to 55, while 54.4 will be rounded to 54. The University has a policy of not tolerating "close pass failure" and therefore the only adjustment to the marks awarded by the original mark(s) will be the automatic rounding described above.				

MODULE DESCRIPTION FORM

Sample course description

Module Information			
Course Information			
Module Title	Arabic Language		Module Delivery
Module Type	B		☐ Theory ☐ Lecture ☐ Lab ☐ Tutorial ☐ Practical ☐ Seminar
Module Code	UN126		
ECTS Credits	2		
SWL (hr/sem)	50		
Module Level	1	Semester of Delivery	
Administering Department	Accounting	College	Administration and economics
Module Leader	Ali Ghalib	e-mail	Add email
Module Leader's Acad. Title	assistant Professor	Module Leader's Qualification	assistant Professor
Module Tutor		e-mail	
Peer Reviewer Name		e-mail	
Date of approval of the Scientific Committee	1/9/2025	Version Number	0.2

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

Module Aims, Learning Outcomes and Indicative Contents	
Course Objectives, Learning Outcomes, and Instructional Contents	
Module Objectives Course Objectives	1. Introduce students to the provisions of the Arabic language in accordance with their work in the field of accounting. 2. The student should learn to write economic terms 3. The student should learn to write economic reports correctly, arrange the font and coordinate the writing 4. The student should learn transparency in economic transactions 5. Develop the student's skill in using critical analysis and evaluation of information, concepts, and skills. 6. Accuracy in the provision of financial information 7. The student must understand that language is the basis of all sciences because it is the tool of thought
Module Learning Outcomes	Important: Write at least 6 learning outcomes, preferably equal to

Learning Outcomes for the Course	the number of weeks of study 1- The Noble Qur'an (Surah Al-Kahf) 2- Arabized and constructed in Arabic grammar 3. Past Verb 4. Present tense verb (expression and construction) 5- Nominal sentence (beginner and news) 6- Nominal sentence (missing verbs) 7. Noun sentence (already suspicious letters) 8- Write the number
Indicative Contents How-to Contents	Identifying the correct accounting language and constructing sentences correctly Arabic is one of the subjects in which the professor needs to follow more than one teaching method in order to provide the student with the basic skills in the language, which are: writing, reading, listening, and speaking. In terms of language integrity in the first and second weeks, a passage of Surah Al-Kahf is studied and memorized, and in the remaining weeks, we deal with grammar only (the category of Ibn Malik) in grammar, we start with the actual sentence (the past participle, the present tense), then the nominal sentence (the beginner and the news, the letters that are similar to the verb, the missing verbs), then the dictation and the material is distributed over the weeks of the chapter according to the importance.

Learning and Teaching Strategies Learning and Teaching Strategies	
Strategies	• Theoretical Lecture on Surah Al-Kahf in the Noble Qur'an (4 Hours) Daily exam (hours) Theoretical Lecture on Past Tense (2 Hours) Theoretical Lecture on the Present Tense Verb (its Expression) (4 Hours) Theoretical Lecture on the Construction of the Present Tense Verb (1 Hour) Daily exam 1 hour Theoretical Lecture on Verb (2 Hours) First Month Exam (1 Hour) Theoretical Lecture on the Nominal Sentence Beginner and News (4 Hours) Daily exam (1 hour) Theoretical Lecture on Noun Sentence Missing Verbs (2 Hours) Theoretical Lecture on the Noun Sentence Already Similar Letters (1 Hour) Daily exam (1 hour) Writing the Issue (2 Hours) Drip (1 Hour) Second Month Exam (1 Hour) Review of Article (1 Hour) .

Student Workload (SWL) The student's academic load is calculated for 15 weeks			
Structured SWL (h/sem) Student's regular academic load during the semester	30	Structured SWL (h/w) Regular Academic Load of the Student Weekly	2
Unstructured SWL (h/sem) Student's irregular academic load during class	17	Unstructured SWL (h/w) Student's irregular academic load per week	1.3
Total SWL (h/sem) The student's total academic load during the semester	50		

Module Evaluation Assessment of the course					
		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Daily exams	1hr/4	10% (10)	2+5+7+10	1- Memorizing a passage from Surah Al-Kahf 5- Building the past participle 7. Present tense verb expression 10 Writing the Issue
	Missions and Answers	1hr/10	10% (10)	1+3+4+6+8 ++11+12+13+14	Lessons Learned from Surah Al-Kahf - Past Verb - Present Tense Verb - Constructing the present tense - Verb Command - The Beginner and the News - Already suspicious characters - Missing Verbs - Write the issue - Drip
	Projects/ Laboratory		10% (10)		
	The Report	1hr/1	10% (10)	15	
	Midterm Exam	2hr	10% (10)		
Summative assessment	Final Exam	3hr	50% (50)		
Overall Rating			100% (100 Marks)		

Delivery Plan (Weekly Syllabus) Theoretical Weekly Curriculum

	Material Covered
Week 1	Memorizing a Quranic passage from Surah Al-Kahf
Week 2	Lessons Learned from Surah Al-Kahf
Week 3	Verb Sentence (Past Participle)
Week 4	Verbal Sentence Present Verb (Expressive)
Week 5	Verb Sentence Present Verb (Construction)
Week 6	Verb Sentence (Commanding Verb)
Week 7	First month exam
Week 8	Nominal Sentence (Beginner and News)
Week 9	Nominal Sentence (Verbs for Deficiencies)
Week 10	Noun sentence (already similar characters)
Week 11	Dictation (Writing Hamza)
Week 12	Second Month Exam
Week 13	Writing the number (singular numbers)
Week 14	Writing the number (composite numbers)
Week 15	Writing the number (large numbers) and dripping
Week 16	A preparatory week before the final exam

Delivery Plan (Weekly Lab. Syllabus) Weekly Laboratory Curriculum

	Covered Materials
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	

Learning and Teaching Resources Learning and Teaching Resources

	Text	Available in the Library?
Required Texts	1- Interpretation of the Qur'an (Abdullah Shubbar) 2- The Arabic Language Book of Lalla Qassam is not specialized by (Abdullah Fader Hassan Amin)	no
Recommended Texts	3- The category of Ibn Malik in grammar 4- Clear Spelling Book	no
Websites	https://www.twinkl.com/blog/arabic-grammar-nahw-arabi-egypt-middle-east-educational-resources https://www.googleadservices.com/	

Grading Scheme Grading Chart

Group	Grade	Recognition	Marks %	Definition
Success Group (50 - 100)	A - Excellent	Privilege	90 - 100	Amazing Performance
	B - Very Good	Very good	80 – 89	Above average with some mistakes
	C – Good	Good	70 – 79	Proper work with noticeable errors
	D - Satisfactory	Medium	60 – 69	Fair but with major drawbacks
	E - Sufficient	Acceptable	50 – 59	The work meets minimum standards
Fail Group (0 – 49)	FX – Fail	Deposit (in processing)	(45-49)	More work is required but credit has been awarded
	F – Fail	Fail	(0-44)	Significant amount of work required

Note: Decimal marks above or below 0.5 will be rounded to the highest or lowest full score (e.g., 54.5 will be rounded to 55, while 54.4 will be rounded to 54. The University has a policy of not tolerating "close pass failure" and therefore the only adjustment to the marks awarded by the original mark(s) will be the automatic rounding described above.

MODULE DESCRIPTION FORM

Sample course description

Module Information			
Course Information			
Module Title	English language		Module Delivery
Module Type	S		☒ Theory ☐ Lecture ☐ Lab ☐ Tutorial ☐ Practical ☐ Seminar
Module Code	UN115		
ECTS Credits	2		
SWL (hr/sem)	50		
Module Level		Semester of Delivery	
Administering Department		College	
Module Leader	Osama Mohamed Abdullah	e-mail	Ossama.m.a23@tu.edu.iq
Module Leader's Acad. Title	Assistant Lecturer	Module Leader's Qualification	Master
Module Tutor		e-mail	
Peer Reviewer Name	Assoc. Prof. Dr. Omar Abdullah Mohammed	e-mail	rp1d7012@tu.edu.iq
Date of approval of the Scientific Committee	1/9/2025	Version Number	

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

Module Aims, Learning Outcomes and Indicative Contents	
Course Objectives, Learning Outcomes, and Instructional Contents	
Module Objectives Course Objectives	1. The student should be able to familiarize himself with the basic principles of the course well; 2. The student should be able to read English texts correctly; 3. The student should be able to understand the English texts as required; 4. The student should be able to understand grammar excellently; 5. The student can solve the exercises accurately; 6. The student should be able to analyze tasks and participate in exercises effectively.
Module Learning Outcomes Learning Outcomes for the Course	7. The student is familiar with the basics of the English language at the first level; 8. The student can read simple English texts correctly; 9. The student can understand English texts as needed; 10. The student can understand grammar rules and understand simple conversations; 11. The student can solve exercises at the first level accurately; 12. 6. The student can analyze simple language problems and conversations effectively.
Indicative Contents How-to Contents	The guiding content includes the following: 1. Covering the first chapter "Hello!" in two lectures of 1:30 hours, and the rest of the

	time is spent encouraging the student to talk and read the texts. 2. Covering the second chapter "Your World" in two lectures of 1:30 hours, and the rest of the time is spent encouraging the students to talk and read the texts. 3. Covering the third chapter "All About You" in two lectures of 1:30 hours, and the rest of the time is spent encouraging the students to talk and read the texts. 4. Preparing for the first monthly exam and explaining this to the students. 5. Covering the fourth chapter "The Family!" in one lecture of 1 hour, and the rest of the time is spent encouraging the students to talk and read the texts. 6. Chapter 5 "The Way of Living!" is covered in two lectures of 1:30 hours, and the rest of the time is spent encouraging the student to converse and read texts. 7. Chapter 6 "Every Day" is covered in two lectures of 1:30 hours, and the rest of the time is spent encouraging the students to converse and read texts. 8. Chapter 7 "My Preferences" is covered in two lectures of 1:30 hours, and the rest of the time is spent encouraging the student to converse and read texts.

Learning and Teaching Strategies Learning and Teaching Strategies	
Strategies	1. Receiving lectures from the teacher in the classroom using direct learning and visual communication. 2. Explanation and clarification in discussions or dialogues 3. Questions and answers in individual and group participations 4. Visual and audio lectures 5. Listening to educational CDs for lectures

Student Workload (SWL) The student's academic load is calculated for 15 weeks			
Structured SWL (h/sem) Student's regular academic load during the semester	30	Structured SWL (h/w) Regular Academic Load of the Student Weekly	2
Unstructured SWL (h/sem) Student's irregular academic load during class	17	Unstructured SWL (h/w) Student's irregular academic load per week	1.13
Total SWL (h/sem) The student's total academic load during the semester	50		

Module Evaluation Assessment of the course					
		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Daily exams	1/2	10% (10)	3,13	Unit 1, 2, 4, 5
	Tasks Duties	1/2	10% (10)	4, 14	Unit 2, 6
	Projects/ Discussions	1/ 5	10% (10)	2,5,8,12,13	Unit 1,3, 4,5,6
	The Report	1/1	10% (10)	15	all
Summative assessment	Midterm Exam	2hr	10% (10)	7	Unit 1,2,3
	Final Exam	3hr	50% (50)		all
Overall Rating			100% (100 Marks)		

Delivery Plan (Weekly Syllabus) Theoretical Weekly Curriculum

	Material Covered
Week 1	Am/ are/ is, my/your · This is ... · How are you? · Good morning! What is this in English? · Numbers 1-10 · Plurals, “Hello!” part 1
Week 2	Am/ are/ is, my/your · This is ... · How are you? · Good morning! What is this in English? · Numbers 1-10 · Plurals, “Hello!” part 2
Week 3	Countries · he/she/ they, his/her · Where's he from? fantastic/ awful/ beautiful · Numbers 11-30, “Your world” part 1
Week 4	Countries · he/she/ they, his/her · Where's he from? fantastic/ awful/ beautiful · Numbers 11-30, “Your world” part 2
Week 5	Jobs · am/are/ is · Negatives and questions · Personal information · Social expressions (1), “All about you” part 1
Week 6	Jobs · am/are/ is · Negatives and questions · Personal information · Social expressions (1), “All about you” part 2
Week 7	First exam
Week 8	our/their · Possessive 's · The family · has/have · The alphabet, “Family and friends”
Week 9	Sports/ Food/ Drinks · Present Simple - I/you/ we/ they · a/an, Languages and nationalities · Numbers and prices, “The way I live” part 1
Week 10	Sports/ Food/ Drinks · Present Simple - I/you/ we/ they · a/an Languages and nationalities · Numbers and prices, “The way I live” part 2
Week 11	The time · Present Simple-he/she · always/sometimes/never, Words that go together · Days of the week, “Every day” part 1
Week 12	The time · Present Simple-he/she · always/sometimes/never, Words that go together · Days of the week, “Every day” part 2
Week 13	Question words · me/him/us/them · this/that, Adjectives · Can I .. ?, “My favorites” part 1
Week 14	Question words · me/him/us/them · this/that, Adjectives · Can I .. ?, “My favorites” part 2
Week 15	Second exam
Week 16	A preparatory week before the final exam

Delivery Plan (Weekly Lab. Syllabus) Weekly Laboratory Curriculum

	Covered Materials
Week 1	None

Learning and Teaching Resources Learning and Teaching Resources

	Text	Available in the Library?
Required Texts	The New Headway Beginner Student's Book – By John and Liz Soars (OXFORD University Press)	yes
Recommended Texts	The New Headway Plus Work Book Grammar .cl/English/ do-did done	no
Websites	https://www.wallstreetenglish.com/blog/a-guide-to-english-grammar https://www.Englishpage.com	

Grading Scheme Grading Chart

Group	Grade	Recognition	Marks %	Definition

Success Group (50 - 100)	A - Excellent	Privilege	90 - 100	Amazing Performance
	B - Very Good	Very good	80 - 89	Above average with some mistakes
	C - Good	Good	70 - 79	Proper work with noticeable errors
	D - Satisfactory	Medium	60 - 69	Fair but with major drawbacks
	E - Sufficient	Acceptable	50 - 59	The work meets minimum standards
Fail Group (0 – 49)	FX – Fail	Deposit (in processing)	(45-49)	More work is required but credit has been awarded
	F – Fail	Fail	(0-44)	Significant amount of work required

Note: Decimal marks above or below 0.5 will be rounded to the highest or lowest full score (e.g., 54.5 will be rounded to 55, while 54.4 will be rounded to 54. The University has a policy of not tolerating "close pass failure" and therefore the only adjustment to the marks awarded by the original mark(s) will be the automatic rounding described above.

MODULE DESCRIPTION FORM

Sample course description

Module Information				Course Information	
Module Title	Democracy and Human Rights			Module Delivery	
Module Type	S			* Theory ☐ Lecture ☐ Lab ☐ Tutorial ☐ Practical ☐ Seminar	
Module Code	UN116				
ECTS Credits	2				
SWL (hr/sem)	50				
Module Level	1	Semester of Delivery			
Administering Department	Accounting		College	Administration and Economics	
Module Leader	Wissam Kamel Kayem		e-mail	abdulhameed.sabhan@tu.edu.iq	
Module Leader's Acad. Title	Teacher		Module Leader's Qualification	PhD	
Module Tutor			e-mail		
Peer Reviewer Name	Assoc. Prof. Dr. Omar Abdullah Mohammed		e-mail	Omar_abdulla@tu.edu.iq	
Date of approval of the Scientific Committee	1/9/2025		Version Number		

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

Module Aims, Learning Outcomes and Indicative Contents	
Course Objectives, Learning Outcomes, and Instructional Contents	
Module Objectives Course Objectives	The objectives of the course are many, and it mainly aims to enhance students' understanding of human rights concepts and democratic principles and their application in their daily and professional lives. The main objectives of the course can be summarized in the following points: 1. Promote rights awareness: Teach students basic human rights and how to protect and effectively exercise their rights 2. Understanding Democratic Principles: Explain the concept of democracy and its basic principles, such as separation of powers, minority rights, and respect for the law. 3. Develop critical thinking skills: Motivate students to think critically and analyze political and social systems and how they affect human rights and democracy. 4. Promoting the values of tolerance and coexistence: Promoting basic human values such as tolerance, mutual respect, and peaceful coexistence between individuals from different backgrounds. 5. Enabling Community Participation: Encouraging students to participate actively in society and decision-making processes, and to recognize their role as active citizens in promoting democracy. 6. Understanding contemporary challenges: Highlighting the challenges and threats facing human rights and democracy in the contemporary world and how to address

	them. 7. Teaching Protection Strategies: Teaching students how to use legal and international protection mechanisms to protect and defend human rights. These goals contribute to building a generation that is aware and able to deal with human rights and democracy issues effectively and consciously.
Module Learning Outcomes Learning Outcomes for the Course	Important: Write at least 6 learning outcomes, preferably equal to the number of weeks of study The learning outcomes of the human rights and democracy course express the educational goals that students are expected to achieve by the end of the academic year. 1. Deep understanding of basic concepts - Recognize the basic principles of human rights and democracy - Understand international human rights documents and treaties such as the Universal Declaration of Human Rights 2. Analyze and evaluate the current situation - Ability to analyse the human rights and democracy situation in different contexts (local, national, international). - Assess the impact of political systems on human rights. 3. Develop critical thinking skills Ability to think critically about how human rights and democracy principles can be applied in different contexts. - Identify contemporary challenges and problems related to human rights and democracy 4. Apply knowledge in practice - The use of human rights standards and principles in practical cases and reports. Applying democratic concepts in community participation and decision-making. 5. Promoting the values of tolerance and respect - Develop students' ability to interact effectively with individuals from diverse backgrounds - Promoting the values of tolerance, respect and peaceful coexistence. 6. Activate active engagement - Understand how to participate effectively in democratic and societal processes. - Ability to deal with methods and methods that enhance the effectiveness of community participation. 7. Use of Legal Mechanisms - Learn how to use local and international legal mechanisms to defend human rights Understand the role of NGOs and international institutions in the protection of human rights 8. Problem solving and providing solutions Ability to propose innovative solutions to challenges related to human rights and democracy Developing strategies for the protection and promotion of human rights in different contexts
Indicative Contents How-to Contents	How-to content includes: .

Learning and Teaching Strategies Learning and Teaching Strategies	
Strategies	1. Introduction to Human Rights and Democracy. 2. Basic concepts of human rights

	3. International Documents and Treaties 4. Legal Systems and International Institutions 5. Principles and practice of democracy. 6. Contemporary Human Rights Challenges.

Student Workload (SWL) The student's academic load is calculated for 15 weeks			
Structured SWL (h/sem) Student's regular academic load during the semester	30	Structured SWL (h/w) Regular Academic Load of the Student Weekly	2
Unstructured SWL (h/sem) Student's irregular academic load during class	17	Unstructured SWL (h/w) Student's irregular academic load per week	1.13
Total SWL (h/sem) The student's total academic load during the semester	50		

Module Evaluation Assessment of the course					
		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Daily exams	1/1	10% (10)	2	Introducing Rights and Freedoms
	Missions and Answers	1/1	10% (10)	5	The right of the people to self-determination
	Projects/ Discussions	4/4	10% (10)	During the class	The principle of equal rights
	The Report	1	10% (10)	15	Definition of International Humanitarian Law
Summative assessment	Midterm Exam	2hr	10% (10)	8	Basic Principles of Democracy
	Final Exam	3hr	50% (50)	15	Basic Principles of Democracy
Overall Rating			100% (100 Marks)		

Delivery Plan (Weekly Syllabus) Theoretical Weekly Curriculum	
	Material Covered
Week 1	Introducing Rights and Freedoms
Week 2	Introducing the policy
Week 3	Definition of Judicial Rights
Week 4	The right of the people to self-determination
Week 5	The principle of equal rights
Week 6	Definition of International Humanitarian Law
Week 7	Civil Human Rights
Week 8	Political Human Rights
Week 9	Guarantees of respect for human rights

Week 10	Human Rights in Islamic Law
Week 11	Human Rights in Public Law
Week 12	Human Rights in the Iraqi Constitution
Week 13	Human Rights Violations
Week 14	Basic Principles of Democracy
Week 15	A preparatory week before the final exam

Delivery Plan (Weekly Lab. Syllabus) Weekly Laboratory Curriculum	
	Covered Materials
Week 1	None
Week 2	None
Week 3	None
Week 4	None
Week 5	None
Week 6	None
Week 7	None

Learning and Teaching Resources Learning and Teaching Resources		
	Text	Available in the Library?
Required Texts	Human Rights Book by Dr.. Ali Al , Shukri Human Rights and Democracy Book	yes
Recommended Texts	Journals Specialized in Human Rights and Democracy	no
Websites		

Grading Scheme Grading Chart				
Group	Grade	Recognition	Marks %	Definition
Success Group (50 - 100)	A - Excellent	Privilege	90 - 100	Amazing Performance
	B - Very Good	Very good	80 - 89	Above average with some mistakes
	C - Good	Good	70 - 79	Proper work with noticeable errors
	D - Satisfactory	Medium	60 - 69	Fair but with major drawbacks
	E - Sufficient	Acceptable	50 - 59	The work meets minimum standards
Fail Group (0 – 49)	FX – Fail	Deposit (in processing)	(45-49)	More work is required but credit has been awarded
	F – Fail	Fail	(0-44)	Significant amount of work required

Note: Decimal marks above or below 0.5 will be rounded to the highest or lowest full score (e.g., 54.5 will be rounded to 55, while 54.4 will be rounded to 54. The University has a policy of not tolerating "close pass failure" and therefore the only adjustment to the marks awarded by the original mark(s) will be the automatic rounding described above.

MODULE DESCRIPTION FORM

Sample course description

Module Information			
Course Information			
Module Title	Economic Readings Economic Readings E		Module Delivery
Module Type	B		☒ Theory ☐ Lecture ☐ Lab ☐ Tutorial ☒ Practical ☐ Seminar
Module Code	EC1204		
ECTS Credits	5		
SWL (hr/sem)	125		
Module Level	1	Semester of Delivery	2
Administering Department	Type Dept. Code	College	
Module Leader	Logein Arif Ali	e-mail	
Module Leader's Acad. Title		Module Leader's Qualification	
Module Tutor		e-mail	
Peer Reviewer Name	Scientific Committee	e-mail	E-mail
Date of approval of the Scientific Committee	1/9/2025	Version Number	0.2

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

Module Aims, Learning Outcomes and Indicative Contents	
Course Objectives, Learning Outcomes, and Instructional Contents	
Module Objectives Course Objectives	Course Objectives 1- Enabling the student to understand some basic economic concepts and terms in English. 2- Empowering the student and developing his skills in learning economics and learning its rationales and basic contents in English. 3- Enabling the student to understand the theories of demand, supply, and markets and the most important factors affecting them, in addition to mathematical and graphical examples in English. 4- Enabling the student to distinguish between costs, revenues and the most important factors of production in English. 5- Identify the most important fields of the international economy and the most important international economic and financial organizations within the scope of the English language
Module Learning Outcomes Learning Outcomes for the Course	1. Explain the concept of economics and economic terminology in English. 2- Giving an idea of economics and putting forward more than one point of view of foreign scientists and thinkers in clarifying and giving concepts to this science. 3- Give students an idea of how to express economic phenomena by drawing curves, making tables, and giving mathematical examples in English. 4- Review the most important types of costs, theories of production and markets, in addition to explaining the economic problem and classifying it for the individual, the institution and the society 5- Clarifying the theories of demand and supply and explaining the most important factors

	affecting them, in addition to explaining the form of the relationship graphically, theoretically and mathematically. 6- Reviewing the most important features of the new world order economically through its three institutions.
Indicative Contents	In the first week, some terms about economics are clarified and the fundamental difference between macroeconomics and microeconomics, in the second week the economic problem, its nature and characteristics, with its classification in relation to the individual, the institution and society, and in the third week, economic theories are addressed, including the theory of demand, the review of the law of demand, the table of demand, and the type of relationship theoretically, graphically, and mathematically, and in the fourth week, clarification is given. The theory of supply, the review of the law of supply, the supply schedule, and the type of relationship theoretically, graphically, and mathematically, in the fifth week, the subject of costs, their types, production and its most important elements, and in the sixth week, the demand is tested through a monthly exam, in the seventh week the markets and their classifications are clarified, in the eighth week the national income account is discussed, in the ninth week the public finances are clarified , and in the tenth week until the fifth week Ten clarifications, international trade and the most important economic organizations that make up the new world economy are reviewed.
How-to Contents	

Learning and Teaching Strategies Learning and Teaching Strategies	
Strategies	1. By giving lectures in the classroom 2. 2- Encouraging students to think collectively through panel discussions. 3. 3- Expand the student's thinking skills by making reports 4. 4- Conducting daily quizzes 5. Conduct predefined tests 6. Teaching the student how to expand on resources and not be limited to a specific topic.

Student Workload (SWL) The student's academic load is calculated for 15 weeks			
Structured SWL (h/sem) Student's regular academic load during the semester	45	Structured SWL (h/w) Regular Academic Load of the Student Weekly	3
Unstructured SWL (h/sem) Student's irregular academic load during class	77	Unstructured SWL (h/w) Student's irregular academic load per week	5.13
Total SWL (h/sem) The student's total academic load during the semester	125 hours		

Module Evaluation Assessment of the course					
		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Daily exams	1hr/2	10% (10)	5+10	5- Chapter One 10- Capital Operations
	Tasks Duties	1hr/2	10% (10)	3+12	3. Record journal. 12- Capital Operations
	Discussions and Working Parties	1hr/15	10% (10)	During the semester	
	The Report	1/1	10% (10)	13	
Summative assessment	Midterm Exam	2hr	10% (10)		
	Final Exam	3hr	50% (50)		
Overall Rating			100% (100 Marks)		

Delivery Plan (Weekly Syllabus) Theoretical Weekly Curriculum	
	Material Covered
Week 1	Basic economic concepts
Week 2	The Economic Problem
Week 3	Theory of Demand
Week 4	Theory of Supply
Week 5	Production and costs
Week 6	Monthly exam
Week 7	Market classification
Week 8	National income accounting
Week 9	Public Finance
Week 10	International Trade
Week 11	International Organization
Week 12	Production factors
Week 13	The characteristics of the monopoly market
Week 14	Monthly exam
Week 15	Comprehensive Review
Week 16	

Delivery Plan (Weekly Lab. Syllabus) Weekly Laboratory Curriculum	
	Covered Materials
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	

Week 7	

Learning and Teaching Resources		
Learning and Teaching Resources		
	Text	Available in the Library?
Required Texts	Economic Readings E	yes
Recommended Texts	Economic Readings E	no
Websites		

Grading Scheme				
Grading Chart				
Group	Grade	Recognition	Marks %	Definition
Success Group (50 - 100)	A - Excellent	Privilege	90 - 100	Amazing Performance
	B - Very Good	Very good	80 - 89	Above average with some mistakes
	C - Good	Good	70 - 79	Proper work with noticeable errors
	D - Satisfactory	Medium	60 - 69	Fair but with major drawbacks
	E - Sufficient	Acceptable	50 - 59	The work meets minimum standards
Fail Group (0 – 49)	FX – Fail	Deposit (in processing)	(45-49)	More work is required but credit has been awarded
	F – Fail	Fail	(0-44)	Significant amount of work required
Note: Decimal marks above or below 0.5 will be rounded to the highest or lowest full score (e.g., 54.5 will be rounded to 55, while 54.4 will be rounded to 54. The University has a policy of not tolerating "close pass failure" and therefore the only adjustment to the marks awarded by the original mark(s) will be the automatic rounding described above.				

MODULE DESCRIPTION FORM

Sample course description

Module Information			
Course Information			
Module Title	Management Principles		Module Delivery
Module Type	B		☒ Theory ☐ Lecture ☐ Lab ☒ Tutorial ☐ Practical ☐ Seminar
Module Code	EC1102		
ECTS Credits	6		
SWL (hr/sem)	150		
Module Level	1	Semester of Delivery	
Administering Department		College	
Module Leader	Mahdi Khalaf Ali		e-mail
Module Leader's Acad. Title	Teacher	Module Leader's Qualification	Master
Module Tutor		e-mail	
Peer Reviewer Name	Omar Abdullah Mohammed	e-mail	Omar_abdulla@tu.edu.iq
Date of approval of the Scientific Committee	1/9/2025	Version Number	1.0

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

Module Aims, Learning Outcomes and Indicative Contents	
Course Objectives, Learning Outcomes, and Instructional Contents	
Module Objectives Course Objectives	1. The student should be able to understand the theoretical framework of the administrative process and identify its contents in detail. 2. The student should understand the importance of studying management in practical life. 3. The student should be able to apply leadership and motivation methods and how to deal with the boss and subordinate. 4. The student should be able to carry out the planning process correctly and develop appropriate plans for the implementation of the work. 5. The student should be familiar with how to prepare the appropriate organizational structure and distribute powers and responsibilities 6. Enabling the student to apply the concepts of management to help him make rational decisions in field of work 7. The student should be able to diagnose problems related to administrative activities and how to address them.

Module Learning Outcomes Learning Outcomes for the Course	Important: Write at least 6 learning outcomes, preferably equal to the number of weeks of study 1. Knowledge of the basic concepts of management principles and their relationship with other sciences . 2. Knowledge of the basic concepts of the planning process and its importance for management managers. 3. Knowledge of the basic concepts of preparing the plan according to the stages and levels of planning. 4. Knowledge of the basic concepts of the decision-making process and its types . 5. Knowledge of the basic concepts of organization, its objectives and divisions . 6. Knowledge of the basic concepts Knowledge of the basic concepts of the distribution of powers and responsibilitiesT. 7. Knowledge of the basic concepts of mentoring which include leadership and motivation.
Indicative Contents How-to Contents	<u>How-to content includes:</u> 1- First Week: The first semester: What is the management, the fields in which it works, and the indicators of mismanagement, with a presentation of 2 hours. 2 – Second Week: Challenges facing management and identifying the relationship between management and other sciences with a daily exam in the first semester subject of 2 hours. 3- Third Week: Chapter Two - Intellectual Schools (Stages of Development of Administrative Thought) with a request from students for a report on the most important pioneers of intellectual schools in 2 hours. 4- Fourth Week: Chapter Three - The concept of planning, its importance and the stages of the planning process to prepare the plan with a daily test of 2 hours 5- Fifth Week: Identify the basic concepts of the decision-making process and the decision-making process and its types with a 2-hour panel discussion. 6- Sixth Week: Fourth Chapter: The concept of organization, its objectives, divisions, and stages of organization with a presentation of 2 hours. 7- Seventh Week: The organizational structure, the organizational map, and the organizational manual, with knowing the reasons for the restructuring of the organizational structure, with a daily option for the fourth semester with 2 hours. 8- Eighth Week: Chapter Eight (Guidance) includes the concept of authority and responsibility and the rules of delegation thereof by 2 hours. 9- Week Nine: The concept of leadership, the leader, the difference between the leader and the manager, leadership styles, and the most important theories in leadership, with asking students to make a report on which of the theories can be applied in 2 hours. 10- Tenth Week: Mid-Term Exam (for the subjects of the first, second, third and fourth semesters) 11- Eleventh Week: Motivation, its importance and goals with a daily test for the eighth semester subject with 2 hours 12- Twelfth Week: Identifying the most important theories in motivation with a seminar to know the difference between the theories and how they can be applied in 2 hours. 13- Thirteenth Week: - Chapter Nine: (Control) Concept, Importance, Objectives and Methods of Supervision in 2 hours 14- Fourteenth Week: The stages that the censorship has gone through and the most important challenges it faces in the Arab countries with a daily exam in the ninth semester of 2 hours. 15- Fifteenth Week: - Semester Exam

Learning and Teaching Strategies

Learning and Teaching Strategies

Strategies	One of the most important strategies for learning and teaching is to encourage student participation through classroom discussions and dialogues, while at the same time improving and expanding their thinking skills. Through classroom materials and interactive educational programs, and by considering the types of simple experiences that include taking some activities that interest students, the most important things we aspire to can be summarized through the following points: 1. Enable the student to address current and future problems related to administrative activities. 2. Enable the student to meet all the requirements of the labor market. 3. Enhance the student's ability to make accurate and timely decisions.

Student Workload (SWL)

The student's academic load is calculated for 15 weeks

Structured SWL (h/sem) Student's regular academic load during the semester	60	Structured SWL (h/w) Regular Academic Load of the Student Weekly	4
Unstructured SWL (h/sem) Student's irregular academic load during class	87	Unstructured SWL (h/w) Student's irregular academic load per week	5.8
Total SWL (h/sem) The student's total academic load during the semester	150		

Module Evaluation Assessment of the course

		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Daily exams	0.25 hr/5	10% (2)	2-4-7-11-14	Chapter One - - Planning, its importance and stages - Organizational structure and reasons for reorganization Chapter Eight Directive - - Chapter Nine : Control : Its Concept, Importance, and Stages
	Assignments Assignments/Presentation	0.50 hr/2	10% (5)	1 6	What is management, its areas and indicators of mismanagement Organization, Objectives and Divisions
	Projects/Discussions	0.50 hr/2	10% (5)	5 12	Decision-making process and its stages Theories of Motivation
	The Report	0.50 hr/2	10% (5)	3 9	The most important pioneers of schools of thought The most important theories and methods of leadership

Summative assessment	Midterm Exam	2hr	10% (10)		(For the subjects of the first, second, third and fourth chapters)
	Final Exam	3hr	50% (50)		
Overall Rating			100% (100 Marks)		

Delivery Plan (Weekly Syllabus) Theoretical Weekly Curriculum	
	Material Covered
Week 1	What is management, the areas in which it operates, and indicators of mismanagement?
Week 2	Challenges Facing Management and the Relationship of Management to Other Sciences
Week 3	Schools of Thought (Stages of Development of Administrative Thought)
Week 4	The concept of planning, its importance and the stages of the planning process
Week 5	Decision-making process, stages and types of decision-making
Week 6	Organization - its objectives - divisions and stages
Week 7	Organizational Structure, Organizational Map, Organizational Manual and Reasons for Restructuring the Organizational Structure
Week 8	Authority and Responsibility and Rules of Delegation
Week 9	The concept of leadership, the leader, the difference between the leader and the manager, leadership styles, and the most important theories in leadership
Week 10	Midterm Exam
Week 11	Motivation, Importance and Objectives
Week 12	Theories of Motivation (Maslow's Pyramid of Things)
Week 13	The Concept of Censorship, Its Importance and Objectives
Week 14	Stages of Censorship and the Most Important Challenges Faced in Arab Countries
Week 15	Semester exam
Week 16	A preparatory week before the final exam

Delivery Plan (Weekly Lab. Syllabus) Weekly Laboratory Curriculum	
	Covered Materials
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	

Learning and Teaching Resources Learning and Teaching Resources		
	Text	Available in the Library?
Required Texts	The Book of Contemporary Management by Dr. Yousef Al-Taie and others	yes
Recommended Texts	(The Book of Management Principles by Dr. Khalil Al-Shammaa) (The Book of Management and Business by Dr. Saleh Al-Ameri and Taher Al-Ghalibi)	no
Websites		

Grading Scheme Grading Chart				
Group	Grade	Recognition	Marks %	Definition
Success Group (50 - 100)	A - Excellent	Privilege	90 – 100	Amazing Performance
	B - Very Good	Very good	80 – 89	Above average with some mistakes
	C – Good	Good	70 – 79	Proper work with noticeable errors
	D - Satisfactory	Medium	60 – 69	Fair but with major drawbacks
	E - Sufficient	Acceptable	50 – 59	The work meets minimum standards
Fail Group (0 – 49)	FX – Fail	Deposit (in processing)	(45-49)	More work is required but credit has been awarded
	F – Fail	Fail	(0-44)	Significant amount of work required
Note: Decimal marks above or below 0.5 will be rounded to the highest or lowest full score (e.g., 54.5 will be rounded to 55, while 54.4 will be rounded to 54. The University has a policy of not tolerating "close pass failure" and therefore the only adjustment to the marks awarded by the original mark(s) will be the automatic rounding described above.				

MODULE DESCRIPTION FORM

Sample course description

Module Information			
Course Information			
Module Title	Principles of Statistics STATISTICS PRINCIPLES		Module Delivery
Module Type	B		☒ Theory ☒ Lecture ☐ Lab ☐ Tutorial ☒ Practical ☐ Seminar
Module Code	EC1203		
ECTS Credits	6		
SWL (hr/sem)	150		
Module Level	1	Semester of Delivery	
Administering Department	Type Dept. Code	College	
Module Leader	Omar Abdullah Mohammed	e-mail	Add email
Module Leader's Acad. Title	Assistant Professor Doctor	Module Leader's Qualification	Assistant Professor Doctor
Module Tutor		e-mail	
Peer Reviewer Name	Name	e-mail	E-mail
Date of approval of the Scientific Committee	1/9/2025	Version Number	0.2

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

Module Aims, Learning Outcomes and Indicative Contents	
Course Objectives, Learning Outcomes, and Instructional Contents	
Module Objectives Course Objectives	1. Introduce the student to the principles of statistics and the role of statistical analysis. 2. Learn the basic concepts of the principles of statistics. 3. Ability to find appropriate ways to view and analyze data. 4. Introducing and empowering the student on information and data sources. 5. Define and enable the student to analyze data and find indicators. 6. Identify and empower the student to make appropriate decisions for the phenomenon based on the results of data analysis.
Module Learning Outcomes Learning Outcomes for the Course	Important: Write at least 6 learning outcomes, preferably equal to the number of weeks of study 1. The student's knowledge of the basic concepts of the Principles of Statistics course. 2. The student is proficient in knowing how to classify and tabulate data and how to form simple and double frequency tables. 3. The student's knowledge of the measures of centralism. 4. The student's knowledge of dispersion scales.

	5. It enables the student to know the standard score and the correlation and how to use it. 6. Mastering and understanding the student with the knowledge of the simple and multiple linear regression procedure and how to predict in the light of the regression equation.
Indicative Contents How-to Contents	How-to content includes: The first chapter deals with an introduction to the definition and concept of statistics . (10hr (- Fundamentals and concepts of statistics. - Data presentation methods. -Frequency distribution table. - Presentation of data in the form of engineering drawings. The second chapter deals with some mathematical terms that help statistical applications . (10hr) - Plural $\sum$ - Product Π Chapter Three: Measures of Centralism.(10hr) - Arithmetic mean + weighted mean - Harmonic medium + square medium + geometric medium. (10hr) Chapter IV / Dispersion Measures - Range + Mean Deviation - Standard deviation + variance - Relative dispersion scales. Chapter V (10hr) -Standard grades -Simple Link -Partial correlation -Multi-link -Rank Link Chapter Six (10hr) -Simple linear regression + coefficient of determination -Multiple regression + multiple coefficient of determination.

Learning and Teaching Strategies Learning and Teaching Strategies	
Strategies	Write something like: The main strategy that will be adopted in the presentation of this module is to encourage students' participation in exercises, while at the same time improving and expanding their critical thinking skills. This will be achieved through interactive classrooms and tutorials and by looking at the types of simple experiments that involve taking some sampling activities that interest students.

Student Workload (SWL) The student's academic load is calculated for 15 weeks			
Structured SWL (h/sem) Student's regular academic load during the semester	60	Structured SWL (h/w) Regular Academic Load of the Student Weekly	4
Unstructured SWL (h/sem) Student's irregular academic load during class	87	Unstructured SWL (h/w) Student's irregular academic load per week	5.8
Total SWL (h/sem) The student's total academic load during the semester	150		

Module Evaluation Assessment of the course					
		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Daily exams	14hr	10% (10)	5-10	Measures of centralism
	Missions and Answers	15hr	10% (10)	3-12	Dispersion Scales
	Discussions and Working Parties	15hr	10% (10)	During the semester	
	The Report	14hr	10% (10)	13	Correlation + Regression
Summative assessment	Midterm Exam	2hr	10% (10)		
	Final Exam	3hr	50% (50)		
Overall Rating			100% (100 Marks)		

Delivery Plan (Weekly Syllabus) Theoretical Weekly Curriculum	
	Material Covered
Week 1	Statistics, definition, importance, and its relationship with other sciences. Classification and classification of data
Week 2	Configure simple and duplicate frequency tables
Week 3	Configure ascending and descending clustered frequency tables.
Week 4	Data Graph , Graph Bars, Graphical Rectangle, Circle Graph.
Week 5	Graph of classified, histogram, polygon , and iterative curve.
Week 6	Measures of centralization, arithmetic mean (for classified, unclassified)
Week 7	First Semester Exam
Week 8	Weighted arithmetic mean, examples and solutions of harmonic median, quadratic median geometric mean, examples and solutions of the method , median , examples and solutions.
Week 9	Concepts of dispersion measures, study of range, mean deviation, standard deviation.
Week 10	Dispersion coefficients based on (range, mean deviation) examples and solutions.
Week 11	Dispersion coefficients based on standard deviation (coefficient of variance c.v.
Week 12	Standardized Score, Concepts, Questions and Solutions.
Week 13	Simple, partial and multiple correlation
Week 14	Rank Link to Spearman
Week 15	Simple and multiple regression, examples and solutions.
Week 16	A preparatory week before the final exam

Delivery Plan (Weekly Lab. Syllabus) Weekly Laboratory Curriculum	
	Covered Materials
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	

Learning and Teaching Resources

Learning and Teaching Resources

	Text	Available in the Library?
Required Texts	Principles of Statistics / Written by Dr. Mahmoud Al-Mashhadani.	yes
Recommended Texts	Statistics / Written by Dr. Khasha Al-Rawi.	yes
Websites	https://youtu.be/vNp7Qno8-2o?si=DN0vDbAqPPICx3eZ	

Grading Scheme

Grading Chart

Group	Grade	Recognition	Marks %	Definition
Success Group (50 - 100)	A - Excellent	Privilege	90 - 100	Amazing Performance
	B - Very Good	Very good	80 - 89	Above average with some mistakes
	C - Good	Good	70 - 79	Proper work with noticeable errors
	D - Satisfactory	Medium	60 - 69	Fair but with major drawbacks
	E - Sufficient	Acceptable	50 - 59	The work meets minimum standards
Fail Group (0 – 49)	FX – Fail	Deposit (in processing)	(45-49)	More work is required but credit has been awarded
	F – Fail	Fail	(0-44)	Significant amount of work required

Note: Decimal marks above or below 0.5 will be rounded to the highest or lowest full score (e.g., 54.5 will be rounded to 55, while 54.4 will be rounded to 54. The University has a policy of not tolerating "close pass failure" and therefore the only adjustment to the marks awarded by the original mark(s) will be the automatic rounding described above.

Module Information				
Course Information				
Module Title	Principles of Microeconomics		Module Delivery	
Module Type	C		☐ × Theory ☐ Lecture ☐ Lab ☐ × Tutorial ☐ Practical ☐ Seminar	
Module Code	EC1101			
ECTS Credits	9			
SWL (hr/sem)	225			
Module Level	1	Semester of Delivery		1
Administering Department	E	College	Faculty of Business and Economics	
Module Leader	Khalaf Mohamed Hamad		e-mail	khalafaljuboori@tu.edu.iq
Module Leader’s Acad. Title	Professor Doctor		Module Leader’s Qualification	PhD
Module Tutor	Khalaf Mohamed Hamad		e-mail	khalafaljuboori@tu.edu.iq
Peer Reviewer Name	Ibrahim Abdullah Jassim		e-mail	rPid7012@tu.edu.iq
Date of approval of the Scientific Committee	1/9/2025		Version Number	1.0

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

Module Aims, Learning Outcomes and Indicative Contents Course Objectives, Learning Outcomes, and Instructional Contents	
Module Objectives Course Objectives	Course Objectives 1- Enabling the student to understand some basic economic concepts and terms 2- Enabling the student to know microeconomics and its mechanisms 3- Enabling the student to understand demand and supply, their determinants and market balances 4- Enabling the student to distinguish between costs, revenues, types of costs and their curves. 5. Applying what has been explained to applied exercises and explanatory graphs does not reach the students' perceptions as well as mathematical applications.
Module Learning Outcomes Learning Outcomes for the Course	1- Explanation of the concept of economics and economic terminology 2- Giving an idea of the relationship between economics and other sciences 3- Give students an idea of how to express economic phenomena by drawing curves and making tables 4- Comparison of the economic systems applied in the countries of the world 5- Clarifying the difference between micro and macroeconomics 6- The most important theories of microeconomics, supply and demand
Indicative Contents How-to Contents	In the first week, clarify the concept and development of economics and its relationship with other sciences , in the second week clarify the economic problem, its nature and characteristics, treat the economic problem in different economic systems , and in the third week, the theory of demand, the

	concept of demand, the demand table and curve, the law of demand, and its exceptions, the factors determining demand (change in the size of demand), the elasticity of demand, and in the fourth week, clarify Demand elasticity, definition of elasticity, types, methods of measuring it, importance of studying demand elasticity and its applications, in the fifth week, theories of consumer behavior - classical theory (utility theory), and in the sixth week, clarifying the concept of utility and the hypotheses of the theory, types and law of marginal utility accumulation, modern theory, theory of equal curves, map of equivalence, characteristics of equivalence curves, and in the seventh week, giving students Supply Theory – Supply Concept, Supply Table and Curve, Supply Law and its Exceptions, Factors Determining Supply, Methods of Measurement, Factors Determining Supply Elasticity, Effect of Demand and Supply Variables and Quantity of Equilibrium In Week Eight Production Theory – Production Concept, Production Factors 'Production Function' Types of Functions, Concept of Aggregate Output, Average Output, Marginal Output, Law of Demand Decrease, Its Concept, Production Characteristics, Economic Stage and in Week Ninth Clarification Costs and Revenues, Production Costs, Concept of Costs, Types of Costs, Short-Term Cost Curves, Revenue Concept and its Curves, Relationship between Costs and Revenues, and Achieving Balance in Economic Units As for the Tenth to Fifteenth Week Clarification, Market Concept, Market Elements, Market Types, Market Functions, Balance of the Enterprise, Full Competition and Monopoly Market

Learning and Teaching Strategies Learning and Teaching Strategies	
Strategies	1- By giving lectures in the classroom 2- Encouraging students to think collectively through panel discussions 3- Expand the student's thinking skills through reporting 4- Make daily quizzes 5- Preset tests 6- Teaching the student how to expand on resources and not be limited to a specific topic.

Student Workload (SWL) The student's academic load is calculated for 15 weeks			
Structured SWL (h/sem) Student's regular academic load during the semester	90	Structured SWL (h/w) Regular Academic Load of the Student Weekly	6
Unstructured SWL (h/sem) Student's irregular academic load during class	107	Unstructured SWL (h/w) Student's irregular academic load per week	7.13
Total SWL (h/sem) The student's total academic load during the semester	200		

Module Evaluation Assessment of the course

		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Daily exams	1hr/ 2	10% (5)	3-7	Chapter Three and Seven
	Tasks Duties	1hr/ 1	10% (10)	5	Chapter Five
	Discussions	1hr/ 5	10% (2)	4-6-9-10-11	Fourth and fifth
	The Report	11hr/ 1	10% (10)	15	All Seasons
Summative assessment	Midterm Exam	2/hr	10% (10)	10	Chapters I, II, III, IV, V, VI, VIII and VIII
	Final Exam	3/hr	50% (50)	15	Chapters One, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Thirteenth, Fourteenth and Fifteenth
Overall Rating			100% (100 Marks)		

Delivery Plan (Weekly Syllabus) Theoretical Weekly Curriculum	
	Material Covered
Week 1	The Concept and Development of Economics and its Relationship to Other Sciences
Week 2	The economic problem, its nature, characteristics and characteristics
Week 3	Addressing the economic problem in different economic systems
Week 4	Demand Theory Demand Concept , Demand Table and Curve
Week 5	, the law of the request, and its exceptions The determinants of the request (change in the size of the order) The flexibility of the request
Week 6	Demand Flexibility, Definition of Flexibility, Types, Methods of Measuring
Week 7	, the importance of studying demand flexibility and its applications
Week 8	Theories of Consumer Behavior - Classical Theory (Utility)
Week 9	The concept of utility and the assumptions of the theory, the types and law of marginal benefit accumulation,
Week 10	Modern Theory of Equation Curves Theory , Map of Equation , Properties of Equation Curves
Week 11	Supply Theory – Concept of Supply , Table and Curve of Supply , Law of Supply and its Exceptions , Determinants of Supply , Methods of Measurement , Determinants of Elasticity , Effect of Demand and Supply Variables and Quantity of Equilibrium
Week 12	Production Theory - Production Concept, Production Factors' Production Function, Types of Functions, Concept of Aggregate Output, Medium Output, Marginal Output, Law of Diminishing Demand, Its Concept, Characteristics of Production, Economic Stage
Week 13	Costs and Revenues, Production Costs, Cost Concept, Cost Types, Short-Run Cost Curves, Revenue Concept and its Curves, Relationship between Costs and Revenues, and Achieving Balance in Economic Units
Week 14	Market Concept, Types of Markets, Functions of Markets,
Week 15	The balance of the enterprise in the market of full competition and the monopoly market
Week 16	A preparatory week before the final exam

Delivery Plan (Weekly Lab. Syllabus) Weekly Laboratory Curriculum	
	Covered Materials
Week 1	None
Week 2	None
Week 3	None
Week 4	None
Week 5	None
Week 6	None
Week 7	None

Learning and Teaching Resources Learning and Teaching Resources		
	Text	Available in the Library?
Required Texts	Principles of Economics / Dr. Karim Mahdi Al-Hasnawi Principles of Microeconomics / Dr. Mahmoud Dagher Microeconomics / Dr. Tariq Al-Okili	yes
Recommended Texts		no
Websites		

Grading Scheme Grading Chart				
Group	Grade	Recognition	Marks %	Definition
Success Group (50 - 100)	A - Excellent	Privilege	90 - 100	Amazing Performance
	B - Very Good	Very good	80 - 89	Above average with some mistakes
	C - Good	Good	70 - 79	Proper work with noticeable errors
	D - Satisfactory	Medium	60 - 69	Fair but with major drawbacks
	E - Sufficient	Acceptable	50 - 59	The work meets minimum standards
Fail Group (0 – 49)	FX – Fail	Deposit (in processing)	(45-49)	More work is required but credit has been awarded
	F – Fail	Fail	(0-44)	Significant amount of work required

Note: Decimal marks above or below 0.5 will be rounded to the highest or lowest full score (e.g., 54.5 will be rounded to 55, while 54.4 will be rounded to 54. The University has a policy of not tolerating "close pass failure" and therefore the only adjustment to the marks awarded by the original mark(s) will be the automatic rounding described above.

MODULE DESCRIPTION FORM

Sample course description

Module Information
Course Information

MODULE DESCRIPTION FORM

Sample course description

Module Information				
Course Information				
Module Title	Macroeconomic Principles		Module Delivery	
Module Type	C		☐ Theory ☐ Lecture ☐ Lab ☐ Tutorial ☐ Practical ☐ Seminar	
Module Code	EC1201			
ECTS Credits	8			
SWL (hr/sem)	200			
Module Level	1	Semester of Delivery		2
Administering Department	E	College	Faculty of Business and Economics	
Module Leader	Prof. Dr. Khalaf Mohamed Hamad		e-mail	khalafaljuboori@tu.edu.iq
Module Leader's Acad. Title	Professor Doctor		Module Leader's Qualification	PhD
Module Tutor	Name (if available)		e-mail	E-mail
Peer Reviewer Name	Name		e-mail	E-mail
Date of approval of the Scientific Committee	1/9/2025		Version Number	0.2

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

Module Aims, Learning Outcomes and Indicative Contents	
Course Objectives, Learning Outcomes, and Instructional Contents	
Module Objectives Course Objectives	Course Objectives 1- Enabling the student to understand some basic economic concepts and terms. 2- Enabling the student to know macroeconomics and its mechanisms . 3- Enabling the student to understand the national income and the methods of calculating it. 4- Enabling the student to distinguish between the theories explaining the elements of production and their returns. 5- Enabling the student to know money, its functions, banks, their types and functions. 6- Applying the explanation to applied exercises and explanatory diagrams to convey what has been explained to the students' perceptions.
Module Learning Outcomes Learning Outcomes for the Course	1- Macroeconomic Concept Statement and Macroeconomic Terminology 2- Giving the student an idea of the methods of calculating the national income 3- Give the student an idea of the modern theory of income and use and how to determine the level of income balance 4- Give the student an idea of how to distribute the national income and the most important theories that explained it 5- Clarifying the difference between micro and macroeconomics 6- Give the student an idea of the most important foundations of the monetary system

	and foreign trade
Indicative Contents How-to Contents	In the first week, clarifying the concept of national income and its importance and GDP , in the second and third weeks, clarifying the methods of calculating national income and how to distinguish between them, in the fourth week, clarifying the difference between monetary national income and real national income and the most important factors affecting the level of national income, and in the fifth and sixth weeks, clarifying the modern theory of income and use and the most important determinants of national income. How to determine the level of income balance in the seventh to the tenth week Clarify how to distribute the national income, the most important theories explaining wages, the distinction between cash wages and real wages and the most important theories explaining profit, clarifying the concept of interest and the most important theories explaining it, clarifying the motives for keeping money, clarifying the concept of rent and quasi-rent, with clarifying Ricardo's theory of rent, and in the eleventh and twelfth weeks, clarifying the concept of money, its functions and types, The thirteenth week included the commercial banks, their origins and functions, the functions of the central banks, and in the fourteenth week the clarification of the balance of payments, its items, the exchange rate, its concept and importance, and the fifteenth week included the concept of trade policy, its types, and its tools.

Learning and Teaching Strategies	
Strategies	1- By giving lectures in the classroom 2- Encouraging students to think collectively through panel discussions 3- Expand the student's thinking skills through reporting 4- Make daily quizzes 5- Preset tests 6- Teaching the student how to expand on resources and not be limited to a specific topic .

Student Workload (SWL)			
The student's academic load is calculated for 15 weeks			
Structured SWL (h/sem) Student's regular academic load during the semester	90	Structured SWL (h/w) Regular Academic Load of the Student Weekly	6
Unstructured SWL (h/sem) Student's irregular academic load during class	107	Unstructured SWL (h/w) Student's irregular academic load per week	7.13
Total SWL (h/sem) The student's total academic load during the semester	200		

Module Evaluation					
Assessment of the course					
		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Daily exams	1hr/ 2	10% (5)	3-7	Chapter Three and Seven

	Tasks Duties	1hr/ 1	10% (10)	5	Chapter Five
	Discussions	1hr/ 5	10% (2)	4-6-9-10-11	Fourth and fifth
	The Report	11hr/ 1	10% (10)	15	All Seasons
Summative assessment	Midterm Exam	2/hr	10% (10)	10	Chapters I, II, III, IV, V, VI, VIII and VIII
	Final Exam	3/hr	50% (50)	15	Chapters One, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Thirteenth, Fourteenth and Fifteenth
Overall Rating			100% (100 Marks)		

Delivery Plan (Weekly Syllabus) Theoretical Weekly Curriculum	
	Material Covered
Week 1	National Income: The Concept of National Income, its Importance, and Gross Domestic Product
Week 2	The difference between national income and GDP, methods of calculating national income (distributed income method)
Week 3	Methods of calculating national income (value added method and method of spending)
Week 4	The difference between the monetary national income and the real national income and the most important factors affecting the level of national product
Week 5	The Modern Theory of Income and Employment and the Most Important Determinants of National Income
Week 6	Determine the level of income balance
Week 7	How to Distribute National Income, The Most Important Theories Explaining Wages,
Week 8	The Distinction between Cash Wages and Real Wages and the Most Important Theories Explaining Profit
Week 9	The concept of interest and the most important theories explaining it, the motives for keeping money,
Week 10	The Concept of Rent and Semi-Rent, with an Explanation of Ricardo's Theory of Rent
Week 11	The concept of money, its functions and types
Week 12	Monetary Systems: Metal and paper monetary system
Week 13	Commercial Banks, Origin and Functions, Functions of Central Banks
Week 14	Balance of Payments, its Items, Exchange Rate, Its Concept and Importance ,
Week 15	The concept of trade policy, its types, and its tools.
Week 16	A preparatory week before the final exam

Delivery Plan (Weekly Lab. Syllabus) Weekly Laboratory Curriculum	
	Covered Materials
Week 1	None
Week 2	None
Week 3	None
Week 4	None
Week 5	None
Week 6	None
Week 7	None

Learning and Teaching Resources

Learning and Teaching Resources

	Text	Available in the Library?
Required Texts	Principles of Economics / Dr. Karim Mahdi Al-Hasnawi Principles of Microeconomics / Dr. Mahmoud Dagher Microeconomics / Dr. Tariq Al-Okili	yes
Recommended Texts		no
Websites		

Grading Scheme

Grading Chart

Group	Grade	Recognition	Marks %	Definition
Success Group (50 - 100)	A - Excellent	Privilege	90 - 100	Amazing Performance
	B - Very Good	Very good	80 - 89	Above average with some mistakes
	C - Good	Good	70 - 79	Proper work with noticeable errors
	D - Satisfactory	Medium	60 - 69	Fair but with major drawbacks
	E - Sufficient	Acceptable	50 - 59	The work meets minimum standards
Fail Group (0 – 49)	FX – Fail	Deposit (in processing)	(45-49)	More work is required but credit has been awarded
	F – Fail	Fail	(0-44)	Significant amount of work required

Note: Decimal marks above or below 0.5 will be rounded to the highest or lowest full score (e.g., 54.5 will be rounded to 55, while 54.4 will be rounded to 54. The University has a policy of not tolerating "close pass failure" and therefore the only adjustment to the marks awarded by the original mark(s) will be the automatic rounding described above.

MODULE DESCRIPTION FORM

Sample course description

Module Information			
Course Information			
Module Title	Principles of Economic Mathematics Principles of Economic Mathematics		Module Delivery
Module Type	B		×Theory ☐ Lecture ☐ Lab ☐ Tutorial × Practical ☐ Seminar
Module Code	EC1104		
ECTS Credits	5		
SWL (hr/sem)	125		
Module Level	1	Semester of Delivery	
Administering Department		College	
Module Leader	Omar Abdullah Mohammed Hajj	e-mail	Omar_abdulla@tu.edu.iq
Module Leader's Acad. Title	Assistant Professor Doctor	Module Leader's Qualification	PhD
Module Tutor		e-mail	
Peer Reviewer Name		e-mail	
Date of approval of the Scientific Committee	1/9/2025	Version Number	

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

Module Aims, Learning Outcomes and Indicative Contents	
Course Objectives, Learning Outcomes, and Instructional Contents	
Module Objectives Course Objectives	1. Introduce the student to the basic principles of general mathematics (1) and the importance of mathematics 2. Enable the student to know the solution of linear and nonlinear equations and their uses 3. The student was able to know calculus and derivatives (the first derivative, the second derivative, and the third derivative). 4. The student was able to solve the inequalities with two variables. 5. The student was able to know the matrices and algebraic operations on them. 6. The student was able to know the extraction of the determinants of the matrix and the inverse of the matrix and find the solution of the equation system by the method of matrices.
Module Learning Outcomes Learning Outcomes for the Course	Important: Write at least 6 learning outcomes, preferably equal to the number of weeks of study 1. Understanding the basic principles of general mathematics (1) and the importance of mathematics 2. The student's knowledge of solving linear and nonlinear equations and their uses 3. The student's mastery of the knowledge of calculus and derivatives (the first derivative and more)

	4. The student was able to solve the inequalities with two variables. 5. The student's understanding of matrices and algebraic operations on them. 6. The student was able to know the extraction of the determinants of the matrix and the inverse of the matrix and find the solution of the equation system by the method of matrices.
Indicative Contents How-to Contents	How-to content includes: Semester One/ (12 Hours) - Function + Linear Equations + Nonlinear Equations - Practical examples. Second Semester / (13 Hours) - Differential + Rules of Derivation + Uses of Derivatives. - Practical examples and exercises. Chapter Three / (12 Hours) - How to solve inequalities with two variables. - Practical examples and exercises. Fourth Semester (13 Hours) - Matrices + Algebraic Operations on them - Examples and exercises Fifth Semester (12 Hours) - Array delimiters + matrix inverse. - Examples and exercises Chapter Six / (13 Hours) - Solving the system of equations by the inverse method of the matrix - Solving the system of equations by the method of determinants (Kramer method)

Learning and Teaching Strategies

Learning and Teaching Strategies

Strategies	Write something like: The main strategy that will be adopted in the presentation of this module is to encourage students' participation in exercises, while at the same time improving and expanding their critical thinking skills. This will be achieved through interactive classrooms and tutorials and by looking at the types of simple experiments that involve taking some sampling activities that interest students.

Student Workload (SWL)

The student's academic load is calculated for 15 weeks

Structured SWL (h/sem) Student's regular academic load during the semester	45	Structured SWL (h/w) Regular Academic Load of the Student Weekly	3
Unstructured SWL (h/sem) Student's irregular academic load during class	77	Unstructured SWL (h/w) Student's irregular academic load per week	5.13
Total SWL (h/sem) The student's total academic load during the semester	125		

Module Evaluation

Assessment of the course

		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Daily exams	18hr	10% (10)	5 + 10	
	Missions and Answers	19hr	10% (10)	7+13	

	Discussions and Working Parties	18hr	10% (10)	During the semester	
	The Report	18hr	10% (10)	During the semester	
Summative assessment	Midterm Exam	2hr	10% (10)		
	Final Exam	3hr	50% (50)		
Overall Rating			100% (100 Marks)		

Delivery Plan (Weekly Syllabus) Theoretical Weekly Curriculum	
	Material Covered
Week 1	Function + Linear Equations + Nonlinear Equations
Week 2	Practical Examples + Exercises
Week 3	Differential + Derivative Rules
Week 4	Practical Examples + Exercises
Week 5	First Monthly Exam
Week 6	Inequalities with two variables
Week 7	Practical Examples + Exercises
Week 8	Matrices + Algebraic Operations on Matrices
Week 9	Limitations
Week 10	Practical Examples + Exercises
Week 11	Matrix Inverse
Week 12	Solving the system of equations by the inverse method of the matrix
Week 13	Practical Examples + Exercises
Week 14	Solving the System of Equations by Determinant Method (Kramer Method)
Week 15	Second Monthly Exam
Week 16	A preparatory week before the final exam

Delivery Plan (Weekly Lab. Syllabus) Weekly Laboratory Curriculum	
	Covered Materials
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	

Learning and Teaching Resources Learning and Teaching Resources		
	Text	Available in the Library?
Required Texts	Mathematics Book for Students of Economics and Administrative Sciences Author Dr. Muhammad Al-Dulaimi Dr. Essam Khudair Dr. Anaam Baqiya	yes
Recommended Texts		
Websites		

Grading Scheme Grading Chart				
Group	Grade	Recognition	Marks %	Definition
Success Group (50 - 100)	A - Excellent	Privilege	90 - 100	Amazing Performance
	B - Very Good	Very good	80 - 89	Above average with some mistakes
	C - Good	Good	70 - 79	Proper work with noticeable errors
	D - Satisfactory	Medium	60 - 69	Fair but with major drawbacks
	E - Sufficient	Acceptable	50 - 59	The work meets minimum standards
Fail Group (0 – 49)	FX – Fail	Deposit (in processing)	(45-49)	More work is required but credit has been awarded
	F – Fail	Fail	(0-44)	Significant amount of work required
Note: Decimal marks above or below 0.5 will be rounded to the highest or lowest full score (e.g., 54.5 will be rounded to 55, while 54.4 will be rounded to 54. The University has a policy of not tolerating "close pass failure" and therefore the only adjustment to the marks awarded by the original mark(s) will be the automatic rounding described above.				

MODULE DESCRIPTION FORM

Sample course description

Module Information			
Course Information			
Module Title	Accounting Principles Principles of Accounting		Module Delivery
Module Type	B		☒ Theory ☐ Lecture ☐ Lab ☐ Tutorial ☒ Practical ☐ Seminar
Module Code	EC1103		
ECTS Credits	6		
SWL (hr/sem)	150		
Module Level	1	Semester of Delivery	1
Administering Department	Type Dept. Code	College	
Module Leader	Samar Emad Shaaban	e-mail	kamell20@tu.edu.iq
Module Leader's Acad. Title	a	Module Leader's Qualification	
Module Tutor		e-mail	
Peer Reviewer Name	Omar Abdullah Mohammed	e-mail	
Date of approval of the Scientific Committee	1/9/2025	Version Number	

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

Module Aims, Learning Outcomes and Indicative Contents	
Course Objectives, Learning Outcomes, and Instructional Contents	
Module Objectives Course Objectives	1. Introducing the student to accounting , its types , accounting work cycle , and accounting principles and assumptions 2. Enable the student to register in the journal (double entry). 3. Enable the student to post to the professor's record and balance accounts. 4. Define and enable the student to prepare the revision balance. 5. Define and enable the student from capital operations (capital formation). 6. Introducing and enabling the student to account for goods or commodity inventory.
Module Learning Outcomes Learning Outcomes for the Course	Important: Write at least 6 learning outcomes, preferably equal to the number of weeks of study 1. The student's understanding of accounting, its types, the outline of the accounting work cycle , and the principles and assumptions of accounting 2. The student's knowledge of registering in the journal record under double entry. 3. The student has mastered the process of transferring to the professor's

	record and extracting the account balances. 4. Enabling the student to prepare the revision balance by totals and balances. 5. The student's understanding of accounting for capital operations (capital formation). 6. Define and enable the student to account for goods or commodity inventory.
Indicative Contents	The first chapter deals with a theoretical approach to financial accounting and includes - Fundamentals and Concepts of Accounting (5 Credit Hours) - Accounting Principles/Assumptions (5 hours) The second chapter concerns the journal and includes: - Journal Entry (Dual Entry) (5 Hours) - Solving Examples of Accounting Constraints . (5 Hours) Chapter Three: It concerns the Professor's Record and includes: - Migration to the Professor's Record (5 hours) - Solved examples of posting to the professor's record and extracting the balance (5 hours) Chapter Four – Regarding the Trial Balance - Preparation of the trial balance in totals and balances (5 hours) -Solving Trial Balance Preparation Examples (5 hours) Chapter Five: Capital Operations - Opening entry, capital increase and decrease, personal withdrawals (5 hours) - Income and capital expenditures, loans and interest (5 hours) Chapter Six Accounting for Goods, which includes: - Accounting for the purchase and sale of goods (5 hours) - Accounting treatments for commercial discount and cash discount. (5 Hours) - Accounting Treatments for Returns and Allowances (5 Hours)
How-to Contents	

Learning and Teaching Strategies Learning and Teaching Strategies	
Strategies	Write something like: The main strategy that will be adopted in the presentation of this module is to encourage students' participation in exercises, while at the same time improving and expanding their critical thinking skills. This will be achieved through interactive classrooms and tutorials and by looking at the types of simple experiments that involve taking some sampling activities that interest students.

Student Workload (SWL) The student's academic load is calculated for 15 weeks			
Structured SWL (h/sem) Student's regular academic load during the semester	60	Structured SWL (h/w) Regular Academic Load of the Student Weekly	4
Unstructured SWL (h/sem) Student's irregular academic load during class	87	Unstructured SWL (h/w) Student's irregular academic load per week	5.8
Total SWL (h/sem) The student's total academic load during the semester	150		

Module Evaluation Assessment of the course					
		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Daily exams	1hr/2	10% (10)	5+10	5- Chapter One 10- Capital Operations
	Tasks Duties	1hr/2	10% (10)	3+12	3. Record journal. 12- Capital Operations
	Discussions and Working Parties	1hr/15	10% (10)	During the semester	
	The Report	1/1	10% (10)	13	
Summative assessment	Midterm Exam	2hr	10% (10)		
	Final Exam	3hr	50% (50)		
Overall Rating			100% (100 Marks)		

Delivery Plan (Weekly Syllabus) Theoretical Weekly Curriculum	
	Material Covered
Week 1	Accounting Basics and Concepts
Week 2	Accounting principles/assumptions.
Week 3	Entry in Journal (Dual Entry)
Week 4	Solving Examples of Accounting Constraints .
Week 5	Migration to the Professor's Register
Week 6	Account balance.
Week 7	Solved examples of posting to the professor's record and balance
Week 8	Setting up the trial balance
Week 9	Solving Trial Balance Setting Examples
Week 10	Capital Operations : Opening Listing , Capital Increase and Decrease, Personal Withdrawals
Week 11	Revenue and capital expenditures, kindergarten accounting and interest
Week 12	Accounting for the purchase and sale of goods
Week 13	Accounting Treatments for Commercial Debit and Cash Discount.
Week 14	Accounting Treatments for Returns and Permits
Week 15	Exam at the end of the semester.
Week 16	A preparatory week before the final exam

Delivery Plan (Weekly Lab. Syllabus) Weekly Laboratory Curriculum	
	Covered Materials
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	

Week 6	
Week 7	

Learning and Teaching Resources		
Learning and Teaching Resources		
	Text	Available in the Library?
Required Texts	Basics of Accounting Knowledge – Talal Al-Jajawi et al.	yes
Recommended Texts	Principles of Financial Accounting - Fraud and Earning	no
Websites		

Grading Scheme				
Grading Chart				
Group	Grade	Recognition	Marks %	Definition
Success Group (50 - 100)	A - Excellent	Privilege	90 - 100	Amazing Performance
	B - Very Good	Very good	80 - 89	Above average with some mistakes
	C - Good	Good	70 - 79	Proper work with noticeable errors
	D - Satisfactory	Medium	60 - 69	Fair but with major drawbacks
	E - Sufficient	Acceptable	50 - 59	The work meets minimum standards
Fail Group (0 – 49)	FX – Fail	Deposit (in processing)	(45-49)	More work is required but credit has been awarded
	F – Fail	Fail	(0-44)	Significant amount of work required
Note: Decimal marks above or below 0.5 will be rounded to the highest or lowest full score (e.g., 54.5 will be rounded to 55, while 54.4 will be rounded to 54. The University has a policy of not tolerating "close pass failure" and therefore the only adjustment to the marks awarded by the original mark(s) will be the automatic rounding described above.				

MODULE DESCRIPTION FORM

Sample course description

Module Information			
Course Information			
Module Title	Financial Accounting Financial Accounting		Module Delivery
Module Type	B		☒ Theory ☐ Lecture ☐ Lab ☐ Tutorial ☒ Practical ☐ Seminar
Module Code	MEC1206		
ECTS Credits	6		
SWL (hr/sem)	150		
Module Level	1	Semester of Delivery	
Administering Department	Type Dept. Code	College	2
Module Leader	Marwan Faisal	e-mail	email
Module Leader's Acad. Title		Module Leader's Qualification	
Module Tutor		e-mail	
Peer Reviewer Name	Scientific Committee	e-mail	E-mail
Date of approval of the Scientific Committee	1/9/2025	Version Number	0.2

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

Module Aims, Learning Outcomes and Indicative Contents	
Course Objectives, Learning Outcomes, and Instructional Contents	
Module Objectives Course Objectives	1. Introducing the student to accounting , its types , accounting work cycle , and accounting principles and assumptions 2. Enable the student to register in the journal (double entry). 3. Enable the student to post to the professor's record and balance accounts. 4. Define and enable the student to prepare the revision balance. 5. Define and enable the student from capital operations (capital formation). 6. Introducing and enabling the student to account for goods or commodity inventory.
Module Learning Outcomes Learning Outcomes for the Course	Important: Write at least 6 learning outcomes, preferably equal to the number of weeks of study 1. The student's understanding of accounting, its types, the outline of the accounting work cycle , and the principles and assumptions of accounting

	2. The student's knowledge of registering in the journal record under double entry. 3. The student has mastered the process of transferring to the professor's record and extracting the account balances. 4. Enabling the student to prepare the revision balance by totals and balances. 5. The student's understanding of accounting for capital operations (capital formation). 6. Define and enable the student to account for goods or commodity inventory.
Indicative Contents	The first chapter deals with a theoretical approach to financial accounting and includes
How-to Contents	- Fundamentals and Concepts of Accounting (5 Credit Hours) - Accounting Principles/Assumptions (5 hours)
	The second chapter concerns the journal and includes:
	- Journal Entry (Dual Entry) (5 Hours) - Solving Examples of Accounting Constraints . (5 Hours)
	Chapter Three: It concerns the Professor's Record and includes:
	- Migration to the Professor's Record (5 hours) - Solved examples of posting to the professor's record and extracting the balance (5 hours)
	Chapter Four – Regarding the Trial Balance
	- Preparation of the trial balance in totals and balances (5 hours) -Solving Trial Balance Preparation Examples (5 hours)
	Chapter Five: Capital Operations
	- Opening entry, capital increase and decrease, personal withdrawals (5 hours) - Income and capital expenditures, loans and interest (5 hours)
	Chapter Six Accounting for Goods, which includes:
	- Accounting for the purchase and sale of goods (5 hours) - Accounting treatments for commercial discount and cash discount. (5 Hours) - Accounting Treatments for Returns and Allowances (5 Hours)

Learning and Teaching Strategies Learning and Teaching Strategies	
Strategies	Write something like: The main strategy that will be adopted in the presentation of this module is to encourage students' participation in exercises, while at the same time improving and expanding their critical thinking skills. This will be achieved through interactive classrooms and tutorials and by looking at the types of simple experiments that involve taking some sampling activities that interest students.

Student Workload (SWL) The student's academic load is calculated for 15 weeks			
Structured SWL (h/sem) Student's regular academic load during the semester	45	Structured SWL (h/w) Regular Academic Load of the Student Weekly	3
Unstructured SWL (h/sem) Student's irregular academic load during class	102	Unstructured SWL (h/w) Student's irregular academic load per week	6.8

Total SWL (h/sem) The student's total academic load during the semester	150

Module Evaluation Assessment of the course					
		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Daily exams	1hr/2	10% (10)	5+10	5- Chapter One 10- Capital Operations
	Tasks Duties	1hr/2	10% (10)	3+12	3. Record journal. 12- Capital Operations
	Discussions and Working Parties	1hr/15	10% (10)	During the semester	
	The Report	1/1	10% (10)	13	
Summative assessment	Midterm Exam	2hr	10% (10)		
	Final Exam	3hr	50% (50)		
Overall Rating			100% (100 Marks)		

Delivery Plan (Weekly Syllabus) Theoretical Weekly Curriculum	
	Material Covered
Week 1	Accounting Basics and Concepts
Week 2	Accounting principles/assumptions.
Week 3	Entry in Journal (Dual Entry)
Week 4	Solving Examples of Accounting Constraints .
Week 5	Migration to the Professor's Register
Week 6	Account balance.
Week 7	Solved examples of posting to the professor's record and balance
Week 8	Setting up the trial balance
Week 9	Solving Trial Balance Setting Examples
Week 10	Capital Operations : Opening Listing , Capital Increase and Decrease, Personal Withdrawals
Week 11	Revenue and capital expenditures, kindergarten accounting and interest
Week 12	Accounting for the purchase and sale of goods
Week 13	Accounting Treatments for Commercial Debit and Cash Discount.
Week 14	Accounting Treatments for Returns and Permits
Week 15	Exam at the end of the semester.
Week 16	A preparatory week before the final exam

Delivery Plan (Weekly Lab. Syllabus) Weekly Laboratory Curriculum	
	Covered Materials

Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	

Learning and Teaching Resources Learning and Teaching Resources		
	Text	Available in the Library?
Required Texts	Basics of Accounting Knowledge – Talal Al-Jajawi et al.	yes
Recommended Texts	Principles of Financial Accounting - Fraud and Earning	no
Websites		

Grading Scheme Grading Chart				
Group	Grade	Recognition	Marks %	Definition
Success Group (50 - 100)	A - Excellent	Privilege	90 - 100	Amazing Performance
	B - Very Good	Very good	80 - 89	Above average with some mistakes
	C - Good	Good	70 - 79	Proper work with noticeable errors
	D - Satisfactory	Medium	60 - 69	Fair but with major drawbacks
	E - Sufficient	Acceptable	50 - 59	The work meets minimum standards
Fail Group (0 – 49)	FX – Fail	Deposit (in processing)	(45-49)	More work is required but credit has been awarded
	F – Fail	Fail	(0-44)	Significant amount of work required
Note: Decimal marks above or below 0.5 will be rounded to the highest or lowest full score (e.g., 54.5 will be rounded to 55, while 54.4 will be rounded to 54. The University has a policy of not tolerating "close pass failure" and therefore the only adjustment to the marks awarded by the original mark(s) will be the automatic rounding described above.				

Tikrit University

**College of Management
and Economics**

**Department of
Economics**

Academic Description

/ Preliminary Studies

Second Stage

Sample course description

Module Information Course Information			
Module Title	Fundamentals of Computer Science Basics of computer science		Module Delivery
Module Type	B		☒ Theory ☐ Lecture ☐ Lab ☐ Tutorial ☒ Practical ☐ Seminar
Module Code	UOM207		
ECTS Credits	3		
SWL (hr/sem)	75		
Module Level	1	Semester of Delivery	1
Administering Department	Economy	College	Administration and economics
Module Leader	MOHAMMED EMAD ABDAEEZEEZ		e-mail MOHAMMEDIMAD2020@TU.EDU.IQ
Module Leader's Acad. Title	Professor	Module Leader's Qualification	Professor
Module Tutor			e-mail
Peer Reviewer Name	Name	e-mail	E-mail
Date of approval of the Scientific Committee	1/9/2025	Version Number	1.0

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

Module Aims, Learning Outcomes and Indicative Contents Course Objectives, Learning Outcomes, and Instructional Contents	
Module Objectives Course Objectives	1 - Introducing the student to the concept of computers through the historical developments that he has gone through 2. Introduce the student to the importance of computers 3. Introducing the student to the relationship between computers and other sciences. 4. Identify the importance of computers for the development of economic sectors 5. Introducing the student to the most important sources of data and information collection through computers 6. Introduce the student to how to solve the problems of the economy through computers.

Module Learning Outcomes Learning Outcomes for the Course	1. To provide graduates who are able to deal with computers and predict economic variables. 2. Disseminate knowledge in government institutions in order to achieve the aspirations of society. 3- Providing the labor market with the necessary skills of human resources. 4- The ability to solve the economic problems that the economic activity suffers from. 5- Exchanging experiences and data with the ministries with economic decision-making. 6- The ability of the graduates of the Department of Economics to carry out economic feasibility studies and statistical analysis. 7. Providing economic advice to the public and private sectors.
Indicative Contents How-to Contents	How-to content includes: (10hr) 1- Learn about the mechanics of running the calculator 2- Ways to operate it 3- Learn about Excel 4- Learn about the program page 5- Learn how to deal with ordinary functions. 6- Learn how to deal with plural functions 7- Learn how to deal with financial functions 8- Learn how to deal with boolean functions 9- Learn how to handle conditional functions

Learning and Teaching Strategies Learning and Teaching Strategies	
Strategies	Write something like: The main strategy that will be adopted in the presentation of this module is to encourage students' participation in exercises, while at the same time improving and expanding their critical thinking skills. This will be achieved through interactive classrooms and tutorials and by looking at the types of simple experiments that involve taking some sampling activities that interest students.

Student Workload (SWL) The student's academic load is calculated for 15 weeks			
Structured SWL (h/sem) Student's regular academic load during the semester	45	Structured SWL (h/w) Regular Academic Load of the Student Weekly	3
Unstructured SWL (h/sem) Student's irregular academic load during class	27	Unstructured SWL (h/w) Student's irregular academic load per week	1.8
Total SWL (h/sem) The student's total academic load during the semester	75		

Module Evaluation Assessment of the course					
		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Daily exams	14hr	10% (10)	5-10	Use of standard functions
	Tasks Duties	15hr	10% (10)	3-12	Use of financial functions
	Discussions and Working Parties	15hr	10% (10)	During the semester	
	The Report	14hr	10% (10)	13	Use conditional functions
Summative assessment	Midterm Exam	2hr	10% (10)		
	Final Exam	3hr	50% (50)		
Overall Rating			100% (100 Marks)		

Delivery Plan (Weekly Syllabus) Theoretical Weekly Curriculum	
	Material Covered
Week 1	Calculator Opening Mechanisms
Week 2	Ways to open the calculator
Week 3	Familiarize yourself with the Excel homepage
Week 4	Familiarize yourself with the Excel homepage
Week 5	Mechanics of Writing a Regular Equation
Week 6	Mechanics of Writing a Regular Equation
Week 7	Mechanisms of writing the financial equation
Week 8	Mechanisms of writing the financial equation
Week 9	Mechanisms of Writing a Logical Equation
Week 10	Mechanisms of Writing a Logical Equation
Week 11	Mechanisms of Writing a Conditional Equation
Week 12	Mechanics of Writing the Conditional Equation
Week 13	Examples of all equations
Week 14	Examples of all equations
Week 15	Examples of all equations
Week 16	Examples of all equations

Delivery Plan (Weekly Lab. Syllabus) Weekly Laboratory Curriculum	
	Covered Materials
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	

Learning and Teaching Resources

Learning and Teaching Resources

	Text	Available in the Library?
Required Texts	1 Al-Mustansiriya University Curriculum for Computers Computer Center	yes
Recommended Texts		yes
Websites		

Grading Scheme

Grading Chart

Group	Grade	Recognition	Marks %	Definition
Success Group (50 - 100)	A - Excellent	Privilege	90 - 100	Amazing Performance
	B - Very Good	Very good	80 - 89	Above average with some mistakes
	C – Good	Good	70 - 79	Proper work with noticeable errors
	D - Satisfactory	Medium	60 - 69	Fair but with major drawbacks
	E - Sufficient	Acceptable	50 - 59	The work meets minimum standards
Fail Group (0 – 49)	FX – Fail	Deposit (in processing)	(45-49)	More work is required but credit has been awarded
	F – Fail	Fail	(0-44)	Significant amount of work required

Note: Decimal marks above or below 0.5 will be rounded to the highest or lowest full score (e.g., 54.5 will be rounded to 55, while 54.4 will be rounded to 54. The University has a policy of not tolerating "close pass failure" and therefore the only adjustment to the marks awarded by the original mark(s) will be the automatic rounding described above.

MODULE DESCRIPTION FORM

Sample course description

Module Information Course Information			
Module Title	Economic Statistics Analysis Economic statistical analysis		Module Delivery
Module Type	C	☐ Theory ☐ Lecture ☐ Lab ☐ Tutorial ☐ Practical ☐ Seminar	
Module Code	MEC2311		
ECTS Credits	7		
SWL (hr/sem)	175		
Module Level	1		Semester of Delivery
Administering Department	Economy	College	Administration and economics
Module Leader	Bushra Abdulbari Ahmed	e-mail	Bushra.ae33@tu.edu.iq
Module Leader's Acad. Title	Assistant Professor	Module Leader's Qualification	Assistant Professor
Module Tutor		e-mail	
Peer Reviewer Name	Name	e-mail	E-mail
Date of approval of the Scientific Committee	1/9/2025	Version Number	1.0

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

Module Aims, Learning Outcomes and Indicative Contents Course Objectives, Learning Outcomes, and Instructional Contents	
Module Objectives Course Objectives	1 . Introducing the student to the concept of economic statistics through the historical developments that he has gone through. 2. Introduce the student to the importance of economic statistics 3. Introduce the student to the relationship between economic statistics and economic development. 4. Identify the importance of economic statistics for the development of economic sectors 5. Introduce the student to the most important sources of data and information collection through economic statistics. 6. Introduce the student to how to solve the problems that the economy suffers from through economic statistics.
Module Learning	1. Providing graduates capable of economic analysis and prediction of

Outcomes Learning Outcomes for the Course	economic variables. 2. Disseminate knowledge in government institutions in order to achieve the aspirations of society. 3- Providing the labor market with the necessary skills of human resources. 4- The ability to solve the economic problems that the economic activity suffers from, such as inflation and recession. 5- Exchanging experiences and data with the ministries with economic decision-making. 6- The ability of the graduates of the Department of Economics to carry out economic feasibility studies and statistical analysis. 7. Providing economic advice to the public and private sectors.
Indicative Contents How-to Contents	How-to content includes: Chapter One/ Introduction to Economic Statistics (10hr) Basic Concepts in Economic Statistics The Concept of Statistics and Statistics The Concept of Economic Statistics The Importance of Statistics in Economic Research Chapter Two/(10hr) Simple Linear Correlation Model - Chapter III/(10hr) Simple Linear Regression Model Methods of estimating slope features The deletion method and the Kramer method The method of deviations The Array Method (10hr) Chapter Four / Estimating the variance of the stochastic error limits Chapter V (10hr) Test Determination Coefficient Correlation coefficient Test F Variance analysis table Chapter Six (10hr) Confidence Factor Forecasting

Learning and Teaching Strategies Learning and Teaching Strategies	
Strategies	Write something like: The main strategy that will be adopted in the presentation of this module is to encourage students' participation in exercises, while at the same time improving and expanding their critical thinking skills. This will be achieved through interactive classrooms and tutorials and by looking at the types of simple experiments that involve taking some sampling activities that interest students.

Student Workload (SWL) The student's academic load is calculated for 15 weeks			
Structured SWL (h/sem) Student's regular academic load during the semester	60	Structured SWL (h/w) Regular Academic Load of the Student Weekly	4

Unstructured SWL (h/sem) Student's irregular academic load during class	112	Unstructured SWL (h/w) Student's irregular academic load per week	7.6
Total SWL (h/sem) The student's total academic load during the semester	175		

Module Evaluation Assessment of the course					
		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Daily exams	14hr	10% (10)	5-10	Simple Linear Regression Model
	Tasks Duties	15hr	10% (10)	3-12	Link Model
	Discussions and Working Parties	15hr	10% (10)	During the semester	
	The Report	14hr	10% (10)	13	Statistical Tests
Summative assessment	Midterm Exam	2hr	10% (10)		
	Final Exam	3hr	50% (50)		
Overall Rating			100% (100 Marks)		

Delivery Plan (Weekly Syllabus) Theoretical Weekly Curriculum	
	Material Covered
Week 1	Introduction to Economic Statistics
Week 2	Simple Linear Regression Model
Week 3	Methods of estimating slope features
Week 4	The deletion method and the Kramer method
Week 5	The method of deviations
Week 6	The Array Method
Week 7	Estimating the variance of the stochastic error limits
Week 8	Test
Week 9	Determination Coefficient
Week 10	Correlation coefficient
Week 11	Test F
Week 12	Variance analysis table
Week 13	Confidence Factor
Week 14	Forecasting
Week 15	Review Article
Week 16	A preparatory week before the final exam

Delivery Plan (Weekly Lab. Syllabus) Weekly Laboratory Curriculum	
	Covered Materials
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	

Week 6	
Week 7	

Learning and Teaching Resources		
Learning and Teaching Resources		
	Text	Available in the Library?
Required Texts	1 Muhammad Saleh Al-Kubaisi, Introduction to Economic Statistics, 2013.	yes
Recommended Texts	2 Mohamed Al-Fateh Mahmoud, Principles of Statistics for Economics and Administrative Sciences, 2022. 3 Faisal Miftah Shalouf and Saeb Ibrahim / Fundamentals of Economic Statistics, 2022	yes
Websites	https://omu.edu.ly/books/index.php/omup/catalog/book/55	

Grading Scheme				
Grading Chart				
Group	Grade	Recognition	Marks %	Definition
Success Group (50 - 100)	A - Excellent	Privilege	90 - 100	Amazing Performance
	B - Very Good	Very good	80 - 89	Above average with some mistakes
	C - Good	Good	70 - 79	Proper work with noticeable errors
	D - Satisfactory	Medium	60 - 69	Fair but with major drawbacks
	E - Sufficient	Acceptable	50 - 59	The work meets minimum standards
Fail Group (0 – 49)	FX – Fail	Deposit (in processing)	(45-49)	More work is required but credit has been awarded
	F – Fail	Fail	(0-44)	Significant amount of work required
Note: Decimal marks above or below 0.5 will be rounded to the highest or lowest full score (e.g., 54.5 will be rounded to 55, while 54.4 will be rounded to 54. The University has a policy of not tolerating "close pass failure" and therefore the only adjustment to the marks awarded by the original mark(s) will be the automatic rounding described above.				

MODULE DESCRIPTION FORM

Sample course description

Module Information				
Course Information				
Module Title	Quantitative Methods and SPSS Applications Quantitative methods and applications PSSS	Module Delivery		
Module Type	C	☐ / ☒ Theory ☐ Lecture ☐ Lab ☐ Tutorial ☒ Practical ☐ Seminar		
Module Code	MEC2416			
ECTS Credits	6			
SWL (hr/sem)	150			
Module Level		UGx11 2	Semester of Delivery	4
Administering Department		Economy	College	Administration and economics
Module Leader	Dr.Bushra Abdulbari Ahmed		e-mail	Bushra.ae33@tu.edu.iq
Module Leader's Acad. Title		Assistant Professor	Module Leader's Qualification	Assistant Professor
Module Tutor			e-mail	
Peer Reviewer Name		Name	e-mail	E-mail
Date of approval of the Scientific Committee		1/9/2025	Version Number	1.0

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

Module Aims, Learning Outcomes and Indicative Contents	
Course Objectives, Learning Outcomes, and Instructional Contents	
Module Objectives Course Objectives	1) Enable the student to understand the basic concepts of quantitative methods and their importance in analyzing phenomena Economic, social and administrative. 2) Providing the student with the skill of data entry and management using SPSS, including the definition of variables. and dealing with missing values. 3) Train the student to use descriptive and inferential statistical tools such as tables. Recursivity, measures of centrality and dispersion, and hypothesis testing. 4) Introduce the student to advanced analysis methods such as regression, variance, factor analysis, and analysis. Cluster, and its practical application in SPSS

	5) Enhancing the student's ability to choose the appropriate statistical method for the research problem and interpret the results. Scientifically extracted from SPSS. 6) Developing the student's skills in preparing research and applied reports through a practical project based on Analyze actual data using. SPSS
Module Learning Outcomes Learning Outcomes for the Course	1. Explain the basic concepts of quantitative methods and their importance in data analysis. 2. Distinguish between data types and variables and how to deal with them in statistical analysis. 3. Use SPSS software to enter data, create new files, and manage lost values. 4. Generate frequency tables and descriptive graphs using. SPSS 5. Calculate and interpret the measures of centrality and dispersion of data. SPSS. Using t-test, Z-test, Chi-square) (Statistical hypotheses and application tests.6 7. Perform ANOVA variance analysis and interpret its results. 8. Calculate simple and multiple correlation coefficients and interpret their significance. 9. Implement simple and versatile linear regression analysis in forecasting. 10. Application of Analysis Factor (Data Reduction) Methods. 11. Use the Cluster Analysis method to classify the data. 12. Choosing the appropriate nonparametric tests when not verified Statistical assumptions. 13. Conduct a preliminary analysis of the time series and interpret the SPSS outputs associated with them. 14. Interpret the results of the statistical analysis accurately and formulate them in sound research language. 15. Prepare an applied research report that includes the use of SPSS in analyzing actual data and presenting conclusions. Operation.
Indicative Contents How-to Contents	1. Integration between the theoretical and practical aspects: the necessity of linking quantitative and statistical concepts with practical application in SPSS to ensure deep understanding and applicability. 40 hours 2. Employing factual data: using real data (economic, social, and administrative) in exercises. and projects, to bring the student closer to the practical reality of research. 40 hours 3. Developing the skills of interpretation and scientific writing: Training students not only to perform statistical analysis, but also to It also has to interpret its findings and formulate them in clear academic language. 40 hours 4. Focus on practical solutions to research problems: guide the student to choose the appropriate quantitative method for his research problem and applying it using SPSS, instead of sufficing with theoretical memorization. 30 hours

Learning and Teaching Strategies Learning and Teaching Strategies	
Strategies	1. Active learning strategy through the application of brainstorming and discussion methods. 2. Cooperative learning strategy by dividing the student into groups to solve problems and find solutions.

	3. The strategy of technology-oriented education and the use of modern technological tools. 4. Project-based learning strategy through the student's implementation of research and practical projects. 5. Interactive learning strategy through the use of educational games and interactive skills training..

Student Workload (SWL) The student's academic load is calculated for 15 weeks			
Structured SWL (h/sem) Student's regular academic load during the semester	60	Structured SWL (h/w) Regular Academic Load of the Student Weekly	4
Unstructured SWL (h/sem) Student's irregular academic load during class	87	Unstructured SWL (h/w) Student's irregular academic load per week	5.8
Total SWL (h/sem) The student's total academic load during the semester	150		

Module Evaluation Assessment of the course					
		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Daily exams	14hr	10% (10)	5-10	Lectures 1-7 Lectures 7-14
	Tasks Duties	15hr	10% (10)	3-12	Lectures 1-2 Lectures 3-10
	Discussions and Working Parties	15hr	10% (10)	During the semester	Optional Subject
	The Report	14hr	10% (10)	13	Lectures 1-5 Lectures 5-12
Summative assessment	Midterm Exam	2hr	10% (10)		
	Final Exam	3hr	50% (50)		Everyone
Overall Rating			100% (100 Marks)		

Delivery Plan (Weekly Syllabus) Theoretical Weekly Curriculum	
	Material Covered
Week 1	Introduction to Quantitative Methods: Concept, Importance, and Uses in Economic Research
Week 2	Review of Basic Statistical Concepts: Variables, Data Types, Measures of Centrality and Dispersion
Week 3	Data entry and management in SPSS: Creating data files, defining variables, dealing with missing values
Week 4	Descriptive Analysis Using SPSS : Frequency Tables, Graphs, Descriptive Statistical Indicators
Week 5	Statistical hypothesis tests
Week 6	Analysis of Variance: Concept and Applications
Week 7	Linkage: Simple and multiple correlation and interpretation of the outputs

Week 8	Regression: Simple and multiple linear regression
Week 9	Factor analysis: basic concepts
Week 10	Cluster Analysis: Theoretical Foundations and Practical Practice
Week 11	Non-Parametric Tests
Week 12	Time Series Analysis
Week 13	Interpreting and writing statistical outputs scientifically
Week 14	Application Project Using SPSS
Week 15	Practical Examples with the Participation of Students
Week 16	Exam

Delivery Plan (Weekly Lab. Syllabus) Weekly Laboratory Curriculum	
	Covered Materials
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	

Learning and Teaching Resources Learning and Teaching Resources		
	Text	Available in the Library?
Required Texts	Dr. Mohammed Saleh Al-Kubaisi and Mohammed Hassan Rasham, Introduction to Statistics Economist Tariq Al-Rawi, Explanation of the Statistical Analysis Program SPSS	yes
Recommended Texts	Dr. Mahmoud Abdel Halim Mansi, Khaled Hassan Al-Sharif, Statistical Analysis Using SPSS Software	yes
Websites	Statistical Analysis Lectures on YouTube	

Grading Scheme Grading Chart				
Group	Grade	Recognition	Marks %	Definition
Success Group (50 - 100)	A - Excellent	Privilege	90 - 100	Amazing Performance
	B - Very Good	Very good	80 - 89	Above average with some mistakes
	C – Good	Good	70 - 79	Proper work with noticeable errors
	D - Satisfactory	Medium	60 - 69	Fair but with major drawbacks
	E - Sufficient	Acceptable	50 - 59	The work meets minimum standards
Fail Group (0 – 49)	FX – Fail	Deposit (in processing)	(45-49)	More work is required but credit has been awarded
	F – Fail	Fail	(0-44)	Significant amount of work required

Note: Decimal marks above or below 0.5 will be rounded to the highest or lowest full score (e.g., 54.5 will be rounded to 55, while 54.4 will be rounded to 54. The University has a policy of not tolerating "close pass failure" and therefore the only adjustment to the marks awarded by the original mark(s) will be the automatic rounding described above.

MODULE DESCRIPTION FORM

Sample course description

Module Information Course Information				
Module Title	English language		Module Delivery	
Module Type	B		☒ Theory ☐ Lecture ☐ Lab ☐ Tutorial ☐ Practical ☐ Seminar	
Module Code	UOM206			
ECTS Credits	2			
SWL (hr/sem)	50			
Module Level	2	Semester of Delivery		2
Administering Department	Accounting	College	Administration and economics	
Module Leader	Alaa Ahmed Abdullah		e-mail	alaaahmed@tu.edu.iq
Module Leader's Acad. Title	Asst. Prof.		Module Leader's Qualification	M.A
Module Tutor	Alaa Ahmed Abdullah		e-mail	alaaahmed@tu.edu.iq
Peer Reviewer Name	Name	e-mail	alaaahmed@tu.edu.iq	
Date of approval of the Scientific Committee	1/9/2025	Version Number	1.0	

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

Module Aims, Learning Outcomes and Indicative Contents Course Objectives, Learning Outcomes, and Instructional Contents	
Module Objectives Course Objectives	- To develop learners' communicative competence in English at this level. - To enhance learners' skills in listening, speaking, reading, and writing. - To expand learners' vocabulary and grammatical accuracy. - To foster confidence in using English in everyday situations. - To introduce learners to a variety of topics and contexts relevant to their lives. - To develop learners' communicative competence in English at pre-intermediate level. - To enhance learners' skills in listening, speaking, reading, and writing. - To expand learners' vocabulary and grammatical accuracy. - To foster confidence in using English in everyday situations. - To introduce learners to a variety of topics and contexts relevant to their lives.
Module Learning Outcomes Learning Outcomes	a. Listening - Understand the main ideas and specific details in clear, standard spoken English on familiar topics such as work, travel, education, and daily life. - Follow short conversations, interviews, and narratives at a pre-intermediate

for the Course	level. b. Speaking 1. Communicate effectively in routine social situations using appropriate functional language. 2. Express opinions, preferences, and past experiences with increasing fluency and accuracy. 3. Participate in discussions, role-plays, and problem-solving tasks. c. Reading 1. Understand the main points and supporting details in short texts, articles, emails, and stories. 2. Infer meaning from context and identify writers' intentions in familiar genres. d. Writing 1. Produce coherent paragraphs and short texts such as emails, messages, stories, and descriptions. 2. Use appropriate grammar, vocabulary, and linking words to structure written communication.
Indicative Contents How-to Contents	Indicative Content a. Grammar 1. Present simple and present continuous (review and extension) 2. Past simple and past continuous 3. Present perfect (simple) and contrasts with past simple 4. Future forms (will, going to, present continuous) 5. Comparatives and superlatives 6. Modal verbs (can, could, should, must, have to) 7. Passive voice (basic forms) 8. Question forms (introductory level) b. Vocabulary 1. Daily routines and lifestyles 2. Work and jobs 3. Travel and holidays 4. Relationships and family 5. Health and lifestyle 6. Food, shopping, and services 7. Technology and modern life c. Pronunciation 1. Word and sentence stress 2. Weak forms 3. Intonation in questions and statements d. Functional Language 1. Making suggestions and requests 2. Giving advice and opinions 3. Agreeing and disagreeing 4. Apologising and giving reasons

Learning and Teaching Strategies Learning and Teaching Strategies	
Strategies	1. Developing learner autonomy 2. Vocabulary recording and revision techniques 3. correction and peer feedback-Self 4. Using context to guess meaning 5. Brainstorming strategy

Student Workload (SWL) The student's academic load is calculated for 15 weeks			
Structured SWL (h/sem) Student's regular academic load during the semester	30	Structured SWL (h/w) Regular Academic Load of the Student Weekly	2
Unstructured SWL (h/sem) Student's irregular academic load during class	17	Unstructured SWL (h/w) Student's irregular academic load per week	1.13
Total SWL (h/sem) The student's total academic load during the semester	50		

Module Evaluation Assessment of the course					
		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Daily exams	1/2	10% (10)	3,13	Unit 1, 2, 4, 5
	Tasks Duties	1/2	10% (10)	4, 14	Unit 2, 6
	Projects/ Discussions	1/ 5	10% (10)	2,5,8,12,13	Unit 1,3, 4,5,6
	The Report	1/1	10% (10)	15	all
Summative assessment	Midterm Exam	2hr	10% (10)	7	Unit 1,2,3
	Final Exam	3hr	50% (50)		all
Overall Rating			100% (100 Marks)		

Delivery Plan (Weekly Syllabus) Theoretical Weekly Curriculum	
	Material Covered
Week 1	Unit 1: Getting to know you: Present simple & present continuous and Question forms.
Week 2	Unit 2: The way we live: Present simple vs present continuous and adverbs of frequency.
Week 3	Unit 3: It all went wrong: Past simple (regular & irregular verbs)
Week 4	Unit 4: Let's go shopping: Countable & uncountable nouns.
Week 5	Unit 5: What do you want to do? Future forms: going to, will and Infinitive of purpose.
Week 6	Unit 6: Tell me! What's it like? Comparatives & superlatives
Week 7	First exam
Week 8	Unit 7: Fame! Present perfect (experience) and the use of ever/ never.
Week 9	Unit 8: No place like home: Present perfect vs past simple
Week 10	Unit 9: Getting around: Modal verbs: can, could, have to, must
Week 11	Unit 9: Getting around: Modal verbs: can, could, have to, must
Week 12	Unit 10: Things that changed the world: Passive voice (present & past simple)
Week 13	Unit 11: What if?: Zero & first conditional
Week 14	Unit 12: Looking ahead: Review of future forms/Linkers (because, so, although)
Week 15	Second exam
Week 16	Skills Integration & Revision

Delivery Plan (Weekly Lab. Syllabus) Weekly Laboratory Curriculum

	Covered Materials
Week 1	Not Applicable/ No Laboratories are available.

Learning and Teaching Resources		
	Text	Available in the Library?
Required Texts	The New Headway Pre-Intermediate Student's Book – By John and Liz Soars (OXFORD University Press)	yes
Recommended Texts	The New Headway Plus Pre-Intermediate Work Book Grammar.	no
Websites	https://www.wallstreetenglish.com/blog/a-guide-to-english-grammar https://www.Englishpage.com	

Grading Scheme				
Grading Chart				
Group	Grade	Recognition	Marks %	Definition
Success Group (50 - 100)	A - Excellent	Privilege	90 - 100	Amazing Performance
	B - Very Good	Very good	80 - 89	Above average with some mistakes
	C - Good	Good	70 - 79	Proper work with noticeable errors
	D - Satisfactory	Medium	60 - 69	Fair but with major drawbacks
	E - Sufficient	Acceptable	50 - 59	The work meets minimum standards
Fail Group (0 – 49)	FX – Fail	Deposit (in processing)	(45-49)	More work is required but credit has been awarded
	F – Fail	Fail	(0-44)	Significant amount of work required

Note: Decimal marks above or below 0.5 will be rounded to the highest or lowest full score (e.g., 54.5 will be rounded to 55, while 54.4 will be rounded to 54. The University has a policy of not tolerating "close pass failure" and therefore the only adjustment to the marks awarded by the original mark(s) will be the automatic rounding described above.

Sample course description

Module Information Course Information					
Module Title	Arabic Language Arabic Language		Module Delivery		
Module Type	theoretical		☐ Theory ☐ Lecture ☐ Lab ☐ Tutorial ☐ Practical ☐ Seminar		
Module Code	UOM205				
ECTS Credits	2				
SWL (hr/sem)	50				
Module Level		1	Semester of Delivery		1
Administering Department		Accounting	College	Administration and economics	
Module Leader	Wissam Mustafa Hassan		e-mail	wissam.mustafa93@tu.edu.iq	
Module Leader’s Acad. Title		Assistant Lecturer	Module Leader’s Qualification		Master
Module Tutor			e-mail		
Peer Reviewer Name			e-mail		
Date of approval of the Scientific Committee		1/9/2025	Version Number	1.0	

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

Module Aims, Learning Outcomes and Indicative Contents Course Objectives, Learning Outcomes, and Instructional Contents	
Module Objectives Course Objectives	- Identify the most important mistakes that occur during writing among first-stage students. - Students interact with the material during the lecture. - Employing the language and enabling the student to solve the most important problems he faces in his academic and work life. - Developing the mind and making it aware of the meaning of words in a way. - Familiarity with the most important syntactic rules that enable him to practice his professional and work life Focusing on building a cultural and practical personality that enables him to manage the work in the absence of the responsible element.

Module Learning Outcomes Learning Outcomes for the Course	1- The Noble Qur'an (Surah Al-Isra' and Yusuf) 2- Arabized and constructed in Arabic grammar 3. Past Verb 4. Present tense verb (expression and construction) 5- Nominal sentence (beginner and news) 6- Nominal sentence (missing verbs) 7. Noun sentence (already suspicious letters) 8- Write the number
Indicative Contents How-to Contents	Identifying the correct accounting language and constructing sentences correctly Arabic is one of the subjects in which the professor needs to follow more than one teaching method in order to provide the student with the basic skills in the language, which are: writing, reading, listening, and speaking. In terms of language integrity in the first and second weeks, a passage of Surah Al-Kahf is studied and memorized, and in the remaining weeks, we deal with grammar only (Al-Fifeh Ibn Malik) in grammar, we start with the actual sentence (past participle, present tense), then the nominal sentence (the beginner and the news, the letters that are similar to the verb, the missing verbs), then the dictation and the material is distributed over the weeks of the chapter according to the importance:

Learning and Teaching Strategies

Learning and Teaching Strategies

Strategies	The main objective adopted in the delivery of this module is to encourage students' participation in exercises, while at the same time improving and expanding their critical thinking skills. This will be achieved through interactive classrooms and tutorials and by looking at the types of simple experiments that involve taking some sampling activities that are of interest to students.

Student Workload (SWL)

The student's academic load is calculated for 15 weeks

Structured SWL (h/sem) Student's regular academic load during the semester	30	Structured SWL (h/w) Regular Academic Load of the Student Weekly	2
Unstructured SWL (h/sem) Student's irregular academic load during class	17	Unstructured SWL (h/w) Student's irregular academic load per week	1.13
Total SWL (h/sem) The student's total academic load during the semester	50		

Module Evaluation

Assessment of the course

		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Daily exams	1hr/4	10% (10)	2+5+7+10	1- Memorizing a passage from Surah Al-Isra' and Yusuf

					5. Past Verb Construction 7. Present tense verb expression 10 Writing the Issue
	Tasks Duties	1hr/10	10% (10)	1+3+4+6+8 ++11+12+1 3+14	Lessons learned from Surat Al-Isra' and Yusuf - Past Verb - Present Tense Verb - Constructing the present tense - Verb Command - The Beginner and the News - Already suspicious characters - Missing Verbs - Write the issue - Drip
	Projects/ Laboratory		10% (10)		
	The Report	1hr/1	10% (10)	15	
	Midterm Exam	2hr	10% (10)		
Summative assessment	Final Exam	3hr	50% (50)		
Overall Rating			100% (100 Marks)		

Delivery Plan (Weekly Syllabus) Theoretical Weekly Curriculum	
Week	Material Covered
Week 1	The Noble Qur'an
Week 2	Hadith of the Prophet
Week 3	Arabic Literature
Week 4	Arabic Grammar / Present Tense Verb Monument
Week 5	Affirmation of the present tense verb
Week 6	Names Raised
Week 7	Names
Week 8	Test
Week 9	Name Threads
Week 10	Write the issue
Week 11	Test
Week 12	Dhaad and Dhaa
Week 13	Arabic Dictionaries
Week 14	Dictionaries of words and semantics
Week 15	Common language mistakes
Week 16	Morphology/ in terms of reminding, feminization, abstraction, addition, individuality, Deuteronomy, and plural

Delivery Plan (Weekly Lab. Syllabus) Weekly Laboratory Curriculum

	Covered Materials
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	

Learning and Teaching Resources Learning and Teaching Resources

	Text	Available in the Library?
Required Texts	1- Interpretation of the Qur'an (Abdullah Shubbar) 2- The Arabic Language Book of Lalla Qassam is not specialized by (Abdullah Fader Hassan Amin)	no
Recommended Texts	3- The category of Ibn Malik in grammar 4- Clear Spelling Book	no
Websites	https://www.twinkl.com/blog/arabic-grammar-nahw-arabi-egypt-middle-east-educational-resources https://www.googleadservices.com/	

Grading Scheme Grading Chart

Group	Grade	Recognition	Marks %	Definition
Success Group (50 - 100)	A - Excellent	Privilege	90 - 100	Amazing Performance
	B - Very Good	Very good	80 - 89	Above average with some mistakes
	C - Good	Good	70 - 79	Proper work with noticeable errors
	D - Satisfactory	Medium	60 - 69	Fair but with major drawbacks
	E - Sufficient	Acceptable	50 - 59	The work meets minimum standards
Fail Group (0 – 49)	FX – Fail	Deposit (in processing)	(45-49)	More work is required but credit has been awarded
	F – Fail	Fail	(0-44)	Significant amount of work required

Note: Decimal marks above or below 0.5 will be rounded to the highest or lowest full score (e.g., 54.5 will be rounded to 55, while 54.4 will be rounded to 54. The University has a policy of not tolerating "close pass failure" and therefore the only adjustment to the marks awarded by the original mark(s) will be the automatic rounding described above.

MODULE DESCRIPTION FORM

Sample course description

Module Information				
Course Information				
Module Title	Human Resource Economics Human Resource Economics		Module Delivery	
Module Type	C		☐ Theory ☐ Lecture ☐ Lab ☐ Tutorial ☐ Practical ☐ Seminar	
Module Code	MEC2415			
ECTS Credits	4			
SWL (hr/sem)	100			
Module Level	UGx11 1	Semester of Delivery		1
Administering Department	E	College	Faculty of Business and Economics	
Module Leader	Prof. Dr. Khalil Ismail Aziz		e-mail	
Module Leader's Acad. Title	Professor	Module Leader's Qualification		PhD
Module Tutor		e-mail	E-mail	
Peer Reviewer Name	Eng. Hassan Zeidan	e-mail		
Date of approval of the Scientific Committee	1/9/2025	Version Number	1.0	

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

Module Aims, Learning Outcomes and Indicative Contents	
Course Objectives, Learning Outcomes, and Instructional Contents	
Module Objectives Course Objectives	Course Objectives 1. Increasing students' experience and knowledge in the field of labor theories and their importance for the economy in general and the Iraqi economy in particular 2. Introducing the student to population theories 3. Introducing the student to the importance of the knowledge economy and its basic functions. 4. Introducing the student to the importance of economic development a. Introduce the student to the types of unemployment .°
Module Learning Outcomes	First: Knowledge 1- Providing graduates capable of economic analysis and prediction of economic

Learning Outcomes for the Course	variables. 2- Disseminate knowledge in government institutions in order to achieve the aspirations of the community. 3- Providing the labor market with the necessary skills of human resources. Second: Skills 1.The ability to solve the economic problems that economic activity suffers from, such as demand and supply, inflation and recession. 2- Exchange of experiences and data with ministries with economic decisions 3- The ability of the graduates of the Department of Economics to carry out economic feasibility studies and economic analysis. 4. Providing economic advice to the public and private sectors. 5. Our outputs must be knowledgeable and have acquired skills in how to accomplish the tasks assigned to them. Third: Values 1- Consolidating social and moral responsibility. 2- Serving the community and meeting its requirements. 3- Adherence to professional ethics and the ability to show high professional competence. 4. Integrityand transparency. 5- Quality. - The student must be a believer in the principles of integrity and transparency, and have the ability to apply the concepts of quality management.
Indicative Contents How-to Contents	The course deals with the study of population theories and population divisions and their impact on the labor market, then clarifying the theories of labor and wages and their relationship to the element of work, then studying the theories of development and the role of human resources in economic development, then clarifying the types of unemployment, especially in developing countries, then moving to the knowledge economy as it depends mainly on the development of the human genie, its importance and its main indicators.

Learning and Teaching Strategies Learning and Teaching Strategies	
Strategies	1. Active Learning: Encourage active participation of students in learning processes, such as discussions, group activities, and problem-solving, to enhance their deep understanding of mathematical concepts. 2. Collaborative Learning: Students are encouraged to work together in small groups to solve problems related to their studies and share ideas, which contributes to enhancing interaction and knowledge exchange between them. 3. Use of technology: Leveraging technology to provide interactive learning tools such as computer programs and online resources to enhance students' understanding and motivation. 4. Problem-Based Learning: Introducing specific problems and motivating students to think critically and use managerial skills to solve them. 5. Multiple Instructional Strategies: Providing a variety of instructional strategies, such as interactive lectures, hands-on lessons, and hands-on exercises, to meet the diverse needs of students. 6. Promoting managerial thinking: Encouraging students to develop

	managerial thinking skills such as analysis, planning, and conclusion, by providing motivational questions and practical problems. 7. Provide immediate feedback: Provide mechanisms to provide immediate feedback to students on their performance and understanding of management concepts, whether through periodic assessments or direct interaction with the teacher. - Delivering in-person and electronic lectures - Discussions with students - Oral Questions for Students Blended Learning (Classroom)

Student Workload (SWL) The student's academic load is calculated for 15 weeks			
Structured SWL (h/sem) Student's regular academic load during the semester	60	Structured SWL (h/w) Regular Academic Load of the Student Weekly	4
Unstructured SWL (h/sem) Student's irregular academic load during class	37	Unstructured SWL (h/w) Student's irregular academic load per week	2.46
Total SWL (h/sem) The student's total academic load during the semester	100		

Module Evaluation Assessment of the course					
		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Daily exams	1hr/ 2	10% (5)	3-7	
	Tasks Duties	1hr/ 1	10% (10)	5	
	Discussions	1hr/ 5	10% (2)	4-6-9-10-11	
	The Report	11hr/ 1	10% (10)	15	
Summative assessment	Midterm Exam	2/hr	10% (10)	10	
	Final Exam	3/hr	50% (50)	15	
Overall Rating			100% (100 Marks)		

Delivery Plan (Weekly Syllabus) Theoretical Weekly Curriculum	
	Material Covered
Week 1	Population Theories
Week 2	Types of Population in Economic Terms
Week 3	Work and its theories
Week 4	The Concept and Importance of Economic Development
Week 5	The importance of work for economic development
Week 6	Monthly exam
Week 7	Advantages of the economic structure of developing countries

Week 8	Definition and Advantages of the Knowledge Economy
Week 9	Comparison of the Traditional Economy and the Knowledge Economy
Week 10	Indicators of the Knowledge Economy
Week 11	Types of unemployment
Week 12	Population Theories
Week 13	Types of Population in Economic Terms
Week 14	Second month exam
Week 15	Comprehensive Review
Week 16	A preparatory week before the final exam

Delivery Plan (Weekly Lab. Syllabus) Weekly Laboratory Curriculum	
	Covered Materials
Week 1	None
Week 2	None
Week 3	None
Week 4	None
Week 5	None
Week 6	None
Week 7	None

Learning and Teaching Resources Learning and Teaching Resources		
	Text	Available in the Library?
Required Texts	Human Resources Economics Book	yes
Recommended Texts	Online References	yes
Websites	Youtube tutorial available for free online	

Grading Scheme Grading Chart				
Group	Grade	Recognition	Marks %	Definition
Success Group (50 - 100)	A - Excellent	Privilege	90 - 100	Amazing Performance
	B - Very Good	Very good	80 - 89	Above average with some mistakes
	C - Good	Good	70 - 79	Proper work with noticeable errors
	D - Satisfactory	Medium	60 - 69	Fair but with major drawbacks
	E - Sufficient	Acceptable	50 - 59	The work meets minimum standards
Fail Group (0 – 49)	FX – Fail	Deposit (in processing)	(45-49)	More work is required but credit has been awarded
	F – Fail	Fail	(0-44)	Significant amount of work required
Note: Decimal marks above or below 0.5 will be rounded to the highest or lowest full score (e.g., 54.5 will be rounded to 55, while 54.4 will be rounded to 54. The University has a policy of not tolerating "close pass failure" and therefore the only adjustment to the marks awarded by the original mark(s) will be the automatic rounding described above.				

First Level / Department of Economics /
Faculty of Management and Economics, Tikrit
University

MODULE DESCRIPTION FORM
Sample course description

Module Information Course Information				
Module Title	Thepartial economic theory		Module Delivery	
Module Type	C	☐ * Theory ☐ Lecture ☐ Lab ☐ * Tutorial ☐ Practical ☐ Seminar		
Module Code	MEC2309			
ECTS Credits	9			
SWL (hr/sem)	200			
Module Level	1		Semester of Delivery	1
Administering Department	E	College	Faculty of Business and Economics	
Module Leader	Prof. Dr. Abdulrazaq Hamad Hussain		e-mail	abidalhamad@tu.edu.iq
Module Leader's Acad. Title	Professor	Module Leader's Qualification	PhD	
Module Tutor		e-mail	E-mail	
Peer Reviewer Name	Eng. Khaldoon Abdullah Khalaf	e-mail	E-mail: khaldoon.abdullah@tu.edu.iq	
Date of approval of the Scientific Committee	1/9/2025	Version Number	1.0	

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

Module Aims, Learning Outcomes and Indicative Contents Course Objectives, Learning Outcomes, and Instructional Contents	
Module Objectives Course Objectives	Course Objectives 1. Introducing the student to the material basis of the microeconomics 2. to the historical approach to the microeconomics Introduce the student . 3. Introducing the student to the theoretical approach to microeconomicsand its

	relationship with other sciences. - Identify partial theories - Introducing the student to the offer and demand. -student to how to solve the problems that the micro economy suffers from
Module Learning Outcomes Learning Outcomes for the Course	First: Knowledge - Providing graduates capable of economic analysis and prediction of economic variables. - Disseminate knowledge in government institutions in order to achieve the aspirations of the community. - Providing the labor market with the necessary skills of human resources. Second: Skills - The ability to solve the economic problems that economic activity suffers from, such as demand and supply, inflation and recession. - Exchange of experiences and data with ministries with economic decisions - The ability of the graduates of the Department of Economics to carry out economic feasibility studies and economic analysis. - Providing economic advice to the public and private sectors. - Our outputs must be knowledgeable and have acquired skills in how to accomplish the tasks assigned to them. Third: Values - Consolidating social and moral responsibility. - Serving the community and meeting its requirements. - Adherence to professional ethics and the ability to show high professional competence. - Integrity and transparency. - Quality. - The student must be a believer in the principles of integrity and transparency, and have the ability to apply the concepts of quality management.
Indicative Contents How-to Contents	The course of Microeconomic Theory deals with the study of the economic behavior of individuals, enterprises, and markets, and the analysis of how limited economic resources are allocated to satisfy multiple human needs. In light of this, the course will be gradual in dealing with its topics over the weeks of the semester as follows: In the first weeks, the concept of economics and its historical development are clarified, with its relationship to other social sciences such as politics, management, and sociology, in order to understand the general framework within which economics operates as a social science concerned with the study of human activity in the field of production, distribution, and consumption. The economic problem is then addressed as the essence of economic study, where it explains its nature and characteristics represented in the limited resources and the multiplicity of human needs, as well as how to address this problem in different economic systems, from the capitalist system to the socialist and mixed system, and explain the foundations on which each system is based in allocating resources and achieving economic efficiency. After that, the focus shifts to the study of demand theory, which represents one of the fundamental aspects of the market, where demand is defined, its table and curve are explained, and the law of demand and the factors affecting it are clarified, while explaining the exceptions of the law, the factors determining the demand and the change in its quantities. The concept of demand elasticity and its importance in analyzing consumers' response to changes in prices and incomes is also being paved. In the following weeks, the study of demand elasticity will be expanded in detail, in terms of its definition, types (price elasticity, income, intersectionality), and

	methods of measuring it, with a focus on the importance of flexibility in marketing and pricing policies and in revenue analysis. In the middle of the chapter, the theory of supply, which represents the opposite side of demand in the market, is discussed, where supply is defined, its table and curve are explained, the law of supply and its exceptions are explained, in addition to the factors determining supply and the relationship between price and quantity offered, measuring the elasticity of supply, and then explaining how to determine the point of equilibrium between demand and supply and the impact of economic changes on it. Then we move on to the theories of consumer behavior, starting from the classical theory that is based on the concept of utility, explaining its basic assumptions, types of utility and the law of marginal benefit decreasing to the modern theory (the theory of the equalization curves) that provides a more accurate analysis of consumer behavior through the concept of the curves, the equalization map, the income line, and the consumer balance, while explaining the characteristics of the equalization curves and their economic significance. This is followed by the study of the theory of production, which focuses on the concept of production, factors of production, and the function of production and its types, while clarifying the concept of aggregate, intermediate and marginal output, explaining the law of yield reduction and its various stages, and determining the optimal economic stage of production that achieves efficiency in the use of resources. Then it deals with costs and revenues, where production costs and their types (fixed, variable, total, average, marginal) are defined, and their curves are analyzed in the short term, and the relationship between them and the different types of revenues (total, medium, marginal) is defined, to reach the equilibrium point that achieves the maximum profit for the enterprise. Finally, from the tenth week until the end of the semester, the study of market theory as the framework in which the forces of demand and supply interact to determine prices and quantities is expanded. The concept of the market, its functions and elements, and the main types of markets (full competition, monopoly, monopoly competition, monopoly monopoly, oligopoly are explained), with the analysis of the balance of the enterprise in each type of market, and how to achieve a balance in the full competition market and the monopoly market, in order to understand the mechanism of the working of the markets and the interaction of economic units within them.

Learning and Teaching Strategies Learning and Teaching Strategies	
Strategies	1. Active Learning: Encourage active participation of students in learning processes, such as discussions, group activities, and problem-solving, to enhance their deep understanding of mathematical concepts. 2. Collaborative Learning: Students are encouraged to work together in small groups to solve problems related to their studies and share ideas, which contributes to enhancing interaction and knowledge exchange between them. 3. Use of technology: Leveraging technology to provide interactive learning tools such as computer programs and online resources to enhance students' understanding and motivation. 4. Problem-Based Learning: Introducing specific problems and motivating students to think critically and use managerial skills to solve them.

	5. Multiple Instructional Strategies: Providing a variety of instructional strategies, such as interactive lectures, hands-on lessons, and hands-on exercises, to meet the diverse needs of students. 6. Promoting managerial thinking: Encouraging students to develop managerial thinking skills such as analysis, planning, and conclusion, by providing motivational questions and practical problems. 7. Provide immediate feedback: Provide mechanisms to provide immediate feedback to students on their performance and understanding of management concepts, whether through periodic assessments or direct interaction with the teacher. - Delivering in-person and electronic lectures - Discussions with students - Oral Questions for Students Blended Learning (Classroom)

Student Workload (SWL) The student's academic load is calculated for 15 weeks			
Structured SWL (h/sem) Student's regular academic load during the semester	75	Structured SWL (h/w) Regular Academic Load of the Student Weekly	5
Unstructured SWL (h/sem) Student's irregular academic load during class	122	Unstructured SWL (h/w) Student's irregular academic load per week	8.13
Total SWL (h/sem) The student's total academic load during the semester	200		

Module Evaluation Assessment of the course					
		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Daily exams	1hr/ 2	10% (5)	3-7	The concept of demand and supply
	Tasks Duties	1hr/ 1	10% (10)	5	Applications for Demand Flexibility
	Discussions	1hr/ 5	10% (2)	4-6-9-10-11	Graphs
	The Report	11hr/ 1	10% (10)	15	All Seasons
Summative assessment	Midterm Exam	2/hr	10% (10)	10	Chapters One, Two, and III
	Final Exam	3/hr	50% (50)	15	Chapters I, II, III, IV and V
Overall Rating			100% (100 Marks)		

Delivery Plan (Weekly Syllabus) Theoretical Weekly Curriculum	
	Material Covered
Week 1	General Concepts of Economics Concept, Importance, Branches, Tools of Economic Analy
Week 2	The economic problem. Scarcity, selection, optimal use of resources, elements of the

	economic problem.
Week 3	Macroeconomic Analysis and Microeconomic Analysis. Difference Between Macro and Micro Analysis, Objectives and Areas, and the Relationship Between Them.
Week 4	Demand theory. Factors Affecting Demand, Demand Function, Relationship between Price and Quantity Ordered
Week 5	Demand curve and demand law. Graph of the demand curve, interpretation of the law of demand, exceptions to the law of demand.
Week 6	Change in order and quantity ordered. The difference between a change in demand and a change in quantity demanded, the economic reasons for the changes.
Week 7	Flexibility of order. The concept of elasticity, types of demand elasticity (price, intrinsic, cross), and the importance of demand elasticity in economic analysis.
Week 8	Applications on demand. Graphical and mathematical applications to demand curves and elasticity, application case analysis.
Week 9	Presentation theory. Display concept, factors affecting the display, display schedule and display function.
Week 10	Supply curve and the law of supply. Graph of the relationship between price and quantity offered, interpretation of the law of supply.
Week 11	Supply and quantity change and unusual supply. Variables, unusual supply analysis, supply flexibility and importance, and types of offering.
Week 12	Display applications. Applied examples of supply elasticity and variables, analysis of economic data.
Week 13	Market balance. Equilibrium Price and Equilibrium Quantity, Applications of Market Equilibrium, Supply and Demand Changes and Their Impact on Equilibrium Mode.
Week 14	Types of equilibrium and the impact of state intervention in the market. Stable and unstable balance, the impact of state intervention on prices and balance.
Week 15	Consumer Behavior Analysis. Consumer Behavior Theory, Analytical Tools, Total Utility and Marginal Utility, Law of Diminishing Marginal Utility, Consumer Equilibrium according to Utility Theory, Mathematical Applications, Consumer Surplus according to Marshall Analysis, Theory Oriented to Utility Theory, Modern Classical Theory, Equilibrium Curve, Marginal Substitution Rate, Budget Line, Consumer Equilibrium According to Equation Curve Theory, Consumption Curve for Price and Income.
Week 16	A preparatory week before the final exam

Delivery Plan (Weekly Lab. Syllabus) Weekly Laboratory Curriculum	
	Covered Materials
Week 1	None
Week 2	None
Week 3	None
Week 4	None
Week 5	None
Week 6	None
Week 7	None

Learning and Teaching Resources Learning and Teaching Resources		
	Text	Available in the Library?

Required Texts	Methodological Book of Microeconomics Books available in the college library	yes
Recommended Texts	Online References	yes
Websites	Youtube tutorial available for free online	

Grading Scheme Grading Chart				
Group	Grade	Recognition	Marks %	Definition
Success Group (50 - 100)	A – Excellent	Privilege	90 - 100	Amazing Performance
	B - Very Good	Very good	80 - 89	Above average with some mistakes
	C - Good	Good	70 - 79	Proper work with noticeable errors
	D - Satisfactory	Medium	60 - 69	Fair but with major drawbacks
	E - Sufficient	Acceptable	50 - 59	The work meets minimum standards
Fail Group (0 – 49)	FX – Fail	Deposit (in processing)	(45-49)	More work is required but credit has been awarded
	F – Fail	Fail	(0-44)	Significant amount of work required
Note: Decimal marks above or below 0.5 will be rounded to the highest or lowest full score (e.g., 54.5 will be rounded to 55, while 54.4 will be rounded to 54. The University has a policy of not tolerating "close pass failure" and therefore the only adjustment to the marks awarded by the original mark(s) will be the automatic rounding described above.				

MODULE DESCRIPTION FORM

Sample course description

Module Information			
Course Information			
Module Title	Economics of Money and Banking Money and Banks		Module Delivery
Module Type	C		☒ Theory ☐ Lecture ☐ Lab ☐ Tutorial ☒ Practical ☐ Seminar
Module Code	MEC2310		
ECTS Credits	8		
SWL (hr/sem)	200		
Module Level	1	Semester of Delivery	
Administering Department	Economy	College	Administration and economics
Module Leader	Khalil ismail azeez	e-mail	Khalil14@tu.edu.iq
Module Leader's Acad. Title	Professor	Module Leader's Qualification	Professor
Module Tutor		e-mail	
Peer Reviewer Name	Name	e-mail	E-mail
Date of approval of the Scientific Committee	1/9/2025	Version Number	1.0

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

Module Aims, Learning Outcomes and Indicative Contents	
Course Objectives, Learning Outcomes, and Instructional Contents	
Module Objectives Course Objectives	1. Introduce the student to the principles of money and banking. 2. Familiarity with the basic concepts of the principles of money and banking. 3. Ability to find appropriate methods for viewing and analyzing the material. 4. Introducing and empowering the student on information and data sources. 5. Define and enable the student to analyze data and find indicators. 6. Identify and empower the student to make appropriate decisions for the phenomenon based on the results of data analysis.
Module Learning Outcomes Learning Outcomes for the Course	Important: Write at least 6 learning outcomes, preferably equal to the number of weeks of study 1. The student's knowledge of the basic concepts of money and banking. 2. The student is proficient in knowing how to analyze the impact of money and banks on the national economy. 3. The student knows how money and banks appear and develop

	4. The student's knowledge of the types of money, types of banks, and their characteristics. 5. It enables the student to know the monetary rules and types of cash offers. 6. The student's mastery and understanding of the role of banks in attracting investments
Indicative Contents How-to Contents	How-to content includes: The first chapter deals with an introduction to the definition and concept of money and why we study money. (10hr (- The relationship between money and economic variables. - The origin of money and its types. - Neutral and derivative money functions. - Characteristics and types of money - Monetary Rules - The value of money and monetary systems The Supply of Money and the Factors Affecting it - Speed of money circulation and factors affecting it. Chapter Two / Banks - The concept and origin of banks - Bank Credit and Bank Credit Markets - Commercial Banking/Concept, Origin, Jobs - Analysis of the general budget of commercial banks - Central banks, origin, functions, characteristics - Analysis of the budget of central banks - Specialized banks/concept, characteristics, sources of financing - The difference between specialized banks and commercial banks - Types of Specialized Banks - Industrial Bank, Agricultural Bank, Real Estate Bank, Commercial Bank.

Learning and Teaching Strategies Learning and Teaching Strategies	
Strategies	Write something like: The main strategy that will be adopted in the delivery of this module is to encourage students' participation in exercises, while at the same time improving and expanding their monetary and banking thinking skills. This will be achieved through interactive classrooms and tutorials and by looking at simple test types that involve taking some of the students' activities and trying to develop them..

Student Workload (SWL) The student's academic load is calculated for 15 weeks			
Structured SWL (h/sem) Student's regular academic load during the semester	75	Structured SWL (h/w) Regular Academic Load of the Student Weekly	5
Unstructured SWL (h/sem) Student's irregular academic load during class	122	Unstructured SWL (h/w) Student's irregular academic load per week	8.13
Total SWL (h/sem) The student's total academic load during the semester	200		

Module Evaluation Assessment of the course					
		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Daily exams	14hr	10% (10)	5-10	Measures of centralism
	Missions and Answers	15hr	10% (10)	3-12	Dispersion Scales
	Discussions and Working Parties	15hr	10% (10)	During the semester	
	The Report	14hr	10% (10)	13	Correlation + Regression
Summative assessment	Midterm Exam	2hr	10% (10)		
	Final Exam	3hr	50% (50)		
Overall Rating			100% (100 Marks)		

Delivery Plan (Weekly Syllabus) Theoretical Weekly Curriculum	
Week	Material Covered
Week 1	Money, Definition, Importance, and its Relationship to Other Sciences.
Week 2	The origin of money and its types.
Week 3	Neutral and Derivative Money Functions
Week 4	Characteristics of money
Week 5	Monetary Rules and Their Evolution Over Time
Week 6	Monetary Systems and the Value of Money
Week 7	Cash Supply/Types, and Factors Affecting it
Week 8	The speed of cash circulation and the factors affecting it
Week 9	Banks Concept and Origin and Their Development Over Time
Week 10	Bank Credit and Bank Credit Markets
Week 11	- Commercial Banking/Concept, Genesis, Jobs.
Week 12	Analysis of the general budget of commercial banks.
Week 13	Central banks, origin, functions, characteristics - Analysis of the budget of central banks
Week 14	Specialized Banks/Concept, Characteristics, Sources of Financing - The difference between specialized banks and commercial banks
Week 15	Types of Specialized Banks - Industrial Bank, Agricultural Bank, Real Estate Bank, Commercial Bank.
Week 16	A preparatory week before the final exam

Delivery Plan (Weekly Lab. Syllabus) Weekly Laboratory Curriculum	
	Covered Materials
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	

Learning and Teaching Resources

Learning and Teaching Resources

	Text	Available in the Library?
Required Texts	Money & Banks / Dr. Mahmoud Hussein Al-Wadi Dr. Hussein Mahmoud Dr. Suhail Ahmed	yes
Recommended Texts	Money, Banks and Monetary Theory / Dr. Jameel Ajami	yes
Websites	Youtube available online for free	

Grading Scheme

Grading Chart

Group	Grade	Recognition	Marks %	Definition
Success Group (50 - 100)	A - Excellent	Privilege	90 - 100	Amazing Performance
	B - Very Good	Very good	80 - 89	Above average with some mistakes
	C - Good	Good	70 - 79	Proper work with noticeable errors
	D - Satisfactory	Medium	60 - 69	Fair but with major drawbacks
	E - Sufficient	Acceptable	50 - 59	The work meets minimum standards
Fail Group (0 – 49)	FX – Fail	Deposit (in processing)	(45-49)	More work is required but credit has been awarded
	F – Fail	Fail	(0-44)	Significant amount of work required

Note: Decimal marks above or below 0.5 will be rounded to the highest or lowest full score (e.g., 54.5 will be rounded to 55, while 54.4 will be rounded to 54. The University has a policy of not tolerating "close pass failure" and therefore the only adjustment to the marks awarded by the original mark(s) will be the automatic rounding described above.

MODULE DESCRIPTION FORM

Sample course description

Module Information Course Information			
Module Title	History of Thought and Economic Systems		Module Delivery
Module Type	C	☐ Theory ☐ Lecture ☐ Lab ☐ Tutorial ☐ Practical ☐ Seminar	
Module Code	MEC2414		
ECTS Credits	6		
SWL (hr/sem)	150		
Module Level			Semester of Delivery
Administering Department	Economy	College	Administration and economics
Module Leader	MOHAMMED EMAD ABDAEEZEEZ	e-mail	MOHAMMEDIMAD2020@TU.EDU.IQ
Module Leader's Acad. Title	Professor	Module Leader's Qualification	Professor
Module Tutor		e-mail	
Peer Reviewer Name	Name	e-mail	E-mail
Date of approval of the Scientific Committee	1/9/2025	Version Number	1.0

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

Module Aims, Learning Outcomes and Indicative Contents Course Objectives, Learning Outcomes, and Instructional Contents	
Module Objectives Course Objectives	1 . Introducing the student to the concept of thought and systems through the historical developments that he has gone through. 2. Introducing the student to the importance of thought and economic systems 3. Introducing the student to the relationship between economic thought and other sciences. 4. Identify the importance of economic thought and systems for the development of economic sectors. 5. Introduce the student to the most important sources of data collection and information about thought and systems. 6. Introduce the student to how to solve the problems that the economy suffers from through this course
Module Learning	1. Providing graduates who are able to deal with thought and systems and

Outcomes Learning Outcomes for the Course	predict economic variables. 2. Disseminate knowledge in government institutions in order to achieve the aspirations of society. 3- Providing the labor market with the necessary skills of human resources. 4- The ability to solve the economic problems that the economic activity suffers from. 5- Exchanging experiences and data with the ministries with economic decision-making. 6- The ability of the graduates of the Department of Economics to carry out modern studies in thought and economic systems. 7. Providing economic advice to the public and private sectors.
Indicative Contents How-to Contents	How-to content includes: (10hr) 1. Getting to know economic thought 2. Meet the thinkers of each stage 3. Economic Systems Understanding 4. Features of each system 5. Identify the connection between the ideas of each system and the pros and cons of each stage

Learning and Teaching Strategies	
Strategies	Write something like: The main strategy that will be adopted in the presentation of this module is to encourage students' participation in exercises, while at the same time improving and expanding their critical thinking skills. This will be achieved through interactive classrooms and tutorials and by looking at the types of simple experiments that involve taking some sampling activities that interest students.

Student Workload (SWL)			
The student's academic load is calculated for 15 weeks			
Structured SWL (h/sem) Student's regular academic load during the semester	60	Structured SWL (h/w) Regular Academic Load of the Student Weekly	4
Unstructured SWL (h/sem) Student's irregular academic load during class	87	Unstructured SWL (h/w) Student's irregular academic load per week	5.8
Total SWL (h/sem) The student's total academic load during the semester	150		

Module Evaluation					
Assessment of the course					
		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Daily exams	14hr	10% (10)	5-10	Using Resources to Identify Ideas
	Tasks Duties	15hr	10% (10)	3-12	Use global systems experiences
	Discussions and	15hr	10% (10)	During the	

	Working Parties			semester	
	The Report	14hr	10% (10)	13	Connecting ideas and systems
Summative assessment	Midterm Exam	2hr	10% (10)		
	Final Exam	3hr	50% (50)		
Overall Rating			100% (100 Marks)		

Delivery Plan (Weekly Syllabus) Theoretical Weekly Curriculum	
	Material Covered
Week 1	Ideas in Antiquity and Medieval Ages
Week 2	Transition from the Middle Ages to the Renaissance
Week 3	Islamic era
Week 4	The Natural School
Week 5	Classic and Neo-Classical School
Week 6	Socialism and Keynesianism
Week 7	Identify economic systems and their elements
Week 8	Socialist system
Week 9	Capitalist system
Week 10	Islamic System
Week 11	Modern Digital System
Week 12	First Test
Week 13	
Week 14	
Week 15	
Week 16	

Delivery Plan (Weekly Lab. Syllabus) Weekly Laboratory Curriculum	
	Covered Materials
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	

Learning and Teaching Resources Learning and Teaching Resources		
	Text	Available in the Library?
Required Texts	1 Curriculum from a collection of online resources	yes
Recommended Texts		yes
Websites		

Grading Scheme Grading Chart

Group	Grade	Recognition	Marks %	Definition
Success Group (50 - 100)	A - Excellent	Privilege	90 - 100	Amazing Performance
	B - Very Good	Very good	80 - 89	Above average with some mistakes
	C - Good	Good	70 - 79	Proper work with noticeable errors
	D - Satisfactory	Medium	60 - 69	Fair but with major drawbacks
	E - Sufficient	Acceptable	50 - 59	The work meets minimum standards
Fail Group (0 – 49)	FX – Fail	Deposit (in processing)	(45-49)	More work is required but credit has been awarded
	F – Fail	Fail	(0-44)	Significant amount of work required

Note: Decimal marks above or below 0.5 will be rounded to the highest or lowest full score (e.g., 54.5 will be rounded to 55, while 54.4 will be rounded to 54. The University has a policy of not tolerating "close pass failure" and therefore the only adjustment to the marks awarded by the original mark(s) will be the automatic rounding described above.

MODULE DESCRIPTION FORM

Sample course description

Module Information				
Course Information				
Module Title	The crimes of the Baath regime in Iraq Baath Party crimes in Iraq		Baath regime crimes in Iraq	
Module Type	B		☐ Theory ☐ Lecture ☐ Lab ☐ Tutorial ☐ Practical ☐ Seminar	
Module Code	UOM208			
ECTS Credits	2			
SWL (hr/sem)	50			
Module Level	1	Semester of Delivery		1
Administering Department	Type Dept. Code	College	Administration and economics	
Module Leader	Mohamed Ahmed Raheel		e-mail	Mohammed.rh@tu.edu.iq
Module Leader's Acad. Title	Professor		Module Leader's Qualification	PhD
Module Tutor			e-mail	
Peer Reviewer Name	Assoc. Prof. Dr. Wissam Kamel Kayem		e-mail	E-mail
Date of approval of the Scientific Committee	1/9/2025		Version Number	1.0

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

Module Aims, Learning Outcomes and Indicative Contents	
Course Objectives, Learning Outcomes, and Instructional Contents	
Module Objectives Course Objectives	1. Introduce the student to the concept of criminology 2- Introducing the student to the crimes committed by the Baath Party regime 3- Clarification of Baath crimes according to the Iraqi Supreme Criminal Court Law of 20005 4- Explaining the psychological and social crimes committed by the Ba'ath regime and their effects on society. 5- Providing students with the opportunity to learn about the oppressive methods committed by the Baathist regime to be a witness to the era. 6- Introducing the student to the most important sources of data and information collection about the scientific subject. 7- Distance the student from sectarian, ethnic and sectarian ideas and methods, as they are doomed to perish, and urge them to coexist peacefully.
Module Learning Outcomes	Important: Write at least 6 learning outcomes, preferably equal to the number of weeks of study 1. Knowledge of the basic concepts of crime

Learning Outcomes for the Course	2. Knowledge of the concept of crime according to the terms sociology, psychology, law, politics, and law. 3. Knowledge of the environmental crimes committed during the Baathist regime and all its sections. 4. Knowledge of Crimes Related to Mass Graves
Indicative Contents How-to Contents	How-to content includes. 1- The first week: The first chapter is the Baath crimes according to the law of the Iraqi Supreme Criminal Court of 2005 with a period of 2 hours. 2 – Second Week: Identify the concept of crimes and their sections with a daily exam in the first semester subject of 2 hours. 3- Third Week: Types of International Crimes with a request for a report from students in the amount of 2 hours. 4- Fourth week: Decisions issued by the Supreme Criminal Court with a daily test for students with 2 hours. 5- Fifth Week: The second chapter includes identifying psychological and social crimes and their effects with a 2-hour seminar. 6- Sixth Week: Psychological Crimes, Mechanisms of Committing Them and Their Effects with a 2-hour presentation. 7- Seventh Week: Psychological Crimes and the Militarization of Society with a daily test of 2 hours: 8- Eighth week: The position of the Baathist regime on religion by 2 hours. 9- Ninth Week: Pictures of human rights violations and crimes of the authority with a request from students on the concept of human rights and the violations that Iraqis were subjected to inside and outside the country for 2 hours. 10- Tenth week: Environmental crimes by 2 hours 11- Eleventh week: War and radioactive contamination and mine explosion with a daily test of 2 hours. 12- Twelfth week: Destruction of cities, villages and marshes in 2 hours. 13- Third Week Ten: Mass grave crimes by two hours. 14- The Fourteenth Week: The events of those graves committed by the Baathist regime in 2 hours. 15- Fifteenth Week: Semester Exam

Learning and Teaching Strategies	
Strategies	One of the most important strategies for learning and teaching is to encourage student participation through discussions, while at the same time improving and expanding their thinking skills. Through classroom materials and interactive educational programs, and by looking at the types of crimes committed by the Baathist regime, the most important things we aspire to can be summarized through the following points: 1. Keeping the student away from everything that would infringe on the rights of the individual 2. It enables the student to know the repressive methods committed by the Baathist regime 3. Maybe the student can renounce hatred and racism and live in peace in the one homeland

Student Workload (SWL)			
The student's academic load is calculated for 15 weeks			
Structured SWL (h/sem)	30	Structured SWL (h/w)	2

Student's regular academic load during the semester		Regular Academic Load of the Student Weekly	
Unstructured SWL (h/sem) Student's irregular academic load during class	17	Unstructured SWL (h/w) Student's irregular academic load per week	1.13
Total SWL (h/sem) The student's total academic load during the semester	50		

Module Evaluation Assessment of the course					
		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Daily exams	0.25 hr/5	10% (2)	2-4-7-11-14	- The concept of crime - Crime Divisions - Language as a jurisprudence in law - Crimes committed by the Baath regime
	Assignments Assignments/Presentation	0.50 hr/2	10% (5)	1 6	- Explaining the concept of the Criminal Court Law and the crimes of Baathism referred to in that law. - International crimes
	Projects/Discussions	0.50 hr/2	10% (5)	5 12	- Criminal Court Decisions - Psychological crimes and their effects - Social crimes and their effects
	The Report	0.50 hr/2	10% (5)	3 9	- Militarization of society - The Baathist regime's position on religion
Summative assessment	Midterm Exam	2hr	10% (10)		Tests
	Final Exam	3hr	50% (50)		
Overall Rating			100% (100 Marks)		

Delivery Plan (Weekly Syllabus) Theoretical Weekly Curriculum	
	Material Covered
Week 1	Chapter One: Baath Crimes According to the Iraqi Supreme Criminal Court Law of 2005
Week 2	Understanding the concept of crimes and their divisions
Week 3	Types of International Crimes
Week 4	Decisions of the Iraqi Supreme Criminal Court of 2005
Week 5	Introduction to the psychological and social crimes committed by the Baathist regime
Week 6	Psychological Crimes, Mechanisms and Effects
Week 7	Psychological Crimes and the Militarization of Society

Week 8	The Baathist regime's position on religion
Week 9	Images of Human Rights Violations and Crimes of Power
Week 10	Environmental Crimes
Week 11	War and Radioactive Pollution and Mine Explosion
Week 12	Destruction of cities, villages and marshes
Week 13	Mass Grave Crimes
Week 14	The events of those cemeteries committed by the Baathist regime
Week 15	Semester exam
Week 16	A preparatory week before the final exam

Delivery Plan (Weekly Lab. Syllabus) Weekly Laboratory Curriculum	
	Covered Materials
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	

Learning and Teaching Resources Learning and Teaching Resources		
	Text	Available in the Library?
Required Texts	The Crimes of the Baath Regime in Iraq, a Course for All Public and Private Universities	yes
Recommended Texts	Iraqi Academic Scientific Journals Website	no
Websites	Review scientific websites through the web	

Grading Scheme Grading Chart				
Group	Grade	Recognition	Marks %	Definition
Success Group (50 - 100)	A – Excellent	Privilege	90 - 100	Amazing Performance
	B - Very Good	Very good	80 - 89	Above average with some mistakes
	C – Good	Good	70 - 79	Proper work with noticeable errors
	D - Satisfactory	Medium	60 - 69	Fair but with major drawbacks
	E - Sufficient	Acceptable	50 - 59	The work meets minimum standards
Fail Group (0 – 49)	FX – Fail	Deposit (in processing)	(45-49)	More work is required but credit has been awarded
	F – Fail	Fail	(0-44)	Significant amount of work required

Note: Decimal marks above or below 0.5 will be rounded to the highest or lowest full score (e.g., 54.5 will be rounded to 55, while 54.4 will be rounded to 54. The University has a policy of not tolerating "close pass failure" and therefore the only adjustment to the marks awarded by the original mark(s) will be the automatic rounding described above.

MODULE DESCRIPTION FORM

Sample course description

Module Information			
Course Information			
Module Title	National Accounts National Accounts		Module Delivery
Module Type	B		☒ Theory ☐ Lecture ☐ Lab ☐ Tutorial ☒ Practical ☐ Seminar
Module Code	E109		
ECTS Credits	5		
SWL (hr/sem)	125		
Module Level	1	Semester of Delivery	
Administering Department	Economy	College	Administration and economics
Module Leader	Mustafa ismaeel khaleel	e-mail	mustafaismaeel@tu.edu.iq
Module Leader's Acad. Title	Assistant professor Doctor	Module Leader's Qualification	Assistant professor Doctor
Module Tutor		e-mail	
Peer Reviewer Name	Name	e-mail	E-mail
Date of approval of the Scientific Committee	1/9/2025	Version Number	1.0

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

Module Aims, Learning Outcomes and Indicative Contents	
Course Objectives, Learning Outcomes, and Instructional Contents	
Module Objectives Course Objectives	1. Introduce the student to the most important terms of national accounts. 2. Learn the basic concepts of the principles of national accounts. 3. Ability to find appropriate methods for viewing and analyzing the material. 4. Introducing and empowering the student on information and data sources. 5. Define and enable the student to analyze data and find indicators. 6. Identify and empower the student to make appropriate decisions for the phenomenon based on the results of data analysis.
Module Learning Outcomes Learning Outcomes for the Course	Important: Write at least 6 learning outcomes, preferably equal to the number of weeks of study 1. The student's knowledge of the basic concepts of the National Accounts course. 2. The student is proficient in the knowledge of the systems of national accounts and the classification of economic activities. 3. Knowledge of the student on the income stream loop in the economy ?

	4. The student's knowledge of economic indicators and methods of measuring them . 5. It enables the student to know the national income and the concepts associated with it. 6. The student's mastery and understanding of the record numbers, their types and methods of calculation.
Indicative Contents How-to Contents	How-to content includes: Chapter One deals with an introduction to the definition and concept of national accounts. (10hr (- The development of national accounts between the concept and the goals and the overlap of concepts. - The contributions of economic schools to the development of national accounts. - The difference between national accounts and traditional accounts. - National Accounts Functions. - Objectives and benefits of national accounts. - The historical development of national accounts. Chapter Two: The National Accounts Systems and the Classification of Economic Activities. - The intellectual basis of the systems of national accounts. - Types of Unified National Accounts Systems. - Classification of economic activities. - The Income Flow Loop in the Economy. - National Income and the Concepts Associated with its Measurement Nominal GDP and Real GDP. - The national product at market price and cost. - Gross Domestic Product (GDP) and Gross National Product (GNP). - Personal income and disposable personal income. Chapter Three: Standard Indicators and Methods of Calculating Them. - The concept of economic indicators. - Some important standard indicators and methods of calculating them Chapter Four: Methods of Measuring GDP - Concept of GDP - Some concepts associated with measuring GDP - .Methods of measuring GDP - Chapter Four: Indices Types and Methods of Calculation. - .The concept of records - of indexes Areas of use - .Disadvantages of Records - .Types of Records - Chapter Five: Economic Growth Rates and Methods of Calculating Them - The Concept of Economic Growth - Types of Economic Growth - Desperate ways of economic growth.

Learning and Teaching Strategies Learning and Teaching Strategies	
Strategies	Write something like: The main strategy that will be adopted in the delivery of this module is to encourage students' participation in exercises, while at the same time improving and expanding their monetary and banking thinking skills. This will be

	achieved through interactive classrooms and tutorials and by looking at simple test types that involve taking some of the students' activities and trying to develop them..

Student Workload (SWL) The student's academic load is calculated for 15 weeks			
Structured SWL (h/sem) Student's regular academic load during the semester	60	Structured SWL (h/w) Regular Academic Load of the Student Weekly	4
Unstructured SWL (h/sem) Student's irregular academic load during class	62	Unstructured SWL (h/w) Student's irregular academic load per week	4.13
Total SWL (h/sem) The student's total academic load during the semester	125		

Module Evaluation Assessment of the course					
		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Daily exams	14hr	10% (10)	5-10	Measures of centralism
	Missions and Answers	15hr	10% (10)	3-12	Dispersion Scales
	Discussions and Working Parties	15hr	10% (10)	During the semester	
	The Report	14hr	10% (10)	13	Correlation + Regression
Summative assessment	Midterm Exam	2hr	10% (10)		
	Final Exam	3hr	50% (50)		
Overall Rating			100% (100 Marks)		

Delivery Plan (Weekly Syllabus) Theoretical Weekly Curriculum	
	Material Covered
Week 1	National Accounts Its Concept and the Most Important Terms Used in National Accounts and Development of National Accounts
Week 2	Tasks, Objectives and Benefits of National Accounts
Week 3	Difference Between National Accounts and Conventional Accounts
Week 4	National Accounts Functions
Week 5	National Accounts Systems and the Intellectual Basis of National Accounts Systems
Week 6	Types of Uniform National Accounts Systems
Week 7	Classification of Economic Activities and the Income Flow Loop in the Economy
Week 8	Some Economic Indicators: Their Concept and Methods of Measurement
Week 9	National Income and Concepts Associated with its Measurement
Week 10	Nominal GDP and Real GDP
Week 11	GDP at market price and cost
Week 12	The concept of personal income and disposable personal income and the difference between them
Week 13	Difference Between Direct and Indirect Taxes

Week 14	Methods of measuring GDP, the concept of GDP and its associated concepts
Week 15	Indices Types and Methods of Measurement, Growth Rates and Methods of Calculating Them
Week 16	A preparatory week before the final exam

Delivery Plan (Weekly Lab. Syllabus) Weekly Laboratory Curriculum	
	Covered Materials
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	

Learning and Teaching Resources Learning and Teaching Resources		
	Text	Available in the Library?
Required Texts	Money & Banks / Dr. Mahmoud Hussein Al-Wadi Dr. Hussein Mahmoud Dr. Suhail Ahmed	yes
Recommended Texts	Money, Banks and Monetary Theory / Dr. Jameel Ajami	yes
Websites		

Grading Scheme Grading Chart				
Group	Grade	Recognition	Marks %	Definition
Success Group (50 - 100)	A - Excellent	Privilege	90 - 100	Amazing Performance
	B - Very Good	Very good	80 - 89	Above average with some mistakes
	C - Good	Good	70 - 79	Proper work with noticeable errors
	D - Satisfactory	Medium	60 - 69	Fair but with major drawbacks
	E - Sufficient	Acceptable	50 - 59	The work meets minimum standards
Fail Group (0 – 49)	FX – Fail	Deposit (in processing)	(45-49)	More work is required but credit has been awarded
	F – Fail	Fail	(0-44)	Significant amount of work required

Note: Decimal marks above or below 0.5 will be rounded to the highest or lowest full score (e.g., 54.5 will be rounded to 55, while 54.4 will be rounded to 54. The University has a policy of not tolerating "close pass failure" and therefore the only adjustment to the marks awarded by the original mark(s) will be the automatic rounding described above.

MODULE DESCRIPTION FORM

Sample course description

Module Information Course Information				
Module Title	Partial economic policies Microeconomic policies		Module Delivery	
Module Type	MEC2412		☐ Theory ☐ Lecture ☐ Lab ☐ Tutorial ☐ Practical ☐ Seminar	
Module Code	C			
ECTS Credits	7			
SWL (hr/sem)	175			
Module Level	1	Semester of Delivery		1
Administering Department	E	College	Faculty of Business and Economics	
Module Leader	Prof. Dr. Abdulrazaq Hamad Hussain		e-mail	abidalhamad@tu.edu.iq
Module Leader's Acad. Title	Professor		Module Leader's Qualification	PhD
Module Tutor			e-mail	E-mail
Peer Reviewer Name	Eng. Khaldoon Abdullah Khalaf		e-mail	E-mail: khaldoon.abdullah@tu.edu.iq
Date of approval of the Scientific Committee	1/9/2025	Version Number	1.0	

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

Module Aims, Learning Outcomes and Indicative Contents Course Objectives, Learning Outcomes, and Instructional Contents	
Module Objectives Course Objectives	Course Objectives 1- Introducing the student to the material basis of the microeconomics 2. Introduce the student to the historical approach to the microeconomics 3- Introducing the student to the theoretical approach to microeconomics and its relationship with other sciences. 4- Identify partial theories 5- Introducing the student to the offer and demand. 6- Introducing the student to how to solve the problems that the micro-economy suffers from.
Module Learning Outcomes	First: Knowledge 1- Providing graduates capable of economic analysis and prediction of economic variables.

Learning Outcomes for the Course	2- Disseminate knowledge in government institutions in order to achieve the aspirations of the community. 3- Providing the labor market with the necessary skills of human resources. Second: Skills 1.The ability to solve the economic problems that economic activity suffers from, such as demand and supply, inflation and recession. 2- Exchange of experiences and data with ministries with economic decisions 3- The ability of the graduates of the Department of Economics to carry out economic feasibility studies and economic analysis. 4. Providing economic advice to the public and private sectors. 5. Our outputs must be knowledgeable and have acquired skills in how to accomplish the tasks assigned to them. Third: Values 1- Consolidating social and moral responsibility. 2- Serving the community and meeting its requirements. 3- Adherence to professional ethics and the ability to show high professional competence. 4. Integrity and transparency. 5- Quality. - The student must be a believer in the principles of integrity and transparency, and have the ability to apply the concepts of quality management.
Indicative Contents How-to Contents	The course of Microeconomic Theory deals with the study of the economic behavior of individuals, enterprises, and markets, and the analysis of how limited economic resources are allocated to satisfy multiple human needs. In light of this, the course will be gradual in dealing with its topics over the weeks of the semester as follows: In the first weeks, the concept of economics and its historical development are clarified, with its relationship to other social sciences such as politics, management, and sociology, in order to understand the general framework within which economics operates as a social science concerned with the study of human activity in the field of production, distribution, and consumption. The economic problem is then addressed as the essence of economic study, where it explains its nature and characteristics represented in the limited resources and the multiplicity of human needs, as well as how to address this problem in different economic systems, from the capitalist system to the socialist and mixed system, and explain the foundations on which each system is based in allocating resources and achieving economic efficiency. After that, the focus shifts to the study of demand theory, which represents one of the fundamental aspects of the market, where demand is defined, its table and curve are explained, and the law of demand and the factors affecting it are clarified, while explaining the exceptions of the law, the factors determining the demand and the change in its quantities. The concept of demand elasticity and its importance in analyzing consumers' response to changes in prices and incomes is also being paved. In the following weeks, the study of demand elasticity will be expanded in detail, in terms of its definition, types (price elasticity, income, intersectionality), and methods of measuring it, with a focus on the importance of flexibility in marketing and pricing policies and in revenue analysis. In the middle of the chapter, the theory of supply, which represents the opposite side of demand in the market, is discussed, where supply is defined, its table and curve are explained, the law of supply and its exceptions are explained, in addition to the factors determining supply and the relationship between price and quantity offered, measuring the elasticity of supply, and then explaining how to determine the point of equilibrium between demand and supply and the impact

	of economic changes on it. Then we move on to the theories of consumer behavior, starting from the classical theory that is based on the concept of utility, explaining its basic assumptions, types of utility and the law of marginal benefit decreasing to the modern theory (the theory of the equalization curves) that provides a more accurate analysis of consumer behavior through the concept of the curves, the equalization map, the income line, and the consumer balance, while explaining the characteristics of the equalization curves and their economic significance. This is followed by the study of the theory of production, which focuses on the concept of production, factors of production, and the function of production and its types, while clarifying the concept of aggregate, intermediate and marginal output, explaining the law of yield reduction and its various stages, and determining the optimal economic stage of production that achieves efficiency in the use of resources. Then it deals with costs and revenues, where production costs and their types (fixed, variable, total, average, marginal) are defined, and their curves are analyzed in the short term, and the relationship between them and the different types of revenues (total, medium, marginal) is defined, to reach the equilibrium point that achieves the maximum profit for the enterprise. Finally, from the tenth week until the end of the semester, the study of market theory as the framework in which the forces of demand and supply interact to determine prices and quantities is expanded. The concept of the market, its functions and elements, and the main types of markets (full competition, monopoly, monopoly competition, monopoly monopoly, oligopoly are explained), with the analysis of the balance of the enterprise in each type of market, and how to achieve a balance in the full competition market and the monopoly market, in order to understand the mechanism of the working of the markets and the interaction of economic units within them.

Learning and Teaching Strategies Learning and Teaching Strategies	
Strategies	1. Active Learning: Encourage active participation of students in learning processes, such as discussions, group activities, and problem-solving, to enhance their deep understanding of mathematical concepts. 2. Collaborative Learning: Students are encouraged to work together in small groups to solve problems related to their studies and share ideas, which contributes to enhancing interaction and knowledge exchange between them. 3. Use of technology: Leveraging technology to provide interactive learning tools such as computer programs and online resources to enhance students' understanding and motivation. 4. Problem-Based Learning: Introducing specific problems and motivating students to think critically and use managerial skills to solve them. 5. Multiple Instructional Strategies: Providing a variety of instructional strategies, such as interactive lectures, hands-on lessons, and hands-on exercises, to meet the diverse needs of students. 6. Promoting managerial thinking: Encouraging students to develop managerial thinking skills such as analysis, planning, and conclusion, by providing motivational questions and practical problems.

	7. Provide immediate feedback: Provide mechanisms to provide immediate feedback to students on their performance and understanding of management concepts, whether through periodic assessments or direct interaction with the teacher. - Delivering in-person and electronic lectures - Discussions with students - Oral Questions for Students Blended Learning (Classroom)

Student Workload (SWL) The student's academic load is calculated for 15 weeks			
Structured SWL (h/sem) Student's regular academic load during the semester	75	Structured SWL (h/w) Regular Academic Load of the Student Weekly	5
Unstructured SWL (h/sem) Student's irregular academic load during class	97	Unstructured SWL (h/w) Student's irregular academic load per week	6.46
Total SWL (h/sem) The student's total academic load during the semester	175		

Module Evaluation Assessment of the course					
		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Daily exams	1hr/ 2	10% (5)	3-7	Costs: Short-term average costs, long-term costs
	Tasks Duties	1hr/ 1	10% (10)	5	Applications on costs
	Discussions	1hr/ 5	10% (2)	4-6-9-10-11	Graphs
	The Report	11hr/ 1	10% (10)	15	All Seasons
Summative assessment	Midterm Exam	2/hr	10% (10)	10	Chapter Seven, Chapter Eight
	Final Exam	3/hr	50% (50)	15	Chapter Seven, Chapter Eight
Overall Rating			100% (100 Marks)		

Delivery Plan (Weekly Syllabus) Theoretical Weekly Curriculum	
	Material Covered
Week 1	Costs: Short-term production costs, fixed costs, variable costs, total costs.
Week 2	Short-term cost averages, fixed cost averages, variable averages, and total total costs.
Week 3	Marginal cost, production and cost curves, graphs.
Week 4	Long-term costs with graphs.
Week 5	Mathematical applications on costs.
Week 6	Markets: Full Competition Market, Assumptions and Conditions, Short-Term Equilibrium.
Week 7	Probabilities of the project case in perfect competition, diagrams.
Week 8	The prospect of economic profitability, the long-term balance in a market that competes

	with charts.
Week 9	Dynamic changes facing the industry in the long run, industries with fixed costs, industries with decreasing costs.
Week 10	Absolute monopoly market: marginal and average revenue in the monopoly market, achieving the balance of the monopoly in the short term.
Week 11	Marginal revenue and marginal costs with graphs, applications for the monopoly market, monopoly balance in the long run.
Week 12	Monopolistic Competition Market: Normal Profit Status, Economic Profit Status, Relative Economic Loss Status.
Week 13	The long-term market equilibrium of monopoly competition, graphs.
Week 14	The Oligopoly Market: Types and Types of Price Discrimination, Oligopoly Market Models.
Week 15	Broken Demand Curve Pattern, with Graphs.
Week 16	A preparatory week before the final exam

Delivery Plan (Weekly Lab. Syllabus) Weekly Laboratory Curriculum	
	Covered Materials
Week 1	None
Week 2	None
Week 3	None
Week 4	None
Week 5	None
Week 6	None
Week 7	None

Learning and Teaching Resources Learning and Teaching Resources		
	Text	Available in the Library?
Required Texts	Methodological Book of Microeconomics Books available in the college library	yes
Recommended Texts	Online References	yes
Websites	Youtube tutorial available for free online	

Grading Scheme Grading Chart				
Group	Grade	Recognition	Marks %	Definition
Success Group (50 - 100)	A - Excellent	Privilege	90 - 100	Amazing Performance
	B - Very Good	Very good	80 - 89	Above average with some mistakes
	C - Good	Good	70 - 79	Proper work with noticeable errors
	D - Satisfactory	Medium	60 - 69	Fair but with major drawbacks
	E - Sufficient	Acceptable	50 - 59	The work meets minimum standards
Fail Group (0 – 49)	FX – Fail	Deposit (in processing)	(45-49)	More work is required but credit has been awarded

	F – Fail	Fail	(0-44)	Significant amount of work required

Note: Decimal marks above or below 0.5 will be rounded to the highest or lowest full score (e.g., 54.5 will be rounded to 55, while 54.4 will be rounded to 54. The University has a policy of not tolerating "close pass failure" and therefore the only adjustment to the marks awarded by the original mark(s) will be the automatic rounding described above.

Tikrit University

**College of Management
and Economics**

**Department of
Economics**

Academic Description

/ Preliminary Studies

Third Stage

Academic Program Description Form

For the academic year 2025–2026

University name: University Tikrit

College/Institute: College Management and Economics

Scientific Department: Department Economics / School Branch

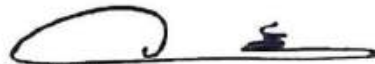
Name of academic or professional program: Department of Economics

Final Certificate Name: Bachelor Sciences in Economics

Academic system: Course system

Description preparation date: 1/9/2025

Date of filling the file: 1/9/2025

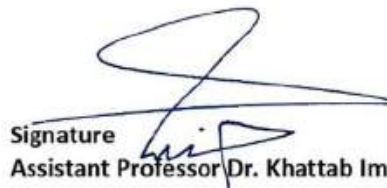


Signature

Assistant Professor Dr. Omar Abdullah Mohammed

Head of Department's Name

2025/9/1



Signature

Assistant Professor Dr. Khattab Imran Saleh

Name of the Assistant Dean for Scientific Affairs

2025/9/1



Signature

The file was audited by

Khaldoon Abdullah Khalaf

Name of the Director of the Quality Assurance and

University Performance Division

2025/9/1



Approval of the Dean

1. Program Vision

Effective contribution to building an advanced economy based on sound planning ♦
in accordance with appropriate economic policies. Reality and following an
advanced scientific approach in preparing economic curricula

2. Program message

The objective need of the public and private sectors requires the formulation of ♦
economic plans and programmes at the micro and macro levels and the
development of policies to achieve a set of economic and social objectives
according to priorities embodied by the necessities and available capabilities.
Here, it is necessary to prepare specialised cadres to conduct economic research
and studies in a way that contributes to deepening economic awareness and
maximising the economic and social benefits of available resources.

3. Program objectives

- Graduating specialized cadres in the field of planning and building economic .¹
policies, capable of integrating into the labor market and economic life.
- Developing students' skills to enable them to Integration into the labor market. .²
- Motivating and supporting the faculty in the department to conduct studies and .³
provide consultations. Economic For public and private entities in Iraq.
- Effective contribution to preparing training and continuing education programs to .⁴
develop expertise and skills in public and private sector institutions.

4. Program accreditation

Do The program Is the program accredited? And from which authority? both .⁵

5. Other external influences

Is there a sponsor? For program Yes, the Ministry of Higher Education and .⁶
Scientific Research, the Presidency of Tikrit University, and the Deanship of the
College of Administration and Economics.

6. Program Structure

comments	percentage	Study unit	Number of courses	Program Structure
	6.9%	10	5	Institutional Requirements
	7.5%	11	4	College

				Requirements
	85.6%	125	55	Department Requirements
	Completed			Summer training
				Other

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

7. Program Description / Curriculum of the Department of Economics

Credit hours	Course name	Course code	Year/Level
theoretical			
3	Management principles		First
3	Principles of Economics 1		
2	Principles of Statistics		
1	Computer 1		
2	Arabic		
2	Human rights and democracy		
3	Economic Readings1English		
2	Principles of mathematics		
3	Accounting principles		
2	Economic Readings 2English		
3	Principles of Economics 2		
2	English language		
3	Microeconomic theory1		Second
2	Baath crimes		
2	Economic statistics1		
2	National Accounts1		
2	Economic facts history		
2	Economics of money		
2	Human Resource Economics		
3	Computer 1		

		2	Mathematics for Economists		
		3	Microeconomic Theory 2		
		2	Economic Statistics 2		
		2	English language		
		2	History of Economic Thought 2		
		2	Banking Economics		
		2	National Accounts2		
		1	Computer2		
		2	Mathematics for Economists 2		
		3	Mathematical Economics 1		Third / General Economics
		2	International Economy		
		2	Economic development		
		3	Public Finance		
		3	Macroeconomics 1		
		2	Agricultural economics		
		2	Environmental Economics		
		2	Industrial economy		
		2	Knowledge Economics		
		2	English language		
		2	Development policy		
		2	Financial policy		
		2	Industrial policy		
		2	Agricultural policy		
		2	International Policy		
		3	Mathematical Economics 2		
		3	Macroeconomics 2		
		2	Economic development		Third / Economic Teachers Branch
		3	Sports economics		
		3	Public Finance		
		2	Industrial economy		
		2	Educational guidance		
		3	Macroeconomics 1		
		2	English language		
		2	Educational management		
		2	Development policy		

	3	International Economy		
	3	Agricultural economics		
	1	Computer		
	2	psychology		
	3	Macroeconomics 2		
	2	Educational foundations		
	2	Financial policy		
	3	Critical theory		
	3	Econometrics 1		
	3	Economic systems		
	2	Search methods		
	2	International Finance		
	2	Operations Research 1		
	3	Economic feasibility studies		
	2	Oil Economics		
	2	Economic planning		
	3	Monetary policy		
	3	Econometrics2		
	2	Computer applications (EV)		
	3	Economic Project Evaluation		
	2	Financial institutions		
	2	Operations Research 2		
	2	English language		
	2	Planning policy		
	2	Energy Economics		
8. Expected learning outcomes of the program				
Knowledge				
ing the labor market with the necessary skills from human resources.	-	Providing graduates who are able to perform economic analysis and predict economic variables.	-	
		Disseminating knowledge in government institutions to achieve the aspirations of society.	-	
Skills				
ty of economics graduates to conduct	-	The ability to solve economic problems that	-	

economic feasibility studies and economic analysis.	-	economic activity suffers from, such as inflation and recession. Exchange of experiences and data with ministries with economic decision-making powers	-
outputs should be knowledgeable and how to accomplish the tasks assigned to them.	-	Providing economic advice to the public and private sectors.	-
Values			
professional ethics and the ability to demonstrate high professional competence.	-	Establishing social and ethical responsibility. Serving the community and meeting its requirements.	-
It must believe in the principles of integrity and transparency, and have the ability to apply the concepts of quality management.	-	Integrity and transparency. Quality.	-
9. Teaching and learning strategies			
Learning: Encouraging students' active participation in learning processes, such as discussions, activities, and problem solving, to enhance their deep understanding of mathematical concepts.	.1		
Cooperative learning: Encouraging students to work together in small groups to solve problems related to their studies and sharing ideas, which contributes to enhancing interaction and knowledge exchange between them.	.2		
Technology: Leveraging technology to provide interactive learning tools such as computer software and online resources to enhance student understanding and motivation.	.3		
Problem-based learning: presenting specific problems and motivating students to think critically and use skills to solve it.	.4		
Instructional Strategies: Providing a variety of instructional strategies, such as interactive lectures, practical lessons, and hands-on exercises, to meet the diverse needs of students.	.5		
Administrative: Encourage students to develop thinking skills. Such as analysis, planning and inference, by providing stimulating questions and applied problems.	.6		
Immediate feedback: Provide mechanisms to provide immediate feedback to students on	.7		

their performance and understanding of concepts. Administrative, whether through periodic assessments or direct interaction with the teacher.

10. Evaluation methods

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

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

nd assignments: Students may be given regular tests and assessment assignments to assess .3
blem solving skills.related to their field of expertiseAnd their understanding of the concepts
presented.

ing participation in research: The extent to which students participate in research activities .4
ntific projects can be assessed, and an evaluation can be provided of their presentation style
and analysis of their results and conclusions.

Practical Performance Evaluation: Students can be evaluated in practical performance .5
through:VisitsProcess and participation in applied activities.

n of external participation: This includes evaluation of the extent of students' participation .6
in external activities such as conferences, seminars, and sports competitions.

of Personal and Professional Development: Students' personal, professional and academic .7
development can be evaluated during their participation in the faculty mentoring program.

11. Faculty

Faculty members

ty tion ange ange ange	Requirements/Skills (if any)	Specialization		Academic Rank
		private	general	
		International Economy	economy	Prof. Dr. Abdul Razzaq Hamad Hussein Khalaf
		Economic development	economy	Prof. Dr. Makhif Jassim Hamad Ali

ange		Public Finance	economy	Prof. Dr. Khalaf Mohammed Hamad Abdul-Jubouri
ange		Monetary policies	economy	Asst. Prof. Dr. Khalil Ismail Aziz Bazawi
ange		International Economy	economy	Asst. Prof. Dr. Ibrahim Abdullah Jassim Issa
ange		Macroeconomics	economy	A.M.D. Anmar Ghaleb Kleib Mutlaq
ange		Public Finance	economy	Asst. Prof. Dr. Amer Sami Munir Dawood Al-Ani
ange		Economic development	economy	A.M.D. Fouad Farhan Hussein Mukhlef
ange		International Economy	economy	A.M.D. Khattab Imran Saleh Daman
ange		Macroeconomics	economy	Asst. Prof. Dr. Ziad Ezz El-Din Taha Talib
ange		International Economy	economy	Asst. Prof. Dr. Yasra Salem Nayef Abdul Janabi
ange		Monetary policies	economy	Asst. Prof. Dr. Omar Abdullah Mohammed Hejeij
ange		Finance and Banking	economy	Asst. Prof. Dr. Kilan Ismail Abdullah Mohammed
ange		Macroeconomics	economy	Dr. Khader Jassim Hamad Fahal Al- Jabouri
ange		Economic development	economy	Dr. Munqidh Ibrahim Saleh Hamad
ange		Finance and Credit	economy	Dr. Alaa Abdul Jabbar Hussein Hamad
ange		Public Finance	economy	Dr. Jamal Hussein Ali Abdullah
ange		International Economy	economy	Dr. Mustafa Mahmoud Mahdi Saleh
ange		Standard Economics	economy	A.M. Bushra Abdel-Bari Ahmed Abdullah
ange		Critical	economy	Hamid Hassan Khalaf .أ Mashaal

ange		Critical	economy	Asst. Prof. Dr. Ghassan Ibrahim Ahmed
ange		Financial policies	economy	A.M. Mohamed Emad Abdel Aziz Mahdi
ange		Standard Economics	economy	A.M. Samer Mohammed Fakhri Darar
ange		Public Finance	economy	A.M. Muthanna Mayouf Mahmoud Alawi
ange		International Economy	economy	Dr. Mohammed Ahmed Mohammed Hassan Al-Jabouri
ange		International Economy	economy	M. Bilal Abdel Haq Abdel Karim Mustafa
ange		Standard Economics	economy	Dr. Zuhair Hamed Turki Zaiter
ange		International Economy	economy	A.M. Mustafa Ismail Khalil Abdel
ange		International Economy	economy	Mr. Bakr Hamid Jasoum Aziz
ange		Macroeconomics	economy	M. Naaman Munther Younis Fadel
ange		Economic development	economy	M. Hamoud Saad Muhaimid Al-Helou
ange		Macroeconomics	economy	Ms. Zeina Tariq Ali Ne'meh
ange		economy	economy	M.M. Abeer Abbas Hammadi Saleh
ange		economy	economy	Mr. Adi Tais Ibrahim Musa
ange		economy	economy	M.M. Lujain Aref Ali Mustafa
ange		economy	economy	M.M. Reem Saeed Shihab Ahmed Al- Dulaimi
ange		economy	economy	Mr. Hassan Zidane Khalaf Hamad
ange		economy	economy	M.M. Jihad Badou Hamad Hussein Al- Jabouri
ange		economy	economy	Mr. Ghazwane Shaker Ismail Ibrahim
ecturer		English language	English language	A.M. Abdul Khalaf Saleh

ecturer		Educational and psychological sciences	Educational and psychological sciences	Dr. Louay Karim Latif
ecturer		English language	English language	M. Alaa Ahmed Abdullah
ecturer		English language	English language	Mr. Osama Mohammed Abdullah
ecturer		English language	English language	Mr. Marwan Abdel Moneim Tawfik
ecturer		Educational and psychological sciences	Educational and psychological sciences	M.M. Duaa Turki Abdel
Professional development				
Orientation of new faculty members				
Determining the needs of the university and the department: The needs of the university and the department are determined in terms of the required educational cadres.And preferred majors. -١				
In Programs: Customized orientation programs are designed for new, visiting, full-time and part-time members based on their needs and specialties. -٢				
Introduction to the University Environment: A comprehensive introduction is provided about the university and the department.General Administration, includingAbout the DepartmentAnd the visionAnd the messageThe objectives and services available. -٣				
Ongoing support resources: New members are provided with the necessary resources and support, including training courses, workshops, and technical assistance. -٤				
Academic Orientation: New members are oriented regarding the curricula, research areas and teaching methods used in the department. -٥				
Administrative Orientation: New members are oriented to administrative procedures, responsibilities, university policies and code of conduct. -٦				
Ongoing Support: Ongoing support is provided to new, visiting, full-time and part-time faculty members through advisory sessions, workshops and periodic evaluations. -٧				
Professional development for faculty members				

ing needs and setting goals: Faculty needs are identified through surveys and performance .١	evaluations, and then specific goals to be achieved within the program are identified.
development Program Design: Based on the specific needs and objectives, a comprehensive .٢	development program is designed that includes a set of activities, training courses, workshops, and educational resources.
ram implementation: The development program is implemented in a regular and organized .٣	er, including organizing workshops, conducting training courses, and providing appropriate educational resources.
effective teaching strategies: Faculty members learn to use and apply modern and effective .٤	teaching strategies, such as cooperative learning, active learning, and educational technology.
ation of learning outcomes: The effectiveness of the development program is evaluated by .٥	evaluating the learning outcomes of faculty members, such as increased levels of knowledge, teaching skills, and interaction with students.
s Development: Ongoing feedback and support is provided to faculty members to promote .٦	ongoing professional and academic development.
on in scientific research and publication: Faculty members are encouraged to participate in .٧	scientific research and publish the results in prestigious academic journals, which enhances their academic standing and contributes to the development of knowledge in their fields.
12. Acceptance Criteria	
exceptions (martyrs' families, children of faculty, distinguished employees, top students in -٢	Central acceptance. -١
	institutes, foreign students).
	Private government education -٣
	Accepting evening studies. -٤
13. The most important sources of information about the program	
to develop and update the curricula of the faculties of management and economics in Iraqi -٣	University, college and electronic department website. -١
	Priorities for establishing the department. -٢
	universities for the year 2017.
14. Program Development Plan	
Developing curricula for each subject by the instructor. -١	

a branch of the third stage (economic teachers) and opening postgraduate studies, a higher diploma	-٢
equivalent to a master's and doctorate.	
Developing teaching and administrative staff through courses, seminars and workshops in areas of	-٣
specialization.	
ng scientific research efforts by encouraging faculty members to publish, especially in international	-٤
journals.	
g training programs to develop students' capabilities in technical and information technology fields.	-٥
Organizing field visits and scientific trips for students to government institutions.	-٦

Program Skills Chart

Required learning outcomes of the program

4	A4	Values			Skills			Knowledge				Essential or optional?	Course name	Course code	Year/Level
		A2	A1	B4	B3	B2	B1	A4	A3	A2	A1				
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Management principles		First year
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Statistics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Arabic		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human rights and democracy		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings1English		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of mathematics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Accounting principles		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings 2English		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 2		Second year
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic theory1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Baath crimes		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic statistics1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic facts history		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economics of money		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human Resource Economics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		

	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematics for Economists			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic Theory 2			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Statistics 2			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		History of Economic Thought 2			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Banking Economics			
✓													Mathematics for Economists 2			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts2			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer2			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 1			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Environmental Economics			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Knowledge Economics			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial policy			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural policy			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Policy			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 2			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Sports economics			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial			

														economy			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Educational guidance			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Macroeconomics 1			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			English language			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Educational management			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Development policy			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			International Economy			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Agricultural economics			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Computer			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			psychology			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Macroeconomics 2			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Educational foundations			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Financial policy			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Critical theory			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Econometrics 1			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Economic systems			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Search methods			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			International Finance			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Operations Research 1			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Economic feasibility studies			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Oil Economics			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Economic planning			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Monetary policy			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Econometrics2			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Computer applications(EV)			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Economic Project Evaluation			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Financial institutions			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Operations Research 2			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			English language			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Planning policy			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Energy Economics			

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

Course Description Form

1. Course name	
International Economy	
2. Course code	
3. Semester/Year	
2025-2026	
4. Date this description was prepared	
1/9/2025	
5. Available forms of attendance	
Approval of attendance list	
6. Number of study hours (total) / Number of units (total)	
Number of hours 45 / Number of units 45	
7. Name of the course supervisor (if more than one name is mentioned)	
Dr. Munqidh Ibrahim Saleh Hamad	
8. Course objectives	
Student definitionOn the material 1- basis of the international economy Student definitionWith the historical 2- introduction to international economics Student definitionTheoretical Introduction 3- to International Economics Get to knowTheories such as Adam 4- Smith, David Ricardo, Heckscher Ohlin and beyond, international labour movement, international capital movement Student definitionThe structure of the 5- balance of payments and the automatic and non-automatic balancing mechanisms, cash liquidity and general flows Introducing the student to how to 6- solve the problems facing the economyInternational	Subject objectives
9. Teaching and learning strategies	
Delivering in-person and online lectures - Discussions with students -	Strategy

Oral questions for students -
Blended learning (classroom) -

10. Course Structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
Oral questions	Giving the lecture	On the material basis of the international economy	theoretical knowledge	3 hours	the first
Questions and share	Lecture/Discussions	Historical Introduction to International Economics	theoretical knowledge	3 hours	the second
Oral questions	Lecture/Discussions	Theoretical Introduction to International Economics	theoretical knowledge	3 hours	the third
Student participation	Lecture/Discussions	Adam Smith's theory	theoretical knowledge	3 hours	Fourth
Oral questions	Lecture/Discussions	David Ricardo's theory	theoretical knowledge	3 hours	Fifth
-	-	Monthly exam	-	3 hours	Sixth
Oral questions	Lecture/Discussions	Heckscher Ohlin theory	theoretical knowledge	3 hours	Seventh
Oral questions	Lecture/Discussions	Post-Heckscher-Ohlin theory	theoretical knowledge	3 hours	The eighth
Questions and share	Lecture/Discussions	International Labour Movement	theoretical knowledge	3 hours	Ninth
Oral questions	Lecture/Discussions	international capital movement	theoretical knowledge	3 hours	tenth
Oral questions	Lecture/Discussions	Balance of payments structure	theoretical knowledge	3 hours	eleventh
Questions and share	Lecture/Discussions	Automatic balancing mechanism	theoretical knowledge	3 hours	twelfth
Oral questions	Lecture/Discussions	Non-automatic balancing mechanism	theoretical knowledge	3 hours	thirteenth
-	-	Monthly exam	-	3 hours	fourteenth
Questions and share	Lecture with oral questions	Comprehensive review	theoretical knowledge	3 hours	fifteenth

11. Course Evaluation

The final grade for the evaluation is 100 points, and the minimum for success is 50 points, and the grade is distributedEvaluation on the end of the course is 30 points and the end of the course exam is 70 points.As follows:

- First month exam 10 marks •
- Second month exam 10 marks •
- Daily preparation 5 degrees •
- Posts 5 points •

12. Learning and teaching resources

Economyinternational/Dr.Ghazi Saleh Al-Taie	Required textbooks (methodology if any)
	Main References (Sources)
	Recommended supporting books and references (scientific journals, reports...)
Reviewing scientific websites through the web	Electronic references, websites

Academic Program Description Form

For the academic year 2025–2026

University name: University Tikrit

College/Institute: College Management and Economics

Scientific Department: Department Economy

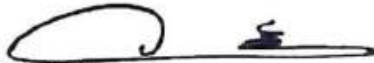
Name of academic or professional program: Department of Economics

Final Certificate Name: Bachelor Sciences in Economics

Academic system: Course system

Description preparation date: 1/9/2025

Date of filling the file: 1/9/2025



Signature

Assistant Professor Dr. Omar Abdullah Mohammed

Head of Department's Name

2025/9/1

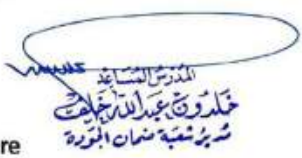


Signature

Assistant Professor Dr. Khattab Imran Saleh

Name of the Assistant Dean for Scientific Affairs

2025/9/1



Signature

The file was audited by

Khaldoon Abdullah Khalaf

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

2025/9/1



Approval of the Dean

1. Program Vision

- ❖ Effective contribution to building an advanced economy based on sound planning in accordance with appropriate economic policies. Reality and following an advanced scientific approach in preparing economic curricula

2. Program message

- ❖ The objective need of the public and private sectors requires the formulation of economic plans and programmes at the micro and macro levels and the development of policies to achieve a set of economic and social objectives according to priorities embodied by the necessities and available capabilities. Here, it is necessary to prepare specialised cadres to conduct economic research and studies in a way that contributes to deepening economic awareness and maximising the economic and social benefits of available resources.

3. Program objectives

1. Graduating specialized cadres in the field of planning and building economic policies, capable of integrating into the labor market and economic life.
2. Developing students' skills to enable them to Integration into the labor market.
3. Motivating and supporting the faculty in the department to conduct studies and provide consultations. Economic For public and private entities in Iraq.
4. Effective contribution to preparing training and continuing education programs to develop expertise and skills in public and private sector institutions.

4. Program accreditation

5. Do The program Is the program accredited? And from which authority? both

5. Other external influences

6. Is there a sponsor? For program Yes, the Ministry of Higher Education and Scientific Research, the Presidency of Tikrit University, and the Deanship of the College of Administration and Economics.

6. Program Structure

comments	percentage	Study unit	Number of courses	Program Structure
	6.9%	10	5	Institutional Requirements
	7.5%	11	4	College Requirements
	85.6%	125	55	Department

				Requirements
	Completed			Summer training
				Other

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

7. Program Description / Curriculum of the Department of Economics

Credit hours	Course name	Course code	Year/Level
theoretical			
3	Management principles		First
3	Principles of Economics 1		
2	Principles of Statistics		
1	Computer 1		
2	Arabic		
2	Human rights and democracy		
3	Economic Readings1English		
2	Principles of mathematics		
3	Accounting principles		
2	Economic Readings 2English		
3	Principles of Economics 2		
2	English language		
3	Microeconomic theory1		Second
2	Baath crimes		
2	Economic statistics1		
2	National Accounts1		
2	Economic facts history		
2	Economics of money		
2	Human Resource Economics		
3	Computer 1		
2	Mathematics for Economists		
3	Microeconomic Theory 2		
2	Economic Statistics 2		

		2	English language		
		2	History of Economic Thought 2		
		2	Banking Economics		
		2	National Accounts2		
		1	Computer2		
		2	Mathematics for Economists 2		
		3	Mathematical Economics 1		Third / General Economics
		2	International Economy		
		2	Economic development		
		3	Public Finance		
		3	Macroeconomics 1		
		2	Agricultural economics		
		2	Environmental Economics		
		2	Industrial economy		
		2	Knowledge Economics		
		2	English language		
		2	Development policy		
		2	Financial policy		
		2	Industrial policy		
		2	Agricultural policy		
		2	International Policy		
		3	Mathematical Economics 2		
		3	Macroeconomics 2		
		2	Economic development		Third / Economic Teachers Branch
		3	Sports economics		
		3	Public Finance		
		2	Industrial economy		
		2	Educational guidance		
		3	Macroeconomics 1		
		2	English language		
		2	Educational management		
		2	Development policy		
		3	International Economy		
		3	Agricultural economics		
		1	Computer		

	2	psychology		
	3	Macroeconomics 2		
	2	Educational foundations		
	2	Financial policy		
	3	Critical theory		
	3	Econometrics 1		
	3	Economic systems		
	2	Search methods		
	2	International Finance		
	2	Operations Research 1		
	3	Economic feasibility studies		
	2	Oil Economics		
	2	Economic planning		
	3	Monetary policy		
	3	Econometrics2		
	2	Computer applications (EV)		
	3	Economic Project Evaluation		
	2	Financial institutions		
	2	Operations Research 2		
	2	English language		
	2	Planning policy		
	2	Energy Economics		
8. Expected learning outcomes of the program				
Knowledge				
ing the labor market with the necessary skills from human resources.	-	Providing graduates who are able to perform economic analysis and predict economic variables.	-	
		Disseminating knowledge in government institutions to achieve the aspirations of society.	-	
Skills				
ty of economics graduates to conduct economic feasibility studies and economic analysis.	-	The ability to solve economic problems that economic activity suffers from, such as inflation and recession.	-	

		Exchange of experiences and data with ministries with economic decision-making powers	-
outputs should be knowledgeable and how to accomplish the tasks assigned to them.		Providing economic advice to the public and private sectors.	-
	Values		
to professional ethics and the ability to demonstrate high professional competence.		Establishing social and ethical responsibility. Serving the community and meeting its requirements.	- -
student must believe in the principles of integrity and transparency, and have the ability to apply the concepts of quality management.		Integrity and transparency. Quality.	- -
	9. Teaching and learning strategies		
ive learning: Encouraging students' active participation in learning processes, such as discussions, group activities, and problem solving, to enhance their deep understanding of mathematical concepts.			
perative learning: Encouraging students to work together in small groups to solve problems related to their studies and sharing ideas, which contributes to enhancing interaction and knowledge exchange between them.			
of Technology: Leveraging technology to provide interactive learning tools such as computer software and online resources to enhance student understanding and motivation.			
problem-based learning: presenting specific problems and motivating students to think critically and solve it.			
multiple Instructional Strategies: Providing a variety of instructional strategies, such as interactive lectures, practical lessons, and hands-on exercises, to meet the diverse needs of students.			
note thinking Administrative Encourage students to develop thinking skills. Administrative Such as analysis, planning and inference, by providing stimulating questions and applied problems.			
vide immediate feedback: Provide mechanisms to provide immediate feedback to students on their performance and understanding of concepts. Administrative, whether through periodic assessments or direct interaction with the teacher.			

Assessment methods
Classroom performance assessment: This includes assessing students' performance during lessons, seminars, and workshops, whether through written tests or continuous assessment of their participation and understanding of the material. Participation in discussions and activities: Students' participation in class discussions, group activities, and individual projects can be assessed to assess their understanding and engagement with the material. Tests and assignments: Students may be given regular tests and assessment assignments to assess their problem-solving skills related to their field of expertise and their understanding of the concepts presented. Evaluating participation in research: The extent to which students participate in research activities and scientific projects can be assessed, and an evaluation can be provided of their presentation style and analysis of their results and conclusions. Practical Performance Evaluation: Students can be evaluated in practical performance through visits and participation in applied activities. Evaluation of external participation: This includes evaluation of the extent of students' participation in external activities such as conferences, seminars, and sports competitions. Evaluation of Personal and Professional Development: Students' personal, professional and academic development can be evaluated during their participation in the faculty mentoring program.

Faculty members				
Faculty member's name	Requirements/Skills (if any)	Specialization		Academic Rank
		private	general	
Dr. Abdul Razzaq Hamad Hussein Khalaf		International Economy	economy	Prof. Dr. Abdul Razzaq Hamad Hussein Khalaf
Dr. Makhif Jassim Hamad Ali		Economic development	economy	Prof. Dr. Makhif Jassim Hamad Ali
Dr. Khalaf Mohammed Hamad Abdul-Jubouri		Public Finance	economy	Prof. Dr. Khalaf Mohammed Hamad Abdul-Jubouri

ange		Monetary policies	economy	Asst. Prof. Dr. Khalil Ismail Aziz Bazawi
ange		International Economy	economy	Asst. Prof. Dr. Ibrahim Abdullah Jassim Issa
ange		Macroeconomics	economy	A.M.D. Anmar Ghaleb Kleib Mutlaq
ange		Public Finance	economy	Asst. Prof. Dr. Amer Sami Munir Dawood Al-Ani
ange		Economic development	economy	A.M.D. Fouad Farhan Hussein Mukhlef
ange		International Economy	economy	A.M.D. Khattab Imran Saleh Daman
ange		Macroeconomics	economy	Asst. Prof. Dr. Ziad Ezz El-Din Taha Talib
ange		International Economy	economy	Asst. Prof. Dr. Yasra Salem Nayef Abdul Janabi
ange		Monetary policies	economy	Asst. Prof. Dr. Omar Abdullah Mohammed Hejeij
ange		Finance and Banking	economy	Asst. Prof. Dr. Kilan Ismail Abdullah Mohammed
ange		Macroeconomics	economy	Dr. Khader Jassim Hamad Fahal Al-Jabouri
ange		Finance and Credit	economy	Dr. Alaa Abdul Jabbar Hussein Hamad
ange		Public Finance	economy	Dr. Jamal Hussein Ali Abdullah
ange		International Economy	economy	Dr. Mustafa Mahmoud Mahdi Saleh
ange		Standard Economics	economy	A.M. Bushra Abdel-Bari Ahmed Abdullah
ange		Critical	economy	Prof Hamid Hassan Khalaf Mashaal
ange		Critical	economy	Asst. Prof. Dr. Ghassan Ibrahim Ahmed
ange		Financial policies	economy	A.M. Mohamed Emad Abdel Aziz Mahdi

ange		Standard Economics	economy	A.M. Samer Mohammed Fakhri Darar
ange		Public Finance	economy	A.M. Muthanna Mayouf Mahmoud Alawi
ange		International Economy	economy	Dr. Mohammed Ahmed Mohammed Hassan Al-Jabouri
ange		International Economy	economy	M. Bilal Abdel Haq Abdel Karim Mustafa
ange		Standard Economics	economy	Dr. Zuhair Hamed Turki Zaiter
ange		International Economy	economy	A.M. Mustafa Ismail Khalil Abdel
ange		International Economy	economy	Mr. Bakr Hamid Jasoum Aziz
ange		Macroeconomics	economy	M. Naaman Munther Younis Fadel
ange		Economic development	economy	M. Hamoud Saad Muhaimid Al-Helou
ange		Macroeconomics	economy	Ms. Zeina Tariq Ali Ne'meh
ange		economy	economy	M.M. Abeer Abbas Hammadi Saleh
ange		economy	economy	Mr. Adi Tais Ibrahim Musa
ange		economy	economy	M.M. Lujain Aref Ali Mustafa
ange		economy	economy	M.M. Reem Saeed Shihab Ahmed Al- Dulaimi
ange		economy	economy	Mr. Hassan Zidane Khalaf Hamad
ange		economy	economy	M.M. Jihad Badou Hamad Hussein Al- Jabouri
ange		economy	economy	Mr. Ghazwane Shaker Ismail Ibrahim
ecturer		English language	English language	A.M. Abdul Khalaf Saleh
ecturer		Educational and psychological sciences	Educational and psychological sciences	Dr. Louay Karim Latif

ecturer		English language	English language	M. Alaa Ahmed Abdullah
ecturer		English language	English language	Mr. Osama Mohammed Abdullah
ecturer		English language	English language	Mr. Marwan Abdel Moneim Tawfik
ecturer		Educational and psychological sciences	Educational and psychological sciences	M.M. Duaa Turki Abdel
al development				
n of new faculty members				
etermining the needs of the university and the department: The needs of the university and the department are determined in terms of the required educational cadres.And preferred majors. ntation Programs: Customized orientation programs are designed for new, visiting, full-time and part-time members based on their needs and specialties. roduction to the University Environment: A comprehensive introduction is provided about the university and the department.General Administration, includingAbout the DepartmentAnd the messageThe objectives and services available. roviding support resources: New members are provided with the necessary resources and support, including training courses, workshops, and technical assistance. ademic Orientation: New members are oriented regarding the curricula, research areas and teaching methods used in the department. ministrative Orientation: New members are oriented to administrative procedures, responsibilities, university policies and code of conduct. ngoing Support: Ongoing support is provided to new, visiting, full-time and part-time faculty members through advisory sessions, workshops and periodic evaluations.				
al development for faculty members				
tifying needs and setting goals: Faculty needs are identified through surveys and performance evaluations, and then specific goals to be achieved within the program are identified. velopment Program Design: Based on the specific needs and objectives, a comprehensive development program is designed that includes a set of activities, training courses, workshops, and				

ational resources.

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

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

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

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

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

Criteria

General acceptance.

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

Private government education

Accepting evening studies.

Most important sources of information about the program

University, college and electronic department website.

Authorities for establishing the department.

Project to develop and update the curricula of the faculties of management and economics in Iraqi universities for the year 2017.

Program Development Plan

Developing curricula for each subject by the instructor.

Opening a branch of the third stage (economic teachers) and opening postgraduate studies, a higher diploma equivalent to a master's and doctorate.

Developing teaching and administrative staff through courses, seminars and workshops in areas of specialization.

Supporting scientific research efforts by encouraging faculty members to publish, especially in international

nals.

ducting training programs to develop students' capabilities in technical and information technology fields.

anizing field visits and scientific trips for students to government institutions.

Program Skills Chart

Required learning outcomes of the program

4	A	Values			Skills			Knowledge				Essential or optional?	Course name	Course code	Year/Level
		A2	A1	B4	B3	B2	B1	A4	A3	A2	A1				
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Management principles		First year
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Statistics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Arabic		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human rights and democracy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings1English		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of mathematics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Accounting principles		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings 2English		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 2		Second year
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic theory1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Baath crimes		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic statistics1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic facts history		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economics of money		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human Resource Economics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematics for Economists		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic Theory 2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Statistics 2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		

✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		History of Economic Thought 2			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Banking Economics			
												Mathematics for Economists 2			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts2			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer2			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 1			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Environmental Economics			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Knowledge Economics			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial policy			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural policy			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Policy			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 2			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Sports economics			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational guidance			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational			

													management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		psychology		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational foundations		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Critical theory		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Econometrics 1		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic systems		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Search methods		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Finance		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations Research 1		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic feasibility studies		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Oil Economics		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic planning		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Monetary policy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Econometrics2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer applications(EV)		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Project Evaluation		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial institutions		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations Research 2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Planning policy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Energy Economics		

Fourth year

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

Course Description Form

1. Course name

Sports economics	
2. Course code	
3. Semester/Year	
2025-2026 First course	
4. Date this description was prepared	
1/9/2025	
5. Available forms of attendance	
Approval of attendance list	
6. Number of study hours (total) / Number of units (total)	
Number of hours 45 Number of units45	
7. Name of the course supervisor (if more than one name is mentioned)	
Dr. Zuhair Hamid Turki	
8. Course objectives	
1- Introducing the student to the concept of economicsThe athleteHistorical developments it has gone through 2- Student definitionImportantlyEconomyThe athlete 3- Introducing the student to the relationshipEconomyThe athleteWith economic development 4- Recognizing the importance ofEconomyThe athleteTo develop economic sectors 5- Introducing the student to the most important sources of collecting data and information about reality.EconomyThe athlete 6- Introducing the student to how to solve the problems facing the economyAs well as the mathematical methods adopted to reach the optimal solution.	Subject objectives
9. Teaching and learning strategies	
- Delivering in-person and online lectures - Discussions with students - Oral questions for students - Blended learning (classroom)	Strategy
10. Course Structure	

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
Oral questions	Giving the lecture	The concept of mathematical economics, mathematical economic models	Able to understand the concept of mathematical economics and mathematical economic models	3 hours	the first
Questions and share	Lecture / Discussions / Solving mathematical examples	Economic models and structural equations	theoretical knowledge	3 hours	the second
Oral questions	Lecture / Discussions / Solving mathematical examples	Market equilibrium - Concept of equilibrium - Partial equilibrium - Equilibrium for a two-commodity market	Introducing the student to equilibrium and market equilibrium	3 hours	the third
Student participation	Lecture / Discussions / Solving mathematical examples	Equilibrium for a three-commodity market	theoretical knowledge	3 hours	Fourth
Oral questions	Lecture / Discussions / Solving mathematical examples	General equilibrium - equilibrium of the economy	theoretical knowledge	3 hours	Fifth
Oral questions	Lecture / Discussions / Solving mathematical examples	Balance of a two-sector economy	theoretical knowledge- Enable the student to understand the concept of general equilibrium	3 hours	Sixth
Oral questions	Lecture / Discussions / Solving mathematical examples	The effect of taxes and subsidies on the balance	The student learns about the concept of taxes and subsidies and their impact on the balance.	3 hours	Seventh
-	-	Monthly exam	-	3 hours	The eighth
Questions and share	Lecture / Discussions / Solving mathematical examples	Shifting of demand and supply curve	theoretical knowledge	3 hours	Ninth
Oral questions	Lecture / Discussions / Solving	Elasticities of demand and supply	theoretical knowledge- Identify the	3 hours	tenth

	mathematical examples		types of flexibility and their applications.		
Oral questions	Lecture / Discussions / Solving mathematical examples	Drawing elasticities and economic applications on them	theoretical knowledge	3 hours	eleventh
Questions and share	Lecture / Discussions / Solving mathematical examples	differentiation-Derivatives	theoretical knowledge	3 hours	twelfth
Oral questions	Lecture / Discussions / Solving mathematical examples	Economic applications of derivatives	theoretical knowledge-Introducing the student to economic applications using derivatives.	3 hours	thirteenth
-	-	Monthly exam	-	3 hours	fourteenth
Questions and share	Lecture with oral questions	Comprehensive review	theoretical knowledge	3 hours	fifteenth

11. Course Evaluation

The final grade for the evaluation is 100 points, and the minimum for success is 50 points, and the grade is distributedEvaluation on the end of the course is 30 points and the end of the course exam is 70 points.As follows:

- First month exam 10 marks
- Second month exam 10 marks
- Daily preparation 5 degrees
- Posts 5 points

End of course exam 70 points

12. Learning and teaching resources

Principles of Sports Economics Dr. Hussein Ali Bakhit	Required textbooks (methodology if any)
Sports Economics Dr. Hassan Yassin Taama Dr. Mohammed Hussein Al Wadi Basic Methods in Mathematical Economics, written by Al-Fashionk, translated by Dr. Ni'mat Allah Najib Ibrahim	Main References (Sources)
Basic Methods in Mathematical Economics, written by Al-Fashionk, translated by Dr. Ni'mat Allah Najib	Recommended supporting books and references (scientific journals,

Ibrahim	reports...)
Reviewing scientific websites through the web	Electronic references, websites

Academic Program Description Form

For the academic year 2025–2026

University name: University Tikrit

College/Institute: College Management and Economics

Scientific Department: Department Economy

Name of academic or professional program: Department of Economics

Final Certificate Name: Bachelor Sciences in Economics

Academic system: Course system

Description preparation date: 1/9/2025

Date of filling the file: 1/9/2025



Signature

Assistant Professor Dr. Omar Abdullah Mohammed

Head of Department's Name

2025/9/1



Signature

Assistant Professor Dr. Khattab Imran Saleh

Name of the Assistant Dean for Scientific Affairs

2025/9/1



Signature

The file was audited by

Khaldoun Abdullah Khalaf

Name of the Director of the Quality Assurance and

University Performance Division

2025/9/1



Approval of the Dean

1. Program Vision

- ❖ Effective contribution to building an advanced economy based on sound planning in accordance with appropriate economic policies. Reality and following an advanced scientific approach in preparing economic curricula

2. Program message

- ❖ The objective need of the public and private sectors requires the formulation of economic plans and programmes at the micro and macro levels and the development of policies to achieve a set of economic and social objectives according to priorities embodied by the necessities and available capabilities. Here, it is necessary to prepare specialised cadres to conduct economic research and studies in a way that contributes to deepening economic awareness and maximising the economic and social benefits of available resources.

3. Program objectives

1. Graduating specialized cadres in the field of planning and building economic policies, capable of integrating into the labor market and economic life.
2. Developing students' skills to enable them to Integration into the labor market.
3. Motivating and supporting the faculty in the department to conduct studies and provide consultations. Economic For public and private entities in Iraq.
4. Effective contribution to preparing training and continuing education programs to develop expertise and skills in public and private sector institutions.

4. Program accreditation

5. Do The program Is the program accredited? And from which authority? both

5. Other external influences

6. Is there a sponsor? For program Yes, the Ministry of Higher Education and Scientific Research, the Presidency of Tikrit University, and the Deanship of the College of Administration and Economics.

6. Program Structure

comments	percentage	Study unit	Number of courses	Program Structure
	6.9%	10	5	Institutional Requirements
	7.5%	11	4	College

				Requirements
	85.6%	125	55	Department Requirements
	Completed			Summer training
				Other

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

Description / Curriculum of the Department of Economics				
		Course name	Course code	Year/Level
	theoretical			
	3	Management principles		First
	3	Principles of Economics 1		
	2	Principles of Statistics		
	1	Computer 1		
	2	Arabic		
	2	Human rights and democracy		
	3	Economic Readings1English		
	2	Principles of mathematics		
	3	Accounting principles		
	2	Economic Readings 2English		
	3	Principles of Economics 2		
	2	English language		
	3	Microeconomic theory1		Second
	2	Baath crimes		
	2	Economic statistics1		
	2	National Accounts1		
	2	Economic facts history		
	2	Economics of money		
	2	Human Resource Economics		
	3	Computer 1		

		2	Mathematics for Economists		
		3	Microeconomic Theory 2		
		2	Economic Statistics 2		
		2	English language		
		2	History of Economic Thought 2		
		2	Banking Economics		
		2	National Accounts2		
		1	Computer2		
		2	Mathematics for Economists 2		
		3	Mathematical Economics 1		Third / General Economics
		2	International Economy		
		2	Economic development		
		3	Public Finance		
		3	Macroeconomics 1		
		2	Agricultural economics		
		2	Environmental Economics		
		2	Industrial economy		
		2	Knowledge Economics		
		2	English language		
		2	Development policy		
		2	Financial policy		
		2	Industrial policy		
		2	Agricultural policy		
		2	International Policy		
		3	Mathematical Economics 2		
		3	Macroeconomics 2		
		2	Economic development		Third / Economic Teachers Branch
		3	Sports economics		
		3	Public Finance		
		2	Industrial economy		
		2	Educational guidance		
		3	Macroeconomics 1		
		2	English language		
		2	Educational management		
		2	Development policy		

	3	International Economy		
	3	Agricultural economics		
	1	Computer		
	2	psychology		
	3	Macroeconomics 2		
	2	Educational foundations		
	2	Financial policy		
	3	Critical theory		
	3	Econometrics 1		
	3	Economic systems		
	2	Search methods		
	2	International Finance		
	2	Operations Research 1		
	3	Economic feasibility studies		
	2	Oil Economics		
	2	Economic planning		
	3	Monetary policy		
	3	Econometrics2		
	2	Computer applications (EV)		
	3	Economic Project Evaluation		
	2	Financial institutions		
	2	Operations Research 2		
	2	English language		
	2	Planning policy		
	2	Energy Economics		
ed learning outcomes of the program				
e				
ing the labor market with the necessary om human resources.	- Providing graduates who are able to perform economic analysis and predict economic variables. - Disseminating knowledge in government institutions to achieve the aspirations of society.			
ility of economics graduates to conduct	- The ability to solve economic problems that			

nic feasibility studies and economic	economic activity suffers from, such as inflation and recession.
s.	- Exchange of experiences and data with ministries with economic decision-making powers
puts should be knowledgeable and	- Providing economic advice to the public and
n how to accomplish the tasks assigned	private sectors.
n.	
nce to professional ethics and the ability	- Establishing social and ethical responsibility.
onstrate high professional competence.	- Serving the community and meeting its requirements.
dent must believe in the principles of	- Integrity and transparency.
y and transparency, and have the ability to	- Quality.
ne concepts of quality management.	
g and learning strategies	
ve learning: Encouraging students' active participation in learning processes, such as discussions,	
p activities, and problem solving, to enhance their deep understanding of mathematical concepts.	
perative learning: Encouraging students to work together in small groups to solve	
blems related to their studies	And sharing ideas, which contributes to enhancing interaction and
knowledge exchange between them.	
of Technology: Leveraging technology to provide interactive learning tools such as computer	
ware and online resources to enhance student understanding and motivation.	
problem-based learning: presenting specific problems and motivating students to think critically and	
skills	Administrative To solve it.
multiple Instructional Strategies: Providing a variety of instructional strategies, such as interactive	
ures, practical lessons, and hands-on exercises, to meet the diverse needs of students.	
note thinking	Administrative Encourage students to develop thinking skills. Administrative Such as
ysis, planning and inference, by providing stimulating questions and applied problems.	
vide immediate feedback: Provide mechanisms to provide immediate feedback to students on	

performance and understanding of concepts. Administrative, whether through periodic assessments or direct interaction with the teacher.

Assessment methods

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

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

Tests and assignments: Students may be given regular tests and assessment assignments to assess their problem-solving skills related to their field of expertise and their understanding of the concepts presented.

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

Practical Performance Evaluation: Students can be evaluated in practical performance

through visits to the process and participation in applied activities.

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

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

Faculty Members				
Faculty Member	Requirements/Skills (if any)	Specialization		Academic Rank
		private	general	
Dr. Abdul Razzaq Hamad Hussein Khalaf		International Economy	economy	Prof. Dr. Abdul Razzaq Hamad Hussein Khalaf
Prof. Dr. Makhif Jassim Hamad Ali		Economic development	economy	Prof. Dr. Makhif Jassim Hamad Ali

ange		Public Finance	economy	Prof. Dr. Khalaf Mohammed Hamad Abdul-Jubouri
ange		Monetary policies	economy	Asst. Prof. Dr. Khalil Ismail Aziz Bazawi
ange		International Economy	economy	Asst. Prof. Dr. Ibrahim Abdullah Jassim Issa
ange		Macroeconomics	economy	A.M.D. Anmar Ghaleb Kleib Mutlaq
ange		Public Finance	economy	Asst. Prof. Dr. Amer Sami Munir Dawood Al-Ani
ange		Economic development	economy	A.M.D. Fouad Farhan Hussein Mukhlef
ange		International Economy	economy	A.M.D. Khattab Imran Saleh Daman
ange		Macroeconomics	economy	Asst. Prof. Dr. Ziad Ezz El-Din Taha Talib
ange		International Economy	economy	Asst. Prof. Dr. Yasra Salem Nayef Abdul Janabi
ange		Monetary policies	economy	Asst. Prof. Dr. Omar Abdullah Mohammed Hejeij
ange		Finance and Banking	economy	Asst. Prof. Dr. Kilan Ismail Abdullah Mohammed
ange		Macroeconomics	economy	Dr. Khader Jassim Hamad Fahal Al- Jabouri
ange		Finance and Credit	economy	Dr. Alaa Abdul Jabbar Hussein Hamad
ange		Public Finance	economy	Dr. Jamal Hussein Ali Abdullah
ange		International Economy	economy	Dr. Mustafa Mahmoud Mahdi Saleh
ange		Standard Economics	economy	A.M. Bushra Abdel-Bari Ahmed Abdullah
ange		Critical	economy	Prof. Hamid Hassan Khalaf Mashaal
ange		Critical	economy	Asst. Prof. Dr. Ghassan Ibrahim Ahmed

ange		Financial policies	economy	A.M. Mohamed Emad Abdel Aziz Mahdi
ange		Standard Economics	economy	A.M. Samer Mohammed Fakhri Darar
ange		Public Finance	economy	A.M. Muthanna Mayouf Mahmoud Alawi
ange		International Economy	economy	Dr. Mohammed Ahmed Mohammed Hassan Al-Jabouri
ange		International Economy	economy	M. Bilal Abdel Haq Abdel Karim Mustafa
ange		Standard Economics	economy	Dr. Zuhair Hamed Turki Zaiter
ange		International Economy	economy	A.M. Mustafa Ismail Khalil Abdel
ange		International Economy	economy	Mr. Bakr Hamid Jasoum Aziz
ange		Macroeconomics	economy	M. Naaman Munther Younis Fadel
ange		Economic development	economy	M. Hamoud Saad Muhaimid Al-Helou
ange		Macroeconomics	economy	Ms. Zeina Tariq Ali Ne'meh
ange		economy	economy	M.M. Abeer Abbas Hammadi Saleh
ange		economy	economy	Mr. Adi Tais Ibrahim Musa
ange		economy	economy	M.M. Lujain Aref Ali Mustafa
ange		economy	economy	M.M. Reem Saeed Shihab Ahmed Al- Dulaimi
ange		economy	economy	Mr. Hassan Zidane Khalaf Hamad
ange		economy	economy	M.M. Jihad Badou Hamad Hussein Al- Jabouri
ange		economy	economy	Mr. Ghazwane Shaker Ismail Ibrahim
ecturer		English language	English language	A.M. Abdul Khalaf Saleh
ecturer		Educational and psychological	Educational and	Dr. Louay Karim Latif

		sciences	psychological sciences	
lecturer		English language	English language	M. Alaa Ahmed Abdullah
lecturer		English language	English language	Mr. Osama Mohammed Abdullah
lecturer		English language	English language	Mr. Marwan Abdel Moneim Tawfik
lecturer		Educational and psychological sciences	Educational and psychological sciences	M.M. Duaa Turki Abdel
Professional development				
Recruitment of new faculty members				
Identifying the needs of the university and the department: The needs of the university and the department are determined in terms of the required educational cadres. And preferred majors. Orientation Programs: Customized orientation programs are designed for new, visiting, full-time and part-time members based on their needs and specialties. Introduction to the University Environment: A comprehensive introduction is provided about the university and the department. General Administration, including About the Department And the message The objectives and services available. Providing support resources: New members are provided with the necessary resources and support, including training courses, workshops, and technical assistance. Academic Orientation: New members are oriented regarding the curricula, research areas and teaching methods used in the department. Administrative Orientation: New members are oriented to administrative procedures, responsibilities, university policies and code of conduct. Ongoing Support: Ongoing support is provided to new, visiting, full-time and part-time faculty members through advisory sessions, workshops and periodic evaluations.				
Professional development for faculty members				
Identifying needs and setting goals: Faculty needs are identified through surveys and performance evaluations, and then specific goals to be achieved within the program are identified.				

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

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

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

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

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

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

Criteria

General acceptance.

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

Provide government education

Accepting evening studies.

Most important sources of information about the program

University, college and electronic department website.

Authorities for establishing the department.

Subject to develop and update the curricula of the faculties of management and economics in Iraqi universities for the year 2017.

Program Development Plan

Developing curricula for each subject by the instructor.

Opening a branch of the third stage (economic teachers) and opening postgraduate studies, a higher diploma equivalent to a master's and doctorate.

organizing field visits and scientific trips for students to government institutions.

Required learning outcomes of the program

4	A	Values			Skills			Knowledge				Essential or optional?	Course name	Course code	Year	Level
		A2	A1	B4	B3	B2	B1	A4	A3	A2	A1					
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Management principles		First year	
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 1			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Statistics			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Arabic			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human rights and democracy			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings1English			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of mathematics			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Accounting principles			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings 2English			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic theory1		Second year	
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Baath crimes			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic statistics1			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts1			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic facts history			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economics of money			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human Resource Economics			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematics for Economists			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic			

													Theory 2				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Statistics 2				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		History of Economic Thought 2				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Banking Economics				
													Mathematics for Economists 2				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts2				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer2				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 1				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Environmental Economics				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Knowledge Economics				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial policy				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural policy				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Policy				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 2				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Sports economics				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational guidance				

✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		psychology		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational foundations		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Critical theory		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Econometrics 1		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic systems		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Search methods		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Finance		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations Research 1		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic feasibility studies		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Oil Economics		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic planning		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Monetary policy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Econometrics2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer applications(EV)		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Project Evaluation		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial institutions		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations Research 2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Planning policy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Energy Economics		

Fourth year

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

Course Description Form

1. Course name					
Industrial economy					
2. Course code					
3. Semester/Year					
2025-2026 Second Course					
4. Date this description was prepared					
1/9/2025					
5. Available forms of attendance					
Approval of attendance list					
6. Number of study hours (total) / Number of units (total)					
Number of hours 45 / Number of units 45					
7. Name of the course supervisor (if more than one name is mentioned)					
Dr. Zuhair Hamid Turki					
8. Course objectives					
1- Introducing the student to the concept And methods of sports economics Economic Optimization Through the historical developments it has gone through 2- Student definition Importantly Economic Optimization 3- Student definition By price discrimination 4- Get to know Using matrices to find the optimal solution 5- Student definition By linear programming 6- Introducing the student to how to solve problems Economic Using linear programming and graphing method			Subject objectives		
9. Teaching and learning strategies					
- Delivering in-person and online lectures - Discussions with students - Oral questions for students - Blended learning (classroom)			Strategy		
10. Course Structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning	Watches	The week

			outcomes		
Oral questions	Giving the lecture	Optimization - Defining its criteria	Theoretical knowledge - introduces the student to the term optimization.	3 hours	the first
Questions and share	Lecture / Discussions / Solving Mathematical Problems	Optimization of Unconstrained Economic Functions	theoretical knowledge	3 hours	the second
Oral questionsAnd sports	a lecture/discussions/solution Issues Sports	Find examples of functions with one variable	theoretical knowledge-Introducing the student to the solution methods	3 hours	the third
Student participation	a lecture/discussions/solution Issues Sports	Find examples of functions with two variables	theoretical knowledge	3 hours	Fourth
Questions Oral And sports	a lecture/discussions/solution Issues Sports	Find examples of functions with three variables	theoretical knowledge	3 hours	Fifth
-	-	Monthly exam	-	3 hours	Sixth
Oral questions	a lecture/discussions	Ideal For functions Economic Restricted With restrictions	theoretical knowledge-Introducing the student to restricted functions.	3 hours	Seventh
Questions Oral And sports	Lecture/Discussions	Methods for finding the optimality of constrained functions	theoretical knowledge	3 hours	The eighth
Questions and share	a lecture/discussions/solution Issues Sports	Finding the optimum by substitution method	theoretical knowledge-Introduce the student to the solution methods.	3 hours	Ninth
Questions Oral And sports	a lecture/discussions/solution Issues Sports	Applications on the compensation method	theoretical knowledge	3 hours	tenth
Questions Oral And sports	a lecture/discussions/solution Issues Sports	Find Ideal In a way Lagrange multiplier	theoretical knowledge	3 hours	eleventh
Questions and share	a lecture/discussions/solution Issues Sports	Linear programming-Its concept-Graphing method	theoretical knowledge-Introducing the student to linear programming	3 hours	twelfth
Questions Oral And sports	a lecture/discussions/solution Issues Sports	Finding the optimal solution using the graphing	theoretical knowledge-The student learns how to	3 hours	thirteenth

		method	find the optimal solution using the graph.		
-	-	Monthly exam	-	3 hours	fourteenth
Questions and share	Lecture with oral questions	Comprehensive review	theoretical knowledge	3 hours	fifteenth

11. Course Evaluation

The final grade for the evaluation is 100 points, and the minimum for success is 50 points, and the grade is distributedEvaluation on the end of the course is 30 points and the end of the course exam is 70 points.As follows:

- First month exam 10 marks
- Second month exam 10 marks
- Daily preparation 5 degrees
- Posts 5 points

End of course exam 70 points

12. Learning and teaching resources

Principles of Sports Economics Dr. Hussein Ali Bakhit	Required textbooks (methodology if any)
Sports Economics Dr. Hassan Yassin Taama Dr. Mohammed Hussein Al Wadi Basic Methods in Mathematical Economics, written by Al-Fashionk, translated by Dr. Ni'mat Allah Najib Ibrahim	
Basic Methods in Mathematical Economics, written by Al-Fashionk, translated by Dr. Ni'mat Allah Najib Ibrahim	
Reviewing scientific websites through the web	
Principles of Sports Economics Dr. Hussein Ali Bakhit	Main References (Sources)
Sports Economics Dr. Hassan Yassin Taama Dr. Mohammed Hussein Al Wadi Basic Methods in Mathematical Economics, written by Al-Fashionk, translated by Dr. Ni'mat Allah Najib Ibrahim	
Basic Methods in Mathematical Economics, written by Al-Fashionk, translated by Dr. Ni'mat Allah Najib Ibrahim	

Reviewing scientific websites through the web	
Principles of Sports Economics Dr. Hussein Ali Bakhit Sports Economics Dr. Hassan Yassin Taama Dr. Mohammed Hussein Al Wadi Basic Methods in Mathematical Economics, written by Al-Fashionk, translated by Dr. Ni'mat Allah Najib Ibrahim Basic Methods in Mathematical Economics, written by Al-Fashionk, translated by Dr. Ni'mat Allah Najib Ibrahim Reviewing scientific websites through the web	Recommended supporting books and references (scientific journals, reports...)
Principles of Sports Economics Dr. Hussein Ali Bakhit Sports Economics Dr. Hassan Yassin Taama Dr. Mohammed Hussein Al Wadi Basic Methods in Mathematical Economics, written by Al-Fashionk, translated by Dr. Ni'mat Allah Najib Ibrahim Basic Methods in Mathematical Economics, written by Al-Fashionk, translated by Dr. Ni'mat Allah Najib Ibrahim Reviewing scientific websites through the web	Electronic references, websites

Academic Program Description Form

For the academic year 2025–2026

University name: University of Tikrit

College/Institute: College of Administration and Economics

Scientific Department: Department of Economy

Name of academic or professional program: Department of Economics

Final Certificate Name: Bachelor Sciences in Economics

Academic system: Course system

Description preparation date: 1/9/2025

Date of filling the file: 1/9/2025



Signature

Assistant Professor Dr. Omar Abdullah Mohammed

Head of Department's Name

2025/9/1



Signature

Assistant Professor Dr. Khattab Imran Saleh

Name of the Assistant Dean for Scientific Affairs

2025/9/1



Signature

The file was audited by

Khaldoon Abdullah Khalaf

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

2025/9/1



Approval of the Dean

1. Program Vision

Effective contribution to building an advanced economy based on sound planning ❖ in accordance with economic policies that suit reality. And following an advanced scientific approach in preparing economic curricula

2. Program message

The objective need of the public and private sectors requires the formulation of ❖ economic plans and programmes at the micro and macro levels and the development of policies to achieve a set of economic and social objectives according to priorities embodied by the necessities and available capabilities. Here, it is necessary to prepare specialised cadres to conduct economic research and studies in a way that contributes to deepening economic awareness and maximising the economic and social benefits of available resources.

3. Program objectives

1. Graduating specialized cadres in the field of planning and building economic policies, capable of integrating into the labor market and lifeEconomic.
2. Developing students' skills to enable them toIntegration into the labor market.
3. Motivating and supporting the faculty in the department to conduct studies and provide consultations.EconomicFor public and private entities inIraq.
4. Effective contribution to preparing training and continuing education programs to develop expertise and skills in public and private sector institutions.And private.

4. Program accreditation

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

5. Other external influences

Is there a sponsor? ForprogramYes, the Ministry of Higher Education and .¹
Scientific Research, the Presidency of Tikrit University, and the Deanship of the
College of Administration and Economics.

6. Program Structure

comments	percentage	Study unit	Number of courses	Program Structure
	6.9%	10	5	Institutional Requirements
	7.5%	11	4	College

				Requirements
	85.6%	125	55	Department Requirements
	Completed			Summer training
				Other

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

7. Program Description / Curriculum of the Department of Economics

Credit hours	Course name	Course code	Year/Level
theoretical			
3	Management principles		First
3	Principles of Economics 1		
2	Principles of Statistics		
1	Computer 1		
2	Arabic		
2	Human rights and democracy		
3	Economic Readings1English		
2	Principles of mathematics		
3	Accounting principles		
2	Economic Readings 2English		
3	Principles of Economics 2		
2	English language		
3	Microeconomic theory1		Second
2	Baath crimes		
2	Economic statistics1		
2	National Accounts1		
2	Economic facts history		
2	Economics of money		
2	Human Resource Economics		
3	Computer 1		

		2	Mathematics for Economists		
		3	Microeconomic Theory 2		
		2	Economic Statistics 2		
		2	English language		
		2	History of Economic Thought 2		
		2	Banking Economics		
		2	National Accounts2		
		1	Computer2		
		2	Mathematics for Economists 2		
		3	Mathematical Economics 1		Third / General Economics
		2	International Economy		
		2	Economic development		
		3	Public Finance		
		3	Macroeconomics 1		
		2	Agricultural economics		
		2	Environmental Economics		
		2	Industrial economy		
		2	Knowledge Economics		
		2	English language		
		2	Development policy		
		2	Financial policy		
		2	Industrial policy		
		2	Agricultural policy		
		2	International Policy		
		3	Mathematical Economics 2		
		3	Macroeconomics 2		
		2	Economic development		Third / Economic Teachers Branch
		3	Sports economics		
		3	Public Finance		
		2	Industrial economy		
		2	Educational guidance		
		3	Macroeconomics 1		
		2	English language		
		2	Educational management		
		2	Development policy		

	3	International Economy		
	3	Agricultural economics		
	1	Computer		
	2	psychology		
	3	Macroeconomics 2		
	2	Educational foundations		
	2	Financial policy		
	3	Critical theory		
	3	Econometrics 1		
	3	Economic systems		
	2	Search methods		
	2	International Finance		
	2	Operations Research 1		
	3	Economic feasibility studies		
	2	Oil Economics		
	2	Economic planning		
	3	Monetary policy		
	3	Econometrics2		
	2	Computer applications (EV)		
	3	Economic Project Evaluation		
	2	Financial institutions		
	2	Operations Research 2		
	2	English language		
	2	Planning policy		
	2	Energy Economics		
8. Expected learning outcomes of the program				
Knowledge				
ing the labor market with the necessary skills from human resources.	-	Providing graduates who are able to perform economic analysis and predict economic variables.	-	
		Disseminating knowledge in government institutions to achieve the aspirations of society.	-	
Skills				
ty of economics graduates to conduct	-	The ability to solve economic problems that	-	

economic feasibility studies and economic analysis.	-	economic activity suffers from, such as inflation and recession. Exchange of experiences and data with ministries with economic decision-making powers	-
outputs should be knowledgeable and how to accomplish the tasks assigned to them.	-	Providing economic advice to the public and private sectors.	-
Values			
professional ethics and the ability to demonstrate high professional competence.	-	Establishing social and ethical responsibility. Serving the community and meeting its requirements.	- -
It must believe in the principles of integrity and transparency, and have the ability to apply the concepts of quality management.	-	Integrity and transparency. Quality.	- -
9. Teaching and learning strategies			
Learning Activities: Encouraging students' active participation in learning processes, such as discussions, and problem solving, to enhance their deep understanding of mathematical concepts. Cooperative learning: Encouraging students to work together in small groups to solve problems related to their studies And sharing ideas, which contributes to enhancing interaction and knowledge exchange between them. Technology: Leveraging technology to provide interactive learning tools such as computer software and online resources to enhance student understanding and motivation. Problem-based learning: presenting specific problems and motivating students to think critically and use skills Administrative To solve it. Instructional Strategies: Providing a variety of instructional strategies, such as interactive lectures, practical lessons, and hands-on exercises, to meet the diverse needs of students. Thinking Administrative Encourage students to develop thinking skills. Administrative Such as analysis, planning and inference, by providing stimulating questions and applied problems. Immediate feedback: Provide mechanisms to provide immediate feedback to students on	.1 .2 .3 .4 .5 .6 .7		

their performance and understanding of concepts. Administrative, whether through periodic assessments or direct interaction with the teacher.

10. Evaluation methods

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

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

nd assignments: Students may be given regular tests and assessment assignments to assess .3
blem solving skills.related to their field of expertiseAnd their understanding of the concepts
presented.

ing participation in research: The extent to which students participate in research activities .4
ntific projects can be assessed, and an evaluation can be provided of their presentation style
and analysis of their results and conclusions.

Practical Performance Evaluation: Students can be evaluated in practical performance .5
through:VisitsProcess and participation in applied activities.

n of external participation: This includes evaluation of the extent of students' participation .6
in external activities such as conferences, seminars, and sports competitions.

of Personal and Professional Development: Students' personal, professional and academic .7
development can be evaluated during their participation in the faculty mentoring program.

11. Faculty

Faculty members

ty tion ange ange ange	Requirements/Skills (if any)	Specialization		Academic Rank
		private	general	
		International Economy	economy	Prof. Dr. Abdul Razzaq Hamad Hussein Khalaf
		Economic development	economy	Prof. Dr. Makhif Jassim Hamad Ali

ange		Public Finance	economy	Prof. Dr. Khalaf Mohammed Hamad Abdul-Jubouri
ange		Monetary policies	economy	Asst. Prof. Dr. Khalil Ismail Aziz Bazawi
ange		International Economy	economy	Asst. Prof. Dr. Ibrahim Abdullah Jassim Issa
ange		Macroeconomics	economy	A.M.D. Anmar Ghaleb Kleib Mutlaq
ange		Public Finance	economy	Asst. Prof. Dr. Amer Sami Munir Dawood Al-Ani
ange		Economic development	economy	A.M.D. Fouad Farhan Hussein Mukhlef
ange		International Economy	economy	A.M.D. Khattab Imran Saleh Daman
ange		Macroeconomics	economy	Asst. Prof. Dr. Ziad Ezz El-Din Taha Talib
ange		International Economy	economy	Asst. Prof. Dr. Yasra Salem Nayef Abdul Janabi
ange		Monetary policies	economy	Asst. Prof. Dr. Omar Abdullah Mohammed Hejeij
ange		Finance and Banking	economy	Asst. Prof. Dr. Kilan Ismail Abdullah Mohammed
ange		Macroeconomics	economy	Dr. Khader Jassim Hamad Fahal Al- Jabouri
ange		Finance and Credit	economy	Dr. Alaa Abdul Jabbar Hussein Hamad
ange		Public Finance	economy	Dr. Jamal Hussein Ali Abdullah
ange		International Economy	economy	Dr. Mustafa Mahmoud Mahdi Saleh
ange		Standard Economics	economy	A.M. Bushra Abdel-Bari Ahmed Abdullah
ange		Critical	economy	Hamid Hassan Khalaf .أ Mashaal
ange		Critical	economy	Asst. Prof. Dr. Ghassan Ibrahim Ahmed

ange		Financial policies	economy	A.M. Mohamed Emad Abdel Aziz Mahdi
ange		Standard Economics	economy	A.M. Samer Mohammed Fakhri Darar
ange		Public Finance	economy	A.M. Muthanna Mayouf Mahmoud Alawi
ange		International Economy	economy	Dr. Mohammed Ahmed Mohammed Hassan Al-Jabouri
ange		International Economy	economy	M. Bilal Abdel Haq Abdel Karim Mustafa
ange		Standard Economics	economy	Dr. Zuhair Hamed Turki Zaiter
ange		International Economy	economy	A.M. Mustafa Ismail Khalil Abdel
ange		International Economy	economy	Mr. Bakr Hamid Jasoum Aziz
ange		Macroeconomics	economy	M. Naaman Munther Younis Fadel
ange		Economic development	economy	M. Hamoud Saad Muhaimid Al-Helou
ange		Macroeconomics	economy	Ms. Zeina Tariq Ali Ne'meh
ange		economy	economy	M.M. Abeer Abbas Hammadi Saleh
ange		economy	economy	Mr. Adi Tais Ibrahim Musa
ange		economy	economy	M.M. Lujain Aref Ali Mustafa
ange		economy	economy	M.M. Reem Saeed Shihab Ahmed Al- Dulaimi
ange		economy	economy	Mr. Hassan Zidane Khalaf Hamad
ange		economy	economy	M.M. Jihad Badou Hamad Hussein Al- Jabouri
ange		economy	economy	Mr. Ghazwane Shaker Ismail Ibrahim
ecturer		English language	English language	A.M. Abdul Khalaf Saleh
ecturer		Educational and psychological	Educational and	Dr. Louay Karim Latif

			sciences	psychological sciences	
ecturer			English language	English language	M. Alaa Ahmed Abdullah
ecturer			English language	English language	Mr. Osama Mohammed Abdullah
ecturer			English language	English language	Mr. Marwan Abdel Moneim Tawfik
ecturer			Educational and psychological sciences	Educational and psychological sciences	M.M. Duaa Turki Abdel
Professional development					
Orientation of new faculty members					
mining the needs of the university and the department:	The needs of the university and the department are determined in terms of the required educational cadres.And preferred majors. -١				
n Programs:	Customized orientation programs are designed for new, visiting, full-time and part-time members based on their needs and specialties. -٢				
uction to the University Environment:	A comprehensive introduction is provided about the university and the department.General Administration, includingAbout the DepartmentAnd the visionAnd the messageThe objectives and services available. -٣				
g support resources:	New members are provided with the necessary resources and support, including training courses, workshops, and technical assistance. -٤				
ademic Orientation:	New members are oriented regarding the curricula, research areas and teaching methods used in the department. -٥				
ative Orientation:	New members are oriented to administrative procedures, responsibilities, university policies and code of conduct. -٦				
oing Support:	Ongoing support is provided to new, visiting, full-time and part-time faculty members through advisory sessions, workshops and periodic evaluations. -٧				
Professional development for faculty members					
ing needs and setting goals:	Faculty needs are identified through surveys and performance evaluations, and then specific goals to be achieved within the program are identified. .١				

Development Program Design: Based on the specific needs and objectives, a comprehensive	.٢
ment program is designed that includes a set of activities, training courses, workshops, and	
educational resources.	
ram implementation: The development program is implemented in a regular and organized	.٣
er, including organizing workshops, conducting training courses, and providing appropriate	
educational resources.	
effective teaching strategies: Faculty members learn to use and apply modern and effective	.٤
aching strategies, such as cooperative learning, active learning, and educational technology.	
ation of learning outcomes: The effectiveness of the development program is evaluated by	.٥
evaluating the learning outcomes of faculty members, such as increased levels of knowledge,	
teaching skills, and interaction with students.	
s Development: Ongoing feedback and support is provided to faculty members to promote	.٦
ongoing professional and academic development.	
on in scientific research and publication: Faculty members are encouraged to participate in	.٧
scientific research and publish the results in prestigious academic journals, which enhances their	
academic standing and contributes to the development of knowledge in their fields.	
12. Acceptance Criteria	
	Central acceptance. -١
exceptions (martyrs' families, children of faculty, distinguished employees, top students in	-٢
institutes, foreign students).	
Private government education	-٣
Accepting evening studies.	-٤
13. The most important sources of information about the program	
	University, college and electronic department website. -١
	Priorities for establishing the department. -٢
to develop and update the curricula of the faculties of management and economics in Iraqi	-٣
universities for the year 2017.	
14. Program Development Plan	
	Developing curricula for each subject by the instructor. -١
a branch of the third stage (economic teachers) and opening postgraduate studies, a higher diploma	-٢
equivalent to a master's and doctorate.	

Developing teaching and administrative staff through courses, seminars and workshops in areas of specialization. -۳															
Encouraging scientific research efforts by encouraging faculty members to publish, especially in international journals. -۴															
Organizing training programs to develop students' capabilities in technical and information technology fields. -۵															
Organizing field visits and scientific trips for students to government institutions. -۶															
Program Skills Chart															
Required learning outcomes of the program															
4	A	Values			Skills			Knowledge				Essential or optional?	Course name	Course code	Year/Lev
		A2	A1	B4	B3	B2	B1	A4	A3	A2	A1				
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Management principles		First year
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Statistics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Arabic		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human rights and democracy		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings1English		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of mathematics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Accounting principles		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings 2English		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 2		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic theory1		Second year
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Baath crimes		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic statistics1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic facts history		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economics of money		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human Resource Economics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematics for Economists		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic		

													Theory 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Statistics 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		English language				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		History of Economic Thought 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Banking Economics				
													Mathematics for Economists 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 1				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Environmental Economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Knowledge Economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		English language				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		International Policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Sports economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational guidance				

	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational management		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		psychology		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational foundations		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Critical theory		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Econometrics 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic systems		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Search methods		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Finance		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations Research 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic feasibility studies		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Oil Economics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic planning		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Monetary policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Econometrics2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer applications(EV)		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Project Evaluation		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial institutions		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations Research 2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Planning policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Energy Economics		

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

Course Description Form

1. Course name	
Agricultural economics	
2. Course code	
3. Semester/Year	
2025-2026	
4. Date this description was prepared	
1/9/2025	
5. Available forms of attendance	
Approval of attendance list	
6. Number of study hours (total) / Number of units (total)	
Number of hours 30 / Number of units 30	
7. Name of the course administrator (if more than one name is mentioned)	
Dr. Othman Abdul Latif Jassim	
8. Course objectives	
١. Introducing the student to the concept of agricultural economics through the historical developments it has gone through ٢. Introducing the student to the types of agriculture and agricultural systems ٣. Introducing the student to the economic importance of agriculture, its characteristics, and the most important developments that occurred during the twentieth century. ٤. Introducing the student to the basic concepts of modern agricultural technology, methods of transferring it, and obstacles to its transfer in Iraq. ٥. Introducing the student to the costsAgricultural and its typesMethods of extraction and analysis ٦. Introducing the student to agricultural income and methods of estimating it ٧. Introducing the student to the economics of agricultural production,	Subject objectives

the production function, the laws of production and their different cases, substitution and replacement. Student definitionforThe concept of .^٨ land economics and the intensive marginal use of land and the labor force on the land Introducing the student to agricultural .^٩ prices, demand for agricultural crops, factors affecting the supply of agricultural crops, and analysis of agricultural prices. Introducing the student to the .^{١٠} concept of agricultural marketing and agricultural marketing costs Introducing the student to the .^{١١} concept of agricultural financing and lending Introducing the student to the .^{١٢} concept of farm management and farm management methods Introducing the student to the .^{١٣} concept of food security and food security in Iraq	

9. Teaching and learning strategies

Delivering in-person and online lectures - Discussions with students - Oral questions for students - Blended learning (classroom) -	Strategy

10. Course Structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
Oral questions	Giving the lecture	Introducing the student to the concept of agricultural economics through the historical developments it has gone through	theoretical knowledge	2 hours	the first
Questions and share	Lecture/Discussions	Introducing the student to the types of agriculture and agricultural systems	theoretical knowledge	2 hours	the second
Oral questions	Lecture/Discussions	Introducing the student to the economic importance of agriculture, its characteristics, and the	theoretical knowledge	2 hours	the third

		most important developments that occurred during the twentieth century.			
Student participation	Lecture/Discussions	Introducing the student to the basic concepts of modern agricultural technology, methods of transferring it, and obstacles to its transfer in Iraq.	theoretical knowledge	2 hours	Fourth
Oral questions	Lecture/Discussions	Introducing the student to the costsAgricultural and its typesMethods of extraction and analysis	theoretical knowledge	2 hours	Fifth
-	-	Monthly exam	-	2 hours	Sixth
Oral questions	Lecture/Discussions	Introducing the student to the economics of agricultural production, the production function, the laws of production and their different cases, substitution and replacement.	theoretical knowledge	2 hours	Seventh
Oral questions	Lecture/Discussions	Introducing the student to the concept of land economics, the intensive marginal use of land and the labor force on the land.	theoretical knowledge	2 hours	The eighth
Questions and share	Lecture/Discussions	Introducing the student to agricultural prices, demand for agricultural crops, factors affecting the supply of agricultural crops, and analysis of agricultural prices.	theoretical knowledge	2 hours	Ninth
Oral questions	Lecture/Discussions	Introducing the student to the concept of agricultural marketing and agricultural marketing costs	theoretical knowledge	2 hours	tenth
Oral questions	Lecture/Discussions	Introducing the student to the concept of agricultural financing and lending	theoretical knowledge	2 hours	eleventh
Questions and share	Lecture/Discussions	Introducing the student to the concept of farm management and farm management methods	theoretical knowledge	2 hours	twelfth
Oral questions	Lecture/Discussions	Introducing the student to agricultural policies, agricultural reform and agricultural development	theoretical knowledge	2 hours	thirteenth
Oral questions	Lecture/Discussions	Introducing the student to the concept of food security and food	-	2 hours	fourteenth

		security in Iraq			
-	-	Monthly exam	theoretical knowledge	2 hours	fifteenth

11. Course Evaluation

The final grade for the evaluation is 100 points, and the minimum for success is 50 points, and the grade is distributedEvaluation on the end of the course is 30 points and the end of the course exam is 70 points.As follows:

- First month exam 10 marks •
- Second month exam 10 marks •
- Daily preparation 5 degrees •
- Posts 5 points •
- End of course exam 70 points

12. Learning and teaching resources

Mohamed Amin El-Shishtawy, Emad Younes Wahdan, and El-Sayed Hassan Mohamed Gado, Agricultural Economics, Arab Republic of Egypt, Benha University, Faculty of Agriculture, Department of EconomicsAgricultural, 2013.	Required textbooks (methodology if any)
Abdul Wahab Matar Al-Dahri, Agricultural Economics, Directorate of Dar Al-Kutub for Printing and Publishing, University of Mosul, Second Edition, 1987 AD.	Main References (Sources)
Annual economic reports of the Central Bank of Iraq.	Recommended supporting books and references (scientific journals, reports...)
Reviewing scientific websites through the web	Electronic references, websites

Academic Program Description Form

For the academic year 2024–2025

University name: University Tikrit

College/Institute: College Management and Economics

Scientific Department: Department Economy

Name of academic or professional program: Department of Economics

Final Certificate Name: Bachelor Sciences in Economics

Academic system: Course system

Description preparation date: 1/9/2025

Date of filling the file: 1/9/2025



Signature

Assistant Professor Dr. Omar Abdullah Mohammed

Head of Department's Name

2025/9/1



Signature

Assistant Professor Dr. Khattab Imran Saleh

Name of the Assistant Dean for Scientific Affairs

2025/9/1



Signature

The file was audited by

Khaldoun Abdullah Khalaf

Name of the Director of the Quality Assurance and

University Performance Division

2025/9/1



Approval of the Dean

1. Program Vision

- ❖ Effective contribution to building an advanced economy based on sound planning in accordance with appropriate economic policies. Reality and following an advanced scientific approach in preparing economic curricula

2. Program message

- ❖ The objective need of the public and private sectors requires the formulation of economic plans and programmes at the micro and macro levels and the development of policies to achieve a set of economic and social objectives according to priorities embodied by the necessities and available capabilities. Here, it is necessary to prepare specialised cadres to conduct economic research and studies in a way that contributes to deepening economic awareness and maximising the economic and social benefits of available resources.

3. Program objectives

1. Graduating specialized cadres in the field of planning and building economic policies, capable of integrating into the labor market and economic life.
2. Developing students' skills to enable them to Integration into the labor market.
3. Motivating and supporting the faculty in the department to conduct studies and provide consultations. Economic For public and private entities in Iraq.
4. Effective contribution to preparing training and continuing education programs to develop expertise and skills in public and private sector institutions.

4. Program accreditation

5. Do The program Is the program accredited? And from which authority? both

5. Other external influences

6. Is there a sponsor? For program Yes, the Ministry of Higher Education and Scientific Research, the Presidency of Tikrit University, and the Deanship of the College of Administration and Economics.

6. Program Structure

comments	percentage	Study unit	Number of courses	Program Structure
	6.9%	10	5	Institutional Requirements
	7.5%	11	4	College

				Requirements
	85.6%	125	55	Department Requirements
	Completed			Summer training
				Other

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

Program Description / Curriculum of the Department of Economics

Credit hours		Course name	Course code	Year/Level
practical	theoretical			
	3	Management principles		First
	3	Principles of Economics 1		
	2	Principles of Statistics		
2	1	Computer 1		
	2	Arabic		
	2	Human rights and democracy		
	3	Economic Readings1English		
	2	Principles of mathematics		
	3	Accounting principles		
	2	Economic Readings 2English		
	3	Principles of Economics 2		Second
	2	English language		
	3	Microeconomic theory1		
	2	Baath crimes		
	2	Economic statistics1		
	2	National Accounts1		
	2	Economic facts history		
	2	Economics of money		
	2	Human Resource Economics		
	3	Computer 1		

		2	Mathematics for Economists		
		3	Microeconomic Theory 2		
		2	Economic Statistics 2		
		2	English language		
		2	History of Economic Thought 2		
		2	Banking Economics		
		2	National Accounts2		
2		1	Computer2		
		2	Mathematics for Economists 2		
		3	Mathematical Economics 1		Third / General Economics
		2	International Economy		
		2	Economic development		
		3	Public Finance		
		3	Macroeconomics 1		
		2	Agricultural economics		
		2	Environmental Economics		
		2	Industrial economy		
		2	Knowledge Economics		
		2	English language		
		2	Development policy		
		2	Financial policy		
		2	Industrial policy		
		2	Agricultural policy		
		2	International Policy		
		3	Mathematical Economics 2		Third Economic Teachers Branch
		3	Macroeconomics 2		
		2	Economic development		
		3	Sports economics		
		3	Public Finance		
		2	Industrial economy		
		2	Educational guidance		
		3	Macroeconomics 1		
		2	English language		
		2	Educational management		
		2	Development policy		

		3	International Economy		
		3	Agricultural economics		
2		1	Computer		
		2	psychology		
		3	Macroeconomics 2		
		2	Educational foundations		
		2	Financial policy		
		3	Critical theory		Fourth
		3	Econometrics 1		
		3	Economic systems		
		2	Search methods		
		2	International Finance		
		2	Operations Research 1		
		3	Economic feasibility studies		
		2	Oil Economics		
		2	Economic planning		
		3	Monetary policy		
		3	Econometrics2		
		2	Computer applications (EV)		
		3	Economic Project Evaluation		
		2	Financial institutions		
		2	Operations Research 2		
		2	English language		
		2	Planning policy		
		2	Energy Economics		
3. Expected learning outcomes of the program					
Knowledge					
Providing the labor market with the necessary skills from human resources.	- Providing graduates who are able to perform economic analysis and predict economic variables. - Disseminating knowledge in government institutions to achieve the aspirations of society.				
Skills					
The ability of economics graduates to conduct	- The ability to solve economic problems that				

economic feasibility studies and economic analysis.	economic activity suffers from, such as inflation and recession. - Exchange of experiences and data with ministries with economic decision-making powers
Our outputs should be knowledgeable and skilled in how to accomplish the tasks assigned to them.	- Providing economic advice to the public and private sectors.
Values	
Adherence to professional ethics and the ability to demonstrate high professional competence.	- Establishing social and ethical responsibility - Serving the community and meeting its requirements.
The student must believe in the principles of integrity and transparency, and have the ability to apply the concepts of quality management.	- Integrity and transparency. - Quality.
9. Teaching and learning strategies	
1. Active learning: Encouraging students' active participation in learning processes, such as discussions, group activities, and problem solving, to enhance their deep understanding of mathematical concepts. 2. Cooperative learning: Encouraging students to work together in small groups to solve problems related to their studies and sharing ideas, which contributes to enhancing interaction and knowledge exchange between them. 3. Use of Technology: Leveraging technology to provide interactive learning tools such as computer software and online resources to enhance student understanding and motivation. 4. Problem-based learning: presenting specific problems and motivating students to think critically and use skills to solve it. 5. Multiple Instructional Strategies: Providing a variety of instructional strategies, such as interactive lectures, practical lessons, and hands-on exercises, to meet the diverse needs of students. 6. Promote thinking: Encourage students to develop thinking skills. Such as analysis, planning and inference, by providing stimulating questions and applied problems. 7. Provide immediate feedback: Provide mechanisms to provide immediate feedback to students on	

their performance and understanding of concepts.Administrative, whether through periodic assessments or direct interaction with the teacher.					
0. Evaluation methods					
1. Classroom performance assessment: This includes assessing students’ performance during lessons, lectures and workshops, whether through written tests or continuous assessment of their participation and understanding of the material. 2. Participation in discussions and activities: Students' participation in class discussions, group activities, and individual projects can be assessed to assess their understanding and engagement with the material. 3. Tests and assignments: Students may be given regular tests and assessment assignments to assess their problem-solving skills.related to their field of expertiseAnd their understanding of the concepts presented. 4. Evaluating participation in research: The extent to which students participate in research activities and scientific projects can be assessed, and an evaluation can be provided of their presentation style and analysis of their results and conclusions. 5. Practical Performance Evaluation: Students can be evaluated in practical performance through:VisitsProcess and participation in applied activities. 6. Evaluation of external participation: This includes evaluation of the extent of students’ participation in external activities such as conferences, seminars, and sports competitions. 7. Evaluation of Personal and Professional Development: Students’ personal, professional and academic development can be evaluated during their participation in the faculty mentoring program.					
1. Faculty					
Faculty members					
Faculty preparation		Requirements/Skills (if any)	Specialization		Academic Rank
lecturer	angel		private	general	
	angel		International Economy	economy	Prof. Dr. Abdul Razzaq Hamad Hussein Khalaf
	angel		Economic development	economy	Prof. Dr. Makhif Jassim Hamad Ali

	angel		Public Finance	economy	Prof. Dr. Khalaf Mohammed Hamad Abdul-Jubouri	
	angel		Monetary policies	economy	Asst. Prof. Dr. Khalil Ismail Aziz Mazaw	
	angel		International Economy	economy	Asst. Prof. Dr. Ibrahim Abdullah Issa	assin
	angel		Macroeconomics	economy	A.M.D. Anmar Ghaleb Kleib Murtlaq	
	angel		Public Finance	economy	Asst. Prof. Dr. Amer Sami Munir Dawood Al-Ani	
	angel		Economic development	economy	A.M.D. Fouad Farhan Hussein Mukhle	
	angel		International Economy	economy	A.M.D. Khattab Imran Saleh Daman	
	angel		Macroeconomics	economy	Asst. Prof. Dr. Ziad Ezz El-Din Taha Talib	
	angel		International Economy	economy	Asst. Prof. Dr. Yasra Salem Nayef Abdul Janabi	
	angel		Monetary policies	economy	Asst. Prof. Dr. Omar Abdullah Mohammed Hejeij	
	angel		Finance and Banking	economy	Asst. Prof. Dr. Kilan Ismail Abdullah Mohammed	
	angel		Macroeconomics	economy	Dr. Khader Jassim Hamad Fahad Al-Jabouri	
	angel		Finance and Credit	economy	Dr. Alaa Abdul Jabbar Hussein Hamad	
	angel		Public Finance	economy	Dr. Jamal Hussein Ali Abdullah	
	angel		International Economy	economy	Dr. Mustafa Mahmoud Mahdi Saleh	
	angel		Standard Economics	economy	A.M. Bushra Abdel-Bari Ahmed Abdullah	
	angel		Critical	economy	Dr. Hamid Hassan Khalaf Mashaal	
	angel		Critical	economy	Asst. Prof. Dr. Ghassan Ibrahim Ahmed	

	angel		Financial policies	economy	A.M. Mohamed Emad Abdel Mahdi	Aziz
	angel		Standard Economics	economy	A.M. Samer Mohammed Fakhri	Darani
	angel		Public Finance	economy	A.M. Muthanna Mayouf Mahrouf Alawi	Aloud
	angel		International Economy	economy	Dr. Mohammed Ahmed Moham Hassan Al-Jabouri	Almed
	angel		International Economy	economy	M. Bilal Abdel Haq Abdel Karim Mustafa	
	angel		Standard Economics	economy	Dr. Zuhair Hamed Turki Zaiter	
	angel		International Economy	economy	A.M. Mustafa Ismail Khalil Abdel	
	angel		International Economy	economy	Mr. Bakr Hamid Jasoum Aziz	
	angel		Macroeconomics	economy	M. Naaman Munther Younis Padel	
	angel		Economic development	economy	M. Hamoud Saad Muhaimid Al-Helou	
	angel		Macroeconomics	economy	Ms. Zeina Tariq Ali Ne'meh	
	angel		economy	economy	M.M. Abeer Abbas Hammadi Saleh	
	angel		economy	economy	Mr. Adi Tais Ibrahim Musa	
	angel		economy	economy	M.M. Lujain Aref Ali Mustafa	
	angel		economy	economy	M.M. Reem Saeed Shihab Ahmed Al-Dulaimi	
	angel		economy	economy	Mr. Hassan Zidane Khalaf Hamad	
	angel		economy	economy	M.M. Jihad Badou Hamad Hussain Al-Jabouri	
	angel		economy	economy	Mr. Ghazwane Shaker Ismail Ibrahim	
	lecturer		English language	English language	A.M. Abdul Khalaf Saleh	
	lecturer		Educational and psychological	Educational and	Dr. Louay Karim Latif	

			sciences	psychological sciences		
	lecturer		English language	English language	M. Alaa Ahmed Abdullah	
	lecturer		English language	English language	Mr. Osama Mohammed Abdullah	
	lecturer		English language	English language	Mr. Marwan Abdel Moneim Tawfik	
	lecturer		Educational and psychological sciences	Educational and psychological sciences	M.M. Duaa Turki Abdel	
Professional development						
Orientation of new faculty members						
1-	Determining the needs of the university and the department: The needs of the university and the department are determined in terms of the required educational cadres.And preferred majors.					
2-	Orientation Programs: Customized orientation programs are designed for new, visiting, full-time and part-time members based on their needs and specialties.					
3-	Introduction to the University Environment: A comprehensive introduction is provided about the university and the department.General Administration, includingAbout the DepartmentAnd the visionAnd the messageThe objectives and services available.					
4-	Providing support resources: New members are provided with the necessary resources and support, including training courses, workshops, and technical assistance.					
5-	Academic Orientation: New members are oriented regarding the curricula, research areas and teaching methods used in the department.					
6-	Administrative Orientation: New members are oriented to administrative procedures, responsibilities, university policies and code of conduct.					
7-	Ongoing Support: Ongoing support is provided to new, visiting, full-time and part-time faculty members through advisory sessions, workshops and periodic evaluations.					
Professional development for faculty members						
1.	Identifying needs and setting goals: Faculty needs are identified through surveys and performance evaluations, and then specific goals to be achieved within the program are identified.					

2.	Development Program Design: Based on the specific needs and objectives, a comprehensive development program is designed that includes a set of activities, training courses, workshops, and educational resources.
3.	Program Implementation: The development program is implemented in a regular and organized manner, including organizing workshops, conducting training courses, and providing appropriate educational resources.
4.	Use effective teaching strategies: Faculty members learn to use and apply modern and effective teaching strategies, such as cooperative learning, active learning, and educational technology.
5.	Evaluation of learning outcomes: The effectiveness of the development program is evaluated by evaluating the learning outcomes of faculty members, such as increased levels of knowledge, teaching skills, and interaction with students.
6.	Continuous Development: Ongoing feedback and support is provided to faculty members to promote ongoing professional and academic development.
7.	Participation in scientific research and publication: Faculty members are encouraged to participate in scientific research and publish the results in prestigious academic journals, which enhances their academic standing and contributes to the development of knowledge in their fields.
2. Acceptance Criteria	
1-	Central acceptance.
2-	Accepting exceptions (martyrs' families, children of faculty, distinguished employees, top students in institutes, foreign students).
3-	Private government education
4-	Accepting evening studies.
3. The most important sources of information about the program	
1-	University, college and electronic department website.
2-	Priorities for establishing the department.
3-	Project to develop and update the curricula of the faculties of management and economics in Iraqi universities for the year 2017.
4. Program Development Plan	
1-	Developing curricula for each subject by the instructor.
2-	Opening a branch of the third stage (economic teachers) and opening postgraduate studies, a higher diploma equivalent to a master's and doctorate.

													Theory 2				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Statistics 2				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		History of Economic Thought 2				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Banking Economics				
													Mathematics for Economists 2				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts2				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer2				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 1				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Environmental Economics				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Knowledge Economics				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial policy				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural policy				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Policy				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 2				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Sports economics				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational guidance				

✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		psychology		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational foundations		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Critical theory		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Econometrics 1		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic systems		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Search methods		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Finance		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations Research 1		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic feasibility studies		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Oil Economics		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic planning		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Monetary policy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Econometrics2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer applications(EV)		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Project Evaluation		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial institutions		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations Research 2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Planning policy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Energy Economics		

Fourth year

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

Course Description Form

1. Course name	
Industrial economy	
2. Course code	
3. Semester/Year	
2025-2026	
4. Date this description was prepared	
1/9/2025	
5. Available forms of attendance	
Approval of attendance list	
6. Number of study hours (total) / Number of units (total)	
Number of hours 30 / Number of units 30	
7. Name of the course supervisor (if more than one name is mentioned)	
A.M. Muthanna Mayouf Mahmoud	
8. Course objectives	
1- Introducing the student to the concept of industrial economy through the historical developments it has gone through 2- Student definition Importantly Industrial project 3- Introducing the student to the relationship between industrial economics and economic development 4- Recognizing the importance of industrial economy for developing economic sectors 5- Introducing the student to the most important sources of collecting data and information about the reality of the economy Industrial Ad 6- Introducing the student to how to solve the problems facing the industrial economy	Subject objectives
9. Teaching and learning strategies	
- Delivering in-person and online lectures - Discussions with students - Oral questions for students - Blended learning (classroom)	Strategy

10. Course Structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
Oral questions	Giving the lecture	The concept of industrial economy and its types	theoretical knowledge	2 hours	the first
Questions and share	Lecture/Discussions	The relationship of industrial economics with other sciences	theoretical knowledge	2 hours	the second
Oral questions	Lecture/Discussions	The concept of manufacturing and its importance	theoretical knowledge	2 hours	the third
Student participation	Lecture/Discussions	Advantages and disadvantages of manufacturing	theoretical knowledge	2 hours	Fourth
Oral questions	Lecture/Discussions	The role of industrial economy in developing the national economy	theoretical knowledge	2 hours	Fifth
-	-	Monthly exam	-	2 hours	Sixth
Oral questions	Lecture/Discussions	Objectives and importance of the industrial project	theoretical knowledge	2 hours	Seventh
Oral questions	Lecture/Discussions	Economics of industrial project size	theoretical knowledge	2 hours	The eighth
Questions and share	Lecture/Discussions	Industrial Project Evaluation	theoretical knowledge	2 hours	Ninth
Oral questions	Lecture/Discussions	Types of economic projects	theoretical knowledge	2 hours	tenth
Oral questions	Lecture/Discussions	Planning in industrial facilities	theoretical knowledge	2 hours	eleventh
Questions and share	Lecture/Discussions	Performance evaluation of industrial establishment	theoretical knowledge	2 hours	twelfth
Oral questions	Lecture/Discussions	strategicallyTIndustrial development	theoretical knowledge	2 hours	thirteenth
-	-	Monthly exam	-	2 hours	fourteenth
Questions and share	Lecture with oral questions	Comprehensive review	theoretical knowledge	2 hours	fifteenth

11. Course Evaluation

The final grade for the evaluation is 100 points, and the minimum for success is 50 points, and the grade is distributedEvaluation on the end of the course is 30 points and the end of the course exam is 70 points.As follows:

- First month exam 10 marks
- Second month exam 10 marks
- Daily preparation 5 degrees
- Posts 5 points

End of course exam 70 points

12. Learning and teaching resources

Industrial Economics / Dr. Hamid Jassim Hamid and others	Required textbooks (methodology if any)
Economics of Industry and Industrial Development / Dr. Saeb Ibrahim	Main References (Sources)
Feasibility Study and Project Evaluation / Abdul Aziz Mustafa Abdul Karim	Recommended supporting books and references (scientific journals, reports...)
Reviewing scientific websites through the web	Electronic references, websites

Academic Program Description Form

For the academic year 2025–2026

University name: University Tikrit

College/Institute: College Management and Economics

Scientific Department: Department Economy

Name of academic or professional program: Department of Economics

Final Certificate Name: Bachelor Sciences in Economics

Academic system: Course system

Description preparation date: 1/9/2025

Date of filling the file: 1/9/2025



Signature

Assistant Professor Dr. Omar Abdullah Mohammed

Head of Department's Name

2025/9/1



Signature

Assistant Professor Dr. Khattab Imran Saleh

Name of the Assistant Dean for Scientific Affairs

2052/9/1



Signature

The file was audited by

Khaldoon Abdullah Khalaf

Name of the Director of the Quality Assurance and

University Performance Division

2025/9/1



Approval of the Dean

1. Program Vision

Effective contribution to building an advanced economy based on sound planning ♦
in accordance with appropriate economic policies. Reality and following an
advanced scientific approach in preparing economic curricula

2. Program message

The objective need of the public and private sectors requires the formulation of ♦
economic plans and programmes at the micro and macro levels and the
development of policies to achieve a set of economic and social objectives
according to priorities embodied by the necessities and available capabilities.
Here, it is necessary to prepare specialised cadres to conduct economic research
and studies in a way that contributes to deepening economic awareness and
maximising the economic and social benefits of available resources.

3. Program objectives

1. Graduating specialized cadres in the field of planning and building economic policies, capable of integrating into the labor market and economic life.
2. Developing students' skills to enable them to Integration into the labor market.
3. Motivating and supporting the faculty in the department to conduct studies and provide consultations. Economic For public and private entities in Iraq.
4. Effective contribution to preparing training and continuing education programs to develop expertise and skills in public and private sector institutions.

4. Program accreditation

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

5. Other external influences

Is there a sponsor? ForprogramYes, the Ministry of Higher Education and .°
Scientific Research, the Presidency of Tikrit University, and the Deanship of the
College of Administration and Economics.

6. Program Structure

comments	percentage	Study unit	Number of courses	Program Structure
	6.9%	10	5	Institutional Requirements
	7.5%	11	4	College

				Requirements
	85.6%	125	55	Department Requirements
	Completed			Summer training
				Other

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

7. Program Description / Curriculum of the Department of Economics

Credit hours	Course name	Course code	Year/Level
3	Management principles		First
3	Principles of Economics 1		
2	Principles of Statistics		
1	Computer 1		
2	Arabic		
2	Human rights and democracy		
3	Economic Readings1English		
2	Principles of mathematics		
3	Accounting principles		
2	Economic Readings 2English		
3	Principles of Economics 2		
2	English language		
3	Microeconomic theory1		Second
2	Baath crimes		
2	Economic statistics1		
2	National Accounts1		
2	Economic facts history		
2	Economics of money		
2	Human Resource Economics		
1	Computer 1		

		2	Mathematics for Economists		
		3	Microeconomic Theory 2		
		2	Economic Statistics 2		
		2	English language		
		2	History of Economic Thought 2		
		2	Banking Economics		
		2	National Accounts2		
		1	Computer2		
		2	Mathematics for Economists 2		
		3	Mathematical Economics 1		Third / General Economics
		2	International Economy		
		2	Economic development		
		3	Public Finance		
		3	Macroeconomics 1		
		2	Agricultural economics		
		2	Environmental Economics		
		2	Industrial economy		
		2	Knowledge Economics		
		2	English language		
		2	Development policy		
		2	Financial policy		
		2	Industrial policy		
		2	Agricultural policy		
		2	International Policy		
		3	Mathematical Economics 2		
		3	Macroeconomics 2		
		2	Economic development		Third / Economic Teachers Branch
		3	Sports economics		
		3	Public Finance		
		2	Industrial economy		
		2	Educational guidance		
		3	Macroeconomics 1		
		2	English language		
		2	Educational management		
		2	Development policy		

		3	International Economy		
		3	Agricultural economics		
		1	Computer		
		2	psychology		
		3	Macroeconomics 2		
		2	Educational foundations		
		2	Financial policy		
		3	Critical theory		
		3	Econometrics 1		
		3	Economic systems		
		2	Search methods		
		2	International Finance		
		2	Operations Research 1		
		3	Economic feasibility studies		
		2	Oil Economics		
		2	Economic planning		
		3	Monetary policy		
		3	Econometrics2		
		2	Computer applications (EV)		
		3	Economic Project Evaluation		
		2	Financial institutions		
		2	Operations Research 2		
		2	English language		
		2	Planning policy		
		2	Energy Economics		
8. Expected learning outcomes of the program					
Knowledge					
ing the labor market with the necessary	-	skills from human resources.	Providing graduates who are able to perform	-	economic analysis and predict economic variables.
			Disseminating knowledge in government	-	institutions to achieve the aspirations of society.
Skills					
ty of economics graduates to conduct	-		The ability to solve economic problems that	-	

economic feasibility studies and economic analysis.	-	economic activity suffers from, such as inflation and recession. Exchange of experiences and data with ministries with economic decision-making powers	-
outputs should be knowledgeable and how to accomplish the tasks assigned to them.	-	Providing economic advice to the public and private sectors.	-
Values			
professional ethics and the ability to demonstrate high professional competence.	-	Establishing social and ethical responsibility. Serving the community and meeting its requirements.	-
It must believe in the principles of integrity and transparency, and have the ability to apply the concepts of quality management.	-	Integrity and transparency. Quality.	-
9. Teaching and learning strategies			
Learning Activities:	Encouraging students' active participation in learning processes, such as discussions, and problem solving, to enhance their deep understanding of mathematical concepts.	1.	
Learning Strategies:	Cooperative learning: Encouraging students to work together in small groups to solve problems related to their studies and sharing ideas, which contributes to enhancing interaction and knowledge exchange between them.	2.	
Technology:	Leveraging technology to provide interactive learning tools such as computer software and online resources to enhance student understanding and motivation.	3.	
Problem-based learning:	presenting specific problems and motivating students to think critically and use skills to solve it.	4.	
Instructional Strategies:	Providing a variety of instructional strategies, such as interactive lectures, practical lessons, and hands-on exercises, to meet the diverse needs of students.	5.	
Thinking Skills:	Encourage students to develop thinking skills. Such as analysis, planning and inference, by providing stimulating questions and applied problems.	6.	
Immediate feedback:	Provide mechanisms to provide immediate feedback to students on	7.	

their performance and understanding of concepts. Administrative, whether through periodic assessments or direct interaction with the teacher.

10. Evaluation methods

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

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

nd assignments: Students may be given regular tests and assessment assignments to assess .3
problem solving skills.related to their field of expertiseAnd their understanding of the concepts
presented.

ing participation in research: The extent to which students participate in research activities .4
ntific projects can be assessed, and an evaluation can be provided of their presentation style
and analysis of their results and conclusions.

Practical Performance Evaluation: Students can be evaluated in practical performance .5
through:VisitsProcess and participation in applied activities.

n of external participation: This includes evaluation of the extent of students' participation .6
in external activities such as conferences, seminars, and sports competitions.

of Personal and Professional Development: Students' personal, professional and academic .7
development can be evaluated during their participation in the faculty mentoring program.

11. Faculty

Faculty members

ty tion ange ange ange	Requirements/Skills (if any)	Specialization		Academic Rank
		private	general	
		International Economy	economy	Prof. Dr. Abdul Razzaq Hamad Hussein Khalaf
		Economic development	economy	Prof. Dr. Makhif Jassim Hamad Ali

ange		Public Finance	economy	Prof. Dr. Khalaf Mohammed Hamad Abdul-Jubouri
ange		Monetary policies	economy	Asst. Prof. Dr. Khalil Ismail Aziz Bazawi
ange		International Economy	economy	Asst. Prof. Dr. Ibrahim Abdullah Jassim Issa
ange		Macroeconomics	economy	A.M.D. Anmar Ghaleb Kleib Mutlaq
ange		Public Finance	economy	Asst. Prof. Dr. Amer Sami Munir Dawood Al-Ani
ange		Economic development	economy	A.M.D. Fouad Farhan Hussein Mukhlef
ange		International Economy	economy	A.M.D. Khattab Imran Saleh Daman
ange		Macroeconomics	economy	Asst. Prof. Dr. Ziad Ezz El-Din Taha Talib
ange		International Economy	economy	Asst. Prof. Dr. Yasra Salem Nayef Abdul Janabi
ange		Monetary policies	economy	Asst. Prof. Dr. Omar Abdullah Mohammed Hejeij
ange		Finance and Banking	economy	Asst. Prof. Dr. Kilan Ismail Abdullah Mohammed
ange		Macroeconomics	economy	Dr. Khader Jassim Hamad Fahal Al- Jabouri
ange		Finance and Credit	economy	Dr. Alaa Abdul Jabbar Hussein Hamad
ange		Public Finance	economy	Dr. Jamal Hussein Ali Abdullah
ange		International Economy	economy	Dr. Mustafa Mahmoud Mahdi Saleh
ange		Standard Economics	economy	A.M. Bushra Abdel-Bari Ahmed Abdullah
ange		Critical	economy	Hamid Hassan Khalaf .أ Mashaal
ange		Critical	economy	Asst. Prof. Dr. Ghassan Ibrahim Ahmed

ange		Financial policies	economy	A.M. Mohamed Emad Abdel Aziz Mahdi
ange		Standard Economics	economy	A.M. Samer Mohammed Fakhri Darar
ange		Public Finance	economy	A.M. Muthanna Mayouf Mahmoud Alawi
ange		International Economy	economy	Dr. Mohammed Ahmed Mohammed Hassan Al-Jabouri
ange		International Economy	economy	M. Bilal Abdel Haq Abdel Karim Mustafa
ange		Standard Economics	economy	Dr. Zuhair Hamed Turki Zaiter
ange		International Economy	economy	A.M. Mustafa Ismail Khalil Abdel
ange		International Economy	economy	Mr. Bakr Hamid Jasoum Aziz
ange		Macroeconomics	economy	M. Naaman Munther Younis Fadel
ange		Economic development	economy	M. Hamoud Saad Muhaimid Al-Helou
ange		Macroeconomics	economy	Ms. Zeina Tariq Ali Ne'meh
ange		economy	economy	M.M. Abeer Abbas Hammadi Saleh
ange		economy	economy	Mr. Adi Tais Ibrahim Musa
ange		economy	economy	M.M. Lujain Aref Ali Mustafa
ange		economy	economy	M.M. Reem Saeed Shihab Ahmed Al- Dulaimi
ange		economy	economy	Mr. Hassan Zidane Khalaf Hamad
ange		economy	economy	M.M. Jihad Badou Hamad Hussein Al- Jabouri
ange		economy	economy	Mr. Ghazwane Shaker Ismail Ibrahim
ecturer		English language	English language	A.M. Abdul Khalaf Saleh
ecturer		Educational and psychological	Educational and	Dr. Louay Karim Latif

			sciences	psychological sciences	
ecturer			English language	English language	M. Alaa Ahmed Abdullah
ecturer			English language	English language	Mr. Osama Mohammed Abdullah
ecturer			English language	English language	Mr. Marwan Abdel Moneim Tawfik
ecturer			Educational and psychological sciences	Educational and psychological sciences	M.M. Duaa Turki Abdel
Professional development					
Orientation of new faculty members					
mining the needs of the university and the department:	The needs of the university and the department are determined in terms of the required educational cadres.And preferred majors. -١				
n Programs:	Customized orientation programs are designed for new, visiting, full-time and part-time members based on their needs and specialties. -٢				
uction to the University Environment:	A comprehensive introduction is provided about the university and the department.General Administration, includingAbout the DepartmentAnd the visionAnd the messageThe objectives and services available. -٣				
g support resources:	New members are provided with the necessary resources and support, including training courses, workshops, and technical assistance. -٤				
ademic Orientation:	New members are oriented regarding the curricula, research areas and teaching methods used in the department. -٥				
ative Orientation:	New members are oriented to administrative procedures, responsibilities, university policies and code of conduct. -٦				
oing Support:	Ongoing support is provided to new, visiting, full-time and part-time faculty members through advisory sessions, workshops and periodic evaluations. -٧				
Professional development for faculty members					
ing needs and setting goals:	Faculty needs are identified through surveys and performance evaluations, and then specific goals to be achieved within the program are identified. .١				

development Program Design: Based on the specific needs and objectives, a comprehensive .٢	
ment program is designed that includes a set of activities, training courses, workshops, and educational resources.	
ram implementation: The development program is implemented in a regular and organized .٣	
er, including organizing workshops, conducting training courses, and providing appropriate educational resources.	
effective teaching strategies: Faculty members learn to use and apply modern and effective .٤	
aching strategies, such as cooperative learning, active learning, and educational technology.	
ation of learning outcomes: The effectiveness of the development program is evaluated by .٥	
evaluating the learning outcomes of faculty members, such as increased levels of knowledge, teaching skills, and interaction with students.	
s Development: Ongoing feedback and support is provided to faculty members to promote .٦	
ongoing professional and academic development.	
on in scientific research and publication: Faculty members are encouraged to participate in .٧	
scientific research and publish the results in prestigious academic journals, which enhances their academic standing and contributes to the development of knowledge in their fields.	
	12. Acceptance Criteria
	Central acceptance. -١
exceptions (martyrs' families, children of faculty, distinguished employees, top students in -٢	institutes, foreign students).
	Private government education -٣
	Accepting evening studies. -٤
	13. The most important sources of information about the program
	University, college and electronic department website. -١
	Priorities for establishing the department. -٢
to develop and update the curricula of the faculties of management and economics in Iraqi -٣	universities for the year 2017.
	14. Program Development Plan
	Developing curricula for each subject by the instructor. -١
a branch of the third stage (economic teachers) and opening postgraduate studies, a higher diploma -٢	equivalent to a master's and doctorate.

Developing teaching and administrative staff through courses, seminars and workshops in areas of specialization. -۳															
Encouraging scientific research efforts by encouraging faculty members to publish, especially in international journals. -۴															
Organizing training programs to develop students' capabilities in technical and information technology fields. -۵															
Organizing field visits and scientific trips for students to government institutions. -۶															
Program Skills Chart															
Required learning outcomes of the program															
4	A	Values			Skills			Knowledge				Essential or optional?	Course name	Course code	Year/Lev
		A2	A1	B4	B3	B2	B1	A4	A3	A2	A1				
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Management principles		First year
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Statistics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Arabic		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human rights and democracy		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings1English		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of mathematics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Accounting principles		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings 2English		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 2		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic theory1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Baath crimes		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic statistics1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic facts history		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economics of money		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human Resource Economics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematics for Economists		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic		

													Theory 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Statistics 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		English language				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		History of Economic Thought 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Banking Economics				
													Mathematics for Economists 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 1				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Environmental Economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Knowledge Economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		English language				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		International Policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Sports economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational guidance				

	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational management		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		psychology		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational foundations		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Critical theory		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Econometrics 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic systems		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Search methods		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Finance		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations Research 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic feasibility studies		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Oil Economics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic planning		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Monetary policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Econometrics2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer applications(EV)		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Project Evaluation		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial institutions		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations Research 2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Planning policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Energy Economics		

Fourth year

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

Course Description Form

1. Course name	
Environmental Economics	
2. Course code	
3. Semester/Year	
2025-2026 / First course	
4. Date this description was prepared	
1/9/2025	
5. Available forms of attendance	
Approval of attendance list	
6. Number of study hours (total) / Number of units (total)	
Number of hours 30 / Number of units 30	
7. Name of the course supervisor (if more than one name is mentioned)	
M.D. Mohamed Ahmed Mohamed	
8. Course objectives	
Introducing the student to the concept of environmental economics -١ Through the historical developments it has gone through Student definition of Environmental economics -٢ Importantly Environmental economics Introducing the student to the relationship of environmental economics -٣ With economic development Understand the importance of environmental economics -٤ To develop economic sectors Introducing the student to the most important sources of collecting data and information about the reality of the economy -٥ Environmental Introducing the student to how to solve the problems facing the economy -٦ Environmental	Subject objectives
9. Teaching and learning strategies	
Delivering in-person and online lectures - Discussions with students - Oral questions for students - Blended learning (classroom) -	Strategy
10. Course Structure	

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
Oral questions	Giving the lecture	Concept and definition of environmental economics	theoretical knowledge	2 hours	the first
Questions and share	Lecture/Discussions	Stages of human environment development	theoretical knowledge	2 hours	the second
Oral questions	Lecture/Discussions	Ecosystems	theoretical knowledge	2 hours	the third
Student participation	Lecture/Discussions	Ecosystem functions	theoretical knowledge	2 hours	Fourth
Oral questions	Lecture/Discussions	ecological balance	theoretical knowledge	2 hours	Fifth
-	-	Monthly exam	-	2 hours	Sixth
Oral questions	Lecture/Discussions	Environmental problems and their causes	theoretical knowledge	2 hours	Seventh
Oral questions	Lecture/Discussions	Economic and social problems that harm the environment	theoretical knowledge	2 hours	The eighth
Questions and share	Lecture/Discussions	The relationship between the economy and the environment	theoretical knowledge	2 hours	Ninth
Oral questions	Lecture/Discussions	Pollution concept	theoretical knowledge	2 hours	tenth
Oral questions	Lecture/Discussions	Sources of environmental pollution	theoretical knowledge	2 hours	eleventh
Questions and share	Lecture/Discussions	Pollution control costs and optimal pollution volume	theoretical knowledge	2 hours	twelfth
Oral questions	Lecture/Discussions	The relationship between pollution and the economy	theoretical knowledge	2 hours	thirteenth
-	-	Monthly exam	-	2 hours	fourteenth
Questions and share	Lecture with oral questions	Comprehensive review	theoretical knowledge	2 hours	fifteenth

11. Course Evaluation

The final grade for the evaluation is 100 points, and the minimum for success is 50 points, and the grade is distributedEvaluation on the end of the course is 30 points and the end of the course exam is 70 points.As follows:

- First month exam 10 marks •
- Second month exam 10 marks •
- Daily preparation 5 degrees •
- Posts 5 points •
- End of course exam 70 points

12. Learning and teaching resources	
	Required textbooks (methodology if any)
Environmental Economics / Dr. Mustafa Youssef Kafi	Main References (Sources)
Environmental Economics / Dr. Ahmed Jassim Al-Yasiri and others	Recommended supporting books and references (scientific journals, reports...)
Reviewing scientific websites through the web	Electronic references, websites

Academic Program Description Form

For the academic year 2025–2026

University name: University Tikrit

College/Institute: College Management and Economics

Scientific Department: Department Economy

Name of academic or professional program: Department of Economics

Final Certificate Name: Bachelor Sciences in Economics

Academic system: Course system

Description preparation date: 1/9/2025

Date of filling the file: 1/9/2025



Signature

Assistant Professor Dr. Omar Abdullah Mohammed

Head of Department's Name

2025/9/1



Signature

Assistant Professor Dr. Khattab Imran Saleh

Name of the Assistant Dean for Scientific Affairs

2052/9/1



Signature

The file was audited by

Khaldoon Abdullah Khalaf

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

2025/9/1



Approval of the Dean

1. Program Vision

Effective contribution to building an advanced economy based on sound planning ♦
in accordance with appropriate economic policies. Reality and following an
advanced scientific approach in preparing economic curricula

2. Program message

The objective need of the public and private sectors requires the formulation of ♦
economic plans and programmes at the micro and macro levels and the
development of policies to achieve a set of economic and social objectives
according to priorities embodied by the necessities and available capabilities.
Here, it is necessary to prepare specialised cadres to conduct economic research
and studies in a way that contributes to deepening economic awareness and
maximising the economic and social benefits of available resources.

3. Program objectives

1. Graduating specialized cadres in the field of planning and building economic policies, capable of integrating into the labor market and economic life.
2. Developing students' skills to enable them to Integration into the labor market.
3. Motivating and supporting the faculty in the department to conduct studies and provide consultations. Economic For public and private entities in Iraq.
4. Effective contribution to preparing training and continuing education programs to develop expertise and skills in public and private sector institutions.

4. Program accreditation

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

5. Other external influences

Is there a sponsor? ForprogramYes, the Ministry of Higher Education and .°
Scientific Research, the Presidency of Tikrit University, and the Deanship of the
College of Administration and Economics.

6. Program Structure

comments	percentage	Study unit	Number of courses	Program Structure
	6.9%	10	5	Institutional Requirements
	7.5%	11	4	College

				Requirements
	85.6%	125	55	Department Requirements
	Completed			Summer training
				Other

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

7. Program Description / Curriculum of the Department of Economics

Credit hours	Course name	Course code	Year/Level
theoretical			
3	Management principles		First
3	Principles of Economics 1		
2	Principles of Statistics		
1	Computer 1		
2	Arabic		
2	Human rights and democracy		
3	Economic Readings1English		
2	Principles of mathematics		
3	Accounting principles		
2	Economic Readings 2English		
3	Principles of Economics 2		
2	English language		
3	Microeconomic theory1		Second
2	Baath crimes		
2	Economic statistics1		
2	National Accounts1		
2	Economic facts history		
2	Economics of money		
2	Human Resource Economics		
3	Computer 1		

		2	Mathematics for Economists		
		3	Microeconomic Theory 2		
		2	Economic Statistics 2		
		2	English language		
		2	History of Economic Thought 2		
		2	Banking Economics		
		2	National Accounts2		
		1	Computer2		
		2	Mathematics for Economists 2		
		3	Mathematical Economics 1		Third / General Economics
		2	International Economy		
		2	Economic development		
		3	Public Finance		
		3	Macroeconomics 1		
		2	Agricultural economics		
		2	Environmental Economics		
		2	Industrial economy		
		2	Knowledge Economics		
		2	English language		
		2	Development policy		
		2	Financial policy		
		2	Industrial policy		
		2	Agricultural policy		
		2	International Policy		
		3	Mathematical Economics 2		
		3	Macroeconomics 2		
		2	Economic development		Third / Economic Teachers Branch
		3	Sports economics		
		3	Public Finance		
		2	Industrial economy		
		2	Educational guidance		
		3	Macroeconomics 1		
		2	English language		
		2	Educational management		
		2	Development policy		

		3	International Economy		
		3	Agricultural economics		
		1	Computer		
		2	psychology		
		3	Macroeconomics 2		
		2	Educational foundations		
		2	Financial policy		
		3	Critical theory		
		3	Econometrics 1		
		3	Economic systems		
		2	Search methods		
		2	International Finance		
		2	Operations Research 1		
		3	Economic feasibility studies		
		2	Oil Economics		
		2	Economic planning		
		3	Monetary policy		
		3	Econometrics2		
		2	Computer applications (EV)		
		3	Economic Project Evaluation		
		2	Financial institutions		
		2	Operations Research 2		
		2	English language		
		2	Planning policy		
		2	Energy Economics		
8. Expected learning outcomes of the program					
Knowledge					
ing the labor market with the necessary	-	Providing graduates who are able to perform	-		
skills from human resources.		economic analysis and predict economic			
		variables.			
		Disseminating knowledge in government	-		
		institutions to achieve the aspirations of society.			
Skills					
ty of economics graduates to conduct	-	The ability to solve economic problems that	-		

economic feasibility studies and economic analysis.	-	economic activity suffers from, such as inflation and recession. Exchange of experiences and data with ministries with economic decision-making powers	-
outputs should be knowledgeable and how to accomplish the tasks assigned to them.	-	Providing economic advice to the public and private sectors.	-
Values			
professional ethics and the ability to demonstrate high professional competence.	-	Establishing social and ethical responsibility. Serving the community and meeting its requirements.	- -
It must believe in the principles of integrity and transparency, and have the ability to apply the concepts of quality management.	-	Integrity and transparency. Quality.	- -
9. Teaching and learning strategies			
Learning Activities: Encouraging students' active participation in learning processes, such as discussions, and problem solving, to enhance their deep understanding of mathematical concepts. Cooperative learning: Encouraging students to work together in small groups to solve problems related to their studies and sharing ideas, which contributes to enhancing interaction and knowledge exchange between them. Technology: Leveraging technology to provide interactive learning tools such as computer software and online resources to enhance student understanding and motivation. Problem-based learning: presenting specific problems and motivating students to think critically and use skills to solve it. Instructional Strategies: Providing a variety of instructional strategies, such as interactive lectures, practical lessons, and hands-on exercises, to meet the diverse needs of students. Thinking Skills: Encourage students to develop thinking skills. Such as analysis, planning and inference, by providing stimulating questions and applied problems. Immediate feedback: Provide mechanisms to provide immediate feedback to students on			.1 .2 .3 .4 .5 .6 .7

their performance and understanding of concepts. Administrative, whether through periodic assessments or direct interaction with the teacher.

10. Evaluation methods

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

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

nd assignments: Students may be given regular tests and assessment assignments to assess .3
problem solving skills.related to their field of expertiseAnd their understanding of the concepts
presented.

ing participation in research: The extent to which students participate in research activities .4
ntific projects can be assessed, and an evaluation can be provided of their presentation style
and analysis of their results and conclusions.

Practical Performance Evaluation: Students can be evaluated in practical performance .5
through:VisitsProcess and participation in applied activities.

n of external participation: This includes evaluation of the extent of students' participation .6
in external activities such as conferences, seminars, and sports competitions.

of Personal and Professional Development: Students' personal, professional and academic .7
development can be evaluated during their participation in the faculty mentoring program.

11. Faculty

Faculty members

ty tion ange ange ange	Requirements/Skills (if any)	Specialization		Academic Rank
		private	general	
		International Economy	economy	Prof. Dr. Abdul Razzaq Hamad Hussein Khalaf
		Economic development	economy	Prof. Dr. Makhif Jassim Hamad Ali

ange		Public Finance	economy	Prof. Dr. Khalaf Mohammed Hamad Abdul-Jubouri
ange		Monetary policies	economy	Asst. Prof. Dr. Khalil Ismail Aziz Bazawi
ange		International Economy	economy	Asst. Prof. Dr. Ibrahim Abdullah Jassim Issa
ange		Macroeconomics	economy	A.M.D. Anmar Ghaleb Kleib Mutlaq
ange		Public Finance	economy	Asst. Prof. Dr. Amer Sami Munir Dawood Al-Ani
ange		Economic development	economy	A.M.D. Fouad Farhan Hussein Mukhlef
ange		International Economy	economy	A.M.D. Khattab Imran Saleh Daman
ange		Macroeconomics	economy	Asst. Prof. Dr. Ziad Ezz El-Din Taha Talib
ange		International Economy	economy	Asst. Prof. Dr. Yasra Salem Nayef Abdul Janabi
ange		Monetary policies	economy	Asst. Prof. Dr. Omar Abdullah Mohammed Hejeij
ange		Finance and Banking	economy	Asst. Prof. Dr. Kilan Ismail Abdullah Mohammed
ange		Macroeconomics	economy	Dr. Khader Jassim Hamad Fahal Al- Jabouri
ange		Finance and Credit	economy	Dr. Alaa Abdul Jabbar Hussein Hamad
ange		Public Finance	economy	Dr. Jamal Hussein Ali Abdullah
ange		International Economy	economy	Dr. Mustafa Mahmoud Mahdi Saleh
ange		Standard Economics	economy	A.M. Bushra Abdel-Bari Ahmed Abdullah
ange		Critical	economy	Hamid Hassan Khalaf .أ Mashaal
ange		Critical	economy	Asst. Prof. Dr. Ghassan Ibrahim Ahmed

ange		Financial policies	economy	A.M. Mohamed Emad Abdel Aziz Mahdi
ange		Standard Economics	economy	A.M. Samer Mohammed Fakhri Darar
ange		Public Finance	economy	A.M. Muthanna Mayouf Mahmoud Alawi
ange		International Economy	economy	Dr. Mohammed Ahmed Mohammed Hassan Al-Jabouri
ange		International Economy	economy	M. Bilal Abdel Haq Abdel Karim Mustafa
ange		Standard Economics	economy	Dr. Zuhair Hamed Turki Zaiter
ange		International Economy	economy	A.M. Mustafa Ismail Khalil Abdel
ange		International Economy	economy	Mr. Bakr Hamid Jasoum Aziz
ange		Macroeconomics	economy	M. Naaman Munther Younis Fadel
ange		Economic development	economy	M. Hamoud Saad Muhaimid Al-Helou
ange		Macroeconomics	economy	Ms. Zeina Tariq Ali Ne'meh
ange		economy	economy	M.M. Abeer Abbas Hammadi Saleh
ange		economy	economy	Mr. Adi Tais Ibrahim Musa
ange		economy	economy	M.M. Lujain Aref Ali Mustafa
ange		economy	economy	M.M. Reem Saeed Shihab Ahmed Al- Dulaimi
ange		economy	economy	Mr. Hassan Zidane Khalaf Hamad
ange		economy	economy	M.M. Jihad Badou Hamad Hussein Al- Jabouri
ange		economy	economy	Mr. Ghazwane Shaker Ismail Ibrahim
ecturer		English language	English language	A.M. Abdul Khalaf Saleh
ecturer		Educational and psychological	Educational and	Dr. Louay Karim Latif

			sciences	psychological sciences	
ecturer			English language	English language	M. Alaa Ahmed Abdullah
ecturer			English language	English language	Mr. Osama Mohammed Abdullah
ecturer			English language	English language	Mr. Marwan Abdel Moneim Tawfik
ecturer			Educational and psychological sciences	Educational and psychological sciences	M.M. Duaa Turki Abdel
Professional development					
Orientation of new faculty members					
mining the needs of the university and the department:	The needs of the university and the department are determined in terms of the required educational cadres.And preferred majors. -١				
n Programs:	Customized orientation programs are designed for new, visiting, full-time and part-time members based on their needs and specialties. -٢				
uction to the University Environment:	A comprehensive introduction is provided about the university and the department.General Administration, includingAbout the DepartmentAnd the visionAnd the messageThe objectives and services available. -٣				
g support resources:	New members are provided with the necessary resources and support, including training courses, workshops, and technical assistance. -٤				
ademic Orientation:	New members are oriented regarding the curricula, research areas and teaching methods used in the department. -٥				
ative Orientation:	New members are oriented to administrative procedures, responsibilities, university policies and code of conduct. -٦				
oing Support:	Ongoing support is provided to new, visiting, full-time and part-time faculty members through advisory sessions, workshops and periodic evaluations. -٧				
Professional development for faculty members					
ing needs and setting goals:	Faculty needs are identified through surveys and performance evaluations, and then specific goals to be achieved within the program are identified. .١				

development Program Design: Based on the specific needs and objectives, a comprehensive	.٢
ment program is designed that includes a set of activities, training courses, workshops, and	
educational resources.	
ram implementation: The development program is implemented in a regular and organized	.٣
er, including organizing workshops, conducting training courses, and providing appropriate	
educational resources.	
effective teaching strategies: Faculty members learn to use and apply modern and effective	.٤
aching strategies, such as cooperative learning, active learning, and educational technology.	
ation of learning outcomes: The effectiveness of the development program is evaluated by	.٥
evaluating the learning outcomes of faculty members, such as increased levels of knowledge,	
teaching skills, and interaction with students.	
s Development: Ongoing feedback and support is provided to faculty members to promote	.٦
ongoing professional and academic development.	
on in scientific research and publication: Faculty members are encouraged to participate in	.٧
scientific research and publish the results in prestigious academic journals, which enhances their	
academic standing and contributes to the development of knowledge in their fields.	
12. Acceptance Criteria	
	Central acceptance. -١
exceptions (martyrs' families, children of faculty, distinguished employees, top students in	-٢
institutes, foreign students).	
Private government education	-٣
Accepting evening studies.	-٤
13. The most important sources of information about the program	
	University, college and electronic department website. -١
	Priorities for establishing the department. -٢
to develop and update the curricula of the faculties of management and economics in Iraqi	-٣
universities for the year 2017.	
14. Program Development Plan	
	Developing curricula for each subject by the instructor. -١
a branch of the third stage (economic teachers) and opening postgraduate studies, a higher diploma	-٢
equivalent to a master's and doctorate.	

Developing teaching and administrative staff through courses, seminars and workshops in areas of specialization. -۳															
Encouraging scientific research efforts by encouraging faculty members to publish, especially in international journals. -۴															
Organizing training programs to develop students' capabilities in technical and information technology fields. -۵															
Organizing field visits and scientific trips for students to government institutions. -۶															
Program Skills Chart															
Required learning outcomes of the program															
4	A	Values			Skills			Knowledge				Essential or optional?	Course name	Course code	Year/Lev
		A2	A1	B4	B3	B2	B1	A4	A3	A2	A1				
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Management principles		First year
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Statistics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Arabic		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human rights and democracy		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings1English		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of mathematics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Accounting principles		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings 2English		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 2		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic theory1		Second year
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Baath crimes		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic statistics1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic facts history		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economics of money		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human Resource Economics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematics for Economists		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic		

													Theory 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Statistics 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		English language				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		History of Economic Thought 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Banking Economics				
													Mathematics for Economists 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 1				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Environmental Economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Knowledge Economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		English language				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		International Policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Sports economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational guidance				

	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational management		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		psychology		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational foundations		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Critical theory		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Econometrics 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic systems		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Search methods		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Finance		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations Research 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic feasibility studies		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Oil Economics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic planning		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Monetary policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Econometrics2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer applications(EV)		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Project Evaluation		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial institutions		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations Research 2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Planning policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Energy Economics		

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

Course Description Form

1. Course name					
Knowledge Economics					
2. Course code					
3. Semester/Year					
2025-2026					
4. Date this description was prepared					
1/9/2025					
5. Available forms of attendance					
Approval of attendance list					
6. Number of study hours (total) / Number of units (total)					
Number of hours 30 / Number of units 30					
7. Name of the course supervisor (if more than one name is mentioned)					
Asst. Prof. Dr. Fouad Farhan Hussein					
8. Course objectives					
Introducing the student to the stages he goes through Knowledge economy. 2-Clarifying concepts and terms related to economics Cognitive. 3-Make the student interested in the scientific subject he is studying. 4-Urging students to pay attention to economics Cognitive.			Subject objectives		
9. Teaching and learning strategies					
Delivering in-person and online lectures - Discussions with students - Oral questions for students - Blended learning (classroom) -			Strategy		
10. Course Structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
Oral questions	Giving the lecture	Introduction to Knowledge Economics	theoretical knowledge	2 hours	the first
Questions and share	Lecture/Discussions	Economic analysis of the knowledge economy	theoretical knowledge	2 hours	the second
Oral	Lecture/Discussions	The relationship	theoretical	2 hours	the third

questions		between communication, information and data	knowledge		
Student participation	Lecture/Discussions	Factors affecting the knowledge economy	theoretical knowledge	2 hours	Fourth
Oral questions	Lecture/Discussions	Types of knowledge	theoretical knowledge	2 hours	Fifth
-	-	Monthly exam	-	2 hours	Sixth
Oral questions	Lecture/Discussions	Factors affecting e-commerce	theoretical knowledge	2 hours	Seventh
Oral questions	Lecture/Discussions	Pioneering international experiences	theoretical knowledge	2 hours	The eighth
Questions and share	Lecture/Discussions	Introduction to Knowledge Economics	theoretical knowledge	2 hours	Ninth
Oral questions	Lecture/Discussions	Economic analysis of the knowledge economy	theoretical knowledge	2 hours	tenth
Oral questions	Lecture/Discussions	The relationship between communication, information and data	theoretical knowledge	2 hours	eleventh
Questions and share	Lecture/Discussions	Factors affecting the knowledge economy	theoretical knowledge	2 hours	twelfth
Oral questions	Lecture/Discussions	Types of knowledge	theoretical knowledge	2 hours	thirteenth
-	-	Monthly exam	-	2 hours	fourteenth
Questions and share	Lecture with oral questions	Comprehensive review	theoretical knowledge	2 hours	fifteenth

11. Course Evaluation

The final grade for the evaluation is 100 points, and the minimum for success is 50 points, and the grade is distributedEvaluation on the end of the course is 30 points and the end of the course exam is 70 points.As follows:

- First month exam 10 marks •
- Second month exam 10 marks •
- Daily preparation 5 degrees •
- Posts 5 points •
- End of course exam 70 points

12. Learning and teaching resources

EconomyCognitive/ Dr. Hamid Jassim Hamid and others	Required textbooks (methodology if any)
	Main References (Sources)
	Recommended supporting books and references (scientific journals, reports...)

Reviewing scientific websites through the web	Electronic references, websites

Republic of Iraq
Ministry of Higher Education & Scientific Research
Supervision and Scientific Evaluation Directorate
Quality Assurance and Academic Accreditation

Academic Program Specification Form for The Academic

*University: **Tikrit***
*College: **Administration and Economics***
*Department: **Department of Economics***
Date Of Form Completion: 1/9/2025

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the programme.

1. Teaching Institution	Tikrit University - College of Administration and Economics
2. University Department/Centre	Department of Economics
3. Programme Title	Headway Intermediate
4. Title of Final Award	Primary Certificate: Bachelor of Economic Sciences
5. Modes of Attendance offered	Other (courses)
6. Accreditation	Paper lectures + electronic lectures pdf
7. Other external influences	Training courses for students to develop students' professional skills / field visits / summer training
8. Date of production/revision of this specification	2/10/2022
9. Aims of the Programme	
Increasing the experience and knowledge of students in the field of English as a second language by enhancing their language competence through practicing the four fundamental activities of language learning namely: speaking, listening, reading and writing.	
Introducing the student to the designed language activities of Headway Intermediate	

which will increase their language proficiency.

Introducing the student to the importance of language in use through the designed and designated interactive activities.

10. Learning Outcomes, Learning and Speaking
A. Knowledge and Understanding A1. Familiarize students with advanced language situations that lead to increase their knowledge of language. A2. Clarification of concepts and terminology related to the application of EViews. A3. Making the student interested through demonstrating the importance of English as an essential and international communicative tool. A4. Encouraging students to pay attention to the importance of improving their communication skills. A5. Cultivate confidence in the same students and provide them with the opportunity to learn English as a second language and encourage them to use it. B Subject-specific skills B1. Training students to apply what they have learned in real life situations. B2. Empowering students communicative skills in English. B3. Developing the student's strength of skill, conclusion and decision-making.
Teaching and Learning Methods
1) attraction. 2) Brainstorm. 3) The lecture.
Assessment methods
1) Daily exams. 2) Monthly exams. 3) Final exams. 4) Writing reports.
C Thinking Skills C1. Observation, perception, analysis, interpretation and conclusion of economic events. C2. Enable students to continue self-development. C3. Providing the student with information and linking the study to reality by developing solutions to economic problems.
Teaching and Learning Methods
1) Explanation, clarification and giving applied exercises through scientific lectures. 2) Theoretical, practical, daily, semester and final exams. 3) Guiding students to websites.
Assessment methods
1) Daily exams. 2) Weekly exams. 3) Monthly exams. 4) Quarterly exams. 5) Final exams.

D. General and Transferable Skills (other skills relevant to employability and personal development) D1. Develop students' ability to analyze and interpret economic events and problems. D2. Developing the student's ability to perform the assigned duties on time. D3. Develop students' ability to dialogue and discussion.				
Teaching and Learning Methods				
1) attraction. 2) Brainstorm. 3) The lecture.				
Assessment Methods				
1) Daily exams. 2) Monthly exams. 3) Final exams. 4) Writing reports.				
11. Programme Structure				12. Awards and Credits
Level/Year	Course or Module Code	Course or Module Title	Credit rating	
Third		Headway Intermediate	Theoretical 2 Practical 1	

13. Personal Development Planning

- 1) SKILLS :Student able to speak and understand other languages.
- 2) NEGOTIATING & PERSUADING :Student able to influence and convince others, to discuss and reach agreement.
- 3) LEADERSHIP :Student able to motivate and direct others.
- 4) INDEPENDENCE :Accepts responsibility for views & actions and able to work under their own direction & initiative.

14. Admission criteria .

(Developing regulations related to joining a college or institute) ... central

15. Key sources of information about the programme

- The website of the college and university.
- University Directory.
- The most important books and resources for the department.

Curriculum Skills Map																			
please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed																			
				Programme Learning Outcomes															
Year / Level	Course Code	CourseTitle	Core (C)Title or Option(O)	Knowledge and understanding				Subject-specific skills				Thinking Skills				General and Transferable Skills (or) Other skills relevant to employability and personal development			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
2022/2023		English Language Skills	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

TEMPLATE FOR COURSE SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

COURSE SPECIFICATION

This Course Specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It should be cross-referenced with the programme specification.

1. Teaching Institution	Tikrit University - College of Administration and Economics
2. University Department/Centre	Department of Economics
3. Course title/code	Headway Intermediate
4. Programme (s) to which it contributes	
5. Modes of Attendance offered	Attendance
6. Semester/Year	Courses (second course)
7. Number of hours tuition (total)	30
8. Date of production/revision of this specification	28/1/2024
9. Aims of the Course	
Increasing students' experience and knowledge in the field of English as a second language.	
Introducing the student to the importance of English as a global language.	
Introducing the student to the importance of improving their communicative skills in English as it plays a vital role for their future success.	

10• Learning Outcomes, Teaching ,Learning and Assessment Method
A. Knowledge and Understanding A1. Familiarize students with advanced language situations that lead to increase their knowledge of language. A2. Clarification of concepts and terminology related to the application of EViews. A3. Making the student interested through demonstrating the importance of English as an essential and international communicative tool. A4. Encouraging students to pay attention to the importance of improving their communication skills. A5. Cultivate confidence in the same students and provide them with the opportunity to learn English as a second language and encourage them to use it.
B. Subject-specific skills B1. Enable the student to know the real reasons behind using English as a second language. B2. Enable the student to have the skills of sound scientific analysis and thinking. B3. Developing the strength of skill, conclusion and observation of the student.
Teaching and Learning Methods
1) Interrogation 2) Brainstorm 3) The lecture
Assessment methods
1) Daily exams 2) Monthly exams 3) Final exams
B. Thinking Skills C1. Observation, management, analysis, interpretation and conclusion of economic units. C2. Enable students to develop themselves even after graduation. C3. Providing the student with information and real life communicative situation that will enhance their language skills.
Teaching and Learning Methods
1) Explanation and clarification through scientific lectures and new explanatory methods (Data Show). 2) Guide the students to some websites. 3) Daily, semester and final theoretical and practical exams
Assessment methods
1) Daily exams 2) Monthly exams 3) Quarterly exams 4) Final exams

D. General and Transferable Skills (other skills relevant to employability and personal development)

D1. Develop students' ability to discuss and debate.

D2. The ability to use English in real life situations.

D3. Developing the student's ability to perform the assigned duties on time.

11. Course Structure

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
first	2	Revision of Headway Pre-intermediate Course	Grammar Rules Tenses and Communicative skills	Theoretical and practical	Follow up on homework
second	2	Naming Tenses Present, Past, Present Perfect Auxiliary verbs Do, be, have P6 Questions and negatives Where were you born? He doesn't live in Paris. p6 Short answers Yes, I have. No, he didn't P8	A world of difference	Theoretical and practical	Class activity and Follow up on homework
third	2	Present tenses Simple and continuous What does she do? What's she doing? p14 State verbs like, know, understand p15 Passive People are employed ... I'm being served. p17 How often ...? hardly ever twice a year p15	The working week	Theoretical and practical	Class activity and Follow up on homework
fourth	2	Past tenses Simple and continuous He worked in London. He was studying art. p23 Past Perfect He had fallen in love. He'd been drinking. p23 used to He used to wake up at 6.00. p23	3 Good times, bad times	Theoretical and practical	Class activity and Follow up on homework
Fifth	2	Advice, obligation, and permission Modal and related verbs You should check online. You must tell your neighbours. They can get married at 16. You are allowed to go. Children had to go to school. They didn't have to work.	Getting it right	Theoretical and practical	Class activity and Follow up on homework
VI	2	Future forms Will, going to, or Present Continuous? What will the world be like? Things are going to change. We're meeting James at 11.00. Future possibilities – may, might, could The earth may get warmer. Temperatures might rise. What could happen? p38	Our changing world	Theoretical and practical	Class activity and Follow up on homework

VII	2	Information questions What's she like? What does she look like? How is she? p46 How tall/big ...? What colour/size/make ...? Which floor/part of town ...? How far/long ...? How much/many ...? p47	What matters to me	Theoretical and practical	Class activity and Follow up on homework
VIII	2	Present Perfect Simple and continuous She's lived in Scotland. She's been writing since 1990. p54 Passive Millions have been sold. p55 Adverbs just yet already p56 Time expressions for 10 years, since the 1970s	Passions and fashions	Theoretical and practical	Class activity and Follow up on homework
ninth	2	Verb patterns verb + -ing enjoy swimming, thinking of staying p62 verb + infinitive need to warn, make them feel p62 adjective + infinitive impossible to see p62	No fear!	Theoretical and practical	Class activity and Follow up on homework
The tenth	2	Mid-semester exam	Mid-semester exam	Theoretical and practical	Exam results
eleventh	2	Conditionals Second conditionals If I were him, I'd tell the teacher. Third conditionals If they'd listened, he wouldn't have run away. p71 might have done/could have done You might/could have had an accident. p72 should have done He should have asked for help. p73	It depends how you look at it	Theoretical and practical	Class activity and Follow up on homework
twelfth	2	Noun phrases Articles: a / the / no article Possessives their equipment / theirs all/everything Microchips control everything. all digital devices Reflexive pronouns and each other I cut myself. We love each other. p79	All things high tech	Theoretical and practical	Class activity and Follow up on homework
Thirteenth	2	Modals of probability Present must/can't/might/could be p86 Past must/can't/might have been p88 looks like / looks It looks like a man. It looks red to me. p86	Seeing is believing	Theoretical and practical	Class activity and Follow up on homework
fourteenth	2	Reported speech She said she was a student. Reported thoughts I thought she was pretty. Reported questions I asked her what was happening. I wondered if there'd been an accident. p94	Telling it how it is	Theoretical and practical	Class activity and Follow up on homework

Fifteenth	2	Final exam	Theoretical + practical test	Theoretical and practical	Final exam results

12. Infrastructure	
Required reading: · CORE TEXTS · COURSE MATERIALS · OTHER	1) Headway Intermediate Students Book 2) Headway Intermediate Workbook
Special requirements (include for example workshops, periodicals, IT software, websites)	
Community-based facilities (include for example, guest Lectures , internship , field studies)	1) Encourage writing research and reports on computer applications, EViews. 2) Urging students to visit the college library and the central library at Tikrit University and other universities. 3) Adopting modern technology in searching for documents and sources in revealing scientific facts.

13. Admissions : central	
Pre-requisites	
Minimum number of students	
Maximum number of students	

Academic Program Description Form

For the academic year 2025–2026

University name: University Tikrit

College/Institute: College Management and Economics

Scientific Department: Department Economy

Name of academic or professional program: Department of Economics

Final Certificate Name: Bachelor Sciences in Economics

Academic system: Course system

Description preparation date: 1/9/2025

Date of filling the file: 1/9/2025



Signature

Assistant Professor Dr. Omar Abdullah Mohammed

Head of Department's Name

2025/9/1



Signature

Assistant Professor Dr. Khattab Imran Saleh

Name of the Assistant Dean for Scientific Affairs

2052/9/1



Signature

The file was audited by

Khaldoon Abdullah Khalaf

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

2025/9/1



Approval of the Dean

1. Program Vision

Effective contribution to building an advanced economy based on sound planning ♦
in accordance with appropriate economic policies. Reality and following an
advanced scientific approach in preparing economic curricula

2. Program message

The objective need of the public and private sectors requires the formulation of ♦
economic plans and programmes at the micro and macro levels and the
development of policies to achieve a set of economic and social objectives
according to priorities embodied by the necessities and available capabilities.
Here, it is necessary to prepare specialised cadres to conduct economic research
and studies in a way that contributes to deepening economic awareness and
maximising the economic and social benefits of available resources.

3. Program objectives

1. Graduating specialized cadres in the field of planning and building economic policies, capable of integrating into the labor market and economic life.
2. Developing students' skills to enable them to Integration into the labor market.
3. Motivating and supporting the faculty in the department to conduct studies and provide consultations. Economic For public and private entities in Iraq.
4. Effective contribution to preparing training and continuing education programs to develop expertise and skills in public and private sector institutions.

4. Program accreditation

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

5. Other external influences

Is there a sponsor? ForprogramYes, the Ministry of Higher Education and .°
Scientific Research, the Presidency of Tikrit University, and the Deanship of the
College of Administration and Economics.

6. Program Structure

comments	percentage	Study unit	Number of courses	Program Structure
	6.9%	10	5	Institutional Requirements
	7.5%	11	4	College

				Requirements
	85.6%	125	55	Department Requirements
	Completed			Summer training
				Other

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

7. Program Description / Curriculum of the Department of Economics

Credit hours	Course name	Course code	Year/Level
theoretical			
3	Management principles		First
3	Principles of Economics 1		
2	Principles of Statistics		
1	Computer 1		
2	Arabic		
2	Human rights and democracy		
3	Economic Readings1English		
2	Principles of mathematics		
3	Accounting principles		
2	Economic Readings 2English		
3	Principles of Economics 2		
2	English language		
3	Microeconomic theory1		Second
2	Baath crimes		
2	Economic statistics1		
2	National Accounts1		
2	Economic facts history		
2	Economics of money		
2	Human Resource Economics		
3	Computer 1		

		2	Mathematics for Economists		
		3	Microeconomic Theory 2		
		2	Economic Statistics 2		
		2	English language		
		2	History of Economic Thought 2		
		2	Banking Economics		
		2	National Accounts2		
		1	Computer2		
		2	Mathematics for Economists 2		
		3	Mathematical Economics 1		Third / General Economics
		2	International Economy		
		2	Economic development		
		3	Public Finance		
		3	Macroeconomics 1		
		2	Agricultural economics		
		2	Environmental Economics		
		2	Industrial economy		
		2	Knowledge Economics		
		2	English language		
		2	Development policy		
		2	Financial policy		
		2	Industrial policy		
		2	Agricultural policy		
		2	International Policy		
		3	Mathematical Economics 2		
		3	Macroeconomics 2		
		2	Economic development		Third / Economic Teachers Branch
		3	Sports economics		
		3	Public Finance		
		2	Industrial economy		
		2	Educational guidance		
		3	Macroeconomics 1		
		2	English language		
		2	Educational management		
		2	Development policy		

		3	International Economy		
		3	Agricultural economics		
		1	Computer		
		2	psychology		
		3	Macroeconomics 2		
		2	Educational foundations		
		2	Financial policy		
		3	Critical theory		
		3	Econometrics 1		
		3	Economic systems		
		2	Search methods		
		2	International Finance		
		2	Operations Research 1		
		3	Economic feasibility studies		
		2	Oil Economics		
		2	Economic planning		
		3	Monetary policy		
		3	Econometrics2		
		2	Computer applications (EV)		
		3	Economic Project Evaluation		
		2	Financial institutions		
		2	Operations Research 2		
		2	English language		
		2	Planning policy		
		2	Energy Economics		
8. Expected learning outcomes of the program					
Knowledge					
ing the labor market with the necessary	-	skills from human resources.	Providing graduates who are able to perform	-	economic analysis and predict economic variables.
			Disseminating knowledge in government	-	institutions to achieve the aspirations of society.
Skills					
ty of economics graduates to conduct	-		The ability to solve economic problems that	-	

economic feasibility studies and economic analysis.	-	economic activity suffers from, such as inflation and recession. Exchange of experiences and data with ministries with economic decision-making powers	-
outputs should be knowledgeable and how to accomplish the tasks assigned to them.	-	Providing economic advice to the public and private sectors.	-
Values			
professional ethics and the ability to demonstrate high professional competence.	-	Establishing social and ethical responsibility. Serving the community and meeting its requirements.	- -
It must believe in the principles of integrity and transparency, and have the ability to apply the concepts of quality management.	-	Integrity and transparency. Quality.	- -
9. Teaching and learning strategies			
Learning Activities: Encouraging students' active participation in learning processes, such as discussions, and problem solving, to enhance their deep understanding of mathematical concepts. Cooperative learning: Encouraging students to work together in small groups to solve problems related to their studies and sharing ideas, which contributes to enhancing interaction and knowledge exchange between them. Technology: Leveraging technology to provide interactive learning tools such as computer software and online resources to enhance student understanding and motivation. Problem-based learning: presenting specific problems and motivating students to think critically and use skills to solve it. Instructional Strategies: Providing a variety of instructional strategies, such as interactive lectures, practical lessons, and hands-on exercises, to meet the diverse needs of students. Thinking Skills: Encourage students to develop thinking skills. Such as analysis, planning and inference, by providing stimulating questions and applied problems. Immediate feedback: Provide mechanisms to provide immediate feedback to students on	.1 .2 .3 .4 .5 .6 .7		

their performance and understanding of concepts. Administrative, whether through periodic assessments or direct interaction with the teacher.

10. Evaluation methods

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

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

nd assignments: Students may be given regular tests and assessment assignments to assess .3
blem solving skills.related to their field of expertiseAnd their understanding of the concepts
presented.

ing participation in research: The extent to which students participate in research activities .4
ntific projects can be assessed, and an evaluation can be provided of their presentation style
and analysis of their results and conclusions.

Practical Performance Evaluation: Students can be evaluated in practical performance .5
through:VisitsProcess and participation in applied activities.

n of external participation: This includes evaluation of the extent of students' participation .6
in external activities such as conferences, seminars, and sports competitions.

of Personal and Professional Development: Students' personal, professional and academic .7
development can be evaluated during their participation in the faculty mentoring program.

11. Faculty

Faculty members

ty tion ange ange ange	Requirements/Skills (if any)	Specialization		Academic Rank
		private	general	
		International Economy	economy	Prof. Dr. Abdul Razzaq Hamad Hussein Khalaf
		Economic development	economy	Prof. Dr.Mokheef Jassim Hamad Ali

ange		Public Finance	economy	Prof. Dr. Khalaf Mohammed Hamad Abdul-Jubouri
ange		Monetary policies	economy	Asst. Prof. Dr. Khalil Ismail Aziz Bazawi
ange		International Economy	economy	Asst. Prof. Dr. Ibrahim Abdullah Jassim Issa
ange		Macroeconomics	economy	A.M.D. Anmar Ghaleb Kleib Mutlaq
ange		Public Finance	economy	Asst. Prof. Dr. Amer Sami Munir Dawood Al-Ani
ange		Economic development	economy	A.M.D. Fouad Farhan Hussein Mukhlef
ange		International Economy	economy	A.M.D. Khattab Imran Saleh Daman
ange		Macroeconomics	economy	Asst. Prof. Dr. Ziad Ezz El-Din Taha Talib
ange		International Economy	economy	Asst. Prof. Dr. Yasra Salem Nayef Abdul Janabi
ange		Monetary policies	economy	Asst. Prof. Dr. Omar Abdullah Mohammed Hejeij
ange		Finance and Banking	economy	Asst. Prof. Dr. Kilan Ismail Abdullah Mohammed
ange		Macroeconomics	economy	Dr. Khader Jassim Hamad Fahal Al- Jabouri
ange		Finance and Credit	economy	Dr. Alaa Abdul Jabbar Hussein Hamad
ange		Public Finance	economy	Dr. Jamal Hussein Ali Abdullah
ange		International Economy	economy	Dr. Mustafa Mahmoud Mahdi Saleh
ange		Standard Economics	economy	A.M. Bushra Abdel-Bari Ahmed Abdullah
ange		Critical	economy	Hamid Hassan Khalaf .أ Mashaal
ange		Critical	economy	Asst. Prof. Dr. Ghassan Ibrahim Ahmed

ange		Financial policies	economy	A.M. Mohamed Emad Abdel Aziz Mahdi
ange		Standard Economics	economy	A.M. Samer Mohammed Fakhri Darar
ange		Public Finance	economy	A.M. Muthanna Mayouf Mahmoud Alawi
ange		International Economy	economy	Dr. Mohammed Ahmed Mohammed Hassan Al-Jabouri
ange		International Economy	economy	M. Bilal Abdel Haq Abdel Karim Mustafa
ange		Standard Economics	economy	Dr. Zuhair Hamed Turki Zaiter
ange		International Economy	economy	A.M. Mustafa Ismail Khalil Abdel
ange		International Economy	economy	Mr. Bakr Hamid Jasoum Aziz
ange		Macroeconomics	economy	M. Naaman Munther Younis Fadel
ange		Economic development	economy	M. Hamoud Saad Muhaimid Al-Helou
ange		Macroeconomics	economy	Ms. Zeina Tariq Ali Ne'meh
ange		economy	economy	M.M. Abeer Abbas Hammadi Saleh
ange		economy	economy	Mr. Adi Tais Ibrahim Musa
ange		economy	economy	M.M. Lujain Aref Ali Mustafa
ange		economy	economy	M.M. Reem Saeed Shihab Ahmed Al- Dulaimi
ange		economy	economy	Mr. Hassan Zidane Khalaf Hamad
ange		economy	economy	M.M. Jihad Badou Hamad Hussein Al- Jabouri
ange		economy	economy	Mr. Ghazwane Shaker Ismail Ibrahim
ecturer		English language	English language	A.M. Abdul Khalaf Saleh
ecturer		Educational and psychological	Educational and	Dr. Louay Karim Latif

			sciences	psychological sciences	
ecturer			English language	English language	M. Alaa Ahmed Abdullah
ecturer			English language	English language	Mr. Osama Mohammed Abdullah
ecturer			English language	English language	Mr. Marwan Abdel Moneim Tawfik
ecturer			Educational and psychological sciences	Educational and psychological sciences	M.M. Duaa Turki Abdel
Professional development					
Orientation of new faculty members					
mining the needs of the university and the department:	The needs of the university and the department are determined in terms of the required educational cadres.And preferred majors. -١				
n Programs:	Customized orientation programs are designed for new, visiting, full-time and part-time members based on their needs and specialties. -٢				
uction to the University Environment:	A comprehensive introduction is provided about the university and the department.General Administration, includingAbout the DepartmentAnd the visionAnd the messageThe objectives and services available. -٣				
g support resources:	New members are provided with the necessary resources and support, including training courses, workshops, and technical assistance. -٤				
ademic Orientation:	New members are oriented regarding the curricula, research areas and teaching methods used in the department. -٥				
ative Orientation:	New members are oriented to administrative procedures, responsibilities, university policies and code of conduct. -٦				
oing Support:	Ongoing support is provided to new, visiting, full-time and part-time faculty members through advisory sessions, workshops and periodic evaluations. -٧				
Professional development for faculty members					
ing needs and setting goals:	Faculty needs are identified through surveys and performance evaluations, and then specific goals to be achieved within the program are identified. .١				

development Program Design: Based on the specific needs and objectives, a comprehensive .٢	
ment program is designed that includes a set of activities, training courses, workshops, and educational resources.	
ram implementation: The development program is implemented in a regular and organized .٣	
er, including organizing workshops, conducting training courses, and providing appropriate educational resources.	
effective teaching strategies: Faculty members learn to use and apply modern and effective .٤	
aching strategies, such as cooperative learning, active learning, and educational technology.	
ation of learning outcomes: The effectiveness of the development program is evaluated by .٥	
evaluating the learning outcomes of faculty members, such as increased levels of knowledge, teaching skills, and interaction with students.	
s Development: Ongoing feedback and support is provided to faculty members to promote .٦	
ongoing professional and academic development.	
on in scientific research and publication: Faculty members are encouraged to participate in .٧	
tific research and publish the results in prestigious academic journals, which enhances their academic standing and contributes to the development of knowledge in their fields.	
	12. Acceptance Criteria
	Central acceptance. -١
exceptions (martyrs' families, children of faculty, distinguished employees, top students in -٢	institutes, foreign students).
	Private government education -٣
	Accepting evening studies. -٤
	13. The most important sources of information about the program
	University, college and electronic department website. -١
	Priorities for establishing the department. -٢
to develop and update the curricula of the faculties of management and economics in Iraqi -٣	universities for the year 2017.
	14. Program Development Plan
	Developing curricula for each subject by the instructor. -١
a branch of the third stage (economic teachers) and opening postgraduate studies, a higher diploma -٢	equivalent to a master's and doctorate.

Developing teaching and administrative staff through courses, seminars and workshops in areas of specialization. -۳															
Encouraging scientific research efforts by encouraging faculty members to publish, especially in international journals. -۴															
Organizing training programs to develop students' capabilities in technical and information technology fields. -۵															
Organizing field visits and scientific trips for students to government institutions. -۶															
Program Skills Chart															
Required learning outcomes of the program															
4	A	Values			Skills			Knowledge				Essential or optional?	Course name	Course code	Year/Lev
		A2	A1	B4	B3	B2	B1	A4	A3	A2	A1				
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Management principles		First year
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Statistics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Arabic		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human rights and democracy		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings1English		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of mathematics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Accounting principles		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings 2English		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 2		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic theory1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Baath crimes		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic statistics1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic facts history		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economics of money		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human Resource Economics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematics for Economists		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic		

													Theory 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Statistics 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		English language				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		History of Economic Thought 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Banking Economics				
													Mathematics for Economists 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 1				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Environmental Economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Knowledge Economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		English language				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		International Policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Sports economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational guidance				

	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational management		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		psychology		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational foundations		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Critical theory		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Econometrics 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic systems		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Search methods		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Finance		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations Research 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic feasibility studies		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Oil Economics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic planning		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Monetary policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Econometrics2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer applications(EV)		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Project Evaluation		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial institutions		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations Research 2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Planning policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Energy Economics		

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

Course Description Form

1. Course name	
Economic development	
2. Course code	
3. Semester/Year	
2025-2026	
4. Date this description was prepared	
1/9/2025	
5. Available forms of attendance	
Approval of the attendance list in addition to the students' presence and participation in the Classroom program	
Approval of attendance list	
6. Number of study hours (total) / Number of units (total)	
Number of hours 30 / Number of units 30	
Name of the course administrator (if more than one name is mentioned) .^	
Dr. Jamal Hussein Ali	
8. Course objectives	
1-Increase expertise And knowledge Students in area Development Economic 2- Definition The student Basics Development Economic 3- Definition The student Most important With experiences Pioneer in area Development Economic 4- Definition The student How to treat Backwardness And his theories Arriving to level from Growth Economic 5- Definition The student In concept And importance Development Economic and obstacles And theories Development Economic 6- Definition The student Most important Theories Growth and development Economic And backwardness Economic And its causes.	Subject objectives
9. Teaching and learning strategies	

Delivering in-person and online lectures - Discussions with students - Oral questions for students - Blended learning (classroom) -	Strategy

10. Course Structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
Oral questions	Giving the lecture	Conceptual framework of backwardness	theoretical knowledge	2 hours	the first
Questions and share	Lecture/Discussions	Characteristics and criteria of backwardness	theoretical knowledge	2 hours	the second
Oral questions	Lecture/Discussions	Theories of economic growth	theoretical knowledge	2 hours	the third
Student participation	Lecture/Discussions	Economic development theories	theoretical knowledge	2 hours	Fourth
Oral questions	Lecture/Discussions	The difference between growth and development	theoretical knowledge	2 hours	Fifth
-	-	Human development and sustainable development	-	2 hours	Sixth
Oral questions	Lecture/Discussions	IMF Policies	theoretical knowledge	2 hours	Seventh
Oral questions	Lecture/Discussions	Development Policies	theoretical knowledge	2 hours	The eighth
Questions and share	Lecture/Discussions	Problems and obstacles to development in developing countries	theoretical knowledge	2 hours	Ninth
Oral questions	Lecture/Discussions	Economic development strategies	theoretical knowledge	2 hours	tenth
Oral questions	Lecture/Discussions	Study of the most important global development experiences	theoretical knowledge	2 hours	eleventh
Questions and share	Lecture/Discussions	Study of the most important experiences in developing countries	theoretical knowledge	2 hours	twelfth
Oral questions	Lecture/Discussions	Study and derive the most important lessons from these experiences, which will be reflected in the national experience.	theoretical knowledge	2 hours	thirteenth
-	-	Comprehensive review of all vocabulary	-	2 hours	fourteenth
Questions and share	Lecture with oral questions	Multiple exams and tests for the student	theoretical knowledge	2 hours	fifteenth

11. Course Evaluation

The final grade for the evaluation is 100 points, and the minimum for success is 50 points, and the grade is distributed. Evaluation on the end of the course is 30 points and the end of the course exam is 70 points. As

follows:

- First month exam 10 marks •
- Second month exam 10 marks •
- Daily preparation 5 degrees •
- Posts 5 points •
- End of course exam 70 points

12. Learning and teaching resources

Medhat Al-Quraishi, 2020, Economic Development (Theories, Policies and Topics), Wael Publishing House, First Edition, Jordan.	Required textbooks (methodology if any)
Michel Todaro, 2009, Economic Development, Mars Publishing House, Kingdom of Saudi Arabia	Main References (Sources)
All books and references recommended to serve the student in the field of scientific knowledge	Recommended supporting books and references (scientific journals, reports...)
Access the Internet through the World Wide Web	Electronic references, websites

Academic Program Description Form

For the academic year 2025–2026

University name: University Tikrit

College/Institute: College Management and Economics

Scientific Department: Department Economy / General Economics

Name of academic or professional program: Department of Economics

Final Certificate Name: Bachelor Sciences in Economics

Academic system: Course system

Description preparation date: 1/9/2025

Date of filling the file: 1/9/2025



Signature

Assistant Professor Dr. Omar Abdullah Mohammed

Head of Department's Name

2025/9/1



Signature

Assistant Professor Dr. Khattab Imran Saleh

Name of the Assistant Dean for Scientific Affairs

2025/9/1



Signature

The file was audited by

Khaldoon Abdullah Khalaf

Name of the Director of the Quality Assurance and

University Performance Division

2025/9/1



Approval of the Dean

1. Program Vision

Effective contribution to building an advanced economy based on sound planning ♦
in accordance with appropriate economic policies. Reality and following an
advanced scientific approach in preparing economic curricula

2. Program message

The objective need of the public and private sectors requires the formulation of ♦
economic plans and programmes at the micro and macro levels and the
development of policies to achieve a set of economic and social objectives
according to priorities embodied by the necessities and available capabilities.
Here, it is necessary to prepare specialised cadres to conduct economic research
and studies in a way that contributes to deepening economic awareness and
maximising the economic and social benefits of available resources.

3. Program objectives

- Graduating specialized cadres in the field of planning and building economic .¹
policies, capable of integrating into the labor market and economic life.
- Developing students' skills to enable them to Integration into the labor market. .²
- Motivating and supporting the faculty in the department to conduct studies and .³
provide consultations. Economic For public and private entities in Iraq.
- Effective contribution to preparing training and continuing education programs to .⁴
develop expertise and skills in public and private sector institutions.

4. Program accreditation

Do The program Is the program accredited? And from which authority? both .⁵

5. Other external influences

Is there a sponsor? For program Yes, the Ministry of Higher Education and .⁶
Scientific Research, the Presidency of Tikrit University, and the Deanship of the
College of Administration and Economics.

6. Program Structure

comments	percentage	Study unit	Number of courses	Program Structure
	6.9%	10	5	Institutional Requirements
	7.5%	11	4	College

				Requirements
	85.6%	125	55	Department Requirements
	Completed			Summer training
				Other

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

7. Program Description / Curriculum of the Department of Economics

Credit hours	Course name	Course code	Year/Level
theoretical			
3	Management principles		First
3	Principles of Economics 1		
2	Principles of Statistics		
1	Computer 1		
2	Arabic		
2	Human rights and democracy		
3	Economic Readings1English		
2	Principles of mathematics		
3	Accounting principles		
2	Economic Readings 2English		
3	Principles of Economics 2		
2	English language		
3	Microeconomic theory1		Second
2	Baath crimes		
2	Economic statistics1		
2	National Accounts1		
2	Economic facts history		
2	Economics of money		
2	Human Resource Economics		
3	Computer 1		

		2	Mathematics for Economists		
		3	Microeconomic Theory 2		
		2	Economic Statistics 2		
		2	English language		
		2	History of Economic Thought 2		
		2	Banking Economics		
		2	National Accounts2		
		1	Computer2		
		2	Mathematics for Economists 2		
		3	Mathematical Economics 1		Third / General Economics
		2	International Economy		
		2	Economic development		
		3	Public Finance		
		3	Macroeconomics 1		
		2	Agricultural economics		
		2	Environmental Economics		
		2	Industrial economy		
		2	Knowledge Economics		
		2	English language		
		2	Development policy		
		2	Financial policy		
		2	Industrial policy		
		2	Agricultural policy		
		2	International Policy		
		3	Mathematical Economics 2		
		3	Macroeconomics 2		
		2	Economic development		Third / Economic Teachers Branch
		3	Sports economics		
		3	Public Finance		
		2	Industrial economy		
		2	Educational guidance		
		3	Macroeconomics 1		
		2	English language		
		2	Educational management		
		2	Development policy		

		3	International Economy		
		3	Agricultural economics		
		1	Computer		
		2	psychology		
		3	Macroeconomics 2		
		2	Educational foundations		
		2	Financial policy		
		3	Critical theory		
		3	Econometrics 1		
		3	Economic systems		
		2	Search methods		
		2	International Finance		
		2	Operations Research 1		
		3	Economic feasibility studies		
		2	Oil Economics		
		2	Economic planning		
		3	Monetary policy		
		3	Econometrics2		
		2	Computer applications (EV)		
		3	Economic Project Evaluation		
		2	Financial institutions		
		2	Operations Research 2		
		2	English language		
		2	Planning policy		
		2	Energy Economics		
8. Expected learning outcomes of the program					
Knowledge					
ing the labor market with the necessary	-	skills from human resources.	Providing graduates who are able to perform	-	economic analysis and predict economic variables.
			Disseminating knowledge in government	-	institutions to achieve the aspirations of society.
Skills					
ty of economics graduates to conduct	-		The ability to solve economic problems that	-	

economic feasibility studies and economic analysis.	-	economic activity suffers from, such as inflation and recession. Exchange of experiences and data with ministries with economic decision-making powers	-
outputs should be knowledgeable and how to accomplish the tasks assigned to them.	-	Providing economic advice to the public and private sectors.	-
Values			
professional ethics and the ability to demonstrate high professional competence.	-	Establishing social and ethical responsibility. Serving the community and meeting its requirements.	- -
It must believe in the principles of integrity and transparency, and have the ability to apply the concepts of quality management.	-	Integrity and transparency. Quality.	- -
9. Teaching and learning strategies			
Learning Activities: Encouraging students' active participation in learning processes, such as discussions, and problem solving, to enhance their deep understanding of mathematical concepts. Cooperative learning: Encouraging students to work together in small groups to solve problems related to their studies And sharing ideas, which contributes to enhancing interaction and knowledge exchange between them. Technology: Leveraging technology to provide interactive learning tools such as computer software and online resources to enhance student understanding and motivation. Problem-based learning: presenting specific problems and motivating students to think critically and use skills Administrative To solve it. Instructional Strategies: Providing a variety of instructional strategies, such as interactive lectures, practical lessons, and hands-on exercises, to meet the diverse needs of students. Thinking Administrative Encourage students to develop thinking skills. Administrative Such as analysis, planning and inference, by providing stimulating questions and applied problems. Immediate feedback: Provide mechanisms to provide immediate feedback to students on	.	1 2 3 4 5 6 7	

their performance and understanding of concepts. Administrative, whether through periodic assessments or direct interaction with the teacher.

10. Evaluation methods

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

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

nd assignments: Students may be given regular tests and assessment assignments to assess .3
blem solving skills.related to their field of expertiseAnd their understanding of the concepts
presented.

ing participation in research: The extent to which students participate in research activities .4
ntific projects can be assessed, and an evaluation can be provided of their presentation style
and analysis of their results and conclusions.

Practical Performance Evaluation: Students can be evaluated in practical performance .5
through:VisitsProcess and participation in applied activities.

n of external participation: This includes evaluation of the extent of students' participation .6
in external activities such as conferences, seminars, and sports competitions.

of Personal and Professional Development: Students' personal, professional and academic .7
development can be evaluated during their participation in the faculty mentoring program.

11. Faculty

Faculty members

ty tion ange ange ange	Requirements/Skills (if any)	Specialization		Academic Rank
		private	general	
		International Economy	economy	Prof. Dr. Abdul Razzaq Hamad Hussein Khalaf
		Economic development	economy	Prof. Dr.Mokheef Jassim Hamad Ali

ange		Public Finance	economy	Prof. Dr. Khalaf Mohammed Hamad Abdul-Jubouri
ange		Monetary policies	economy	Asst. Prof. Dr. Khalil Ismail Aziz Bazawi
ange		International Economy	economy	Asst. Prof. Dr. Ibrahim Abdullah Jassim Issa
ange		Macroeconomics	economy	A.M.D. Anmar Ghaleb Kleib Mutlaq
ange		Public Finance	economy	Asst. Prof. Dr. Amer Sami Munir Dawood Al-Ani
ange		Economic development	economy	A.M.D. Fouad Farhan Hussein Mukhlef
ange		International Economy	economy	A.M.D. Khattab Imran Saleh Daman
ange		Macroeconomics	economy	Asst. Prof. Dr. Ziad Ezz El-Din Taha Talib
ange		International Economy	economy	Asst. Prof. Dr. Yasra Salem Nayef Abdul Janabi
ange		Monetary policies	economy	Asst. Prof. Dr. Omar Abdullah Mohammed Hejeij
ange		Finance and Banking	economy	Asst. Prof. Dr. Kilan Ismail Abdullah Mohammed
ange		Macroeconomics	economy	Dr. Khader Jassim Hamad Fahal Al- Jabouri
ange		Economic development	economy	Dr. Munqidh Ibrahim Saleh Hamad
ange		Finance and Credit	economy	Dr. Alaa Abdul Jabbar Hussein Hamad
ange		Public Finance	economy	Dr. Jamal Hussein Ali Abdullah
ange		International Economy	economy	Dr. Mustafa Mahmoud Mahdi Saleh
ange		Standard Economics	economy	A.M. Bushra Abdel-Bari Ahmed Abdullah
ange		Critical	economy	Hamid Hassan Khalaf .أ Mashaal

ange		Critical	economy	Asst. Prof. Dr. Ghassan Ibrahim Ahmed
ange		Financial policies	economy	A.M. Mohamed Emad Abdel Aziz Mahdi
ange		Standard Economics	economy	A.M. Samer Mohammed Fakhri Darar
ange		Public Finance	economy	A.M. Muthanna Mayouf Mahmoud Alawi
ange		International Economy	economy	Dr. Mohammed Ahmed Mohammed Hassan Al-Jabouri
ange		International Economy	economy	M. Bilal Abdel Haq Abdel Karim Mustafa
ange		Standard Economics	economy	Dr. Zuhair Hamed Turki Zaiter
ange		International Economy	economy	A.M. Mustafa Ismail Khalil Abdel
ange		International Economy	economy	Mr. Bakr Hamid Jasoum Aziz
ange		Macroeconomics	economy	M. Naaman Munther Younis Fadel
ange		Economic development	economy	M. Hamoud Saad Muhaimid Al-Helou
ange		Macroeconomics	economy	Ms. Zeina Tariq Ali Ne'meh
ange		economy	economy	M.M. Abeer Abbas Hammadi Saleh
ange		economy	economy	Mr. Adi Tais Ibrahim Musa
ange		economy	economy	M.M. Lujain Aref Ali Mustafa
ange		economy	economy	M.M. Reem Saeed Shihab Ahmed Al- Dulaimi
ange		economy	economy	Mr. Hassan Zidane Khalaf Hamad
ange		economy	economy	M.M. Jihad Badou Hamad Hussein Al- Jabouri
ange		economy	economy	Mr. Ghazwane Shaker Ismail Ibrahim
ecturer		English language	English language	A.M. Abdul Khalaf Saleh

ecturer		Educational and psychological sciences	Educational and psychological sciences	Dr. Louay Karim Latif
ecturer		English language	English language	M. Alaa Ahmed Abdullah
ecturer		English language	English language	Mr. Osama Mohammed Abdullah
ecturer		English language	English language	Mr. Marwan Abdel Moneim Tawfik
ecturer		Educational and psychological sciences	Educational and psychological sciences	M.M. Duaa Turki Abdel
Professional development				
Orientation of new faculty members				
Determining the needs of the university and the department: The needs of the university and the department are determined in terms of the required educational cadres.And preferred majors. -١				
On Programs: Customized orientation programs are designed for new, visiting, full-time and part-time members based on their needs and specialties. -٢				
Introduction to the University Environment: A comprehensive introduction is provided about the university and the department.General Administration, includingAbout the DepartmentAnd the visionAnd the messageThe objectives and services available. -٣				
Providing support resources: New members are provided with the necessary resources and support, including training courses, workshops, and technical assistance. -٤				
Academic Orientation: New members are oriented regarding the curricula, research areas and teaching methods used in the department. -٥				
Administrative Orientation: New members are oriented to administrative procedures, responsibilities, university policies and code of conduct. -٦				
Ongoing Support: Ongoing support is provided to new, visiting, full-time and part-time faculty members through advisory sessions, workshops and periodic evaluations. -٧				
Professional development for faculty members				

ing needs and setting goals: Faculty needs are identified through surveys and performance .١	evaluations, and then specific goals to be achieved within the program are identified.
development Program Design: Based on the specific needs and objectives, a comprehensive .٢	development program is designed that includes a set of activities, training courses, workshops, and educational resources.
ram implementation: The development program is implemented in a regular and organized .٣	er, including organizing workshops, conducting training courses, and providing appropriate educational resources.
effective teaching strategies: Faculty members learn to use and apply modern and effective .٤	teaching strategies, such as cooperative learning, active learning, and educational technology.
ation of learning outcomes: The effectiveness of the development program is evaluated by .٥	evaluating the learning outcomes of faculty members, such as increased levels of knowledge, teaching skills, and interaction with students.
s Development: Ongoing feedback and support is provided to faculty members to promote .٦	ongoing professional and academic development.
on in scientific research and publication: Faculty members are encouraged to participate in .٧	scientific research and publish the results in prestigious academic journals, which enhances their academic standing and contributes to the development of knowledge in their fields.

12. Acceptance Criteria

	Central acceptance. -١
exceptions (martyrs' families, children of faculty, distinguished employees, top students in -٢	institutes, foreign students).
	Private government education -٣
	Accepting evening studies. -٤

13. The most important sources of information about the program

	University, college and electronic department website. -١
	Priorities for establishing the department. -٢
to develop and update the curricula of the faculties of management and economics in Iraqi -٣	universities for the year 2017.

14. Program Development Plan

Developing curricula for each subject by the instructor. -١

a branch of the third stage (economic teachers) and opening postgraduate studies, a higher diploma	-٢
equivalent to a master's and doctorate.	
Developing teaching and administrative staff through courses, seminars and workshops in areas of	-٣
specialization.	
ng scientific research efforts by encouraging faculty members to publish, especially in international	-٤
journals.	
g training programs to develop students' capabilities in technical and information technology fields.	-٥
Organizing field visits and scientific trips for students to government institutions.	-٦

Program Skills Chart

Required learning outcomes of the program

4	A4	Values			Skills			Knowledge				Essential or optional?	Course name	Course code	Year/Level
		A2	A1	B4	B3	B2	B1	A4	A3	A2	A1				
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Management principles		First year
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Statistics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Arabic		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human rights and democracy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings1English		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of mathematics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Accounting principles		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings 2English		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 2		Second year
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic theory1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Baath crimes		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic statistics1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic facts history		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economics of money		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human Resource Economics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		

	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematics for Economists			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic Theory 2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Statistics 2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		History of Economic Thought 2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Banking Economics			
													Mathematics for Economists 2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 1			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Environmental Economics			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Knowledge Economics			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial policy			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural policy			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Policy			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Sports economics			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial			

														economy			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Educational guidance			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Macroeconomics 1			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			English language			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Educational management			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Development policy			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			International Economy			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Agricultural economics			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Computer			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			psychology			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Macroeconomics 2			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Educational foundations			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Financial policy			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Critical theory			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Econometrics 1			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Economic systems			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Search methods			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			International Finance			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Operations Research 1			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Economic feasibility studies			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Oil Economics			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Economic planning			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Monetary policy			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Econometrics2			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Computer applications(EV)			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Economic Project Evaluation			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Financial institutions			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Operations Research 2			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			English language			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Planning policy			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Energy Economics			

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

Course Description Form

1. Course name	
Development policies	
2. Course code	
3. Semester/Year	
2025-2026	
4. Date this description was prepared	
1/9/2025	
5. Available forms of attendance	
Approval of attendance list	
6. Number of study hours (total) / Number of units (total)	
Number of hours 30 / Number of units 30	
7. Name of the course supervisor (if more than one name is mentioned)	
Dr. Jamal Hussein Ali	
8. Course objectives	
Introducing the student to the importance of development policies. -١ Introducing the student to the role of monetary policy and its relationship to economic development. -٢ Introducing the student to the importance of fiscal policy and its impact on economic development. -٣ Introducing the student to trade policies and economic development. -٤ Introducing the student to economic development strategies. -٥ Introducing the student to the importance of agricultural development strategy. -٦ Introducing the student to the importance of industrial development strategy. -٧	Subject objectives

Introducing the student to foreign investment and financing policies. -Λ	

9. Teaching and learning strategies

Delivering in-person and online lectures - Discussions with students - Oral questions for students - Blended learning (classroom) -	Strategy

10. Course Structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
Oral questions	Giving the lecture	Development Policies / General Framework	theoretical knowledge	2 hours	the first
Questions and share	Lecture/Discussions	Expenditure policy and its impact on economic development	theoretical knowledge	2 hours	the second
Oral questions	Lecture/Discussions	Fiscal policy and its impact on economic development	theoretical knowledge	2 hours	the third
Student participation	Lecture/Discussions	Trade Policy and Development	theoretical knowledge	2 hours	Fourth
Oral questions	Lecture/Discussions	Trade and Development	theoretical knowledge	2 hours	Fifth
-	-	Monthly exam	-	2 hours	Sixth
Oral questions	Lecture/Discussions	Export Promotion Strategy Inward-looking strategy	theoretical knowledge	2 hours	Seventh
Oral questions	Lecture/Discussions	Economic Development Strategies / General Introduction	theoretical knowledge	2 hours	The eighth
Questions and share	Lecture/Discussions	The role of industry in supporting economic development	theoretical knowledge	2 hours	Ninth
Oral questions	Lecture/Discussions	The role of agriculture in economic development	theoretical knowledge	2 hours	tenth
Oral questions	Lecture/Discussions	IMF Policies Towards Developing Countries	theoretical knowledge	2 hours	eleventh
Questions and share	Lecture/Discussions	World Bank Policies Towards Developing Countries	theoretical knowledge	2 hours	twelfth
Oral questions	Lecture/Discussions	Pioneering development experiences in the field of economic development	theoretical knowledge	2 hours	thirteenth
-	-	Monthly exam	-	2 hours	fourteenth
Questions	Lecture with oral	Comprehensive review	theoretical	2 hours	fifteenth

and share	questions		knowledge		

11. Course Evaluation

The final grade for the evaluation is 100 points, and the minimum for success is 50 points, and the grade is distributedEvaluation on the end of the course is 30 points and the end of the course exam is 70 points.As follows:

- First month exam 10 marks •
- Second month exam 10 marks •
- Daily preparation 5 degrees •
- Posts 5 points •
- End of course exam 70 points

12. Learning and teaching resources

Development policies/Dr.Medhat Al-Qurashi	Required textbooks (methodology if any)
Economic Development / Dr. Falih Hassan Khalaf Economic Development / Dr. Tahera Sayed Mohamed Hamieh	Main References (Sources)
	Recommended supporting books and references (scientific journals, reports...)
Reviewing scientific websites through the web	Electronic references, websites

Academic Program Description Form

For the academic year 2025–2026

University name: University Tikrit

College/Institute: College Management and Economics

Scientific Department: Department Economy

Name of academic or professional program: Department of Economics

Final Certificate Name: Bachelor Sciences in Economics

Academic system: Course system

Description preparation date: 1/9/2025

Date of filling the file: 1/9/2025



Signature

Assistant Professor Dr. Omar Abdullah Mohammed

Head of Department's Name

2025/9/1



Signature

Assistant Professor Dr. Khattab Imran Saleh

Name of the Assistant Dean for Scientific Affairs

2025/9/1



Signature

The file was audited by

Khaldoun Abdullah Khalaf

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

2025/9/1



Approval of the Dean

1. Program Vision

Effective contribution to building an advanced economy based on sound planning ♦
in accordance with appropriate economic policies. Reality and following an
advanced scientific approach in preparing economic curricula

2. Program message

The objective need of the public and private sectors requires the formulation of ♦
economic plans and programmes at the micro and macro levels and the
development of policies to achieve a set of economic and social objectives
according to priorities embodied by the necessities and available capabilities.
Here, it is necessary to prepare specialised cadres to conduct economic research
and studies in a way that contributes to deepening economic awareness and
maximising the economic and social benefits of available resources.

3. Program objectives

1. Graduating specialized cadres in the field of planning and building economic policies, capable of integrating into the labor market and economic life.
2. Developing students' skills to enable them to Integration into the labor market.
3. Motivating and supporting the faculty in the department to conduct studies and provide consultations. Economic For public and private entities in Iraq.
4. Effective contribution to preparing training and continuing education programs to develop expertise and skills in public and private sector institutions.

4. Program accreditation

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

5. Other external influences

Is there a sponsor? ForprogramYes, the Ministry of Higher Education and .°
Scientific Research, the Presidency of Tikrit University, and the Deanship of the
College of Administration and Economics.

6. Program Structure

comments	percentage	Study unit	Number of courses	Program Structure
	6.9%	10	5	Institutional Requirements
	7.5%	11	4	College

				Requirements
	85.6%	125	55	Department Requirements
	Completed			Summer training
				Other

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

7. Program Description / Curriculum of the Department of Economics

Credit hours	Course name	Course code	Year/Level
theoretical			
3	Management principles		First
3	Principles of Economics 1		
2	Principles of Statistics		
1	Computer 1		
2	Arabic		
2	Human rights and democracy		
3	Economic Readings1English		
2	Principles of mathematics		
3	Accounting principles		
2	Economic Readings 2English		
3	Principles of Economics 2		
2	English language		
3	Microeconomic theory1		Second
2	Baath crimes		
2	Economic statistics1		
2	National Accounts1		
2	Economic facts history		
2	Economics of money		
2	Human Resource Economics		
3	Computer 1		

		2	Mathematics for Economists		
		3	Microeconomic Theory 2		
		2	Economic Statistics 2		
		2	English language		
		2	History of Economic Thought 2		
		2	Banking Economics		
		2	National Accounts2		
		1	Computer2		
		2	Mathematics for Economists 2		
		3	Mathematical Economics 1		Third / General Economics
		2	International Economy		
		2	Economic development		
		3	Public Finance		
		3	Macroeconomics 1		
		2	Agricultural economics		
		2	Environmental Economics		
		2	Industrial economy		
		2	Knowledge Economics		
		2	English language		
		2	Development policy		
		2	Financial policy		
		2	Industrial policy		
		2	Agricultural policy		
		2	International Policy		
		3	Mathematical Economics 2		
		3	Macroeconomics 2		
		2	Economic development		Third / Economic Teachers Branch
		3	Sports economics		
		3	Public Finance		
		2	Industrial economy		
		2	Educational guidance		
		3	Macroeconomics 1		
		2	English language		
		2	Educational management		
		2	Development policy		

	3	International Economy		
	3	Agricultural economics		
	1	Computer		
	2	psychology		
	3	Macroeconomics 2		
	2	Educational foundations		
	2	Financial policy		
	3	Critical theory		
	3	Econometrics 1		
	3	Economic systems		
	2	Search methods		
	2	International Finance		
	2	Operations Research 1		
	3	Economic feasibility studies		
	2	Oil Economics		
	2	Economic planning		
	3	Monetary policy		
	3	Econometrics2		
	2	Computer applications (EV)		
	3	Economic Project Evaluation		
	2	Financial institutions		
	2	Operations Research 2		
	2	English language		
	2	Planning policy		
	2	Energy Economics		
8. Expected learning outcomes of the program				
Knowledge				
ing the labor market with the necessary skills from human resources.	-	Providing graduates who are able to perform economic analysis and predict economic variables.	-	
		Disseminating knowledge in government institutions to achieve the aspirations of society.	-	
Skills				
ty of economics graduates to conduct	-	The ability to solve economic problems that	-	

economic feasibility studies and economic analysis.	-	economic activity suffers from, such as inflation and recession. Exchange of experiences and data with ministries with economic decision-making powers	-
outputs should be knowledgeable and how to accomplish the tasks assigned to them.	-	Providing economic advice to the public and private sectors.	-
Values			
professional ethics and the ability to demonstrate high professional competence.	-	Establishing social and ethical responsibility. Serving the community and meeting its requirements.	-
It must believe in the principles of integrity and transparency, and have the ability to apply the concepts of quality management.	-	Integrity and transparency. Quality.	-
9. Teaching and learning strategies			
Learning Activities:	Encouraging students' active participation in learning processes, such as discussions, and problem solving, to enhance their deep understanding of mathematical concepts.	1.	
Learning Strategies:	Cooperative learning: Encouraging students to work together in small groups to solve problems related to their studies And sharing ideas, which contributes to enhancing interaction and knowledge exchange between them.	2.	
Technology:	Leveraging technology to provide interactive learning tools such as computer software and online resources to enhance student understanding and motivation.	3.	
Problem-based learning:	presenting specific problems and motivating students to think critically and use skillsAdministrativeTo solve it.	4.	
Instructional Strategies:	Providing a variety of instructional strategies, such as interactive lectures, practical lessons, and hands-on exercises, to meet the diverse needs of students.	5.	
Thinking Skills:	Encourage students to develop thinking skills.AdministrativeSuch as analysis, planning and inference, by providing stimulating questions and applied problems.	6.	
Immediate feedback:	Provide mechanisms to provide immediate feedback to students on	7.	

their performance and understanding of concepts. Administrative, whether through periodic assessments or direct interaction with the teacher.

10. Evaluation methods

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

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

nd assignments: Students may be given regular tests and assessment assignments to assess .3
blem solving skills.related to their field of expertiseAnd their understanding of the concepts
presented.

ing participation in research: The extent to which students participate in research activities .4
ntific projects can be assessed, and an evaluation can be provided of their presentation style
and analysis of their results and conclusions.

Practical Performance Evaluation: Students can be evaluated in practical performance .5
through:VisitsProcess and participation in applied activities.

n of external participation: This includes evaluation of the extent of students' participation .6
in external activities such as conferences, seminars, and sports competitions.

of Personal and Professional Development: Students' personal, professional and academic .7
development can be evaluated during their participation in the faculty mentoring program.

11. Faculty

Faculty members

ty tion ange ange ange	Requirements/Skills (if any)	Specialization		Academic Rank
		private	general	
		International Economy	economy	Prof. Dr. Abdul Razzaq Hamad Hussein Khalaf
		Economic development	economy	Prof. Dr. Makhif Jassim Hamad Ali

ange		Public Finance	economy	Prof. Dr. Khalaf Mohammed Hamad Abdul-Jubouri
ange		Monetary policies	economy	Asst. Prof. Dr. Khalil Ismail Aziz Bazawi
ange		International Economy	economy	Asst. Prof. Dr. Ibrahim Abdullah Jassim Issa
ange		Macroeconomics	economy	A.M.D. Anmar Ghaleb Kleib Mutlaq
ange		Public Finance	economy	Asst. Prof. Dr. Amer Sami Munir Dawood Al-Ani
ange		Economic development	economy	A.M.D. Fouad Farhan Hussein Mukhlef
ange		International Economy	economy	A.M.D. Khattab Imran Saleh Daman
ange		Macroeconomics	economy	Asst. Prof. Dr. Ziad Ezz El-Din Taha Talib
ange		International Economy	economy	Asst. Prof. Dr. Yasra Salem Nayef Abdul Janabi
ange		Monetary policies	economy	Asst. Prof. Dr. Omar Abdullah Mohammed Hejeij
ange		Finance and Banking	economy	Asst. Prof. Dr. Kilan Ismail Abdullah Mohammed
ange		Macroeconomics	economy	Dr. Khader Jassim Hamad Fahal Al- Jabouri
ange		Finance and Credit	economy	Dr. Alaa Abdul Jabbar Hussein Hamad
ange		Public Finance	economy	Dr. Jamal Hussein Ali Abdullah
ange		International Economy	economy	Dr. Mustafa Mahmoud Mahdi Saleh
ange		Standard Economics	economy	A.M. Bushra Abdel-Bari Ahmed Abdullah
ange		Critical	economy	Hamid Hassan Khalaf .أ Mashaal
ange		Critical	economy	Asst. Prof. Dr. Ghassan Ibrahim Ahmed

ange		Financial policies	economy	A.M. Mohamed Emad Abdel Aziz Mahdi
ange		Standard Economics	economy	A.M. Samer Mohammed Fakhri Darar
ange		Public Finance	economy	A.M. Muthanna Mayouf Mahmoud Alawi
ange		International Economy	economy	Dr. Mohammed Ahmed Mohammed Hassan Al-Jabouri
ange		International Economy	economy	M. Bilal Abdel Haq Abdel Karim Mustafa
ange		Standard Economics	economy	Dr. Zuhair Hamed Turki Zaiter
ange		International Economy	economy	A.M. Mustafa Ismail Khalil Abdel
ange		International Economy	economy	Mr. Bakr Hamid Jasoum Aziz
ange		Macroeconomics	economy	M. Naaman Munther Younis Fadel
ange		Economic development	economy	M. Hamoud Saad Muhaimid Al-Helou
ange		Macroeconomics	economy	Ms. Zeina Tariq Ali Ne'meh
ange		economy	economy	M.M. Abeer Abbas Hammadi Saleh
ange		economy	economy	Mr. Adi Tais Ibrahim Musa
ange		economy	economy	M.M. Lujain Aref Ali Mustafa
ange		economy	economy	M.M. Reem Saeed Shihab Ahmed Al- Dulaimi
ange		economy	economy	Mr. Hassan Zidane Khalaf Hamad
ange		economy	economy	M.M. Jihad Badou Hamad Hussein Al- Jabouri
ange		economy	economy	Mr. Ghazwane Shaker Ismail Ibrahim
ecturer		English language	English language	A.M. Abdul Khalaf Saleh
ecturer		Educational and psychological	Educational and	Dr. Louay Karim Latif

			sciences	psychological sciences	
ecturer			English language	English language	M. Alaa Ahmed Abdullah
ecturer			English language	English language	Mr. Osama Mohammed Abdullah
ecturer			English language	English language	Mr. Marwan Abdel Moneim Tawfik
ecturer			Educational and psychological sciences	Educational and psychological sciences	M.M. Duaa Turki Abdel
Professional development					
Orientation of new faculty members					
etermining the needs of the university and the department:	The needs of the university and the department are determined in terms of the required educational cadres.And preferred majors. -١				
n Programs:	Customized orientation programs are designed for new, visiting, full-time and part-time members based on their needs and specialties. -٢				
uction to the University Environment:	A comprehensive introduction is provided about the university and the department.General Administration, includingAbout the DepartmentAnd the visionAnd the messageThe objectives and services available. -٣				
g support resources:	New members are provided with the necessary resources and support, including training courses, workshops, and technical assistance. -٤				
ademic Orientation:	New members are oriented regarding the curricula, research areas and teaching methods used in the department. -٥				
ative Orientation:	New members are oriented to administrative procedures, responsibilities, university policies and code of conduct. -٦				
oing Support:	Ongoing support is provided to new, visiting, full-time and part-time faculty members through advisory sessions, workshops and periodic evaluations. -٧				
Professional development for faculty members					
ing needs and setting goals:	Faculty needs are identified through surveys and performance evaluations, and then specific goals to be achieved within the program are identified. .١				

development Program Design: Based on the specific needs and objectives, a comprehensive .٢	
ment program is designed that includes a set of activities, training courses, workshops, and educational resources.	
ram implementation: The development program is implemented in a regular and organized .٣	
er, including organizing workshops, conducting training courses, and providing appropriate educational resources.	
effective teaching strategies: Faculty members learn to use and apply modern and effective .٤	
aching strategies, such as cooperative learning, active learning, and educational technology.	
ation of learning outcomes: The effectiveness of the development program is evaluated by .٥	
evaluating the learning outcomes of faculty members, such as increased levels of knowledge, teaching skills, and interaction with students.	
s Development: Ongoing feedback and support is provided to faculty members to promote .٦	
ongoing professional and academic development.	
on in scientific research and publication: Faculty members are encouraged to participate in .٧	
tific research and publish the results in prestigious academic journals, which enhances their academic standing and contributes to the development of knowledge in their fields.	
	12. Acceptance Criteria
	Central acceptance. -١
exceptions (martyrs' families, children of faculty, distinguished employees, top students in -٢	institutes, foreign students).
	Private government education -٣
	Accepting evening studies. -٤
	13. The most important sources of information about the program
	University, college and electronic department website. -١
	Priorities for establishing the department. -٢
to develop and update the curricula of the faculties of management and economics in Iraqi -٣	universities for the year 2017.
	14. Program Development Plan
	Developing curricula for each subject by the instructor. -١
a branch of the third stage (economic teachers) and opening postgraduate studies, a higher diploma -٢	equivalent to a master's and doctorate.

Developing teaching and administrative staff through courses, seminars and workshops in areas of specialization. -۳															
Encouraging scientific research efforts by encouraging faculty members to publish, especially in international journals. -۴															
Organizing training programs to develop students' capabilities in technical and information technology fields. -۵															
Organizing field visits and scientific trips for students to government institutions. -۶															
Program Skills Chart															
Required learning outcomes of the program															
4	A	Values			Skills			Knowledge				Essential or optional?	Course name	Course code	Year/Lev
		A2	A1	B4	B3	B2	B1	A4	A3	A2	A1				
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Management principles		First year
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Statistics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Arabic		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human rights and democracy		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings1English		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of mathematics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Accounting principles		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings 2English		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 2		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic theory1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Baath crimes		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic statistics1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic facts history		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economics of money		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human Resource Economics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematics for Economists		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic		

													Theory 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Statistics 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		English language				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		History of Economic Thought 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Banking Economics				
													Mathematics for Economists 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 1				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Environmental Economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Knowledge Economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		English language				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		International Policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Sports economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational guidance				

	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational management		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		psychology		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational foundations		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Critical theory		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Econometrics 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic systems		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Search methods		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Finance		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations Research 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic feasibility studies		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Oil Economics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic planning		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Monetary policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Econometrics2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer applications(EV)		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Project Evaluation		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial institutions		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations Research 2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Planning policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Energy Economics		

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

Course Description Form

1. Course name	
International policies	
2. Course code	
3. Semester/Year	
2025-2026	
4. Date this description was prepared	
1/9/2025	
5. Available forms of attendance	
Approval of attendance list	
6. Number of study hours (total) / Number of units (total)	
Number of hours 30 / Number of units 30	
7. Name of the course supervisor (if more than one name is mentioned)	
A.M. Yasra Salem Nayef	
8. Course objectives	
identificationStudent 1- conceptPoliticstheInternationalThrough the historical developments it has gone through Student definitionImportantly 2- International Politics stripThe student is in a 3- relationshipPoliticsAInternationalWith economic development ATo know the importance 4- ofPoliticstheInternationalTo develop economic sectors Introducing the student to the most 5- important sources of collecting data and information about reality.Politicstheinternational Introducing the student to how to solve 6- problemsthatTI suffered from itPoliticstheinternationalAnd	Subject objectives
9. Teaching and learning strategies	
Delivering in-person and online lectures - Discussions with students - Oral questions for students - Blended learning (classroom) -	Strategy

10. Course Structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
Oral questions	Giving the lecture	Theories The interpreter For trade International	theoretical knowledge	2 hours	1-2-3
Questions and share	Lecture/Discussions	Markets And prices Exchange	theoretical knowledge	2 hours	4-5-6
Oral questions	Lecture/Discussions	migration Labor Foreign And its effects Economic	theoretical knowledge	2 hours	7-8-9
		exam monthly	theoretical knowledge	2 hours	
Questions Oral	-a lecture/discussions	Clusters Economic	theoretical knowledge	2 hours	10-11-12
Questions Oral-	-a lecture/discussions	Politics Commercial	-	2 hours	13-14-15
		exam monthly			
-	-				

11. Course Evaluation

The final grade for the evaluation is 100 points, and the minimum for success is 50 points, and the grade is distributedEvaluation on the end of the course is 30 points and the end of the course exam is 70 points.As follows:

- First month exam 10 marks •
- Second month exam 10 marks •
- Daily preparation 5 degrees •
- Posts 5 points •
- End of course exam 70 points

12. Learning and teaching resources

	Required textbooks (methodology if any)
Theory in International Politics. Dr. Ali Ziad Al-Ali	Main References (Sources)

Economic magazinesGlobal and Iraqi	Recommended supporting books and references (scientific journals, reports...)
Reviewing scientific websites through the web	Electronic references, websites

Academic Program Description Form

For the academic year 2025–2026

University name: University of Tikrit

College/Institute: College of Administration and Economics

Scientific Department: Department of Economy

Name of academic or professional program: Department of Economics

Final Certificate Name: Bachelor of Sciences in Economics

Academic system: Course system

Description preparation date: 1/9/2025

Date of filling the file: 1/9/2025



Signature

Assistant Professor Dr. Omar Abdullah Mohammed

Head of Department's Name

2025/9/1



Signature

Assistant Professor Dr. Khattab Imran Saleh

Name of the Assistant Dean for Scientific Affairs

2025/9/1



Signature

The file was audited by

Khaldoon Abdullah Khalaf

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

2025/9/1



Approval of the Dean

1. Program Vision

Effective contribution to building an advanced economy based on sound planning ❖ in accordance with economic policies that suit reality. And following an advanced scientific approach in preparing economic curricula

2. Program message

The objective need of the public and private sectors requires the formulation of ❖ economic plans and programmes at the micro and macro levels and the development of policies to achieve a set of economic and social objectives according to priorities embodied by the necessities and available capabilities. Here, it is necessary to prepare specialised cadres to conduct economic research and studies in a way that contributes to deepening economic awareness and maximising the economic and social benefits of available resources.

3. Program objectives

1. Graduating specialized cadres in the field of planning and building economic policies, capable of integrating into the labor market and lifeEconomic.
2. Developing students' skills to enable them toIntegration into the labor market.
3. Motivating and supporting the faculty in the department to conduct studies and provide consultations. EconomicFor public and private entities inIraq.
4. Effective contribution to preparing training and continuing education programs to develop expertise and skills in public and private sector institutions.And private.

4. Program accreditation

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

5. Other external influences

Is there a sponsor? ForprogramYes, the Ministry of Higher Education and .°
Scientific Research, the Presidency of Tikrit University, and the Deanship of the College of Administration and Economics.

6. Program Structure

comments	percentage	Study unit	Number of courses	Program Structure
	6.9%	10	5	Institutional Requirements
	7.5%	11	4	College

				Requirements
	85.6%	125	55	Department Requirements
	Completed			Summer training
				Other

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

7. Program Description / Curriculum of the Department of Economics

Credit hours	Course name	Course code	Year/Level
theoretical			
3	Management principles		First
3	Principles of Economics 1		
2	Principles of Statistics		
1	Computer 1		
2	Arabic		
2	Human rights and democracy		
3	Economic Readings1English		
2	Principles of mathematics		
3	Accounting principles		
2	Economic Readings 2English		
3	Principles of Economics 2		
2	English language		
3	Microeconomic theory1		Second
2	Baath crimes		
2	Economic statistics1		
2	National Accounts1		
2	Economic facts history		
2	Economics of money		
2	Human Resource Economics		
3	Computer 1		

		2	Mathematics for Economists		
		3	Microeconomic Theory 2		
		2	Economic Statistics 2		
		2	English language		
		2	History of Economic Thought 2		
		2	Banking Economics		
		2	National Accounts2		
		1	Computer2		
		2	Mathematics for Economists 2		
		3	Mathematical Economics 1		Third / General Economics
		2	International Economy		
		2	Economic development		
		3	Public Finance		
		3	Macroeconomics 1		
		2	Agricultural economics		
		2	Environmental Economics		
		2	Industrial economy		
		2	Knowledge Economics		
		2	English language		
		2	Development policy		
		2	Financial policy		
		2	Industrial policy		
		2	Agricultural policy		
		2	International Policy		
		3	Mathematical Economics 2		
		3	Macroeconomics 2		
		2	Economic development		Third / Economic Teachers Branch
		3	Sports economics		
		3	Public Finance		
		2	Industrial economy		
		2	Educational guidance		
		3	Macroeconomics 1		
		2	English language		
		2	Educational management		
		2	Development policy		

		3	International Economy		
		3	Agricultural economics		
		1	Computer		
		2	psychology		
		3	Macroeconomics 2		
		2	Educational foundations		
		2	Financial policy		
		3	Critical theory		
		3	Econometrics 1		
		3	Economic systems		
		2	Search methods		
		2	International Finance		
		2	Operations Research 1		
		3	Economic feasibility studies		
		2	Oil Economics		
		2	Economic planning		
		3	Monetary policy		
		3	Econometrics2		
		2	Computer applications (EV)		
		3	Economic Project Evaluation		
		2	Financial institutions		
		2	Operations Research 2		
		2	English language		
		2	Planning policy		
		2	Energy Economics		
8. Expected learning outcomes of the program					
Knowledge					
ing the labor market with the necessary	-	skills from human resources.	Providing graduates who are able to perform	-	economic analysis and forecast economic variables.
			Disseminating knowledge in government	-	institutions to achieve the aspirations of society.
Skills					
ty of economics graduates to conduct	-		The ability to solve economic problems that	-	

economic feasibility studies and economic analysis.	-	economic activity suffers from, such as inflation and recession. Exchange of experiences and data with ministries with economic decision-making powers	-
outputs should be knowledgeable and how to accomplish the tasks assigned to them.	-	Providing economic advice to the public and private sectors.	-
Values			
professional ethics and the ability to demonstrate high professional competence.	-	Establishing social and ethical responsibility. Serving the community and meeting its requirements.	-
It must believe in the principles of integrity and transparency, and have the ability to apply the concepts of quality management.	-	Integrity and transparency. Quality.	-
9. Teaching and learning strategies			
Learning: Encouraging students' active participation in learning processes, such as discussions, activities, and problem solving, to enhance their deep understanding of mathematical concepts.	.1		
Cooperative learning: Encouraging students to work together in small groups to solve problems related to their studies and sharing ideas, which contributes to enhancing interaction and knowledge exchange between them.	.2		
Technology: Leveraging technology to provide interactive learning tools such as computer software and online resources to enhance student understanding and motivation.	.3		
Problem-based learning: presenting specific problems and motivating students to think critically and use skills to solve it.	.4		
Instructional Strategies: Providing a variety of instructional strategies, such as interactive lectures, practical lessons, and hands-on exercises, to meet the diverse needs of students.	.5		
Thinking: Encourage students to develop thinking skills. Such as analysis, planning and inference, by providing stimulating questions and applied problems.	.6		
Immediate feedback: Provide mechanisms to provide immediate feedback to students on	.7		

their performance and understanding of concepts. Administrative, whether through periodic assessments or direct interaction with the teacher.

10. Evaluation methods

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

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

nd assignments: Students may be given regular tests and assessment assignments to assess .3
blem solving skills.related to their field of expertiseAnd their understanding of the concepts
presented.

ing participation in research: The extent to which students participate in research activities .4
ntific projects can be assessed, and an evaluation can be provided of their presentation style
and analysis of their results and conclusions.

Practical Performance Evaluation: Students can be evaluated in practical performance .5
through:VisitsProcess and participation in applied activities.

n of external participation: This includes evaluation of the extent of students' participation .6
in external activities such as conferences, seminars, and sports competitions.

of Personal and Professional Development: Students' personal, professional and academic .7
development can be evaluated during their participation in the faculty mentoring program.

11. Faculty

Faculty members

ty tion ange ange ange	Requirements/Skills (if any)	Specialization		Academic Rank
		private	general	
		International Economy	economy	Prof. Dr. Abdul Razzaq Hamad Hussein Khalaf
		Economic development	economy	Prof. Dr. Makhif Jassim Hamad Ali

ange		Public Finance	economy	Prof. Dr. Khalaf Mohammed Hamad Abdul-Jubouri
ange		Monetary policies	economy	Asst. Prof. Dr. Khalil Ismail Aziz Bazawi
ange		International Economy	economy	Asst. Prof. Dr. Ibrahim Abdullah Jassim Issa
ange		Macroeconomics	economy	A.M.D. Anmar Ghaleb Kleib Mutlaq
ange		Public Finance	economy	Asst. Prof. Dr. Amer Sami Munir Dawood Al-Ani
ange		Economic development	economy	A.M.D. Fouad Farhan Hussein Mukhlef
ange		International Economy	economy	A.M.D. Khattab Imran Saleh Daman
ange		Macroeconomics	economy	Asst. Prof. Dr. Ziad Ezz El-Din Taha Talib
ange		International Economy	economy	Asst. Prof. Dr. Yasra Salem Nayef Abdul Janabi
ange		Monetary policies	economy	Asst. Prof. Dr. Omar Abdullah Mohammed Hejeij
ange		Finance and Banking	economy	Asst. Prof. Dr. Kilan Ismail Abdullah Mohammed
ange		Macroeconomics	economy	Dr. Khader Jassim Hamad Fahal Al- Jabouri
ange		Finance and Credit	economy	Dr. Alaa Abdul Jabbar Hussein Hamad
ange		Public Finance	economy	Dr. Jamal Hussein Ali Abdullah
ange		International Economy	economy	Dr. Mustafa Mahmoud Mahdi Saleh
ange		Standard Economics	economy	A.M. Bushra Abdel-Bari Ahmed Abdullah
ange		Critical	economy	Hamid Hassan Khalaf .أ Mashaal
ange		Critical	economy	Asst. Prof. Dr. Ghassan Ibrahim Ahmed

ange		Financial policies	economy	A.M. Mohamed Emad Abdel Aziz Mahdi
ange		Standard Economics	economy	A.M. Samer Mohammed Fakhri Darar
ange		Public Finance	economy	A.M. Muthanna Mayouf Mahmoud Alawi
ange		International Economy	economy	Dr. Mohammed Ahmed Mohammed Hassan Al-Jabouri
ange		International Economy	economy	M. Bilal Abdel Haq Abdel Karim Mustafa
ange		Standard Economics	economy	Dr. Zuhair Hamed Turki Zaiter
ange		International Economy	economy	A.M. Mustafa Ismail Khalil Abdel
ange		International Economy	economy	Mr. Bakr Hamid Jasoum Aziz
ange		Macroeconomics	economy	M. Naaman Munther Younis Fadel
ange		Economic development	economy	M. Hamoud Saad Muhaimid Al-Helou
ange		Macroeconomics	economy	Ms. Zeina Tariq Ali Ne'meh
ange		economy	economy	M.M. Abeer Abbas Hammadi Saleh
ange		economy	economy	Mr. Adi Tais Ibrahim Musa
ange		economy	economy	M.M. Lujain Aref Ali Mustafa
ange		economy	economy	M.M. Reem Saeed Shihab Ahmed Al- Dulaimi
ange		economy	economy	Mr. Hassan Zidane Khalaf Hamad
ange		economy	economy	M.M. Jihad Badou Hamad Hussein Al- Jabouri
ange		economy	economy	Mr. Ghazwane Shaker Ismail Ibrahim
ecturer		English language	English language	A.M. Abdul Khalaf Saleh
ecturer		Educational and psychological	Educational and	Dr. Louay Karim Latif

			sciences	psychological sciences	
ecturer			English language	English language	M. Alaa Ahmed Abdullah
ecturer			English language	English language	Mr. Osama Mohammed Abdullah
ecturer			English language	English language	Mr. Marwan Abdel Moneim Tawfik
ecturer			Educational and psychological sciences	Educational and psychological sciences	M.M. Duaa Turki Abdel
Professional development					
Orientation of new faculty members					
mining the needs of the university and the department:	The needs of the university and the department are determined in terms of the required educational cadres. And preferred majors. -١				
n Programs:	Customized orientation programs are designed for new, visiting, full-time and part-time members based on their needs and specialties. -٢				
uction to the University Environment:	A comprehensive introduction is provided about the university and the department. General Administration, including About the Department And the vision And the message The objectives and services available. -٣				
g support resources:	New members are provided with the necessary resources and support, including training courses, workshops, and technical assistance. -٤				
ademic Orientation:	New members are oriented regarding the curricula, research areas and teaching methods used in the department. -٥				
ative Orientation:	New members are oriented to administrative procedures, responsibilities, university policies and code of conduct. -٦				
oing Support:	Ongoing support is provided to new, visiting, full-time and part-time faculty members through advisory sessions, workshops and periodic evaluations. -٧				
Professional development for faculty members					
ing needs and setting goals:	Faculty needs are identified through surveys and performance evaluations, and then specific goals to be achieved within the program are identified. .١				

development Program Design: Based on the specific needs and objectives, a comprehensive	.٢
ment program is designed that includes a set of activities, training courses, workshops, and	
educational resources.	
ram implementation: The development program is implemented in a regular and organized	.٣
er, including organizing workshops, conducting training courses, and providing appropriate	
educational resources.	
effective teaching strategies: Faculty members learn to use and apply modern and effective	.٤
aching strategies, such as cooperative learning, active learning, and educational technology.	
ation of learning outcomes: The effectiveness of the development program is evaluated by	.٥
evaluating the learning outcomes of faculty members, such as increased levels of knowledge,	
teaching skills, and interaction with students.	
s Development: Ongoing feedback and support is provided to faculty members to promote	.٦
ongoing professional and academic development.	
on in scientific research and publication: Faculty members are encouraged to participate in	.٧
scientific research and publish the results in prestigious academic journals, which enhances their	
academic standing and contributes to the development of knowledge in their fields.	
12. Acceptance Criteria	
Central acceptance.	-١
exceptions (martyrs' families, children of faculty, distinguished employees, top students in	-٢
institutes, foreign students).	
Private government education	-٣
Accepting evening studies.	-٤
13. The most important sources of information about the program	
University, college and electronic department website.	-١
Priorities for establishing the department.	-٢
to develop and update the curricula of the faculties of management and economics in Iraqi	-٣
universities for the year 2017.	
14. Program Development Plan	
Developing curricula for each subject by the instructor.	-١
a branch of the third stage (economic teachers) and opening postgraduate studies, a higher diploma	-٢
equivalent to a master's and doctorate.	

Developing teaching and administrative staff through courses, seminars and workshops in areas of specialization. -۳															
Encouraging scientific research efforts by encouraging faculty members to publish, especially in international journals. -۴															
Organizing training programs to develop students' capabilities in technical and information technology fields. -۵															
Organizing field visits and scientific trips for students to government institutions. -۶															
Program Skills Chart															
Required learning outcomes of the program															
4	A	Values			Skills			Knowledge				Essential or optional?	Course name	Course code	Year/Level
		A2	A1	B4	B3	B2	B1	A4	A3	A2	A1				
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Management principles		First year
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Statistics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Arabic		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human rights and democracy		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings1English		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of mathematics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Accounting principles		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings 2English		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 2		Second year
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic theory1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Baath crimes		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic statistics1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic facts history		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economics of money		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human Resource Economics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematics for Economists		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic		

													Theory 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Statistics 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		English language				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		History of Economic Thought 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Banking Economics				
													Mathematics for Economists 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 1				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Environmental Economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Knowledge Economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		English language				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		International Policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Sports economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational guidance				

	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational management		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		psychology		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational foundations		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Critical theory		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Econometrics 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic systems		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Search methods		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Finance		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations Research 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic feasibility studies		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Oil Economics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic planning		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Monetary policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Econometrics2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer applications(EV)		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Project Evaluation		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial institutions		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations Research 2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Planning policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Energy Economics		

Fourth year

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

Course Description Form

1. Course name	
Agricultural policies	
2. Course code	
3. Semester/Year	
2025-2026	
4. Date this description was prepared	
1/9/2025	
5. Available forms of attendance	
Approval of attendance list	
6. Number of study hours (total) / Number of units (total)	
Number of hours 30 / Number of units 30	
7. Name of the course administrator (if more than one name is mentioned)	
A.M.D Khattab Imran Saleh	
8. Course objectives	
Introducing the student to the concept State general policies, economic policy and its branches .1 Student definition The concept of politics TAgriculture as a branch of economic policy .2 Student definition Price theory and its effect on agricultural production. .3 Student definition Means of achieving price stability for the benefit of farmers and consumers. .4 Student definition In different forms of agricultural policies .5 Student definition Agricultural price policies. .6 Student definition Agricultural Marketing Policies .7 Definition of student B. Agricultural investment policies. .8 Student definition Agricultural policies for foreign trade. .9	Subject objectives
9. Teaching and learning strategies	

Delivering in-person and online lectures - Discussions with students - Oral questions for students - Blended learning (classroom) -	Strategy

10. Course Structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
Oral questions	Giving the lecture	The concept and dimensions of general economic policy	theoretical knowledge	2 hours	the first
Questions and share	Lecture/Discussions	Concept and dimensions of politicsAgricultural	theoretical knowledge	2 hours	the second
Oral questions	Lecture/Discussions	Economic Analysis and Agricultural Policy	theoretical knowledge	2 hours	the third
Student participation	Lecture/Discussions	Means of achieving agricultural policy objectives	theoretical knowledge	2 hours	Fourth
Oral questions	Lecture/Discussions	Price theory and its impact on farmers' production	theoretical knowledge	2 hours	Fifth
-	-	Monthly exam	-	2 hours	Sixth
Oral questions	Lecture/Discussions	Ways to achieve stability for farmers	theoretical knowledge	2 hours	Seventh
Oral questions	Lecture/Discussions	Sports applications	theoretical knowledge	2 hours	The eighth
Questions and share	Lecture/Discussions	Agricultural price policy	theoretical knowledge	2 hours	Ninth
Oral questions	Lecture/Discussions	Agricultural marketing policy	theoretical knowledge	2 hours	tenth
Oral questions	Lecture/Discussions	Agricultural investment policy	theoretical knowledge	2 hours	eleventh
Questions and share	Lecture/Discussions	Agricultural PolicyFor foreign trade	theoretical knowledge	2 hours	twelfth
Oral questions	Lecture/Discussions	Agricultural Credit Policy	theoretical knowledge	2 hours	thirteenth
-	-	Monthly exam	-	2 hours	fourteenth
-Oral questions	-Lecture/Discussions	review	theoretical knowledge	2 hours	fifteenth

11. Course Evaluation

The final grade for the evaluation is 100 points, and the minimum for success is 50 points, and the grade is distributedEvaluation on the end of the course is 30 points and the end of the course exam is 70 points.As follows:

- First month exam 10 marks •
- Second month exam 10 marks •
- Daily preparation 5 degrees •
- Posts 5 points •
- End of course exam 70 points

12. Learning and teaching resources

Salem Tawfiq Al-Najfi and Abdul Razzaq Abdul Hamid, Agricultural Economic Policy, Iraq, University of Mosul, Directorate of Dar Al-Kutub for Printing and Publishing, 1990.	Required textbooks (methodology if any)
Abdul Ghafoor Ibrahim Ahmed, An Economic View of the Food Problem in Iraq, Dar Zahran for Publishing and Distribution, Iraq, 2008.	Main References (Sources)
Annual economic reports of the Central Bank of Iraq.	Recommended supporting books and references (scientific journals, reports...)
Reviewing scientific websites through the web	Electronic references, websites

Academic Program Description Form

For the academic year 2025–2026

University name: University Tikrit

College/Institute: College Management and Economics

Scientific Department: Department Economy

Name of academic or professional program: Department of Economics

Final Certificate Name: Bachelor Sciences in Economics

Academic system: Course system

Description preparation date: 1/9/2025

Date of filling the file: 1/9/2025



Signature

Assistant Professor Dr. Omar Abdullah Mohammed

Head of Department's Name

2025/9/1



Signature

Assistant Professor Dr. Khattab Imran Saleh

Name of the Assistant Dean for Scientific Affairs

2025/9/1



Signature

The file was audited by

Khaldoun Abdullah Khalaf

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

2025/9/1



Approval of the Dean

1. Program Vision

- ❖ Effective contribution to building an advanced economy based on sound planning in accordance with appropriate economic policies. Reality and following an advanced scientific approach in preparing economic curricula

2. Program message

- ❖ The objective need of the public and private sectors requires the formulation of economic plans and programmes at the micro and macro levels and the development of policies to achieve a set of economic and social objectives according to priorities embodied by the necessities and available capabilities. Here, it is necessary to prepare specialised cadres to conduct economic research and studies in a way that contributes to deepening economic awareness and maximising the economic and social benefits of available resources.

3. Program objectives

1. Graduating specialized cadres in the field of planning and building economic policies, capable of integrating into the labor market and economic life.
2. Developing students' skills to enable them to Integration into the labor market.
3. Motivating and supporting the faculty in the department to conduct studies and provide consultations. Economic For public and private entities in Iraq.
4. Effective contribution to preparing training and continuing education programs to develop expertise and skills in public and private sector institutions.

4. Program accreditation

5. Do The program Is the program accredited? And from which authority? both

5. Other external influences

6. Is there a sponsor? For program Yes, the Ministry of Higher Education and Scientific Research, the Presidency of Tikrit University, and the Deanship of the College of Administration and Economics.

6. Program Structure

comments	percentage	Study unit	Number of courses	Program Structure
	6.9%	10	5	Institutional Requirements
	7.5%	11	4	College

				Requirements
	85.6%	125	55	Department Requirements
	Completed			Summer training
				Other

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

Program Description / Curriculum of the Department of Economics

Credit hours		Course name	Course code	Year/Level
practical	theoretical			
	3	Management principles		First
	3	Principles of Economics 1		
	2	Principles of Statistics		
2	1	Computer 1		
	2	Arabic		
	2	Human rights and democracy		
	3	Economic Readings1English		
	2	Principles of mathematics		
	3	Accounting principles		
	2	Economic Readings 2English		
	3	Principles of Economics 2		Second
	2	English language		
	3	Microeconomic theory1		
	2	Baath crimes		
	2	Economic statistics1		
	2	National Accounts1		
	2	Economic facts history		
	2	Economics of money		
	2	Human Resource Economics		
	3	Computer 1		

		2	Mathematics for Economists		
		3	Microeconomic Theory 2		
		2	Economic Statistics 2		
		2	English language		
		2	History of Economic Thought 2		
		2	Banking Economics		
		2	National Accounts2		
2		1	Computer2		
		2	Mathematics for Economists 2		
		3	Mathematical Economics 1		Third / General Economics
		2	International Economy		
		2	Economic development		
		3	Public Finance		
		3	Macroeconomics 1		
		2	Agricultural economics		
		2	Environmental Economics		
		2	Industrial economy		
		2	Knowledge Economics		
		2	English language		
		2	Development policy		
		2	Financial policy		
		2	Industrial policy		
		2	Agricultural policy		
		2	International Policy		
		3	Mathematical Economics 2		Third Economic Teachers Branch
		3	Macroeconomics 2		
		2	Economic development		
		3	Sports economics		
		3	Public Finance		
		2	Industrial economy		
		2	Educational guidance		
		3	Macroeconomics 1		
		2	English language		
		2	Educational management		
		2	Development policy		

		3	International Economy		
		3	Agricultural economics		
2		1	Computer		
		2	psychology		
		3	Macroeconomics 2		
		2	Educational foundations		
		2	Financial policy		
		3	Critical theory		Fourth
		3	Econometrics 1		
		3	Economic systems		
		2	Search methods		
		2	International Finance		
		2	Operations Research 1		
		3	Economic feasibility studies		
		2	Oil Economics		
		2	Economic planning		
		3	Monetary policy		
		3	Econometrics2		
		2	Computer applications (EV)		
		3	Economic Project Evaluation		
		2	Financial institutions		
		2	Operations Research 2		
		2	English language		
		2	Planning policy		
		2	Energy Economics		
3. Expected learning outcomes of the program					
Knowledge					
Providing the labor market with the necessary skills from human resources.	- Providing graduates who are able to perform economic analysis and predict economic variables. - Disseminating knowledge in government institutions to achieve the aspirations of society.				
Skills					
The ability of economics graduates to conduct	- The ability to solve economic problems that				

economic feasibility studies and economic analysis.	economic activity suffers from, such as inflation and recession. - Exchange of experiences and data with ministries with economic decision-making powers
Our outputs should be knowledgeable and skilled in how to accomplish the tasks assigned to them.	- Providing economic advice to the public and private sectors.
Values	
Adherence to professional ethics and the ability to demonstrate high professional competence.	- Establishing social and ethical responsibility - Serving the community and meeting its requirements.
The student must believe in the principles of integrity and transparency, and have the ability to apply the concepts of quality management.	- Integrity and transparency. - Quality.
9. Teaching and learning strategies	
1. Active learning: Encouraging students' active participation in learning processes, such as discussions, group activities, and problem solving, to enhance their deep understanding of mathematical concepts	
2. Cooperative learning: Encouraging students to work together in small groups to solve problems related to their studies and sharing ideas, which contributes to enhancing interaction and knowledge exchange between them.	
3. Use of Technology: Leveraging technology to provide interactive learning tools such as computer software and online resources to enhance student understanding and motivation.	
4. Problem-based learning: presenting specific problems and motivating students to think critically and use skills to solve it.	
5. Multiple Instructional Strategies: Providing a variety of instructional strategies, such as interactive lectures, practical lessons, and hands-on exercises, to meet the diverse needs of students.	
6. Promote thinking: Encourage students to develop thinking skills. Such as analysis, planning and inference, by providing stimulating questions and applied problems.	
7. Provide immediate feedback: Provide mechanisms to provide immediate feedback to students on	

their performance and understanding of concepts.Administrative, whether through periodic assessments or direct interaction with the teacher.					
0. Evaluation methods					
1. Classroom performance assessment: This includes assessing students’ performance during lessons, lectures and workshops, whether through written tests or continuous assessment of their participation and understanding of the material. 2. Participation in discussions and activities: Students' participation in class discussions, group activities, and individual projects can be assessed to assess their understanding and engagement with the material. 3. Tests and assignments: Students may be given regular tests and assessment assignments to assess their problem-solving skills.related to their field of expertiseAnd their understanding of the concepts presented. 4. Evaluating participation in research: The extent to which students participate in research activities and scientific projects can be assessed, and an evaluation can be provided of their presentation style and analysis of their results and conclusions. 5. Practical Performance Evaluation: Students can be evaluated in practical performance through:VisitsProcess and participation in applied activities. 6. Evaluation of external participation: This includes evaluation of the extent of students’ participation in external activities such as conferences, seminars, and sports competitions. 7. Evaluation of Personal and Professional Development: Students’ personal, professional and academic development can be evaluated during their participation in the faculty mentoring program.					
1. Faculty					
Faculty members					
Faculty preparation		Requirements/Skills (if any)	Specialization		Academic Rank
Lecturer	angel		private	general	
	angel		International Economy	economy	Prof. Dr. Abdul Razzaq Hamad Hussein Khalaf
	angel		Economic development	economy	Prof. Dr. Makhif Jassim Hamad Ali

	angel		Public Finance	economy	Prof. Dr. Khalaf Mohammed Hamad Abdul-Jubouri	
	angel		Monetary policies	economy	Asst. Prof. Dr. Khalil Ismail Aziz Mazaw	
	angel		International Economy	economy	Asst. Prof. Dr. Ibrahim Abdullah Issa	assin
	angel		Macroeconomics	economy	A.M.D. Anmar Ghaleb Kleib Murtlaq	
	angel		Public Finance	economy	Asst. Prof. Dr. Amer Sami Munir Dawood Al-Ani	
	angel		Economic development	economy	A.M.D. Fouad Farhan Hussein Mukhle	
	angel		International Economy	economy	A.M.D. Khattab Imran Saleh Daman	
	angel		Macroeconomics	economy	Asst. Prof. Dr. Ziad Ezz El-Din Taha Talib	
	angel		International Economy	economy	Asst. Prof. Dr. Yasra Salem Nayef Abdul Janabi	
	angel		Monetary policies	economy	Asst. Prof. Dr. Omar Abdullah Mohammed Hejeij	
	angel		Finance and Banking	economy	Asst. Prof. Dr. Kilan Ismail Abdullah Mohammed	
	angel		Macroeconomics	economy	Dr. Khader Jassim Hamad Fahad Al-Jabouri	
	angel		Finance and Credit	economy	Dr. Alaa Abdul Jabbar Hussein Hamad	
	angel		Public Finance	economy	Dr. Jamal Hussein Ali Abdullah	
	angel		International Economy	economy	Dr. Mustafa Mahmoud Mahdi Saleh	
	angel		Standard Economics	economy	A.M. Bushra Abdel-Bari Ahmed Abdullah	
	angel		Critical	economy	Dr. Hamid Hassan Khalaf Mashaal	
	angel		Critical	economy	Asst. Prof. Dr. Ghassan Ibrahim Ahmed	

	angel		Financial policies	economy	A.M. Mohamed Emad Abdel Mahdi	Aziz
	angel		Standard Economics	economy	A.M. Samer Mohammed Fakhri	Darwish
	angel		Public Finance	economy	A.M. Muthanna Mayouf Mahrouf Alawi	Aloud
	angel		International Economy	economy	Dr. Mohammed Ahmed Mohan Hassan Al-Jabouri	Almed
	angel		International Economy	economy	M. Bilal Abdel Haq Abdel Karim Mustafa	
	angel		Standard Economics	economy	Dr. Zuhair Hamed Turki Zaiter	
	angel		International Economy	economy	A.M. Mustafa Ismail Khalil Abdel	
	angel		International Economy	economy	Mr. Bakr Hamid Jasoum Aziz	
	angel		Macroeconomics	economy	M. Naaman Munther Younis Padel	
	angel		Economic development	economy	M. Hamoud Saad Muhaimid Al-Helou	
	angel		Macroeconomics	economy	Ms. Zeina Tariq Ali Ne'meh	
	angel		economy	economy	M.M. Abeer Abbas Hammadi Saleh	
	angel		economy	economy	Mr. Adi Tais Ibrahim Musa	
	angel		economy	economy	M.M. Lujain Aref Ali Mustafa	
	angel		economy	economy	M.M. Reem Saeed Shihab Ahmed Al-Dulaimi	
	angel		economy	economy	Mr. Hassan Zidane Khalaf Hamad	
	angel		economy	economy	M.M. Jihad Badou Hamad Hussain Al-Jabouri	
	angel		economy	economy	Mr. Ghazwane Shaker Ismail Ibrahim	
	lecturer		English language	English language	A.M. Abdul Khalaf Saleh	
	lecturer		Educational and psychological	Educational and	Dr. Louay Karim Latif	

			sciences	psychological sciences			
	lecturer		English language	English language	M. Alaa Ahmed Abdullah		
	lecturer		English language	English language	Mr. Osama Mohammed Abdullah		
	lecturer		English language	English language	Mr. Marwan Abdel Moneim Tawfik		
	lecturer		Educational and psychological sciences	Educational and psychological sciences	M.M. Duaa Turki Abdel		
Professional development							
Orientation of new faculty members							
1-	Determining the needs of the university and the department: The needs of the university and the department are determined in terms of the required educational cadres.And preferred majors.						
2-	Orientation Programs: Customized orientation programs are designed for new, visiting, full-time and part-time members based on their needs and specialties.						
3-	Introduction to the University Environment: A comprehensive introduction is provided about the university and the department.General Administration, includingAbout the DepartmentAnd the visionAnd the messageThe objectives and services available.						
4-	Providing support resources: New members are provided with the necessary resources and support, including training courses, workshops, and technical assistance.						
5-	Academic Orientation: New members are oriented regarding the curricula, research areas and teaching methods used in the department.						
6-	Administrative Orientation: New members are oriented to administrative procedures, responsibilities, university policies and code of conduct.						
7-	Ongoing Support: Ongoing support is provided to new, visiting, full-time and part-time faculty members through advisory sessions, workshops and periodic evaluations.						
Professional development for faculty members							
1.	Identifying needs and setting goals: Faculty needs are identified through surveys and performance evaluations, and then specific goals to be achieved within the program are identified.						

2.	Development Program Design: Based on the specific needs and objectives, a comprehensive development program is designed that includes a set of activities, training courses, workshops, and educational resources.	
3.	Program Implementation: The development program is implemented in a regular and organized manner, including organizing workshops, conducting training courses, and providing appropriate educational resources.	
4.	Use effective teaching strategies: Faculty members learn to use and apply modern and effective teaching strategies, such as cooperative learning, active learning, and educational technology.	
5.	Evaluation of learning outcomes: The effectiveness of the development program is evaluated by evaluating the learning outcomes of faculty members, such as increased levels of knowledge, teaching skills, and interaction with students.	
6.	Continuous Development: Ongoing feedback and support is provided to faculty members to promote ongoing professional and academic development.	
7.	Participation in scientific research and publication: Faculty members are encouraged to participate in scientific research and publish the results in prestigious academic journals, which enhances their academic standing and contributes to the development of knowledge in their fields.	
2. Acceptance Criteria		
1-	Central acceptance.	
2-	Accepting exceptions (martyrs' families, children of faculty, distinguished employees, top students in institutes, foreign students).	
3-	Private government education	
4-	Accepting evening studies.	
3. The most important sources of information about the program		
1-	University, college and electronic department website.	
2-	Priorities for establishing the department.	
3-	Project to develop and update the curricula of the faculties of management and economics in Iraqi universities for the year 2017.	
4. Program Development Plan		
1-	Developing curricula for each subject by the instructor.	
2-	Opening a branch of the third stage (economic teachers) and opening postgraduate studies, a higher diploma equivalent to a master's and doctorate.	

3-		Developing teaching and administrative staff through courses, seminars and workshops in areas of specialization.													
4-		Supporting scientific research efforts by encouraging faculty members to publish, especially in international journals.													
5-		Conducting training programs to develop students' capabilities in technical and information technology fields.													
6-		Organizing field visits and scientific trips for students to government institutions.													
Program Skills Chart															
Required learning outcomes of the program															
		Values			Skills			Knowledge				Essential or optional?	Course name	Course code	Year/Lev
4	A	A2	A1	B4	B3	B2	B1	A4	A3	A2	A1				
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Management principles		First year
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Statistics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Arabic		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human rights and democracy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings1English		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of mathematics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Accounting principles		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings 2English		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic theory1		Second year
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Baath crimes		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic statistics1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic facts history		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economics of money		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human Resource Economics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematics for Economists		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic		

													Theory 2				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Statistics 2				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		History of Economic Thought 2				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Banking Economics				
													Mathematics for Economists 2				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts2				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer2				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 1				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Environmental Economics				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Knowledge Economics				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial policy				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural policy				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Policy				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 2				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Sports economics				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy				
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational guidance				

✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		psychology		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational foundations		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Critical theory		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Econometrics 1		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic systems		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Search methods		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Finance		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations Research 1		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic feasibility studies		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Oil Economics		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic planning		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Monetary policy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Econometrics2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer applications(EV)		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Project Evaluation		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial institutions		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations Research 2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Planning policy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Energy Economics		

Fourth year

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

Course Description Form

1. Course name	
Industrial policies	
2. Course code	
3. Semester/Year	
Second course / 2025-2026	
4. Date this description was prepared	
1/9/2025	
5. Available forms of attendance	
Approval of attendance list	
6. Number of study hours (total) / Number of units (total)	
Number of hours 30 / Number of units 30	
7. Name of the course supervisor (if more than one name is mentioned)	
A.M. Muthanna Mayouf Mahmoud	
8. Course objectives	
1- Introducing the student to the conceptIndustrial PolicyThrough the historical developments it has gone through 2- Student definitionImportantly Industrial localization 3- Introducing the student to the relationshipIndustrial PolicyWith economic development 4- Recognizing the importance of industrial economy for developing economic sectors 5- Introducing the student to the most important sources of collecting data and information about the reality of the economyIndustrial Ad 6- Introducing the student to how to solve the problems facing the industrial economy	Subject objectives
9. Teaching and learning strategies	
- Delivering in-person and online lectures - Discussions with students - Oral questions for students - Blended learning (classroom)	Strategy

10. Course Structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
Oral questions	Giving the lecture	The concept of industrial policy and its types	theoretical knowledge	2 hours	the first
Questions and share	Lecture/Discussions	The relationship of industrial policy with other sciences	theoretical knowledge	2 hours	the second
Oral questions	Lecture/Discussions	The concept of industrial localization	theoretical knowledge	2 hours	the third
Student participation	Lecture/Discussions	Advantages and disadvantages of industrial localization	theoretical knowledge	2 hours	Fourth
Oral questions	Lecture/Discussions	The role of industrial policy in developing the national economy	theoretical knowledge	2 hours	Fifth
-	-	Monthly exam	-	2 hours	Sixth
Oral questions	Lecture/Discussions	Objectives and importance of pricing strategy	theoretical knowledge	2 hours	Seventh
Oral questions	Lecture/Discussions	Optimal production strategy	theoretical knowledge	2 hours	The eighth
Questions and share	Lecture/Discussions	Industrial Project Evaluation	theoretical knowledge	2 hours	Ninth
Oral questions	Lecture/Discussions	Types of economic projects	theoretical knowledge	2 hours	tenth
Oral questions	Lecture/Discussions	Planning in industrial facilities	theoretical knowledge	2 hours	eleventh
Questions and share	Lecture/Discussions	Performance evaluation of industrial establishment	theoretical knowledge	2 hours	twelfth
Oral questions	Lecture/Discussions	strategicallyTIndustrial development	theoretical knowledge	2 hours	thirteenth
-	-	Monthly exam	-	2 hours	fourteenth
Questions and share	Lecture with oral questions	Comprehensive review	theoretical knowledge	2 hours	fifteenth

11. Course Evaluation

The final grade for the evaluation is 100 points, and the minimum for success is 50 points, and the grade is distributedEvaluation on the end of the course is 30 points and the end of the course exam is 70 points.As follows:

- First month exam 10 marks
- Second month exam 10 marks
- Daily preparation 5 degrees
- Posts 5 points

End of course exam 70 points

12. Learning and teaching resources

Industrial Economics / Dr. Hamid Jassim Hamid and others	Required textbooks (methodology if any)
Economics of Industry and Industrial Development / Dr. Saeb Ibrahim	Main References (Sources)
Feasibility Study and Project Evaluation / Abdul Aziz Mustafa Abdul Karim	Recommended supporting books and references (scientific journals, reports...)
Reviewing scientific websites through the web	Electronic references, websites

Academic Program Description Form

For the academic year 2025–2026

University name: UniversityTikrit

College/Institute: CollegeManagement and Economics

Scientific Department: DepartmentEconomy

Name of academic or professional program:Department of Economics

Final Certificate Name: BachelorSciences in Economics



Academic Program Description Form

For the academic year 2025–2026

University name: University Tikrit

College/Institute: College Management and Economics

Scientific Department: Department Economy

Name of academic or professional program: Department of Economics

Final Certificate Name: Bachelor Sciences in Economics

Academic system: Course system

Description preparation date: 1/9/2025

Date of filling the file: 1/9/2025

Signature

Assistant Professor Dr. Omar Abdullah Mohammed

Head of Department's Name

2025/9/1

Signature

Assistant Professor Dr. Khattab Imran Saleh

Name of the Assistant Dean for Scientific Affairs

2025/9/1

Signature

The file was audited by

Khaldoun Abdullah Khalaf

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

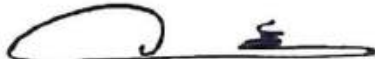
2025/9/1

Approval of the Dean

cademic system:Course system

Description preparation date: 1/9/2025

Date of filling the file: 1/9/2025



Signature

Assistant Professor Dr. Omar Abdullah Mohammed

Head of Department's Name

2025/9/1

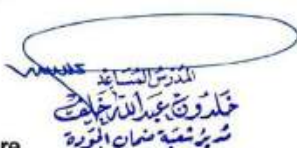


Signature

Assistant Professor Dr. Khattab Imran Saleh

Name of the Assistant Dean for Scientific Affairs

2052/9/1



Signature

The file was audited by

Khaldoun Abdullah Khalaf

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

2025/9/1



Approval of the Dean

1. Program Vision

Effective contribution to building an advanced economy based on sound planning in accordance with appropriate economic policies. Reality and following an advanced scientific approach in preparing economic curricula

2. Program message

The objective need of the public and private sectors requires the formulation of economic plans and programmes at the micro and macro levels and the development of policies to achieve a set of economic and social objectives according to priorities embodied by the necessities and available capabilities. Here, it is necessary to prepare specialised cadres to conduct economic research

and studies in a way that contributes to deepening economic awareness and maximising the economic and social benefits of available resources.

3. Program objectives

Graduating specialized cadres in the field of planning and building economic policies, capable of integrating into the labor market and economic life. .^١

Developing students' skills to enable them to Integration into the labor market. .^٢

Motivating and supporting the faculty in the department to conduct studies and provide consultations. Economic For public and private entities in Iraq. .^٣

Effective contribution to preparing training and continuing education programs to develop expertise and skills in public and private sector institutions. .^٤

4. Program accreditation

DoThe programIs the program accredited? And from which authority? both .^٥

5. Other external influences

Is there a sponsor? ForprogramYes, the Ministry of Higher Education and Scientific Research, the Presidency of Tikrit University, and the Deanship of the College of Administration and Economics. .^٦

6. Program Structure

comments	percentage	Study unit	Number of courses	Program Structure
	6.9%	10	5	Institutional Requirements
	7.5%	11	4	College Requirements
	85.6%	125	55	Department Requirements
	Completed			Summer training
				Other

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

7. Program Description / Curriculum of the Department of Economics

Credit hours	Course name	Course code	Year/Level
3	Management principles		First
3	Principles of Economics 1		
2	Principles of Statistics		
1	Computer 1		
2	Arabic		
2	Human rights and democracy		
3	Economic Readings1English		
2	Principles of mathematics		
3	Accounting principles		
2	Economic Readings 2English		
3	Principles of Economics 2		
2	English language		
3	Microeconomic theory1		Second
2	Baath crimes		
2	Economic statistics1		
2	National Accounts1		
2	Economic facts history		
2	Economics of money		
2	Human Resource Economics		
3	Computer 1		
2	Mathematics for Economists		
3	Microeconomic Theory 2		
2	Economic Statistics 2		
2	English language		
2	History of Economic Thought 2		
2	Banking Economics		
2	National Accounts2		
1	Computer2		
2	Mathematics for Economists 2		
3	Mathematical Economics 1		Third / General
2	International Economy		

		2	Economic development		Economics
		3	Public Finance		
		3	Macroeconomics 1		
		2	Agricultural economics		
		2	Environmental Economics		
		2	Industrial economy		
		2	Knowledge Economics		
		2	English language		
		2	Development policy		
		2	Financial policy		
		2	Industrial policy		
		2	Agricultural policy		
		2	International Policy		
		3	Mathematical Economics 2		
		3	Macroeconomics 2		
		2	Economic development		Third / Economic Teachers Branch
		3	Sports economics		
		3	Public Finance		
		2	Industrial economy		
		2	Educational guidance		
		3	Macroeconomics 1		
		2	English language		
		2	Educational management		
		2	Development policy		
		3	International Economy		
		3	Agricultural economics		
		1	Computer		
		2	psychology		
		3	Macroeconomics 2		
		2	Educational foundations		
		2	Financial policy		
		3	Critical theory		Fourth
		3	Econometrics 1		
		3	Economic systems		
		2	Search methods		

	2	International Finance		
	2	Operations Research 1		
	3	Economic feasibility studies		
	2	Oil Economics		
	2	Economic planning		
	3	Monetary policy		
	3	Econometrics2		
	2	Computer applications (EV)		
	3	Economic Project Evaluation		
	2	Financial institutions		
	2	Operations Research 2		
	2	English language		
	2	Planning policy		
	2	Energy Economics		
8. Expected learning outcomes of the program				
Knowledge				
ing the labor market with the necessary skills from human resources.	-	Providing graduates who are able to perform economic analysis and predict economic variables.	-	
		Disseminating knowledge in government institutions to achieve the aspirations of society.	-	
Skills				
ty of economics graduates to conduct economic feasibility studies and economic analysis.	-	The ability to solve economic problems that economic activity suffers from, such as inflation and recession.	-	
		Exchange of experiences and data with ministries with economic decision-making powers	-	
outputs should be knowledgeable and how to accomplish the tasks assigned to them.	-	Providing economic advice to the public and private sectors.	-	
Values				

e to professional ethics and the ability - nstrate high professional competence.	- Establishing social and ethical responsibility. Serving the community and meeting its requirements.	- - -
tudent must believe in the principles of - nd transparency, and have the ability to ly the concepts of quality management.	- Integrity and transparency. Quality.	- - -

9. Teaching and learning strategies

Encouraging students' active participation in learning processes, such as discussions, .1 vities, and problem solving, to enhance their deep understanding of mathematical concepts.	
Cooperative learning: Encouraging students to work together in small groups to solve .2 ns.related to their studiesAnd sharing ideas, which contributes to enhancing interaction and knowledge exchange between them.	
Technology: Leveraging technology to provide interactive learning tools such as computer .3 software and online resources to enhance student understanding and motivation.	
based learning: presenting specific problems and motivating students to think critically and .4 use skillsAdministrativeTo solve it.	
e Instructional Strategies: Providing a variety of instructional strategies, such as interactive .5 lectures, practical lessons, and hands-on exercises, to meet the diverse needs of students.	
inkingAdministrativeEncourage students to develop thinking skills.AdministrativeSuch as .6 analysis, planning and inference, by providing stimulating questions and applied problems.	
le immediate feedback: Provide mechanisms to provide immediate feedback to students on .7 their performance and understanding of concepts.Administrative, whether through periodic assessments or direct interaction with the teacher.	

10. Evaluation methods

om p performance assessment: This includes assessing students' performance during lessons, .1 nd workshops, whether through written tests or continuous assessment of their participation and understanding of the material.	
articipation in discussions and activities: Students' participation in class discussions, group .2 and individual projects can be assessed to assess their understanding and engagement with the material.	
nd assignments: Students may be given regular tests and assessment assignments to assess .3	

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

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

Practical Performance Evaluation: Students can be evaluated in practical performance through visits, process and participation in applied activities.

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

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

11. Faculty

Faculty members

Faculty member	Requirements/Skills (if any)	Specialization		Academic Rank
		private	general	
Dr. Abdul Razzaq Hamad Hussein Khalaf		International Economy	economy	Prof. Dr. Abdul Razzaq Hamad Hussein Khalaf
Dr. Makhif Jassim Hamad Ali		Economic development	economy	Prof. Dr. Makhif Jassim Hamad Ali
Dr. Khalaf Mohammed Hamad Abdul-Jubouri		Public Finance	economy	Prof. Dr. Khalaf Mohammed Hamad Abdul-Jubouri
Dr. Khalil Ismail Aziz Bazawi		Monetary policies	economy	Asst. Prof. Dr. Khalil Ismail Aziz Bazawi
Dr. Ibrahim Abdullah Jassim Issa		International Economy	economy	Asst. Prof. Dr. Ibrahim Abdullah Jassim Issa
A.M.D. Anmar Ghaleb Kleib Mutlaq		Macroeconomics	economy	A.M.D. Anmar Ghaleb Kleib Mutlaq
Dr. Amer Sami Munir Dawood Al-Ani		Public Finance	economy	Asst. Prof. Dr. Amer Sami Munir Dawood Al-Ani
A.M.D. Fouad Farhan Hussein Mukhlef		Economic development	economy	A.M.D. Fouad Farhan Hussein Mukhlef

ange		International Economy	economy	A.M.D. Khattab Imran Saleh Daman
ange		Macroeconomics	economy	Asst. Prof. Dr. Ziad Ezz El-Din Taha Talib
ange		International Economy	economy	Asst. Prof. Dr. Yasra Salem Nayef Abdul Janabi
ange		Monetary policies	economy	Asst. Prof. Dr. Omar Abdullah Mohammed Hejeij
ange		Finance and Banking	economy	Asst. Prof. Dr. Kilan Ismail Abdullah Mohammed
ange		Macroeconomics	economy	Dr. Khader Jassim Hamad Fahal Al- Jabouri
ange		Finance and Credit	economy	Dr. Alaa Abdul Jabbar Hussein Hamad
ange		Public Finance	economy	Dr. Jamal Hussein Ali Abdullah
ange		International Economy	economy	Dr. Mustafa Mahmoud Mahdi Saleh
ange		Standard Economics	economy	A.M. Bushra Abdel-Bari Ahmed Abdullah
ange		Critical	economy	Hamid Hassan Khalaf .أ Mashaal
ange		Critical	economy	Asst. Prof. Dr. Ghassan Ibrahim Ahmed
ange		Financial policies	economy	A.M. Mohamed Emad Abdel Aziz Mahdi
ange		Standard Economics	economy	A.M. Samer Mohammed Fakhri Darar
ange		Public Finance	economy	A.M. Muthanna Mayouf Mahmoud Alawi
ange		International Economy	economy	Dr. Mohammed Ahmed Mohammed Hassan Al-Jabouri
ange		International Economy	economy	M. Bilal Abdel Haq Abdel Karim Mustafa
ange		Standard	economy	Dr. Zuhair Hamed Turki Zaiter

		Economics		
ange		International Economy	economy	A.M. Mustafa Ismail Khalil Abdel
ange		International Economy	economy	Mr. Bakr Hamid Jasoum Aziz
ange		Macroeconomics	economy	M. Naaman Munther Younis Fadel
ange		Economic development	economy	M. Hamoud Saad Muhaimid Al-Helou
ange		Macroeconomics	economy	Ms. Zeina Tariq Ali Ne'meh
ange		economy	economy	M.M. Abeer Abbas Hammadi Saleh
ange		economy	economy	Mr. Adi Tais Ibrahim Musa
ange		economy	economy	M.M. Lujain Aref Ali Mustafa
ange		economy	economy	M.M. Reem Saeed Shihab Ahmed Al-Dulaimi
ange		economy	economy	Mr. Hassan Zidane Khalaf Hamad
ange		economy	economy	M.M. Jihad Badou Hamad Hussein Al-Jabouri
ange		economy	economy	Mr. Ghazwane Shaker Ismail Ibrahim
ecturer		English language	English language	A.M. Abdul Khalaf Saleh
ecturer		Educational and psychological sciences	Educational and psychological sciences	Dr. Louay Karim Latif
ecturer		English language	English language	M. Alaa Ahmed Abdullah
ecturer		English language	English language	Mr. Osama Mohammed Abdullah
ecturer		English language	English language	Mr. Marwan Abdel Moneim Tawfik
ecturer		Educational and psychological sciences	Educational and psychological	M.M. Duaa Turki Abdel

			sciences	
	Professional development			
	Orientation of new faculty members			
	Identifying the needs of the university and the department: The needs of the university and the department are determined in terms of the required educational cadres.And preferred majors.			-١
	Orientation Programs: Customized orientation programs are designed for new, visiting, full-time and part-time members based on their needs and specialties.			-٢
	Introduction to the University Environment: A comprehensive introduction is provided about the university and the department.General Administration, includingAbout the DepartmentAnd the visionAnd the messageThe objectives and services available.			-٣
	Ongoing support resources: New members are provided with the necessary resources and support, including training courses, workshops, and technical assistance.			-٤
	Academic Orientation: New members are oriented regarding the curricula, research areas and teaching methods used in the department.			-٥
	Administrative Orientation: New members are oriented to administrative procedures, responsibilities, university policies and code of conduct.			-٦
	Ongoing Support: Ongoing support is provided to new, visiting, full-time and part-time faculty members through advisory sessions, workshops and periodic evaluations.			-٧
	Professional development for faculty members			
	Identifying needs and setting goals: Faculty needs are identified through surveys and performance evaluations, and then specific goals to be achieved within the program are identified.			.١
	Development Program Design: Based on the specific needs and objectives, a comprehensive program is designed that includes a set of activities, training courses, workshops, and educational resources.			.٢
	Program Implementation: The development program is implemented in a regular and organized manner, including organizing workshops, conducting training courses, and providing appropriate educational resources.			.٣
	Effective teaching strategies: Faculty members learn to use and apply modern and effective teaching strategies, such as cooperative learning, active learning, and educational technology.			.٤
	Evaluation of learning outcomes: The effectiveness of the development program is evaluated by evaluating the learning outcomes of faculty members, such as increased levels of knowledge,			.٥

	teaching skills, and interaction with students.	
Professional Development:	Ongoing feedback and support is provided to faculty members to promote ongoing professional and academic development.	✓
Research and Publication:	Faculty members are encouraged to participate in scientific research and publication: Faculty members are encouraged to participate in scientific research and publish the results in prestigious academic journals, which enhances their academic standing and contributes to the development of knowledge in their fields.	✓

	12. Acceptance Criteria

	Central acceptance. - ١
exceptions (martyrs' families, children of faculty, distinguished employees, top students in institutes, foreign students).	- ٢
	Private government education - ٣
	Accepting evening studies. - ٤

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

Private government education - 3

Accepting evening studies. - ξ

	13. The most important sources of information about the program

University, college and electronic department website. - 1

Priorities for establishing the department. - ٧

to develop and update the curricula of the faculties of management and economics in Iraqi universities for the year 2017.

	14. Program Development Plan

	Developing curricula for each subject by the instructor. -1

a branch of the third stage (economic teachers) and opening postgraduate studies, a higher diploma - 2 equivalent to a master's and doctorate.

Developing teaching and administrative staff through courses, seminars and workshops in areas of specialization.

ng scientific research efforts by encouraging faculty members to publish, especially in international journals.

g training programs to develop students' capabilities in technical and information technology fields. -o

	Organizing field visits and scientific trips for students to government institutions. - 1	
Program Skills Chart		

	Program Skills Chart
	Required learning outcomes of the program

		Values			Skills			Knowledge				Essential or	Course name	Course code	Year
		V1	V2	V3	S1	S2	S3	K1	K2	K3	K4				

	A5	A2	A1	B4	B3	B2	B1	A4	A3	A2	A1	optional?		code		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Management principles		First year	
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 1			

[illegible]

	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Environmental Economics		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Knowledge Economics		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial policy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural policy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Policy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Sports economics		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational guidance		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		psychology		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational foundations		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy		

Third year
Economic
teachers

[illegible]

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

Course Description Form

1. Course name
Financial policy
2. Course code
3. Semester/Year
2025-2026
4. Date this description was prepared
1/9/2025
5. Available forms of attendance

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

Number of hours 30 / Number of units 30

7. Name of the course supervisor (if more than one name is mentioned)

A.M.D. Amer Sami Mounir

8. Course objectives

more expertise And knowledge Students -^١
 in area Politics Finance And its
 importance with regards For the
 economy In a way general and the
 economy Iraqi In a way private .
 identification The student Evolving -^٢
 Politics Finance Through time.
 identification The student Importantly -^٣
 study Economy Financial In a way
 procedures Applied.
 identification The student With tools -^٤
 Politics Finance.

Subject objectives

9. Teaching and learning strategies

Delivering in-person and online lectures -
 Discussions with students -
 Oral questions for students -
 Blended learning (classroom) -

Strategy

10. Course Structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
Oral questions	Giving the lecture	The concept of fiscal policy and its objectives	theoretical knowledge	2 hours	the first
Questions and share	Lecture/Discussions	Fiscal policy in classical thought	theoretical knowledge	2 hours	the second
Oral questions	Lecture/Discussions	Fiscal policyIn Keynesian thought	theoretical knowledge	2 hours	the third
Student participation	Lecture/Discussions	Fiscal policy in the monetarist school and the supply-side trend	theoretical knowledge	2 hours	Fourth
Oral questions	Lecture/Discussions	The economic effects of public expenditure on consumption, saving, production and income distribution	theoretical knowledge	2 hours	Fifth
-	-	Monthly exam	-	2 hours	Sixth
Oral questions	Lecture/Discussions	Government spending multiplier and fiscal accelerator	theoretical knowledge	2 hours	Seventh

Oral questions	Lecture/Discussions	Effects of direct taxes on the macroeconomy	theoretical knowledge	2 hours	The eighth
Questions and share	Lecture/Discussions	Effects of indirect taxes on the macroeconomy	theoretical knowledge	2 hours	Ninth
Oral questions	Lecture/Discussions	The economic effects of domestic public loans at the issuance, spending and repayment stages	theoretical knowledge	2 hours	tenth
Oral questions	Lecture/Discussions	The economic effects of external public loans at the issuance, spending and repayment stages	theoretical knowledge	2 hours	eleventh
Questions and share	Lecture/Discussions	Determinants of spending policy	theoretical knowledge	2 hours	twelfth
Oral questions	Lecture/Discussions	Determinants of revenue policy	theoretical knowledge	2 hours	thirteenth
Questions and share	Lecture with oral questions	Budget deficit, public debt and time gaps	theoretical knowledge	2 hours	fourteenth
-	-	Monthly exam	-	2 hours	fifteenth

11. Course Evaluation

The final grade for the evaluation is 100 points, and the minimum for success is 50 points, and the grade is distributedEvaluation on the end of the course is 30 points and the end of the course exam is 70 points.As follows:

- First month exam 10 marks •
- Second month exam 10 marks •
- Daily preparation 5 degrees •
- Posts 5 points •

End of course exam 70 points

12. Learning and teaching resources

**D.immaculate The Hanabi , science
Finance General And legislation**

Required textbooks (methodology if

Financial ,(2012).	any)
D.dazzling Mohammed Atlam , Economics Finance General And its tools Technical And its effects Economic(1998).	Main References (Sources)
D.dazzling Mohammed Atlam , Economics Finance General And its tools Technical And its effects Economic(1998).	Recommended supporting books and references (scientific journals, reports...)
Reviewing scientific websites through the web	Electronic references, websites

Academic Program Description Form

For the academic year 2025–2026

University name: University Tikrit

College/Institute: College Management and Economics

Scientific Department: Department Economy

Name of academic or professional program: Department of Economics

Final Certificate Name: Bachelor Sciences in Economics

Academic system: Course system

Description preparation date: 1/9/2025

Date of filling the file: 1/9/2025



Signature

Assistant Professor Dr. Omar Abdullah Mohammed
Head of Department's Name

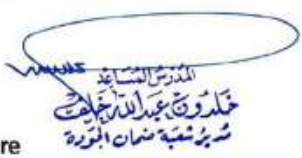
2025/9/1



Signature

Assistant Professor Dr. Khattab Imran Saleh
Name of the Assistant Dean for Scientific Affairs

2025/9/1



Signature

The file was audited by
Khaldoon Abdullah Khalaf

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

2025/9/1



Approval of the Dean

1. Program Vision

Effective contribution to building an advanced economy based on sound planning ♦
in accordance with appropriate economic policies. Reality and following an
advanced scientific approach in preparing economic curricula

2. Program message

The objective need of the public and private sectors requires the formulation of ♦
economic plans and programmes at the micro and macro levels and the
development of policies to achieve a set of economic and social objectives
according to priorities embodied by the necessities and available capabilities.
Here, it is necessary to prepare specialised cadres to conduct economic research
and studies in a way that contributes to deepening economic awareness and
maximising the economic and social benefits of available resources.

3. Program objectives

1. Graduating specialized cadres in the field of planning and building economic policies, capable of integrating into the labor market and economic life.
2. Developing students' skills to enable them to Integration into the labor market.
3. Motivating and supporting the faculty in the department to conduct studies and provide consultations. Economic For public and private entities in Iraq.
4. Effective contribution to preparing training and continuing education programs to develop expertise and skills in public and private sector institutions.

4. Program accreditation

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

5. Other external influences

Is there a sponsor? ForprogramYes, the Ministry of Higher Education and .°
Scientific Research, the Presidency of Tikrit University, and the Deanship of the
College of Administration and Economics.

6. Program Structure

comments	percentage	Study unit	Number of courses	Program Structure
	6.9%	10	5	Institutional Requirements
	7.5%	11	4	College

				Requirements
	85.6%	125	55	Department Requirements
	Completed			Summer training
				Other

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

7. Program Description / Curriculum of the Department of Economics

Credit hours	Course name	Course code	Year/Level
theoretical			
3	Management principles		First
3	Principles of Economics 1		
2	Principles of Statistics		
1	Computer 1		
2	Arabic		
2	Human rights and democracy		
3	Economic Readings1English		
2	Principles of mathematics		
3	Accounting principles		
2	Economic Readings 2English		
3	Principles of Economics 2		
2	English language		
3	Microeconomic theory1		Second
2	Baath crimes		
2	Economic statistics1		
2	National Accounts1		
2	Economic facts history		
2	Economics of money		
2	Human Resource Economics		
3	Computer 1		

		2	Mathematics for Economists		
		3	Microeconomic Theory 2		
		2	Economic Statistics 2		
		2	English language		
		2	History of Economic Thought 2		
		2	Banking Economics		
		2	National Accounts2		
		1	Computer2		
		2	Mathematics for Economists 2		
		3	Mathematical Economics 1		Third / General Economics
		2	International Economy		
		2	Economic development		
		3	Public Finance		
		3	Macroeconomics 1		
		2	Agricultural economics		
		2	Environmental Economics		
		2	Industrial economy		
		2	Knowledge Economics		
		2	English language		
		2	Development policy		
		2	Financial policy		
		2	Industrial policy		
		2	Agricultural policy		
		2	International Policy		
		3	Mathematical Economics 2		
		3	Macroeconomics 2		
		2	Economic development		Third / Economic Teachers Branch
		3	Sports economics		
		3	Public Finance		
		2	Industrial economy		
		2	Educational guidance		
		3	Macroeconomics 1		
		2	English language		
		2	Educational management		
		2	Development policy		

		3	International Economy		
		3	Agricultural economics		
		1	Computer		
		2	psychology		
		3	Macroeconomics 2		
		2	Educational foundations		
		2	Financial policy		
		3	Critical theory		
		3	Econometrics 1		
		3	Economic systems		
		2	Search methods		
		2	International Finance		
		2	Operations Research 1		
		3	Economic feasibility studies		
		2	Oil Economics		
		2	Economic planning		
		3	Monetary policy		
		3	Econometrics2		
		2	Computer applications (EV)		
		3	Economic Project Evaluation		
		2	Financial institutions		
		2	Operations Research 2		
		2	English language		
		2	Planning policy		
		2	Energy Economics		
8. Expected learning outcomes of the program					
Knowledge					
ing the labor market with the necessary	-	skills from human resources.	Providing graduates who are able to perform	-	economic analysis and predict economic variables.
			Disseminating knowledge in government	-	institutions to achieve the aspirations of society.
Skills					
ty of economics graduates to conduct	-		The ability to solve economic problems that	-	

economic feasibility studies and economic analysis.	-	economic activity suffers from, such as inflation and recession. Exchange of experiences and data with ministries with economic decision-making powers	-
outputs should be knowledgeable and how to accomplish the tasks assigned to them.	-	Providing economic advice to the public and private sectors.	-
Values			
professional ethics and the ability to demonstrate high professional competence.	-	Establishing social and ethical responsibility. Serving the community and meeting its requirements.	- -
It must believe in the principles of integrity and transparency, and have the ability to apply the concepts of quality management.	-	Integrity and transparency. Quality.	- -
9. Teaching and learning strategies			
Learning Activities:	Encouraging students' active participation in learning processes, such as discussions, and problem solving, to enhance their deep understanding of mathematical concepts.		
Learning Strategies:	Cooperative learning: Encouraging students to work together in small groups to solve problems related to their studies and sharing ideas, which contributes to enhancing interaction and knowledge exchange between them.		
Technology:	Leveraging technology to provide interactive learning tools such as computer software and online resources to enhance student understanding and motivation.		
Problem-based learning:	presenting specific problems and motivating students to think critically and use skillsAdministrativeTo solve it.		
Instructional Strategies:	Providing a variety of instructional strategies, such as interactive lectures, practical lessons, and hands-on exercises, to meet the diverse needs of students.		
Thinking Skills:	Encourage students to develop thinking skills.AdministrativeSuch as analysis, planning and inference, by providing stimulating questions and applied problems.		
Immediate feedback:	Provide mechanisms to provide immediate feedback to students on		

their performance and understanding of concepts. Administrative, whether through periodic assessments or direct interaction with the teacher.

10. Evaluation methods

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

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

nd assignments: Students may be given regular tests and assessment assignments to assess .3
problem solving skills.related to their field of expertiseAnd their understanding of the concepts
presented.

ing participation in research: The extent to which students participate in research activities .4
ntific projects can be assessed, and an evaluation can be provided of their presentation style
and analysis of their results and conclusions.

Practical Performance Evaluation: Students can be evaluated in practical performance .5
through:VisitsProcess and participation in applied activities.

n of external participation: This includes evaluation of the extent of students' participation .6
in external activities such as conferences, seminars, and sports competitions.

of Personal and Professional Development: Students' personal, professional and academic .7
development can be evaluated during their participation in the faculty mentoring program.

11. Faculty

Faculty members

ty tion ange ange ange	Requirements/Skills (if any)	Specialization		Academic Rank
		private	general	
		International Economy	economy	Prof. Dr. Abdul Razzaq Hamad Hussein Khalaf
		Economic development	economy	Prof. Dr. Makhif Jassim Hamad Ali

ange		Public Finance	economy	Prof. Dr. Khalaf Mohammed Hamad Abdul-Jubouri
ange		Monetary policies	economy	Asst. Prof. Dr. Khalil Ismail Aziz Bazawi
ange		International Economy	economy	Asst. Prof. Dr. Ibrahim Abdullah Jassim Issa
ange		Macroeconomics	economy	A.M.D. Anmar Ghaleb Kleib Mutlaq
ange		Public Finance	economy	Asst. Prof. Dr. Amer Sami Munir Dawood Al-Ani
ange		Economic development	economy	A.M.D. Fouad Farhan Hussein Mukhlef
ange		International Economy	economy	A.M.D. Khattab Imran Saleh Daman
ange		Macroeconomics	economy	Asst. Prof. Dr. Ziad Ezz El-Din Taha Talib
ange		International Economy	economy	Asst. Prof. Dr. Yasra Salem Nayef Abdul Janabi
ange		Monetary policies	economy	Asst. Prof. Dr. Omar Abdullah Mohammed Hejeij
ange		Finance and Banking	economy	Asst. Prof. Dr. Kilan Ismail Abdullah Mohammed
ange		Macroeconomics	economy	Dr. Khader Jassim Hamad Fahal Al- Jabouri
ange		Finance and Credit	economy	Dr. Alaa Abdul Jabbar Hussein Hamad
ange		Public Finance	economy	Dr. Jamal Hussein Ali Abdullah
ange		International Economy	economy	Dr. Mustafa Mahmoud Mahdi Saleh
ange		Standard Economics	economy	A.M. Bushra Abdel-Bari Ahmed Abdullah
ange		Critical	economy	Hamid Hassan Khalaf .أ Mashaal
ange		Critical	economy	Asst. Prof. Dr. Ghassan Ibrahim Ahmed

ange		Financial policies	economy	A.M. Mohamed Emad Abdel Aziz Mahdi
ange		Standard Economics	economy	A.M. Samer Mohammed Fakhri Darar
ange		Public Finance	economy	A.M. Muthanna Mayouf Mahmoud Alawi
ange		International Economy	economy	Dr. Mohammed Ahmed Mohammed Hassan Al-Jabouri
ange		International Economy	economy	M. Bilal Abdel Haq Abdel Karim Mustafa
ange		Standard Economics	economy	Dr. Zuhair Hamed Turki Zaiter
ange		International Economy	economy	A.M. Mustafa Ismail Khalil Abdel
ange		International Economy	economy	Mr. Bakr Hamid Jasoum Aziz
ange		Macroeconomics	economy	M. Naaman Munther Younis Fadel
ange		Economic development	economy	M. Hamoud Saad Muhaimid Al-Helou
ange		Macroeconomics	economy	Ms. Zeina Tariq Ali Ne'meh
ange		economy	economy	M.M. Abeer Abbas Hammadi Saleh
ange		economy	economy	Mr. Adi Tais Ibrahim Musa
ange		economy	economy	M.M. Lujain Aref Ali Mustafa
ange		economy	economy	M.M. Reem Saeed Shihab Ahmed Al- Dulaimi
ange		economy	economy	Mr. Hassan Zidane Khalaf Hamad
ange		economy	economy	M.M. Jihad Badou Hamad Hussein Al- Jabouri
ange		economy	economy	Mr. Ghazwane Shaker Ismail Ibrahim
ecturer		English language	English language	A.M. Abdul Khalaf Saleh
ecturer		Educational and psychological	Educational and	Dr. Louay Karim Latif

			sciences	psychological sciences	
ecturer			English language	English language	M. Alaa Ahmed Abdullah
ecturer			English language	English language	Mr. Osama Mohammed Abdullah
ecturer			English language	English language	Mr. Marwan Abdel Moneim Tawfik
ecturer			Educational and psychological sciences	Educational and psychological sciences	M.M. Duaa Turki Abdel
Professional development					
Orientation of new faculty members					
mining the needs of the university and the department:	The needs of the university and the department are determined in terms of the required educational cadres.And preferred majors. -١				
n Programs:	Customized orientation programs are designed for new, visiting, full-time and part-time members based on their needs and specialties. -٢				
uction to the University Environment:	A comprehensive introduction is provided about the university and the department.General Administration, includingAbout the DepartmentAnd the visionAnd the messageThe objectives and services available. -٣				
g support resources:	New members are provided with the necessary resources and support, including training courses, workshops, and technical assistance. -٤				
ademic Orientation:	New members are oriented regarding the curricula, research areas and teaching methods used in the department. -٥				
ative Orientation:	New members are oriented to administrative procedures, responsibilities, university policies and code of conduct. -٦				
oing Support:	Ongoing support is provided to new, visiting, full-time and part-time faculty members through advisory sessions, workshops and periodic evaluations. -٧				
Professional development for faculty members					
ing needs and setting goals:	Faculty needs are identified through surveys and performance evaluations, and then specific goals to be achieved within the program are identified. .١				

development Program Design: Based on the specific needs and objectives, a comprehensive	.٢
ment program is designed that includes a set of activities, training courses, workshops, and	
educational resources.	
ram implementation: The development program is implemented in a regular and organized	.٣
er, including organizing workshops, conducting training courses, and providing appropriate	
educational resources.	
effective teaching strategies: Faculty members learn to use and apply modern and effective	.٤
aching strategies, such as cooperative learning, active learning, and educational technology.	
ation of learning outcomes: The effectiveness of the development program is evaluated by	.٥
evaluating the learning outcomes of faculty members, such as increased levels of knowledge,	
teaching skills, and interaction with students.	
s Development: Ongoing feedback and support is provided to faculty members to promote	.٦
ongoing professional and academic development.	
on in scientific research and publication: Faculty members are encouraged to participate in	.٧
scientific research and publish the results in prestigious academic journals, which enhances their	
academic standing and contributes to the development of knowledge in their fields.	
12. Acceptance Criteria	
	Central acceptance. -١
exceptions (martyrs' families, children of faculty, distinguished employees, top students in	-٢
institutes, foreign students).	
Private government education	-٣
Accepting evening studies.	-٤
13. The most important sources of information about the program	
	University, college and electronic department website. -١
	Priorities for establishing the department. -٢
to develop and update the curricula of the faculties of management and economics in Iraqi	-٣
universities for the year 2017.	
14. Program Development Plan	
	Developing curricula for each subject by the instructor. -١
a branch of the third stage (economic teachers) and opening postgraduate studies, a higher diploma	-٢
equivalent to a master's and doctorate.	

Developing teaching and administrative staff through courses, seminars and workshops in areas of specialization. -۳															
Encouraging scientific research efforts by encouraging faculty members to publish, especially in international journals. -۴															
Organizing training programs to develop students' capabilities in technical and information technology fields. -۵															
Organizing field visits and scientific trips for students to government institutions. -۶															
Program Skills Chart															
Required learning outcomes of the program															
4	A	Values			Skills			Knowledge				Essential or optional?	Course name	Course code	Year/Level
		A2	A1	B4	B3	B2	B1	A4	A3	A2	A1				
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Management principles		First year
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Statistics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Arabic		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human rights and democracy		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings1English		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of mathematics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Accounting principles		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings 2English		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 2		Second year
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic theory1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Baath crimes		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic statistics1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic facts history		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economics of money		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human Resource Economics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematics for Economists		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic		

													Theory 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Statistics 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		English language				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		History of Economic Thought 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Banking Economics				
													Mathematics for Economists 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 1				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Environmental Economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Knowledge Economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		English language				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		International Policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Sports economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational guidance				

	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational management		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		psychology		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational foundations		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Critical theory		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Econometrics 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic systems		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Search methods		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Finance		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations Research 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic feasibility studies		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Oil Economics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic planning		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Monetary policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Econometrics2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer applications(EV)		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Project Evaluation		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial institutions		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations Research 2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Planning policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Energy Economics		

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

Course Description Form

1. Course name					
Public Finance					
2. Course code					
3. Semester/Year					
2025-2026					
4. Date this description was prepared					
1/9/2025					
5. Available forms of attendance					
Approval of attendance list					
6. Number of study hours (total) / Number of units (total)					
Number of hours 45 / Number of units 45					
7. Name of the course supervisor (if more than one name is mentioned)					
Asst. Prof. Dr. Amer Sami Mounir					
8. Course objectives					
more expertise And knowledge Students -١ in area Finance General And its importance with regards For the economy In a way general and the economy Iraqi In a way private. identification The student Evolving -٢ Finance General Through time. Introducing the student to the importance -٣ of studying financial economics. identification The student With origins -٤ And I grew up Finance General.			Subject objectives		
9. Teaching and learning strategies					
Delivering in-person and online lectures - Discussions with students - Oral questions for students - Blended learning (classroom) -			Strategy		
10. Course Structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning	Watches	The week

			outcomes		
Oral questions	Giving the lecture	concept Finance General	theoretical knowledge	3 hours	the first
Questions and share	Lecture/Discussions	Goals And rules Finance General	theoretical knowledge	3 hours	the second
Oral questions	Lecture/Discussions	Needs General And the needs Private	theoretical knowledge	3 hours	the third
Student participation	Lecture/Discussions	Expenses General And its types	theoretical knowledge	3 hours	Fourth
Oral questions	Lecture/Discussions	rules Maintenance General and its divisions	theoretical knowledge	3 hours	Fifth
-	-	Monthly exam	-	3 hours	Sixth
Oral questions	Lecture/Discussions	Revenue General For the government	theoretical knowledge	3 hours	Seventh
Oral questions	Lecture/Discussions	concept Taxes And its types	theoretical knowledge	3 hours	The eighth
Questions and share	Lecture/Discussions	evasion Tax And its types	theoretical knowledge	3 hours	Ninth
Oral questions	Lecture/Discussions	Justice Tax	theoretical knowledge	3 hours	tenth
Oral questions	Lecture/Discussions	Loans General	theoretical knowledge	3 hours	eleventh
Questions and share	Lecture/Discussions	the difference between The loan The year And the tax And drawing	theoretical knowledge	3 hours	twelfth
Oral questions	Lecture/Discussions	Budget Public and financial deficit in economic thought	theoretical knowledge	3 hours	thirteenth
-	-	exam	-	3 hours	fourteenth
Questions and share	Oral questions	Comprehensive review	theoretical knowledge	3 hours	fifteenth

11. Course Evaluation

The final grade for the evaluation is 100 points, and the minimum for success is 50 points, and the grade is distributedEvaluation on the end of the course is 30 points and the end of the course exam is 70 points.As follows:

- First month exam 10 marks •
- Second month exam 10 marks •
- Daily preparation 5 degrees •
- Posts 5 points •
- End of course exam 70 points

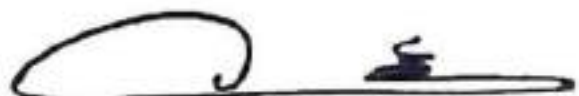
12. Learning and teaching resources

D.immaculate The Hanabi , science Finance General And legislation Financial ,(2012).	Required textbooks (methodology if any)
D.Annaba Ghazi , Finance General And legislation Tax(1998).	Main References (Sources)

D.fair Fleih The Most High, Finance General And legislation Financial ,(2002).	
D.Mohammed beauty Sins , Finance General And legislation Financial(2003).Mustafa Abdel Karim.	Recommended supporting books and references (scientific journals, reports...)
Login to The Internet from during The network Spider	Electronic references, websites

Academic Program Description Form
For the academic year 2025-2026

University name: Tikrit University
College/Institute: College Management and Economics
Scientific Department: Department Economy
Name of academic or professional program: Department of Economics
Final Certificate Name: Bachelor Sciences in Economics
Academic system: Course system
Description preparation date: 1/9/2025
Date of filling the file: 1/9/2025

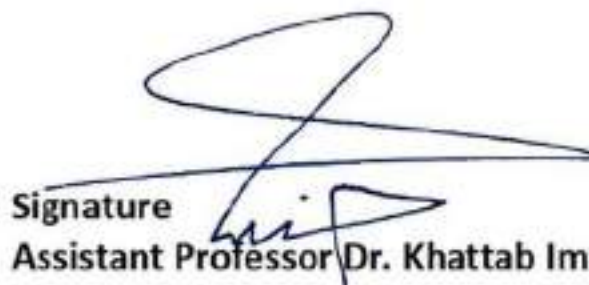


Signature

Assistant Professor Dr. Omar Abdullah Mohammed

Head of Department's Name

2025/9/1

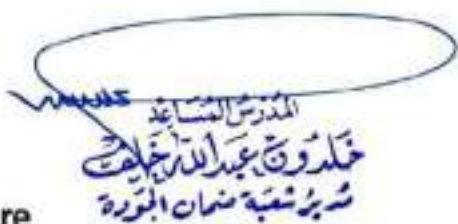


Signature

Assistant Professor Dr. Khattab Imran Saleh

Name of the Assistant Dean for Scientific Affairs

2052/9/1



المدير المساعد
خالدون عبد الله خالاف
مديرية ضمان الجودة

Signature

The file was audited by

Khaldoon Abdullah Khalaf

Name of the Director of the Quality Assurance and

University Performance Division

2025/9/1



Approval of the Dean

1. Program Vision

- ❖ Effective contribution to building an advanced economy based on sound planning in accordance with appropriate economic policies. Reality and following an advanced scientific approach in preparing economic curricula

2. Program message

- ❖ The objective need of the public and private sectors requires the formulation of economic plans and programmes at the micro and macro levels and the development of policies to achieve a set of economic and social objectives according to priorities embodied by the necessities and available capabilities. Here, it is necessary to prepare specialised cadres to conduct economic research and studies in a way that contributes to deepening economic awareness and maximising the economic and social benefits of available resources.

3. Program objectives

1. Graduating specialized cadres in the field of planning and building economic policies, capable of integrating into the labor market and economic life.
2. Developing students' skills to enable them to Integration into the labor market.
3. Motivating and supporting the faculty in the department to conduct studies and provide consultations. Economic For public and private entities in Iraq.
4. Effective contribution to preparing training and continuing education programs to develop expertise and skills in public and private sector institutions.

4. Program accreditation

5. DoThe programIs the program accredited? And from which authority? Both

5. Other external influences

6. Is there a sponsor? ForprogramYes, the Ministry of Higher Education and Scientific Research, the Presidency of Tikrit University, and the Deanship of the College of Administration and Economics.

6. Program Structure

comments	Percentage	Study unit	Number of courses	Program Structure
	6.9%	10	5	Institutional Requirements
	7.5%	11	4	College Requirements
	85.6%	125	55	Department Requirements
	Completed			Summer training
				Other

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

7. Program Description / Curriculum of the Department of Economics				
Year/Level	Course code	Course name	Credit hours	
			Theoretical	practical
First		Management principles	3	
		Principles of Economics 1	3	
		Principles of Statistics	2	
		Computer 1	1	2
		Arabic	2	
		Human rights and democracy	2	
		Economic Readings1English	3	
		Principles of mathematics	2	
		Accounting principles	3	
		Economic Readings 2English	2	
		Principles of Economics 2	3	
		English language	2	
Second		Microeconomic theory1	3	
		Baath crimes	2	
		Economic statistics1	2	
		National Accounts1	2	
		Economic facts history	2	
		Economics of money	2	
		Human Resource Economics	2	
		Computer 1	3	
		Mathematics for Economists	2	
		Microeconomic Theory 2	3	
		Economic Statistics 2	2	
		English language	2	
		History of Economic Thought 2	2	
		Banking Economics	2	
		National Accounts2	2	
		Computer2	1	2

		Mathematics for Economists 2	2	
Third / General Economics		Mathematical Economics 1	3	
		International Economy	2	
		Economic development	2	
		Public Finance	3	
		Macroeconomics 1	3	
		Agricultural economics	2	
		Environmental Economics	2	
		Industrial economy	2	
		Knowledge Economics	2	
		English language	2	
		Development policy	2	
		Financial policy	2	
		Industrial policy	2	
		Agricultural policy	2	
		International Policy	2	
		Mathematical Economics 2	3	
		Macroeconomics 2	3	
Third / Economic Teachers Branch		Economic development	2	
		Sports economics	3	
		Public Finance	3	
		Industrial economy	2	
		Educational guidance	2	
		Macroeconomics 1	3	
		English language	2	
		Educational management	2	
		Development policy	2	
		International Economy	3	
		Agricultural economics	3	
		Computer	1	2
		psychology	2	
		Macroeconomics 2	3	
		Educational foundations	2	

		Financial policy	2	
Fourth		Critical theory	3	
		Econometrics 1	3	
		Economic systems	3	
		Search methods	2	
		International Finance	2	
		Operations Research 1	2	
		Economic feasibility studies	3	
		Oil Economics	2	
		Economic planning	2	
		Monetary policy	3	
		Econometrics2	3	
		Computer applications (EV)	2	
		Economic Project Evaluation	3	
		Financial institutions	2	
		Operations Research 2	2	
		English language	2	
		Planning policy	2	
		Energy Economics	2	

8. Expected learning outcomes of the program

Knowledge

- Providing graduates who are able to perform economic analysis and predict economic variables. - Disseminating knowledge in government institutions to achieve the aspirations of society.	- Providing the labor market with the necessary skills from human resources.

Skills

- The ability to solve economic problems that economic activity suffers from, such as inflation and recession. - Exchange of experiences and data with ministries with economic decision-making powers	- The ability of economics graduates to conduct economic feasibility studies and economic analysis.
- Providing economic advice to the public and private sectors.	- Our outputs should be knowledgeable and skilled in how to accomplish the tasks assigned to them.

Values	
- Establishing social and ethical responsibility. - Serving the community and meeting its requirements.	- Adherence to professional ethics and the ability to demonstrate high professional competence.
- Integrity and transparency. - Quality.	- The student must believe in the principles of integrity and transparency, and have the ability to apply the concepts of quality management.
9. Teaching and learning strategies	
1. Active learning: Encouraging students' active participation in learning processes, such as discussions, group activities, and problem solving, to enhance their deep understanding of mathematical concepts. 2. Cooperative learning: Encouraging students to work together in small groups to solve problems related to their studies and sharing ideas, which contributes to enhancing interaction and knowledge exchange between them. 3. Use of Technology: Leveraging technology to provide interactive learning tools such as computer software and online resources to enhance student understanding and motivation. 4. Problem-based learning: presenting specific problems and motivating students to think critically and use skills to solve it. 5. Multiple Instructional Strategies: Providing a variety of instructional strategies, such as interactive lectures, practical lessons, and hands-on exercises, to meet the diverse needs of students. 6. Promote thinking: Encourage students to develop thinking skills. Such as analysis, planning and inference, by providing stimulating questions and applied problems. 7. Provide immediate feedback: Provide mechanisms to provide immediate feedback to students on their performance and understanding of concepts, whether through periodic assessments or direct interaction with the teacher.	
10. Evaluation methods	
1. Classroom performance assessment: This includes assessing students' performance during lessons, lectures and workshops, whether through written tests or continuous assessment of their participation and understanding of the material. 2. Participation in discussions and activities: Students' participation in class discussions, group activities, and individual projects can be assessed to assess their understanding and engagement with the material. 3. Tests and assignments: Students may be given regular tests and assessment assignments to assess their problem-solving skills related to their field of expertise and their understanding of the concepts presented. 4. Evaluating participation in research: The extent to which students participate in research activities and scientific projects can be assessed, and an evaluation can be provided of their presentation style and analysis of their results and conclusions. 5. Practical Performance Evaluation: Students can be evaluated in practical performance through: Visits, Process and participation in applied activities. 6. Evaluation of external participation: This includes evaluation of the extent of students' participation in external activities such as conferences, seminars, and sports competitions. 7. Evaluation of Personal and Professional Development: Students' personal, professional and academic development can be evaluated	

during their participation in the faculty mentoring program.

11. Faculty					
Faculty members					
Academic Rank	Specialization		Requirements/Skills (if any)	Faculty preparation	lecturer
	general	Private			
Prof. Dr. Abdul Razzaq Hamad Hussein Khalaf	economy	International Economy		Angel	
Prof. Dr. Makhif Jassim Hamad Ali	economy	Economic development		Angel	
Prof. Dr. Khalaf Mohammed Hamad Abdul-Jubouri	economy	Public Finance		Angel	
Asst. Prof. Dr. Khalil Ismail Aziz Bazawi	economy	Monetary policies		Angel	
Asst. Prof. Dr. Ibrahim Abdullah Jassim Issa	economy	International Economy		Angel	
A.M.D. Anmar Ghaleb Kleib Mutlaq	economy	Macroeconomics		Angel	
Asst. Prof. Dr. Amer Sami Munir Dawood Al-Ani	economy	Public Finance		angel	
A.M.D. Fouad Farhan Hussein Mukhleif	economy	Economic development		angel	
A.M.D. Khattab Imran Saleh Daman	economy	International Economy		angel	
Asst. Prof. Dr. Ziad Ezz El-Din Taha Talib	economy	Macroeconomics		angel	
Asst. Prof. Dr. Yasra Salem Nayef Abdul Janabi	economy	International Economy		angel	
Asst. Prof. Dr. Omar Abdullah Mohammed Hejeij	economy	Monetary policies		angel	
Asst. Prof. Dr. Kilan Ismail Abdullah Mohammed	economy	Finance and Banking		angel	
Dr. Khader Jassim Hamad Fahal Al-Jabouri	economy	Macroeconomics		angel	
Dr. Alaa Abdul Jabbar Hussein Hamad	economy	Finance and Credit		angel	
Dr. Jamal Hussein Ali Abdullah	economy	Public Finance		angel	
Dr. Mustafa Mahmoud Mahdi Saleh	economy	International Economy		angel	

A.M. Bushra Abdel-Bari Ahmed Abdullah	economy	Standard Economics		angel	
Mr. Hamid Hassan Khalaf Mishaal	economy	Critical		angel	
Asst. Prof. Dr. Ghassan Ibrahim Ahmed	economy	Critical		angel	
A.M. Mohamed Emad Abdel Aziz Mahdi	economy	Financial policies		angel	
A.M. Samer Mohammed Fakhri Darar	economy	Standard Economics		angel	
A.M. Muthanna Mayouf Mahmoud Alawi	economy	Public Finance		angel	
Dr. Mohammed Ahmed Mohammed Hassan Al-Jabouri	economy	International Economy		angel	
M. Bilal Abdel Haq Abdel Karim Mustafa	economy	International Economy		angel	
Dr. Zuhair Hamed Turki Zaiter	economy	Standard Economics		angel	
A.M. Mustafa Ismail Khalil Abdel	economy	International Economy		angel	
Mr. Bakr Hamid Jasoum Aziz	economy	International Economy		angel	
M. Naaman Munther Younis Fadel	economy	Macroeconomics		angel	
M. Hamoud Saad Muhaimid Al-Helou	economy	Economic development		angel	
Ms. Zeina Tariq Ali Ne'meh	economy	Macroeconomics		angel	
M.M. Abeer Abbas Hammadi Saleh	economy	economy		angel	
Mr. Adi Tais Ibrahim Musa	economy	economy		angel	
M.M. Lujain Aref Ali Mustafa	economy	economy		angel	
M.M. Reem Saeed Shihab Ahmed Al-Dulaimi	economy	economy		angel	
Mr. Hassan Zidane Khalaf Hamad	economy	economy		angel	
M.M. Jihad Badou Hamad Hussein Al-Jabouri	economy	economy		angel	
Mr. Ghazwane Shaker Ismail Ibrahim	economy	economy		angel	
A.M. Abdul Khalaf Saleh	English language	English language		lecturer	
Dr. Louay Karim Latif	Educational and psychological sciences	Educational and psychological sciences		lecturer	
M. Alaa Ahmed Abdullah	English language	English language		lecturer	
Mr. Osama Mohammed Abdullah	English language	English language		lecturer	
Mr. Marwan Abdel Moneim Tawfik	English	English language		lecturer	

	language				
M.M. Duaa Turki Abdel	Educational and psychological sciences	Educational and psychological sciences		lecturer	

Professional development

Orientation of new faculty members

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

Professional development for faculty members

1. Identifying needs and setting goals: Faculty needs are identified through surveys and performance evaluations, and then specific goals to be achieved within the program are identified.
2. Development Program Design: Based on the specific needs and objectives, a comprehensive development program is designed that includes a set of activities, training courses, workshops, and educational resources.
3. Program Implementation: The development program is implemented in a regular and organized manner, including organizing workshops, conducting training courses, and providing appropriate educational resources.
4. Use effective teaching strategies: Faculty members learn to use and apply modern and effective teaching strategies, such as cooperative learning, active learning, and educational technology.
5. Evaluation of learning outcomes: The effectiveness of the development program is evaluated by evaluating the learning outcomes of faculty members, such as increased levels of knowledge, teaching skills, and interaction with students.
6. Continuous Development: Ongoing feedback and support is provided to faculty members to promote ongoing professional and academic development.

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

12. Acceptance Criteria

- 1- Central acceptance.
- 2- Accepting exceptions (martyrs' families, children of faculty, distinguished employees, top students in institutes, foreign students).
- 3- Private government education
- 4- Accepting evening studies.

13. The most important sources of information about the program

- 1- University, college and electronic department website.
- 2- Priorities for establishing the department.
- 3- Project to develop and update the curricula of the faculties of management and economics in Iraqi universities for the year 2017.

14. Program Development Plan

- 1- **Developing curricula for each subject by the instructor.**
- 2- **Opening a branch of the third stage (economic teachers) and opening postgraduate studies, a higher diploma equivalent to a master's and doctorate.**
- 3- **Developing teaching and administrative staff through courses, seminars and workshops in areas of specialization.**
- 4- **Supporting scientific research efforts by encouraging faculty members to publish, especially in international journals.**
- 5- **Conducting training programs to develop students' capabilities in technical and information technology fields.**
- 6- **Organizing field visits and scientific trips for students to government institutions.**

Program Skills Chart

Required learning outcomes of the program

Year/Level	Course code	Course name	Essential or optional?	Knowledge				Skills		Values					
				A1	A2	A3	A4	B1	B2	B3	B4	A1	A2	A3	A4
First year		Management principles		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Principles of Economics 1		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Principles of Statistics		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Computer 1		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Arabic		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Human rights and democracy		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Economic Readings1English		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Principles of mathematics		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

		Accounting principles		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Economic Readings 2English		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Principles of Economics 2		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		English language		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Second year		Microeconomic theory1		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Baath crimes		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Economic statistics1		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		National Accounts1		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Economic facts history		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Economics of money		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Human Resource Economics		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Computer 1		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Mathematics for Economists		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Microeconomic Theory 2		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Economic Statistics 2		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		English language		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		History of Economic Thought 2		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Banking Economics		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Mathematics for Economists 2													
		National Accounts2		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Computer2		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Third year/ General Economy		Mathematical Economics 1		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		International Economy		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Economic development		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Public Finance		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Macroeconomics 1		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Agricultural economics		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Environmental Economics		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Industrial economy		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Knowledge Economics		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		English language		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Development policy		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Financial policy		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

		Industrial policy		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Agricultural policy		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		International Policy		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Mathematical Economics 2		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Macroeconomics 2		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Third year/ Economic teachers		Economic development		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Sports economics		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Public Finance		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Industrial economy		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Educational guidance		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Macroeconomics 1		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		English language		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Educational management		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Development policy		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		International Economy		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Agricultural economics		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Computer		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		psychology		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Macroeconomics 2		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Educational foundations		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Financial policy		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Fourth year		Critical theory		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Econometrics 1		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Economic systems		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Search methods		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		International Finance		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Operations Research 1		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Economic feasibility studies		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Oil Economics		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Economic planning		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Monetary policy		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Econometrics2		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Computer applications(EV)		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

	Economic Project Evaluation		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Financial institutions		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Operations Research 2		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	English language		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Planning policy		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Energy Economics		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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

Course Description Form

1. Course name	
Macroeconomics 1 / Economics	
2. Course code	
3. Semester/Year	
Phase 3 2025-2026	
4. Date this description was prepared	
1/9/2025	
5. Available forms of attendance	
Approval of attendance list	
6. Number of study hours (total) / Number of units (total)	
Number of hours 45 / Number of units 45	
7. Name of the course supervisor (if more than one name is mentioned)	
Asst. Prof. Dr. khudur jassim hamad	
8. Course objectives	
Subject objectives	1- Introducing the student to the concept of macroeconomics through the historical developments it has gone through through economic theories. 2- Introducing the student to the importance of the country's macroeconomics 3- Introducing the student to the relationship between macroeconomics and the economic sectors that make up the country's economy 4- Understand the characteristics of macroeconomics

	5- Introducing the student to the most important macroeconomic variables 6- Introducing the student to the problems addressed by macroeconomics				
9. Teaching and learning strategies					
Strategy	- Delivering in-person and online lectures - Discussions with students - Oral questions for students - Blended learning (classroom)				
10. Course Structure					
The week	Watches	Required learning outcomes	Name of the unit or topic	Learning method	Evaluation method
the first	3	theoretical knowledge	Economics and Macroeconomics	Giving the lecture	Oral questions
the second	3	theoretical knowledge	Macroeconomics issues and topics	Lecture/Discussions	Questions and share
the third	3	theoretical knowledge	Basic concepts of output (income)	Lecture/Discussions	Oral questions
Fourth	3	theoretical knowledge	GDP Accounts	Lecture/Discussions	Student participation
Fifth	3	theoretical knowledge	Solve some math problems	Lecture/Discussions	Oral questions
Sixth	3	theoretical knowledge	Consumer spending	Lecture/Discussions	Oral questions
Seventh	3	theoretical knowledge	Investment	Lecture/Discussions	Oral questions
The eighth	3	theoretical knowledge	Government spending	Lecture/Discussions	Oral questions
Ninth	3	theoretical knowledge	net external spending	Lecture/Discussions	Questions and share
Tenth	3	theoretical knowledge	Mathematical analysis of aggregate demand function	Lecture/Discussions	Oral questions
eleventh	3	theoretical knowledge	Solve some problems mathematically	Lecture/Discussions	Oral questions
Twelfth	3	theoretical knowledge	Equilibrium Income (Concepts and Methods)	Lecture/Discussions	Questions and share
thirteenth	3	theoretical knowledge	Income equilibrium in a closed economy	Lecture/Discussions	Oral questions
fourteenth	3	theoretical knowledge	Total spending multiplier	Lecture/Discussions	Oral questions
fifteenth	3	theoretical knowledge	Test of previous vocabulary	End of course exam	Questions

11. Course Evaluation

The final grade for the evaluation is 100 points, and the minimum for success is 50 points, and the grade is distributedEvaluation on the end of the course is 30 points and the end of the course exam is 70 points.As follows:

- First month exam 10 marks
- Second month exam 10 marks
- Daily preparation 5 degrees
- Posts 5 points

End of course exam 70 points

12. Learning and teaching resources

Required textbooks (methodology if any)	Macroeconomic Theory - Saqr Ahmed Saqr Principles of Macroeconomics Dr. Munim Ahmed Khadir
Main References (Sources)	Principles of Macroeconomics - Fayez Ibrahim Al-Habib - 4th ed. - King Saud University 2000
Recommended supporting books and references (scientific journals, reports...)	Macroeconomic Theory - Schaum Series - Arabic Edition 2004
Electronic references, websites	Access the Internet through the World Wide Web

Academic Program Description Form
For the academic year 2025-2026

University name: Tikrit University

College/Institute: College Management and Economics

Scientific Department: DepartmentEconomy

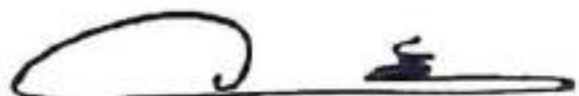
Name of academic or professional program:Department of Economics

Final Certificate Name: BachelorSciences in Economics

Academic system:Course system

Description preparation date: 1/9/2025

Date of filling the file: 1/9/2025

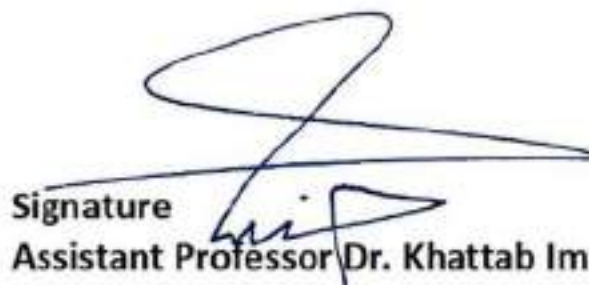


Signature

Assistant Professor Dr. Omar Abdullah Mohammed

Head of Department's Name

2025/9/1

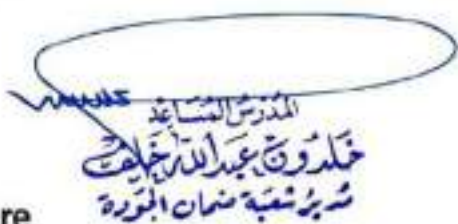


Signature

Assistant Professor Dr. Khattab Imran Saleh

Name of the Assistant Dean for Scientific Affairs

2052/9/1



Signature

The file was audited by

Khaldoon Abdullah Khalaf

Name of the Director of the Quality Assurance and

University Performance Division

2025/9/1



Approval of the Dean

1. Program Vision

- ❖ Effective contribution to building an advanced economy based on sound planning in accordance with appropriate economic policies. Reality and following an advanced scientific approach in preparing economic curricula

2. Program message

- ❖ The objective need of the public and private sectors requires the formulation of economic plans and programmes at the micro and macro levels and the development of policies to achieve a set of economic and social objectives according to priorities embodied by the necessities and available capabilities. Here, it is necessary to prepare specialised cadres to conduct economic research and studies in a way that contributes to deepening economic awareness and maximising the economic and social benefits of available resources.

3. Program objectives

1. Graduating specialized cadres in the field of planning and building economic policies, capable of integrating into the labor market and economic life.
2. Developing students' skills to enable them to Integration into the labor market.
3. Motivating and supporting the faculty in the department to conduct studies and provide consultations. Economic For public and private entities in Iraq.
4. Effective contribution to preparing training and continuing education programs to develop expertise and skills in public and private sector institutions.

4. Program accreditation

5. Do The program Is the program accredited? And from which authority? both

5. Other external influences

6. Is there a sponsor? For program Yes, the Ministry of Higher Education and Scientific Research, the Presidency of Tikrit University, and the Deanship of the College of Administration and Economics.

6. Program Structure

Program Structure	Number of courses	Study unit	percentage	comments
Institutional Requirements	5	10	6.9%	
College Requirements	4	11	7.5%	
Department Requirements	55	125	85.6%	
Summer training	Completed			
Other				

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

7. Program Description / Curriculum of the Department of Economics

Year/Level	Course code	Course name	Credit hours	
			theoretical	practical
First		Management principles	3	
		Principles of Economics 1	3	
		Principles of Statistics	2	
		Computer 1	1	2
		Arabic	2	
		Human rights and democracy	2	
		Economic Readings1English	3	
		Principles of mathematics	2	
		Accounting principles	3	
		Economic Readings 2English	2	
		Principles of Economics 2	3	
		English language	2	
Second		Microeconomic theory1	3	
		Baath crimes	2	
		Economic statistics1	2	
		National Accounts1	2	
		Economic facts history	2	
		Economics of money	2	
		Human Resource Economics	2	
		Computer 1	3	
		Mathematics for Economists	2	
		Microeconomic Theory 2	3	
		Economic Statistics 2	2	
		English language	2	
		History of Economic Thought 2	2	
		Banking Economics	2	
		National Accounts2	2	

		Computer2	1	2
		Mathematics for Economists 2	2	
Third / General Economics		Mathematical Economics 1	3	
		International Economy	2	
		Economic development	2	
		Public Finance	3	
		Macroeconomics 1	3	
		Agricultural economics	2	
		Environmental Economics	2	
		Industrial economy	2	
		Knowledge Economics	2	
		English language	2	
		Development policy	2	
		Financial policy	2	
		Industrial policy	2	
		Agricultural policy	2	
		International Policy	2	
		Mathematical Economics 2	3	
		Macroeconomics 2	3	
Third / Economic Teachers Branch		Economic development	2	
		Sports economics	3	
		Public Finance	3	
		Industrial economy	2	
		Educational guidance	2	
		Macroeconomics 1	3	
		English language	2	
		Educational management	2	
		Development policy	2	
		International Economy	3	
		Agricultural economics	3	
		Computer	1	2
		psychology	2	
		Macroeconomics 2	3	

		Educational foundations	2	
		Financial policy	2	
Fourth		Critical theory	3	
		Econometrics 1	3	
		Economic systems	3	
		Search methods	2	
		International Finance	2	
		Operations Research 1	2	
		Economic feasibility studies	3	
		Oil Economics	2	
		Economic planning	2	
		Monetary policy	3	
		Econometrics2	3	
		Computer applications (EV)	2	
		Economic Project Evaluation	3	
		Financial institutions	2	
		Operations Research 2	2	
		English language	2	
		Planning policy	2	
		Energy Economics	2	

8. Expected learning outcomes of the program

Knowledge

- Providing graduates who are able to perform economic analysis and predict economic variables. - Disseminating knowledge in government institutions to achieve the aspirations of society.	- Providing the labor market with the necessary skills from human resources.

Skills

- The ability to solve economic problems that economic activity suffers from, such as inflation and recession. - Exchange of experiences and data with ministries with	- The ability of economics graduates to conduct economic feasibility studies and economic analysis.

economic decision-making powers	
- Providing economic advice to the public and private sectors.	- Our outputs should be knowledgeable and skilled in how to accomplish the tasks assigned to them.
Values	
- Establishing social and ethical responsibility.	- Adherence to professional ethics and the ability to demonstrate high professional competence.
- Serving the community and meeting its requirements.	
- Integrity and transparency.	- The student must believe in the principles of integrity and transparency, and have the ability to apply the concepts of quality management.
- Quality.	
9. Teaching and learning strategies	
1. Active learning: Encouraging students' active participation in learning processes, such as discussions, group activities, and problem solving, to enhance their deep understanding of mathematical concepts. 2. Cooperative learning: Encouraging students to work together in small groups to solve problems related to their studies and sharing ideas, which contributes to enhancing interaction and knowledge exchange between them. 3. Use of Technology: Leveraging technology to provide interactive learning tools such as computer software and online resources to enhance student understanding and motivation. 4. Problem-based learning: presenting specific problems and motivating students to think critically and use skills to solve it. 5. Multiple Instructional Strategies: Providing a variety of instructional strategies, such as interactive lectures, practical lessons, and hands-on exercises, to meet the diverse needs of students. 6. Promote thinking: Encourage students to develop thinking skills. Such as analysis, planning and inference, by providing stimulating questions and applied problems. 7. Provide immediate feedback: Provide mechanisms to provide immediate feedback to students on their performance and understanding of concepts, whether through periodic assessments or direct interaction with the teacher.	
10. Evaluation methods	
1. Classroom performance assessment: This includes assessing students' performance during lessons, lectures and workshops, whether through written tests or continuous assessment of their participation and understanding of the material. 2. Participation in discussions and activities: Students' participation in class discussions, group activities, and individual projects can be assessed to assess their understanding and engagement with the material.	

3. Tests and assignments: Students may be given regular tests and assessment assignments to assess their problem-solving skills related to their field of expertise and their understanding of the concepts presented.
4. Evaluating participation in research: The extent to which students participate in research activities and scientific projects can be assessed, and an evaluation can be provided of their presentation style and analysis of their results and conclusions.
5. Practical Performance Evaluation: Students can be evaluated in practical performance through: Visits Process and participation in applied activities.
6. Evaluation of external participation: This includes evaluation of the extent of students' participation in external activities such as conferences, seminars, and sports competitions.
7. Evaluation of Personal and Professional Development: Students' personal, professional and academic development can be evaluated during their participation in the faculty mentoring program.

11. Faculty

Faculty members

Academic Rank	Specialization		Requirements /Skills (if any)	Faculty preparation	
	general	Private		angel	lecturer
Prof. Dr. Abdul Razzaq Hamad Hussein Khalaf	economy	International Economy		angel	
Prof. Dr. Makhif Jassim Hamad Ali	economy	Economic development		angel	
Prof. Dr. Khalaf Mohammed Hamad Abdul-Jubouri	economy	Public Finance		angel	
Asst. Prof. Dr. Khalil Ismail Aziz Bazawi	economy	Monetary policies		angel	
Asst. Prof. Dr. Ibrahim Abdullah Jassim Issa	economy	International Economy		angel	
A.M.D. Anmar Ghaleb Kleib Mutlaq	economy	Macroeconomics		angel	
Asst. Prof. Dr. Amer Sami Munir Dawood Al-Ani	economy	Public Finance		angel	
A.M.D. Fouad Farhan Hussein Mukhleif	economy	Economic development		angel	
A.M.D. Khattab Imran Saleh Daman	economy	International Economy		angel	
Asst. Prof. Dr. Ziad Ezz El-Din Taha Talib	economy	Macroeconomics		angel	

Asst. Prof. Dr. Yasra Salem Nayef Abdul Janabi	economy	International Economy		angel	
Asst. Prof. Dr. Omar Abdullah Mohammed Hejeij	economy	Monetary policies		angel	
Asst. Prof. Dr. Kilan Ismail Abdullah Mohammed	economy	Finance and Banking		angel	
Dr. Khader Jassim Hamad Fahal Al-Jabouri	economy	Macroeconomics		angel	
Dr. Alaa Abdul Jabbar Hussein Hamad	economy	Finance and Credit		angel	
Dr. Jamal Hussein Ali Abdullah	economy	Public Finance		angel	
Dr. Mustafa Mahmoud Mahdi Saleh	economy	International Economy		angel	
A.M. Bushra Abdel-Bari Ahmed Abdullah	economy	Standard Economics		angel	
Mr. Hamid Hassan Khalaf Mishaal	economy	Critical		angel	
Asst. Prof. Dr. Ghassan Ibrahim Ahmed	economy	Critical		angel	
A.M. Mohamed Emad Abdel Aziz Mahdi	economy	Financial policies		angel	
A.M. Samer Mohammed Fakhri Darar	economy	Standard Economics		angel	
A.M. Muthanna Mayouf Mahmoud Alawi	economy	Public Finance		angel	
Dr. Mohammed Ahmed Mohammed Hassan Al-Jabouri	economy	International Economy		angel	
M. Bilal Abdel Haq Abdel Karim Mustafa	economy	International Economy		angel	
Dr. Zuhair Hamed Turki Zaiter	economy	Standard Economics		angel	
A.M. Mustafa Ismail Khalil Abdel	economy	International Economy		angel	
Mr. Bakr Hamid Jasoum Aziz	economy	International Economy		angel	
M. Naaman Munther Younis Fadel	economy	Macroeconomics		angel	
M. Hamoud Saad Muhaimid Al-Helou	economy	Economic development		angel	
Ms. Zeina Tariq Ali Ne'meh	economy	Macroeconomics		angel	
M.M. Abeer Abbas Hammadi Saleh	economy	Economy		angel	
Mr. Adi Tais Ibrahim Musa	economy	Economy		angel	
M.M. Lujain Aref Ali Mustafa	economy	Economy		angel	
M.M. Reem Saeed Shihab Ahmed Al-Dulaimi	economy	Economy		angel	
Mr. Hassan Zidane Khalaf Hamad	economy	Economy		angel	
M.M. Jihad Badou Hamad Hussein Al-Jabouri	economy	Economy		angel	
Mr. Ghazwane Shaker Ismail Ibrahim	economy	Economy		angel	
A.M. Abdul Khalaf Saleh	English language	English language		lecturer	
Dr. Louay Karim Latif	Educational and psychological sciences	Educational and psychological sciences		lecturer	
M. Alaa Ahmed Abdullah	English language	English language		lecturer	
Mr. Osama Mohammed Abdullah	English language	English language		lecturer	

Mr. Marwan Abdel Moneim Tawfik	English language	English language		lecturer	
M.M. Duaa Turki Abdel	Educational and psychological sciences	Educational and psychological sciences		lecturer	

Professional development

Orientation of new faculty members

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

Professional development for faculty members

1. Identifying needs and setting goals: Faculty needs are identified through surveys and performance evaluations, and then specific goals to be achieved within the program are identified.
2. Development Program Design: Based on the specific needs and objectives, a comprehensive development program is designed that includes a set of activities, training courses, workshops, and educational resources.
3. Program Implementation: The development program is implemented in a regular and organized manner, including organizing workshops, conducting training courses, and providing appropriate educational resources.
4. Use effective teaching strategies: Faculty members learn to use and apply modern and effective teaching strategies, such as

cooperative learning, active learning, and educational technology.

5. Evaluation of learning outcomes: The effectiveness of the development program is evaluated by evaluating the learning outcomes of faculty members, such as increased levels of knowledge, teaching skills, and interaction with students.
6. Continuous Development: Ongoing feedback and support is provided to faculty members to promote ongoing professional and academic development.
7. Participation in scientific research and publication: Faculty members are encouraged to participate in scientific research and publish the results in prestigious academic journals, which enhances their academic standing and contributes to the development of knowledge in their fields.

12. Acceptance Criteria

- 1- Central acceptance.
- 2- Accepting exceptions (martyrs' families, children of faculty, distinguished employees, top students in institutes, foreign students).
- 3- Private government education
- 4- Accepting evening studies.

13. The most important sources of information about the program

- 1- University, college and electronic department website.
- 2- Priorities for establishing the department.
- 3- Project to develop and update the curricula of the faculties of management and economics in Iraqi universities for the year 2017.

14. Program Development Plan

- 1- **Developing curricula for each subject by the instructor.**
- 2- **Opening a branch of the third stage (economic teachers) and opening postgraduate studies, a higher diploma equivalent to a master's and doctorate.**
- 3- **Developing teaching and administrative staff through courses, seminars and workshops in areas of specialization.**
- 4- **Supporting scientific research efforts by encouraging faculty members to publish, especially in international journals.**
- 5- **Conducting training programs to develop students' capabilities in technical and information technology fields.**
- 6- **Organizing field visits and scientific trips for students to government institutions.**

Program Skills Chart

Required learning outcomes of the program															
Year/Level	Course code	Course name	Essential or optional?	Knowledge				Skills			Values				
				A1	A2	A3	A4	B1	B2	B3	B4	A1	A2	A3	A4
First year		Management principles		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Principles of Economics 1		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Principles of Statistics		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Computer 1		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Arabic		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Human rights and democracy		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Economic Readings1English		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Principles of mathematics		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Accounting principles		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Economic Readings 2English		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Principles of Economics 2		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		English language		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Second year		Microeconomic theory1		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Baath crimes		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Economic statistics1		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		National Accounts1		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Economic facts history		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Economics of money		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Human Resource Economics		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Computer 1		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Mathematics for Economists		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Microeconomic Theory 2		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Economic Statistics 2		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		English language		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		History of Economic Thought		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

	2														
	Banking Economics		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Mathematics for Economists 2														
	National Accounts2		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Computer2		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Third year/ General Economy	Mathematical Economics 1		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	International Economy		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Economic development		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Public Finance		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Macroeconomics 1		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Agricultural economics		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Environmental Economics		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Industrial economy		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Knowledge Economics		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	English language		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Development policy		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Financial policy		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Industrial policy		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Agricultural policy		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	International Policy		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Mathematical Economics 2		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Macroeconomics 2		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Third year/ Economic teachers	Economic development		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Sports economics		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Public Finance		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Industrial economy		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Educational guidance		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Macroeconomics 1		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

		English language		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Educational management		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Development policy		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		International Economy		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Agricultural economics		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Computer		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Psychology		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Macroeconomics 2		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Educational foundations		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Financial policy		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Fourth year		Critical theory		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Econometrics 1		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Economic systems		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Search methods		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		International Finance		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Operations Research 1		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Economic feasibility studies		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Oil Economics		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Economic planning		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Monetary policy		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Econometrics2		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Computer applications(EV)		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Economic Project Evaluation		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Financial institutions		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Operations Research 2		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		English language		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Planning policy		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Energy Economics		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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

Course Description Form

1. Course name	
Macroeconomics 2 / Economics Teachers Branch	
2. Course code	
3. Semester/Year	
Phase 3 2025-2026	
4. Date this description was prepared	
1/9/2025	
5. Available forms of attendance	
Approval of attendance list	
6. Number of study hours (total) / Number of units (total)	
Number of hours 45 / Number of units 45	
7. Name of the course supervisor (if more than one name is mentioned)	
Asst. Prof. Dr. khudhur jassim hamad	
8. Course objectives	
Subject objectives	1- Introducing the student to the concept of economics Through the historical developments it has gone through Through economic theories 2- Student definition Importantly State macroeconomy 3- Introducing the student to the relationship of economics Total in economic sectors Components of the country's economy 4- Understand the characteristics of macroeconomics 5- Introducing the student to the most important macroeconomic variables 6- Introducing the student to the problems that Macroeconomics
9. Teaching and learning strategies	
Strategy	- Delivering in-person and online lectures - Discussions with students - Oral questions for students

- Blended learning (classroom)

10. Course Structure

The week	Watches	Required learning outcomes	Name of the unit or topic	Learning method	Evaluation method
the first	3	theoretical knowledge	The nature of the concept of desired equilibrium of national income	Giving the lecture	Oral questions
the second	3	theoretical knowledge	The role of fiscal policy in eliminating macroeconomic imbalances	Lecture/Discussions	Questions and share
the third	3	theoretical knowledge	The nature of money (concept and methods of measurement)	Lecture/Discussions	Oral questions
Fourth	3	theoretical knowledge	Demand for money	Lecture/Discussions	Student participation
Fifth	3	theoretical knowledge	Banking system	Lecture/Discussions	Oral questions
Sixth	3	theoretical knowledge	Monetary policies	Lecture/Discussions	Oral questions
Seventh	3	theoretical knowledge	The role of monetary policies in addressing economic imbalances	Lecture/Discussions	Oral questions
The eighth	3	theoretical knowledge	The concept	Lecture/Discussions	Oral questions
Ninth	3	theoretical knowledge	Theories of inflation analysis	Lecture/Discussions	Questions and share
tenth	3	theoretical knowledge	Effects of inflation	Lecture/Discussions	Oral questions
eleventh	3	theoretical knowledge	Anti-inflation policies	Lecture/Discussions	Oral questions
twelfth	3	theoretical knowledge	Graphical illustration of the role of fiscal and monetary policies in addressing inflation	Lecture/Discussions	Questions and share
thirteenth	3	theoretical knowledge	The concept of economic growth	Lecture/Discussions	Oral questions
fourteenth	3	theoretical knowledge	Determinants of economic growth	Lecture/Discussions	Oral

					questions
fifteenth	3	theoretical knowledge	Test of previous vocabulary	End of course exam	Questions

11. Course Evaluation

The final grade for the evaluation is 100 points, and the minimum for success is 50 points, and the grade is distributedEvaluation on the end of the course is 30 points and the end of the course exam is 70 points.As follows:

- First month exam 10 marks
- Second month exam 10 marks
- Daily preparation 5 degrees
- Posts 5 points

End of course exam 70 points

12. Learning and teaching resources

Required textbooks (methodology if any)	Macroeconomic Theory - Saqr Ahmed Saqr Principles of Macroeconomics Professor Dr. Munim Ahmed Khadir
Main References (Sources)	Principles of Macroeconomics - Fayez Ibrahim Al-Habib - 4th ed. - King Saud University 2000
Recommended supporting books and references (scientific journals, reports...)	Macroeconomic Theory - Schaum Series - Arabic Edition 2004
Electronic references, websites	Access the Internet through the World Wide Web

Academic Program Description Form

For the academic year 2025–2026

University name: University Tikrit

College/Institute: College Management and Economics

Scientific Department: Department Economy

Name of academic or professional program: Department of Economics

Final Certificate Name: Bachelor Sciences in Economics

Academic system: Course system

Description preparation date: 1/9/2025

Date of filling the file: 1/9/2025



Signature

Assistant Professor Dr. Omar Abdullah Mohammed

Head of Department's Name

2025/9/1



Signature

Assistant Professor Dr. Khattab Imran Saleh

Name of the Assistant Dean for Scientific Affairs

2052/9/1



Signature

The file was audited by

Khaldoon Abdullah Khalaf

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

2025/9/1



Approval of the Dean

1. Program Vision

Effective contribution to building an advanced economy based on sound planning ♦
in accordance with appropriate economic policies. Reality and following an
advanced scientific approach in preparing economic curricula

2. Program message

The objective need of the public and private sectors requires the formulation of ♦
economic plans and programmes at the micro and macro levels and the
development of policies to achieve a set of economic and social objectives
according to priorities embodied by the necessities and available capabilities.
Here, it is necessary to prepare specialised cadres to conduct economic research
and studies in a way that contributes to deepening economic awareness and
maximising the economic and social benefits of available resources.

3. Program objectives

1. Graduating specialized cadres in the field of planning and building economic policies, capable of integrating into the labor market and economic life.
2. Developing students' skills to enable them to Integration into the labor market.
3. Motivating and supporting the faculty in the department to conduct studies and provide consultations. Economic For public and private entities in Iraq.
4. Effective contribution to preparing training and continuing education programs to develop expertise and skills in public and private sector institutions.

4. Program accreditation

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

5. Other external influences

Is there a sponsor? ForprogramYes, the Ministry of Higher Education and .°
Scientific Research, the Presidency of Tikrit University, and the Deanship of the
College of Administration and Economics.

6. Program Structure

comments	percentage	Study unit	Number of courses	Program Structure
	6.9%	10	5	Institutional Requirements
	7.5%	11	4	College

				Requirements
	85.6%	125	55	Department Requirements
	Completed			Summer training
				Other

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

7. Program Description / Curriculum of the Department of Economics

Credit hours	Course name	Course code	Year/Level
theoretical			
3	Management principles		First
3	Principles of Economics 1		
2	Principles of Statistics		
1	Computer 1		
2	Arabic		
2	Human rights and democracy		
3	Economic Readings1English		
2	Principles of mathematics		
3	Accounting principles		
2	Economic Readings 2English		
3	Principles of Economics 2		
2	English language		
3	Microeconomic theory1		Second
2	Baath crimes		
2	Economic statistics1		
2	National Accounts1		
2	Economic facts history		
2	Economics of money		
2	Human Resource Economics		
3	Computer 1		

		2	Mathematics for Economists		
		3	Microeconomic Theory 2		
		2	Economic Statistics 2		
		2	English language		
		2	History of Economic Thought 2		
		2	Banking Economics		
		2	National Accounts2		
		1	Computer2		
		2	Mathematics for Economists 2		
		3	Mathematical Economics 1		Third / General Economics
		2	International Economy		
		2	Economic development		
		3	Public Finance		
		3	Macroeconomics 1		
		2	Agricultural economics		
		2	Environmental Economics		
		2	Industrial economy		
		2	Knowledge Economics		
		2	English language		
		2	Development policy		
		2	Financial policy		
		2	Industrial policy		
		2	Agricultural policy		
		2	International Policy		
		3	Mathematical Economics 2		
		3	Macroeconomics 2		
		2	Economic development		Third / Economic Teachers Branch
		3	Sports economics		
		3	Public Finance		
		2	Industrial economy		
		2	Educational guidance		
		3	Macroeconomics 1		
		2	English language		
		2	Educational management		
		2	Development policy		

	3	International Economy		
	3	Agricultural economics		
	1	Computer		
	2	psychology		
	3	Macroeconomics 2		
	2	Educational foundations		
	2	Financial policy		
	3	Critical theory		
	3	Econometrics 1		
	3	Economic systems		
	2	Search methods		
	2	International Finance		
	2	Operations Research 1		
	3	Economic feasibility studies		
	2	Oil Economics		
	2	Economic planning		
	3	Monetary policy		
	3	Econometrics2		
	2	Computer applications (EV)		
	3	Economic Project Evaluation		
	2	Financial institutions		
	2	Operations Research 2		
	2	English language		
	2	Planning policy		
	2	Energy Economics		
8. Expected learning outcomes of the program				
Knowledge				
ing the labor market with the necessary skills from human resources.	-	Providing graduates who are able to perform economic analysis and predict economic variables.	-	
		Disseminating knowledge in government institutions to achieve the aspirations of society.	-	
Skills				
ty of economics graduates to conduct	-	The ability to solve economic problems that	-	

economic feasibility studies and economic analysis.	-	economic activity suffers from, such as inflation and recession. Exchange of experiences and data with ministries with economic decision-making powers	-
outputs should be knowledgeable and how to accomplish the tasks assigned to them.	-	Providing economic advice to the public and private sectors.	-
Values			
professional ethics and the ability to demonstrate high professional competence.	-	Establishing social and ethical responsibility. Serving the community and meeting its requirements.	-
It must believe in the principles of integrity and transparency, and have the ability to apply the concepts of quality management.	-	Integrity and transparency. Quality.	-
9. Teaching and learning strategies			
Learning Activities:	Encouraging students' active participation in learning processes, such as discussions, and problem solving, to enhance their deep understanding of mathematical concepts.	1.	
Learning Strategies:	Cooperative learning: Encouraging students to work together in small groups to solve problems related to their studies And sharing ideas, which contributes to enhancing interaction and knowledge exchange between them.	2.	
Technology:	Leveraging technology to provide interactive learning tools such as computer software and online resources to enhance student understanding and motivation.	3.	
Problem-based learning:	presenting specific problems and motivating students to think critically and use skillsAdministrativeTo solve it.	4.	
Instructional Strategies:	Providing a variety of instructional strategies, such as interactive lectures, practical lessons, and hands-on exercises, to meet the diverse needs of students.	5.	
Thinking Skills:	Encourage students to develop thinking skills.AdministrativeSuch as analysis, planning and inference, by providing stimulating questions and applied problems.	6.	
Immediate feedback:	Provide mechanisms to provide immediate feedback to students on	7.	

their performance and understanding of concepts. Administrative, whether through periodic assessments or direct interaction with the teacher.

10. Evaluation methods

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

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

nd assignments: Students may be given regular tests and assessment assignments to assess .3
problem solving skills.related to their field of expertiseAnd their understanding of the concepts
presented.

ing participation in research: The extent to which students participate in research activities .4
ntific projects can be assessed, and an evaluation can be provided of their presentation style
and analysis of their results and conclusions.

Practical Performance Evaluation: Students can be evaluated in practical performance .5
through:VisitsProcess and participation in applied activities.

n of external participation: This includes evaluation of the extent of students' participation .6
in external activities such as conferences, seminars, and sports competitions.

of Personal and Professional Development: Students' personal, professional and academic .7
development can be evaluated during their participation in the faculty mentoring program.

11. Faculty

Faculty members

ty tion ange ange ange	Requirements/Skills (if any)	Specialization		Academic Rank
		private	general	
		International Economy	economy	Prof. Dr. Abdul Razzaq Hamad Hussein Khalaf
		Economic development	economy	Prof. Dr. Makhif Jassim Hamad Ali

ange		Public Finance	economy	Prof. Dr. Khalaf Mohammed Hamad Abdul-Jubouri
ange		Monetary policies	economy	Asst. Prof. Dr. Khalil Ismail Aziz Bazawi
ange		International Economy	economy	Asst. Prof. Dr. Ibrahim Abdullah Jassim Issa
ange		Macroeconomics	economy	A.M.D. Anmar Ghaleb Kleib Mutlaq
ange		Public Finance	economy	Asst. Prof. Dr. Amer Sami Munir Dawood Al-Ani
ange		Economic development	economy	A.M.D. Fouad Farhan Hussein Mukhlef
ange		International Economy	economy	A.M.D. Khattab Imran Saleh Daman
ange		Macroeconomics	economy	Asst. Prof. Dr. Ziad Ezz El-Din Taha Talib
ange		International Economy	economy	Asst. Prof. Dr. Yasra Salem Nayef Abdul Janabi
ange		Monetary policies	economy	Asst. Prof. Dr. Omar Abdullah Mohammed Hejeij
ange		Finance and Banking	economy	Asst. Prof. Dr. Kilan Ismail Abdullah Mohammed
ange		Macroeconomics	economy	Dr. Khader Jassim Hamad Fahal Al- Jabouri
ange		Finance and Credit	economy	Dr. Alaa Abdul Jabbar Hussein Hamad
ange		Public Finance	economy	Dr. Jamal Hussein Ali Abdullah
ange		International Economy	economy	Dr. Mustafa Mahmoud Mahdi Saleh
ange		Standard Economics	economy	A.M. Bushra Abdel-Bari Ahmed Abdullah
ange		Critical	economy	Hamid Hassan Khalaf .أ Mashaal
ange		Critical	economy	Asst. Prof. Dr. Ghassan Ibrahim Ahmed

ange		Financial policies	economy	A.M. Mohamed Emad Abdel Aziz Mahdi
ange		Standard Economics	economy	A.M. Samer Mohammed Fakhri Darar
ange		Public Finance	economy	A.M. Muthanna Mayouf Mahmoud Alawi
ange		International Economy	economy	Dr. Mohammed Ahmed Mohammed Hassan Al-Jabouri
ange		International Economy	economy	M. Bilal Abdel Haq Abdel Karim Mustafa
ange		Standard Economics	economy	Dr. Zuhair Hamed Turki Zaiter
ange		International Economy	economy	A.M. Mustafa Ismail Khalil Abdel
ange		International Economy	economy	Mr. Bakr Hamid Jasoum Aziz
ange		Macroeconomics	economy	M. Naaman Munther Younis Fadel
ange		Economic development	economy	M. Hamoud Saad Muhaimid Al-Helou
ange		Macroeconomics	economy	Ms. Zeina Tariq Ali Ne'meh
ange		economy	economy	M.M. Abeer Abbas Hammadi Saleh
ange		economy	economy	Mr. Adi Tais Ibrahim Musa
ange		economy	economy	M.M. Lujain Aref Ali Mustafa
ange		economy	economy	M.M. Reem Saeed Shihab Ahmed Al- Dulaimi
ange		economy	economy	Mr. Hassan Zidane Khalaf Hamad
ange		economy	economy	M.M. Jihad Badou Hamad Hussein Al- Jabouri
ange		economy	economy	Mr. Ghazwane Shaker Ismail Ibrahim
ecturer		English language	English language	A.M. Abdul Khalaf Saleh
ecturer		Educational and psychological	Educational and	Dr. Louay Karim Latif

			sciences	psychological sciences	
ecturer			English language	English language	M. Alaa Ahmed Abdullah
ecturer			English language	English language	Mr. Osama Mohammed Abdullah
ecturer			English language	English language	Mr. Marwan Abdel Moneim Tawfik
ecturer			Educational and psychological sciences	Educational and psychological sciences	M.M. Duaa Turki Abdel
Professional development					
Orientation of new faculty members					
mining the needs of the university and the department:	The needs of the university and the department are determined in terms of the required educational cadres.And preferred majors. -١				
n Programs:	Customized orientation programs are designed for new, visiting, full-time and part-time members based on their needs and specialties. -٢				
uction to the University Environment:	A comprehensive introduction is provided about the university and the department.General Administration, includingAbout the DepartmentAnd the visionAnd the messageThe objectives and services available. -٣				
g support resources:	New members are provided with the necessary resources and support, including training courses, workshops, and technical assistance. -٤				
ademic Orientation:	New members are oriented regarding the curricula, research areas and teaching methods used in the department. -٥				
ative Orientation:	New members are oriented to administrative procedures, responsibilities, university policies and code of conduct. -٦				
oing Support:	Ongoing support is provided to new, visiting, full-time and part-time faculty members through advisory sessions, workshops and periodic evaluations. -٧				
Professional development for faculty members					
ing needs and setting goals:	Faculty needs are identified through surveys and performance evaluations, and then specific goals to be achieved within the program are identified. .١				

development Program Design: Based on the specific needs and objectives, a comprehensive .٢	
ment program is designed that includes a set of activities, training courses, workshops, and educational resources.	
ram implementation: The development program is implemented in a regular and organized .٣	
er, including organizing workshops, conducting training courses, and providing appropriate educational resources.	
effective teaching strategies: Faculty members learn to use and apply modern and effective .٤	
aching strategies, such as cooperative learning, active learning, and educational technology.	
ation of learning outcomes: The effectiveness of the development program is evaluated by .٥	
evaluating the learning outcomes of faculty members, such as increased levels of knowledge, teaching skills, and interaction with students.	
s Development: Ongoing feedback and support is provided to faculty members to promote .٦	
ongoing professional and academic development.	
on in scientific research and publication: Faculty members are encouraged to participate in .٧	
tific research and publish the results in prestigious academic journals, which enhances their academic standing and contributes to the development of knowledge in their fields.	
	12. Acceptance Criteria
	Central acceptance. -١
exceptions (martyrs' families, children of faculty, distinguished employees, top students in -٢	institutes, foreign students).
	Private government education -٣
	Accepting evening studies. -٤
	13. The most important sources of information about the program
	University, college and electronic department website. -١
	Priorities for establishing the department. -٢
to develop and update the curricula of the faculties of management and economics in Iraqi -٣	universities for the year 2017.
	14. Program Development Plan
	Developing curricula for each subject by the instructor. -١
a branch of the third stage (economic teachers) and opening postgraduate studies, a higher diploma -٢	equivalent to a master's and doctorate.

Developing teaching and administrative staff through courses, seminars and workshops in areas of specialization. -۳															
Encouraging scientific research efforts by encouraging faculty members to publish, especially in international journals. -۴															
Organizing training programs to develop students' capabilities in technical and information technology fields. -۵															
Organizing field visits and scientific trips for students to government institutions. -۶															
Program Skills Chart															
Required learning outcomes of the program															
4	A	Values			Skills			Knowledge				Essential or optional?	Course name	Course code	Year/Lev
		A2	A1	B4	B3	B2	B1	A4	A3	A2	A1				
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Management principles		First year
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Statistics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Arabic		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human rights and democracy		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings1English		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of mathematics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Accounting principles		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings 2English		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 2		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic theory1		Second year
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Baath crimes		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic statistics1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic facts history		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economics of money		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human Resource Economics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematics for Economists		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic		

													Theory 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Statistics 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		English language				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		History of Economic Thought 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Banking Economics				
													Mathematics for Economists 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 1				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Environmental Economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Knowledge Economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		English language				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		International Policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Sports economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational guidance				

	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational management		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		psychology		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational foundations		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Critical theory		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Econometrics 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic systems		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Search methods		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Finance		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations Research 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic feasibility studies		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Oil Economics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic planning		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Monetary policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Econometrics2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer applications(EV)		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Project Evaluation		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial institutions		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations Research 2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Planning policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Energy Economics		

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

Course Description Form

1. Course name	
Educational guidance	
2. Course code	
3. Semester/Year	
2025-2026	
4. Date this description was prepared	
1/9/2025	
5. Available forms of attendance	
Approval of attendance list	
6. Number of study hours (total) / Number of units (total)	
Number of hours 30 / Number of units 30	
7. Name of the course supervisor (if more than one name is mentioned)	
M.M. Duaa Turki Abdul Bashar	
8. Course objectives	
material "Educational guidance" Aims • generally to supply Students I understand basics And concepts Guidance And Objectives Home that Includes This is amazing The material: • to understand The process • Educational: Seeking material Educational guidance To clarify Concepts And operations Guidance, With what in that Factors Impact on Learning and growth Personal. • development Awareness • Educational: Help Students in to understand role Guidance in formation Character And behavior And achieve Evolution Personal And social. • directing Behavior Educational: to • encourage Students on Thinking In a way monetary around Practices Educational and behaviors Associated By learning And education. • development Skills Educational: Help • Students in development skills Contact And	Subject objectives

thinking And analysis that Enhance effectiveness The process Educational.

Enhance Interaction Social:to
 encourage Students on Interaction The effective one with Others And understand role Interaction Social in practical Educational.

to understand Differences
 Individuality:Enhance to understand Students For diversity and differences Individuality And its impact on practical Learning And development Personal.

to encourage Creativity And
 innovation:Enhance ambitions and capabilities Creative For students And encourage them on Thinking outside The Fund And innovation Solutions For challenges Educational.

directing Policies
 Educational:Enhance to understand Students For policies and practices Educational Different And its impact on the society And the individual.

9. Teaching and learning strategies

Delivering in-person and online lectures -
 Discussions with students -
 Oral questions for students -
 Blended learning (classroom) -

Strategy

10. Course Structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
Oral questions	Giving the lecture	concepttheEducational guidance	Knowledge	2 hours	the first
Questions and share	Lecture/Discussions	GoalsGuidanceand educational theories	Knowledge	2 hours	the second
Oral questions	Lecture/Discussions	Justifications for educational guidance and counseling	Knowledge	2 hours	the third
Student participation	Lecture/Discussions	Definition of educational guidance	Knowledge	2 hours	Fourth
Oral questions	Lecture/Discussions	The relationship between counseling and psychotherapy	Knowledge	2 hours	Fifth
-	-	Monthly exam	-	2 hours	Sixth
Oral questions	Lecture/Discussions	Psychological, educational and professional foundations	Knowledge	2 hours	Seventh

Oral questions	Lecture/Discussions	Counseling Theories	Knowledge	2 hours	The eighth
Questions and share	Lecture/Discussions	Psychotherapy and psychoanalysis	Knowledge	2 hours	Ninth
Oral questions	Lecture/Discussions	The role of the counselor in the counseling process	Knowledge	2 hours	tenth
Oral questions	Lecture/Discussions	Psychological counseling methods	Knowledge	2 hours	eleventh
Questions and share	Lecture/Discussions	Group counseling methods	Knowledge	2 hours	twelfth
Oral questions	Lecture/Discussions	Information needed for guidance	Knowledge	2 hours	thirteenth
-	-	Monthly exam	-	2 hours	fourteenth
Questions and share	Lecture with oral questions	Comprehensive review	Knowledge	2 hours	fifteenth

11. Course Evaluation

The grade is distributed out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams, reports, etc.

12. Learning and teaching resources

Educational guidance/Jasem Shaker MubdarAnd others	Required textbooks (methodology if any)
Principles of psychological and educational guidance / Al-Dahri, Saleh Mahmoud	Main References (Sources)
nothing	Recommended supporting books and references (scientific journals, reports...)
nothing	Electronic references, websites

Academic Program Description Form

For the academic year 2025–2026

University name: University Tikrit

College/Institute: College Management and Economics

Scientific Department: Department Economy

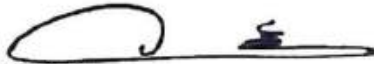
Name of academic or professional program: Department of Economics

Final Certificate Name: Bachelor Sciences in Economics

Academic system: Course system

Description preparation date: 1/9/2025

Date of filling the file: 1/9/2025

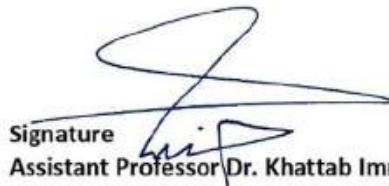


Signature

Assistant Professor Dr. Omar Abdullah Mohammed

Head of Department's Name

2025/9/1

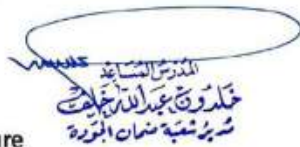


Signature

Assistant Professor Dr. Khattab Imran Saleh

Name of the Assistant Dean for Scientific Affairs

2052/9/1



Signature

The file was audited by

Khaldoon Abdullah Khalaf

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

2025/9/1



Approval of the Dean

1. Program Vision

Effective contribution to building an advanced economy based on sound planning in accordance with appropriate economic policies. Reality and following an advanced scientific approach in preparing economic curricula

2. Program message

The objective need of the public and private sectors requires the formulation of economic plans and programmes at the micro and macro levels and the development of policies to achieve a set of economic and social objectives according to priorities embodied by the necessities and available capabilities. Here, it is necessary to prepare specialised cadres to conduct economic research and studies in a way that contributes to deepening economic awareness and maximising the economic and social benefits of available resources.

3. Program objectives

Graduating specialized cadres in the field of planning and building economic policies, capable of integrating into the labor market and economic life.

Developing students' skills to enable them to Integration into the labor market.

Motivating and supporting the faculty in the department to conduct studies and provide consultations. Economic For public and private entities in Iraq.

Effective contribution to preparing training and continuing education programs to develop expertise and skills in public and private sector institutions.

4. Program accreditation

Do The program Is the program accredited? And from which authority? Both

5. Other external influences

Is there a sponsor? For program Yes, the Ministry of Higher Education and Scientific Research, the Presidency of Tikrit University, and the Deanship of the College of Administration and Economics.

6. Program Structure

comments	percentage	Study unit	Number of courses	Program Structure
	6.9%	10	5	Institutional

				Requirements
	7.5%	11	4	College Requirements
	85.6%	125	55	Department Requirements
	Completed			Summer training
				Other

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

7. Program Description / Curriculum of the Department of Economics

	Credit hours	Course name	Course code	Year/Level
	theoretical			
	3	Management principles		First
	3	Principles of Economics 1		
	2	Principles of Statistics		
	1	Computer 1		
	2	Arabic		
	2	Human rights and democracy		
	3	Economic Readings1English		
	2	Principles of mathematics		
	3	Accounting principles		
	2	Economic Readings 2English		
	3	Principles of Economics 2		
	2	English language		
	3	Microeconomic theory1		Second
	2	Baath crimes		
	2	Economic statistics1		
	2	National Accounts1		
	2	Economic facts history		

[illegible]

		3	Macroeconomics 1			
		2	English language			
		2	Educational management			
		2	Development policy			
		3	International Economy			
		3	Agricultural economics			
		1	Computer			
		2	psychology			
		3	Macroeconomics 2			
		2	Educational foundations			
		2	Financial policy			
		3	Critical theory		Fourth	
		3	Econometrics 1			
		3	Economic systems			
		2	Search methods			
		2	International Finance			
		2	Operations Research 1			
		3	Economic feasibility studies			
		2	Oil Economics			
		2	Economic planning			
		3	Monetary policy			
		3	Econometrics2			
		2	Computer applications (EV)			
		3	Economic Project Evaluation			
		2	Financial institutions			
		2	Operations Research 2			
		2	English language			
		2	Planning policy			
		2	Energy Economics			
	8. Expected learning outcomes of the program					
	Knowledge					
ing the labor market with the necessary	-	Providing graduates who are able to perform			-	
skills from human resources.		economic analysis and predict economic				

		variables. Disseminating knowledge in government institutions to achieve the aspirations of society.	-
		Skills	
ty of economics graduates to conduct economic feasibility studies and economic analysis.	-	The ability to solve economic problems that economic activity suffers from, such as inflation and recession. Exchange of experiences and data with ministries with economic decision-making powers	-
outputs should be knowledgeable and how to accomplish the tasks assigned to them.	-	Providing economic advice to the public and private sectors.	-
		Values	
e to professional ethics and the ability to demonstrate high professional competence.	-	Establishing social and ethical responsibility. Serving the community and meeting its requirements.	- -
tudent must believe in the principles of integrity and transparency, and have the ability to apply the concepts of quality management.	-	Integrity and transparency. Quality.	- -
		9. Teaching and learning strategies	
Learning activities: Encouraging students' active participation in learning processes, such as discussions, and problem solving, to enhance their deep understanding of mathematical concepts. Cooperative learning: Encouraging students to work together in small groups to solve problems related to their studiesAnd sharing ideas, which contributes to enhancing interaction and knowledge exchange between them. Technology: Leveraging technology to provide interactive learning tools such as computer software and online resources to enhance student understanding and motivation. Based learning: presenting specific problems and motivating students to think critically and use skillsAdministrativeTo solve it.	.1 .2 .3 .4		

Instructional Strategies: Providing a variety of instructional strategies, such as interactive lectures, practical lessons, and hands-on exercises, to meet the diverse needs of students.	.٥
AdministrativeEncourage students to develop thinking skills.Such as analysis, planning and inference, by providing stimulating questions and applied problems.	.٦
Immediate feedback: Provide mechanisms to provide immediate feedback to students on their performance and understanding of concepts.Administrative, whether through periodic assessments or direct interaction with the teacher.	.٧

10. Evaluation methods

Performance assessment: This includes assessing students' performance during lessons, and workshops, whether through written tests or continuous assessment of their participation and understanding of the material.	.١
Participation in discussions and activities: Students' participation in class discussions, group and individual projects can be assessed to assess their understanding and engagement with the material.	.٢
Assignments: Students may be given regular tests and assessment assignments to assess problem solving skills.related to their field of expertiseAnd their understanding of the concepts presented.	.٣
Participation in research: The extent to which students participate in research activities and scientific projects can be assessed, and an evaluation can be provided of their presentation style and analysis of their results and conclusions.	.٤
Practical Performance Evaluation: Students can be evaluated in practical performance through:VisitsProcess and participation in applied activities.	.٥
External participation: This includes evaluation of the extent of students' participation in external activities such as conferences, seminars, and sports competitions.	.٦
Personal and Professional Development: Students' personal, professional and academic development can be evaluated during their participation in the faculty mentoring program.	.٧

11. Faculty

Faculty members

	Requirements/Skills	Specialization	Academic Rank

Specialization	Degree	(if any)	Specialization		Faculty member
			private	general	
Specialization	Degree		International Economy	economy	Prof. Dr. Abdul Razzaq Hamad Hussein Khalaf
Specialization	Degree		Economic development	economy	Prof. Dr. Makhif Jassim Hamad Ali
Specialization	Degree		Public Finance	economy	Prof. Dr. Khalaf Mohammed Hamad Abdul-Jubouri
Specialization	Degree		Monetary policies	economy	Asst. Prof. Dr. Khalil Ismail Aziz Bazawi
Specialization	Degree		International Economy	economy	Asst. Prof. Dr. Ibrahim Abdullah Jassim Issa
Specialization	Degree		Macroeconomics	economy	A.M.D. Anmar Ghaleb Kleib Mutlaq
Specialization	Degree		Public Finance	economy	Asst. Prof. Dr. Amer Sami Munir Dawood Al-Ani
Specialization	Degree		Economic development	economy	A.M.D. Fouad Farhan Hussein Mukhleif
Specialization	Degree		International Economy	economy	A.M.D. Khattab Imran Saleh Daman
Specialization	Degree		Macroeconomics	economy	Asst. Prof. Dr. Ziad Ezz El-Din Taha Talib
Specialization	Degree		International Economy	economy	Asst. Prof. Dr. Yasra Salem Nayef Abdul Janabi
Specialization	Degree		Monetary policies	economy	Asst. Prof. Dr. Omar Abdullah Mohammed Hejeij
Specialization	Degree		Finance and Banking	economy	Asst. Prof. Dr. Kilan Ismail Abdullah Mohammed
Specialization	Degree		Macroeconomics	economy	Dr. Khader Jassim Hamad Fahal Al-Jabouri
Specialization	Degree		Finance and Credit	economy	Dr. Alaa Abdul Jabbar Hussein Hamad
Specialization	Degree		Public Finance	economy	Dr. Jamal Hussein Ali Abdullah
Specialization	Degree		International	economy	Dr. Mustafa Mahmoud Mahdi Saleh

		Economy		
ange		Standard Economics	economy	A.M. Bushra Abdel-Bari Ahmed Abdullah
ange		Critical	economy	Hamid Hassan Khalaf .أ Mashaal
ange		Critical	economy	Asst. Prof. Dr. Ghassan Ibrahim Ahmed
ange		Financial policies	economy	A.M. Mohamed Emad Abdel Aziz Mahdi
ange		Standard Economics	economy	A.M. Samer Mohammed Fakhri Darar
ange		Public Finance	economy	A.M. Muthanna Mayouf Mahmoud Alawi
ange		International Economy	economy	Dr. Mohammed Ahmed Mohammed Hassan Al-Jabouri
ange		International Economy	economy	M. Bilal Abdel Haq Abdel Karim Mustafa
ange		Standard Economics	economy	Dr. Zuhair Hamed Turki Zaiter
ange		International Economy	economy	A.M. Mustafa Ismail Khalil Abdel
ange		International Economy	economy	Mr. Bakr Hamid Jasoum Aziz
ange		Macroeconomics	economy	M. Naaman Munther Younis Fadel
ange		Economic development	economy	M. Hamoud Saad Muhaimid Al-Helou
ange		Macroeconomics	economy	Ms. Zeina Tariq Ali Ne'meh
ange		economy	economy	M.M. Abeer Abbas Hammadi Saleh
ange		economy	economy	Mr. Adi Tais Ibrahim Musa
ange		economy	economy	M.M. Lujain Aref Ali Mustafa
ange		economy	economy	M.M. Reem Saeed Shihab Ahmed Al- Dulaimi
ange		economy	economy	Mr. Hassan Zidane Khalaf Hamad

ange		economy	economy	M.M. Jihad Badou Hamad Hussein Al-Jabouri
ange		economy	economy	Mr. Ghazwane Shaker Ismail Ibrahim
ecturer		English language	English language	A.M. Abdul Khalaf Saleh
ecturer		Educational and psychological sciences	Educational and psychological sciences	Dr. Louay Karim Latif
ecturer		English language	English language	M. Alaa Ahmed Abdullah
ecturer		English language	English language	Mr. Osama Mohammed Abdullah
ecturer		English language	English language	Mr. Marwan Abdel Moneim Tawfik
ecturer		Educational and psychological sciences	Educational and psychological sciences	M.M. Duaa Turki Abdel
	Professional development			
	Orientation of new faculty members			
mining the needs of the university and the department:	The needs of the university and the department are determined in terms of the required educational cadres.And preferred majors. -١			
n Programs:	Customized orientation programs are designed for new, visiting, full-time and part-time members based on their needs and specialties. -٢			
uction to the University Environment:	A comprehensive introduction is provided about the university and the department.General Administration, includingAbout the DepartmentAnd the visionAnd the messageThe objectives and services available. -٣			
g support resources:	New members are provided with the necessary resources and support, including training courses, workshops, and technical assistance. -٤			
ademic Orientation:	New members are oriented regarding the curricula, research areas and teaching methods used in the department. -٥			

Orientation:	New members are oriented to administrative procedures, responsibilities, university policies and code of conduct.	-٦
Ongoing Support:	Ongoing support is provided to new, visiting, full-time and part-time faculty members through advisory sessions, workshops and periodic evaluations.	-٧
Professional development for faculty members		
Identifying needs and setting goals:	Faculty needs are identified through surveys and performance evaluations, and then specific goals to be achieved within the program are identified.	.١
Development Program Design:	Based on the specific needs and objectives, a comprehensive program is designed that includes a set of activities, training courses, workshops, and educational resources.	.٢
Program Implementation:	The development program is implemented in a regular and organized manner, including organizing workshops, conducting training courses, and providing appropriate educational resources.	.٣
Effective teaching strategies:	Faculty members learn to use and apply modern and effective teaching strategies, such as cooperative learning, active learning, and educational technology.	.٤
Evaluation of learning outcomes:	The effectiveness of the development program is evaluated by evaluating the learning outcomes of faculty members, such as increased levels of knowledge, teaching skills, and interaction with students.	.٥
Continuous Development:	Ongoing feedback and support is provided to faculty members to promote ongoing professional and academic development.	.٦
Encouragement in scientific research and publication:	Faculty members are encouraged to participate in scientific research and publish the results in prestigious academic journals, which enhances their academic standing and contributes to the development of knowledge in their fields.	.٧
12. Acceptance Criteria		
	Central acceptance.	-١
Exceptions (martyrs' families, children of faculty, distinguished employees, top students in institutes, foreign students).		-٢
	Private government education	-٣
	Accepting evening studies.	-٤
13. The most important sources of information about the program		

University, college and electronic department website. -١																																											
Priorities for establishing the department. -٢																																											
to develop and update the curricula of the faculties of management and economics in Iraqi universities for the year 2017. -٣																																											
14. Program Development Plan																																											
Developing curricula for each subject by the instructor. -١																																											
a branch of the third stage (economic teachers) and opening postgraduate studies, a higher diploma equivalent to a master's and doctorate. -٢																																											
Developing teaching and administrative staff through courses, seminars and workshops in areas of specialization. -٣																																											
ing scientific research efforts by encouraging faculty members to publish, especially in international journals. -٤																																											
g training programs to develop students' capabilities in technical and information technology fields. -٥																																											
Organizing field visits and scientific trips for students to government institutions. -٦																																											
Program Skills Chart																																											
Required learning outcomes of the program																																											
<table><tr><th colspan="4">Values</th><th colspan="4">Skills</th><th colspan="4">Knowledge</th><th rowspan="2">Essential or optional?</th><th rowspan="2">Course name</th><th rowspan="2">Course code</th><th rowspan="2">Year/Level</th></tr><tr><th>A4</th><th>A3</th><th>A2</th><th>A1</th><th>B4</th><th>B3</th><th>B2</th><th>B1</th><th>A4</th><th>A3</th><th>A2</th><th>A1</th></tr></table>																Values				Skills				Knowledge				Essential or optional?	Course name	Course code	Year/Level	A4	A3	A2	A1	B4	B3	B2	B1	A4	A3	A2	A1
Values				Skills				Knowledge				Essential or optional?	Course name	Course code	Year/Level																												
A4	A3	A2	A1	B4	B3	B2	B1	A4	A3	A2	A1																																
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Management principles		First year																												
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 1																														
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Statistics																														
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1																														
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Arabic																														
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human rights and democracy																														
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings1English																														
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of mathematics																														
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Accounting principles																														
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings 2English																														
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 2																														
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language																														
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic theory1		Second																												

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														Agricultural policy			
														International Policy			
														Mathematical Economics 2			
														Macroeconomics 2			
														Economic development			
														Sports economics			
														Public Finance			
														Industrial economy			
														Educational guidance			
														Macroeconomics 1			
														English language			
														Educational management			
														Development policy			
														International Economy			
														Agricultural economics			
														Computer psychology			
														Macroeconomics 2			
														Educational foundations			
														Financial policy			
														Critical theory			
														Econometrics 1			
														Economic systems			
														Search methods			
														International Finance			
														Operations Research 1			
														Economic feasibility studies			
														Oil Economics			
														Economic planning			
														Monetary policy			
														Econometrics2			

✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer applications(EV)	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Project Evaluation	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial institutions	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations Research 2	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Planning policy	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Energy Economics	

Course Description Form

1. Course name:

Fundamentals of Education

2. Course code

Mr. M. Louay Karim Latif

3. Semester/Year

2025-2026

4. Date this description was prepared

1/9/2025

5. Available forms of attendance

My presence

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

30 hours / 30 units

7. Name of the course supervisor (if more than one name is mentioned)

Name: Louay Kareem Latif Email:.kareem@tu.edu.iq luay

8. Course objectives

material"Foundations •
Education"Aims generally to
supply Students I understand
basics And concepts Education
And Objectives Home that
Includes This is amazing The
material:

Subject objectives

to understand The process • Educational: Seeking material Foundations Education To clarify Concepts And operations Education, With what in that Factors Impact on Learning and growth Personal. development Awareness • Educational: Help Students in to understand role Education in formation Character And behavior And achieve Evolution Personal And social. directing Behavior • Educational: to encourage Students on Thinking In a way monetary around Practices Educational and behaviors Associated By learning And education. development Skills • Educational: Help Students in development skills Contact And thinking And analysis that Enhance effectiveness The process Educational. Enhance Interaction Social: to • encourage Students on Interaction The effective one with Others And understand role Interaction Social in practical Education. to understand Differences • Individuality: Enhance to understand Students For diversity and differences Individuality And its impact on practical Learning And development Personal. to encourage Creativity And • innovation: Enhance ambitions and capabilities Creative For students And encourage them on Thinking outside The Fund And innovation Solutions For	

challenges Educational. directing Policies • Educational:Enhance to understand Students For policies and practices Educational Different And its impact on the society And the individual.	

9. Teaching and learning strategies

Lecture, discussion, collaborative learning, The method of questioning, classroom interaction and exchange of opinions between the student and the teacher to raise learning difficulties and discuss their solutions.	Strategy

10. Course Structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
	a lecture	Meaning of education		4	the first
	a lecture	Educational goalsand educational theories		4	the second
	discussion	Historical basis of education		4	the third
	Drawings and personal examples	Education in some ancient civilizations such as the civilization of Mesopotamia		4	Fourth
	Interrogation method	Indian education and Greek education		4	Fifth
	Role playing	Media of Greek educational thought		4	Sixth
	Questions and answers	Monthly exam		4	Seventh
	a lecture	Education before and after Islam		4	The eighth
	collaborative learning	Media of Arab Islamic educational thought		4	Ninth

	Problem solving method	Media of Western educational thought		4	tenth
	Role playing	Social basis of education		4	eleventh
	a lecture	Education, Culture and Environment		4	twelfth
	Questions, answers and discussion	Moral education		4	thirteenth
	discussion	EducationHealth and family		4	fourteenth
	Questions and answers	Second month exam		4	fifteenth

11. Course Evaluation

The grade is distributed out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams, reports, etc.

12. Learning and teaching resources

Foundations and Principles of Education Dr. Faisal Abdul Munshed	Required textbooks (methodology if any)
Foundations of Education Dr. Abbas Abdul Mahdi	Main References (Sources)
nothing	Recommended supporting books and references (scientific journals, reports...)
nothing	Electronic references, websites

Academic Program Description Form

For the academic year 2025–2026

University name: University Tikrit

College/Institute: College Management and Economics

Scientific Department: Department Economics / School Branch

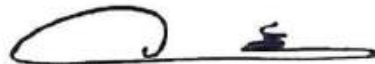
Name of academic or professional program: Department of Economics

Final Certificate Name: Bachelor Sciences in Economics

Academic system: Course system

Description preparation date: 1/9/2025

Date of filling the file: 1/9/2025



Signature

Assistant Professor Dr. Omar Abdullah Mohammed

Head of Department's Name

2025/9/1



Signature

Assistant Professor Dr. Khattab Imran Saleh

Name of the Assistant Dean for Scientific Affairs

2025/9/1



Signature

The file was audited by

Khaldoun Abdullah Khalaf

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

2025/9/1



Approval of the Dean

1. Program Vision

Effective contribution to building an advanced economy based on sound planning ♦
in accordance with appropriate economic policies. Reality and following an
advanced scientific approach in preparing economic curricula

2. Program message

The objective need of the public and private sectors requires the formulation of ♦
economic plans and programmes at the micro and macro levels and the
development of policies to achieve a set of economic and social objectives
according to priorities embodied by the necessities and available capabilities.
Here, it is necessary to prepare specialised cadres to conduct economic research
and studies in a way that contributes to deepening economic awareness and
maximising the economic and social benefits of available resources.

3. Program objectives

1. Graduating specialized cadres in the field of planning and building economic policies, capable of integrating into the labor market and economic life.
2. Developing students' skills to enable them to Integration into the labor market.
3. Motivating and supporting the faculty in the department to conduct studies and provide consultations. Economic For public and private entities in Iraq.
4. Effective contribution to preparing training and continuing education programs to develop expertise and skills in public and private sector institutions.

4. Program accreditation

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

5. Other external influences

Is there a sponsor? ForprogramYes, the Ministry of Higher Education and .°
Scientific Research, the Presidency of Tikrit University, and the Deanship of the
College of Administration and Economics.

6. Program Structure

comments	percentage	Study unit	Number of courses	Program Structure
	6.9%	10	5	Institutional Requirements
	7.5%	11	4	College

				Requirements
	85.6%	125	55	Department Requirements
	Completed			Summer training
				Other

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

7. Program Description / Curriculum of the Department of Economics

Credit hours	Course name	Course code	Year/Level
theoretical			
3	Management principles		First
3	Principles of Economics 1		
2	Principles of Statistics		
1	Computer 1		
2	Arabic		
2	Human rights and democracy		
3	Economic Readings1English		
2	Principles of mathematics		
3	Accounting principles		
2	Economic Readings 2English		
3	Principles of Economics 2		
2	English language		
3	Microeconomic theory1		Second
2	Baath crimes		
2	Economic statistics1		
2	National Accounts1		
2	Economic facts history		
2	Economics of money		
2	Human Resource Economics		
3	Computer 1		

		2	Mathematics for Economists		
		3	Microeconomic Theory 2		
		2	Economic Statistics 2		
		2	English language		
		2	History of Economic Thought 2		
		2	Banking Economics		
		2	National Accounts2		
		1	Computer2		
		2	Mathematics for Economists 2		
		3	Mathematical Economics 1		Third / General Economics
		2	International Economy		
		2	Economic development		
		3	Public Finance		
		3	Macroeconomics 1		
		2	Agricultural economics		
		2	Environmental Economics		
		2	Industrial economy		
		2	Knowledge Economics		
		2	English language		
		2	Development policy		
		2	Financial policy		
		2	Industrial policy		
		2	Agricultural policy		
		2	International Policy		
		3	Mathematical Economics 2		
		3	Macroeconomics 2		
		2	Economic development		Third / Economic Teachers Branch
		3	Sports economics		
		3	Public Finance		
		2	Industrial economy		
		2	Educational guidance		
		3	Macroeconomics 1		
		2	English language		
		2	Educational management		
		2	Development policy		

	3	International Economy		
	3	Agricultural economics		
	1	Computer		
	2	psychology		
	3	Macroeconomics 2		
	2	Educational foundations		
	2	Financial policy		
	3	Critical theory		
	3	Econometrics 1		
	3	Economic systems		
	2	Search methods		
	2	International Finance		
	2	Operations Research 1		
	3	Economic feasibility studies		
	2	Oil Economics		
	2	Economic planning		
	3	Monetary policy		
	3	Econometrics2		
	2	Computer applications (EV)		
	3	Economic Project Evaluation		
	2	Financial institutions		
	2	Operations Research 2		
	2	English language		
	2	Planning policy		
	2	Energy Economics		
8. Expected learning outcomes of the program				
Knowledge				
ing the labor market with the necessary skills from human resources.	-	Providing graduates who are able to perform economic analysis and predict economic variables.	-	
		Disseminating knowledge in government institutions to achieve the aspirations of society.	-	
Skills				
ty of economics graduates to conduct	-	The ability to solve economic problems that	-	

economic feasibility studies and economic analysis.	-	economic activity suffers from, such as inflation and recession. Exchange of experiences and data with ministries with economic decision-making powers	-
outputs should be knowledgeable and how to accomplish the tasks assigned to them.	-	Providing economic advice to the public and private sectors.	-
Values			
professional ethics and the ability to demonstrate high professional competence.	-	Establishing social and ethical responsibility. Serving the community and meeting its requirements.	- -
It must believe in the principles of integrity and transparency, and have the ability to apply the concepts of quality management.	-	Integrity and transparency. Quality.	- -
9. Teaching and learning strategies			
Learning Activities:	Encouraging students' active participation in learning processes, such as discussions, and problem solving, to enhance their deep understanding of mathematical concepts.	1.	
Learning Strategies:	Cooperative learning: Encouraging students to work together in small groups to solve problems related to their studies And sharing ideas, which contributes to enhancing interaction and knowledge exchange between them.	2.	
Technology:	Leveraging technology to provide interactive learning tools such as computer software and online resources to enhance student understanding and motivation.	3.	
Problem-based learning:	presenting specific problems and motivating students to think critically and use skills Administrative To solve it.	4.	
Instructional Strategies:	Providing a variety of instructional strategies, such as interactive lectures, practical lessons, and hands-on exercises, to meet the diverse needs of students.	5.	
Thinking Skills:	Encourage students to develop thinking skills. Administrative Such as analysis, planning and inference, by providing stimulating questions and applied problems.	6.	
Immediate feedback:	Provide mechanisms to provide immediate feedback to students on	7.	

their performance and understanding of concepts. Administrative, whether through periodic assessments or direct interaction with the teacher.

10. Evaluation methods

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

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

nd assignments: Students may be given regular tests and assessment assignments to assess .3
blem solving skills.related to their field of expertiseAnd their understanding of the concepts
presented.

ing participation in research: The extent to which students participate in research activities .4
ntific projects can be assessed, and an evaluation can be provided of their presentation style
and analysis of their results and conclusions.

Practical Performance Evaluation: Students can be evaluated in practical performance .5
through:VisitsProcess and participation in applied activities.

n of external participation: This includes evaluation of the extent of students' participation .6
in external activities such as conferences, seminars, and sports competitions.

of Personal and Professional Development: Students' personal, professional and academic .7
development can be evaluated during their participation in the faculty mentoring program.

11. Faculty

Faculty members

ty tion ange ange ange	Requirements/Skills (if any)	Specialization		Academic Rank
		private	general	
		International Economy	economy	Prof. Dr. Abdul Razzaq Hamad Hussein Khalaf
		Economic development	economy	Prof. Dr. Makhif Jassim Hamad Ali

ange		Public Finance	economy	Prof. Dr. Khalaf Mohammed Hamad Abdul-Jubouri
ange		Monetary policies	economy	Asst. Prof. Dr. Khalil Ismail Aziz Bazawi
ange		International Economy	economy	Asst. Prof. Dr. Ibrahim Abdullah Jassim Issa
ange		Macroeconomics	economy	A.M.D. Anmar Ghaleb Kleib Mutlaq
ange		Public Finance	economy	Asst. Prof. Dr. Amer Sami Munir Dawood Al-Ani
ange		Economic development	economy	A.M.D. Fouad Farhan Hussein Mukhlef
ange		International Economy	economy	A.M.D. Khattab Imran Saleh Daman
ange		Macroeconomics	economy	Asst. Prof. Dr. Ziad Ezz El-Din Taha Talib
ange		International Economy	economy	Asst. Prof. Dr. Yasra Salem Nayef Abdul Janabi
ange		Monetary policies	economy	Asst. Prof. Dr. Omar Abdullah Mohammed Hejeij
ange		Finance and Banking	economy	Asst. Prof. Dr. Kilan Ismail Abdullah Mohammed
ange		Macroeconomics	economy	Dr. Khader Jassim Hamad Fahal Al- Jabouri
ange		Economic development	economy	Dr. Munqidh Ibrahim Saleh Hamad
ange		Finance and Credit	economy	Dr. Alaa Abdul Jabbar Hussein Hamad
ange		Public Finance	economy	Dr. Jamal Hussein Ali Abdullah
ange		International Economy	economy	Dr. Mustafa Mahmoud Mahdi Saleh
ange		Standard Economics	economy	A.M. Bushra Abdel-Bari Ahmed Abdullah
ange		Critical	economy	Hamid Hassan Khalaf .أ Mashaal

ange		Critical	economy	Asst. Prof. Dr. Ghassan Ibrahim Ahmed
ange		Financial policies	economy	A.M. Mohamed Emad Abdel Aziz Mahdi
ange		Standard Economics	economy	A.M. Samer Mohammed Fakhri Darar
ange		Public Finance	economy	A.M. Muthanna Mayouf Mahmoud Alawi
ange		International Economy	economy	Dr. Mohammed Ahmed Mohammed Hassan Al-Jabouri
ange		International Economy	economy	M. Bilal Abdel Haq Abdel Karim Mustafa
ange		Standard Economics	economy	Dr. Zuhair Hamed Turki Zaiter
ange		International Economy	economy	A.M. Mustafa Ismail Khalil Abdel
ange		International Economy	economy	Mr. Bakr Hamid Jasoum Aziz
ange		Macroeconomics	economy	M. Naaman Munther Younis Fadel
ange		Economic development	economy	M. Hamoud Saad Muhaimid Al-Helou
ange		Macroeconomics	economy	Ms. Zeina Tariq Ali Ne'meh
ange		economy	economy	M.M. Abeer Abbas Hammadi Saleh
ange		economy	economy	Mr. Adi Tais Ibrahim Musa
ange		economy	economy	M.M. Lujain Aref Ali Mustafa
ange		economy	economy	M.M. Reem Saeed Shihab Ahmed Al- Dulaimi
ange		economy	economy	Mr. Hassan Zidane Khalaf Hamad
ange		economy	economy	M.M. Jihad Badou Hamad Hussein Al- Jabouri
ange		economy	economy	Mr. Ghazwane Shaker Ismail Ibrahim
ecturer		English language	English language	A.M. Abdul Khalaf Saleh

ecturer		Educational and psychological sciences	Educational and psychological sciences	Dr. Louay Karim Latif
ecturer		English language	English language	M. Alaa Ahmed Abdullah
ecturer		English language	English language	Mr. Osama Mohammed Abdullah
ecturer		English language	English language	Mr. Marwan Abdel Moneim Tawfik
ecturer		Educational and psychological sciences	Educational and psychological sciences	M.M. Duaa Turki Abdel
Professional development				
Orientation of new faculty members				
Determining the needs of the university and the department: The needs of the university and the department are determined in terms of the required educational cadres.And preferred majors. -١				
In Programs: Customized orientation programs are designed for new, visiting, full-time and part-time members based on their needs and specialties. -٢				
Introduction to the University Environment: A comprehensive introduction is provided about the university and the department.General Administration, includingAbout the DepartmentAnd the visionAnd the messageThe objectives and services available. -٣				
Ongoing support resources: New members are provided with the necessary resources and support, including training courses, workshops, and technical assistance. -٤				
Academic Orientation: New members are oriented regarding the curricula, research areas and teaching methods used in the department. -٥				
Administrative Orientation: New members are oriented to administrative procedures, responsibilities, university policies and code of conduct. -٦				
Ongoing Support: Ongoing support is provided to new, visiting, full-time and part-time faculty members through advisory sessions, workshops and periodic evaluations. -٧				
Professional development for faculty members				

ing needs and setting goals: Faculty needs are identified through surveys and performance .١	evaluations, and then specific goals to be achieved within the program are identified.
development Program Design: Based on the specific needs and objectives, a comprehensive .٢	program is designed that includes a set of activities, training courses, workshops, and educational resources.
ram implementation: The development program is implemented in a regular and organized .٣	er, including organizing workshops, conducting training courses, and providing appropriate educational resources.
effective teaching strategies: Faculty members learn to use and apply modern and effective .٤	teaching strategies, such as cooperative learning, active learning, and educational technology.
ation of learning outcomes: The effectiveness of the development program is evaluated by .٥	evaluating the learning outcomes of faculty members, such as increased levels of knowledge, teaching skills, and interaction with students.
s Development: Ongoing feedback and support is provided to faculty members to promote .٦	ongoing professional and academic development.
on in scientific research and publication: Faculty members are encouraged to participate in .٧	scientific research and publish the results in prestigious academic journals, which enhances their academic standing and contributes to the development of knowledge in their fields.
12. Acceptance Criteria	
exceptions (martyrs' families, children of faculty, distinguished employees, top students in -٢	Central acceptance. -١
	institutes, foreign students).
	Private government education -٣
	Accepting evening studies. -٤
13. The most important sources of information about the program	
to develop and update the curricula of the faculties of management and economics in Iraqi -٣	University, college and electronic department website. -١
	Priorities for establishing the department. -٢
	universities for the year 2017.
14. Program Development Plan	
Developing curricula for each subject by the instructor. -١	

a branch of the third stage (economic teachers) and opening postgraduate studies, a higher diploma	-٢
equivalent to a master's and doctorate.	
Developing teaching and administrative staff through courses, seminars and workshops in areas of	-٣
specialization.	
ng scientific research efforts by encouraging faculty members to publish, especially in international	-٤
journals.	
g training programs to develop students' capabilities in technical and information technology fields.	-٥
Organizing field visits and scientific trips for students to government institutions.	-٦

Program Skills Chart

Required learning outcomes of the program

4	A4	Values			Skills			Knowledge				Essential or optional?	Course name	Course code	Year/Level
		A2	A1	B4	B3	B2	B1	A4	A3	A2	A1				
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Management principles		First year
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Statistics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Arabic		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human rights and democracy		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings1English		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of mathematics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Accounting principles		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings 2English		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 2		Second year
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic theory1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Baath crimes		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic statistics1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic facts history		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economics of money		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human Resource Economics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		

	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematics for Economists			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic Theory 2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Statistics 2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		History of Economic Thought 2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Banking Economics			
													Mathematics for Economists 2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 1			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Environmental Economics			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Knowledge Economics			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial policy			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural policy			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Policy			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Sports economics			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial			

														economy			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Educational guidance			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Macroeconomics 1			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			English language			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Educational management			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Development policy			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			International Economy			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Agricultural economics			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Computer			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			psychology			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Macroeconomics 2			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Educational foundations			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Financial policy			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Critical theory			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Econometrics 1			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Economic systems			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Search methods			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			International Finance			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Operations Research 1			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Economic feasibility studies			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Oil Economics			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Economic planning			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Monetary policy			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Econometrics2			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Computer applications(EV)			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Economic Project Evaluation			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Financial institutions			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Operations Research 2			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			English language			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Planning policy			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Energy Economics			

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

Course Description Form

1. Course name	
International Economy	
2. Course code	
3. Semester/Year	
2025-2026	
4. Date this description was prepared	
1/9/2025	
5. Available forms of attendance	
Approval of attendance list	
6. Number of study hours (total) / Number of units (total)	
Number of hours 45 / Number of units 45	
7. Name of the course supervisor (if more than one name is mentioned)	
Dr. Munqidh Ibrahim Saleh Hamad	
8. Course objectives	
Student definitionOn the material 1- basis of the international economy Student definitionWith the historical 2- introduction to international economics Student definitionTheoretical Introduction 3- to International Economics Get to knowTheories such as Adam 4- Smith, David Ricardo, Heckscher Ohlin and beyond, international labour movement, international capital movement Student definitionThe structure of the 5- balance of payments and the automatic and non-automatic balancing mechanisms, cash liquidity and general flows Introducing the student to how to 6- solve the problems facing the economyInternational	Subject objectives
9. Teaching and learning strategies	
Delivering in-person and online lectures - Discussions with students -	Strategy

Oral questions for students -
Blended learning (classroom) -

10. Course Structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
Oral questions	Giving the lecture	On the material basis of the international economy	theoretical knowledge	3 hours	the first
Questions and share	Lecture/Discussions	Historical Introduction to International Economics	theoretical knowledge	3 hours	the second
Oral questions	Lecture/Discussions	Theoretical Introduction to International Economics	theoretical knowledge	3 hours	the third
Student participation	Lecture/Discussions	Adam Smith's theory	theoretical knowledge	3 hours	Fourth
Oral questions	Lecture/Discussions	David Ricardo's theory	theoretical knowledge	3 hours	Fifth
-	-	Monthly exam	-	3 hours	Sixth
Oral questions	Lecture/Discussions	Heckscher Ohlin theory	theoretical knowledge	3 hours	Seventh
Oral questions	Lecture/Discussions	Post-Heckscher-Ohlin theory	theoretical knowledge	3 hours	The eighth
Questions and share	Lecture/Discussions	International Labour Movement	theoretical knowledge	3 hours	Ninth
Oral questions	Lecture/Discussions	international capital movement	theoretical knowledge	3 hours	tenth
Oral questions	Lecture/Discussions	Balance of payments structure	theoretical knowledge	3 hours	eleventh
Questions and share	Lecture/Discussions	Automatic balancing mechanism	theoretical knowledge	3 hours	twelfth
Oral questions	Lecture/Discussions	Non-automatic balancing mechanism	theoretical knowledge	3 hours	thirteenth
-	-	Monthly exam	-	3 hours	fourteenth
Questions and share	Lecture with oral questions	Comprehensive review	theoretical knowledge	3 hours	fifteenth

11. Course Evaluation

The final grade for the evaluation is 100 points, and the minimum for success is 50 points, and the grade is distributedEvaluation on the end of the course is 30 points and the end of the course exam is 70 points.As follows:

- First month exam 10 marks •
- Second month exam 10 marks •
- Daily preparation 5 degrees •
- Posts 5 points •

12. Learning and teaching resources

Economyinternational/Dr.Ghazi Saleh Al-Taie	Required textbooks (methodology if any)
	Main References (Sources)
	Recommended supporting books and references (scientific journals, reports...)
Reviewing scientific websites through the web	Electronic references, websites

Academic Program Description Form

For the academic year 2025–2026

University name: University Tikrit

College/Institute: College Management and Economics

Scientific Department: Department Economics / School Branch

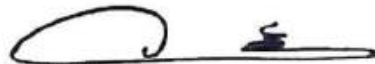
Name of academic or professional program: Department of Economics

Final Certificate Name: Bachelor Sciences in Economics

Academic system: Course system

Description preparation date: 1/9/2025

Date of filling the file: 1/9/2025

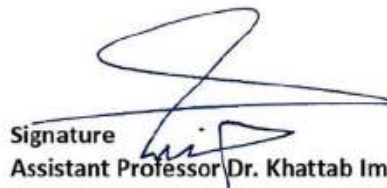


Signature

Assistant Professor Dr. Omar Abdullah Mohammed

Head of Department's Name

2025/9/1



Signature

Assistant Professor Dr. Khattab Imran Saleh

Name of the Assistant Dean for Scientific Affairs

2025/9/1



Signature

The file was audited by

Khaldoun Abdullah Khalaf

Name of the Director of the Quality Assurance and

University Performance Division

2025/9/1



Approval of the Dean

1. Program Vision

Effective contribution to building an advanced economy based on sound planning ♦
in accordance with appropriate economic policies. Reality and following an
advanced scientific approach in preparing economic curricula

2. Program message

The objective need of the public and private sectors requires the formulation of ♦
economic plans and programmes at the micro and macro levels and the
development of policies to achieve a set of economic and social objectives
according to priorities embodied by the necessities and available capabilities.
Here, it is necessary to prepare specialised cadres to conduct economic research
and studies in a way that contributes to deepening economic awareness and
maximising the economic and social benefits of available resources.

3. Program objectives

1. Graduating specialized cadres in the field of planning and building economic policies, capable of integrating into the labor market and economic life.
2. Developing students' skills to enable them to Integration into the labor market.
3. Motivating and supporting the faculty in the department to conduct studies and provide consultations. Economic For public and private entities in Iraq.
4. Effective contribution to preparing training and continuing education programs to develop expertise and skills in public and private sector institutions.

4. Program accreditation

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

5. Other external influences

Is there a sponsor? ForprogramYes, the Ministry of Higher Education and .°
Scientific Research, the Presidency of Tikrit University, and the Deanship of the
College of Administration and Economics.

6. Program Structure

comments	percentage	Study unit	Number of courses	Program Structure
	6.9%	10	5	Institutional Requirements
	7.5%	11	4	College

				Requirements
	85.6%	125	55	Department Requirements
	Completed			Summer training
				Other

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

7. Program Description / Curriculum of the Department of Economics

Credit hours	Course name	Course code	Year/Level
theoretical			
3	Management principles		First
3	Principles of Economics 1		
2	Principles of Statistics		
1	Computer 1		
2	Arabic		
2	Human rights and democracy		
3	Economic Readings1English		
2	Principles of mathematics		
3	Accounting principles		
2	Economic Readings 2English		
3	Principles of Economics 2		
2	English language		
3	Microeconomic theory1		Second
2	Baath crimes		
2	Economic statistics1		
2	National Accounts1		
2	Economic facts history		
2	Economics of money		
2	Human Resource Economics		
3	Computer 1		

		2	Mathematics for Economists		
		3	Microeconomic Theory 2		
		2	Economic Statistics 2		
		2	English language		
		2	History of Economic Thought 2		
		2	Banking Economics		
		2	National Accounts2		
		1	Computer2		
		2	Mathematics for Economists 2		
		3	Mathematical Economics 1		Third / General Economics
		2	International Economy		
		2	Economic development		
		3	Public Finance		
		3	Macroeconomics 1		
		2	Agricultural economics		
		2	Environmental Economics		
		2	Industrial economy		
		2	Knowledge Economics		
		2	English language		
		2	Development policy		
		2	Financial policy		
		2	Industrial policy		
		2	Agricultural policy		
		2	International Policy		
		3	Mathematical Economics 2		
		3	Macroeconomics 2		
		2	Economic development		Third / Economic Teachers Branch
		3	Sports economics		
		3	Public Finance		
		2	Industrial economy		
		2	Educational guidance		
		3	Macroeconomics 1		
		2	English language		
		2	Educational management		
		2	Development policy		

	3	International Economy		
	3	Agricultural economics		
	1	Computer		
	2	psychology		
	3	Macroeconomics 2		
	2	Educational foundations		
	2	Financial policy		
	3	Critical theory		
	3	Econometrics 1		
	3	Economic systems		
	2	Search methods		
	2	International Finance		
	2	Operations Research 1		
	3	Economic feasibility studies		
	2	Oil Economics		
	2	Economic planning		
	3	Monetary policy		
	3	Econometrics2		
	2	Computer applications (EV)		
	3	Economic Project Evaluation		
	2	Financial institutions		
	2	Operations Research 2		
	2	English language		
	2	Planning policy		
	2	Energy Economics		
8. Expected learning outcomes of the program				
Knowledge				
ing the labor market with the necessary skills from human resources.	-	Providing graduates who are able to perform economic analysis and predict economic variables.	-	
		Disseminating knowledge in government institutions to achieve the aspirations of society.	-	
Skills				
ty of economics graduates to conduct	-	The ability to solve economic problems that	-	

economic feasibility studies and economic analysis.	-	economic activity suffers from, such as inflation and recession. Exchange of experiences and data with ministries with economic decision-making powers	-
outputs should be knowledgeable and how to accomplish the tasks assigned to them.	-	Providing economic advice to the public and private sectors.	-
Values			
professional ethics and the ability to demonstrate high professional competence.	-	Establishing social and ethical responsibility. Serving the community and meeting its requirements.	-
It must believe in the principles of integrity and transparency, and have the ability to apply the concepts of quality management.	-	Integrity and transparency. Quality.	-
9. Teaching and learning strategies			
Learning Activities:	Encouraging students' active participation in learning processes, such as discussions, and problem solving, to enhance their deep understanding of mathematical concepts.	1.	
Learning Strategies:	Cooperative learning: Encouraging students to work together in small groups to solve problems related to their studies And sharing ideas, which contributes to enhancing interaction and knowledge exchange between them.	2.	
Technology:	Leveraging technology to provide interactive learning tools such as computer software and online resources to enhance student understanding and motivation.	3.	
Problem-based learning:	presenting specific problems and motivating students to think critically and use skills Administrative To solve it.	4.	
Instructional Strategies:	Providing a variety of instructional strategies, such as interactive lectures, practical lessons, and hands-on exercises, to meet the diverse needs of students.	5.	
Thinking Skills:	Encourage students to develop thinking skills. Administrative Such as analysis, planning and inference, by providing stimulating questions and applied problems.	6.	
Immediate feedback:	Provide mechanisms to provide immediate feedback to students on	7.	

their performance and understanding of concepts. Administrative, whether through periodic assessments or direct interaction with the teacher.

10. Evaluation methods

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

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

nd assignments: Students may be given regular tests and assessment assignments to assess .3
blem solving skills.related to their field of expertiseAnd their understanding of the concepts
presented.

ing participation in research: The extent to which students participate in research activities .4
ntific projects can be assessed, and an evaluation can be provided of their presentation style
and analysis of their results and conclusions.

Practical Performance Evaluation: Students can be evaluated in practical performance .5
through:VisitsProcess and participation in applied activities.

n of external participation: This includes evaluation of the extent of students' participation .6
in external activities such as conferences, seminars, and sports competitions.

of Personal and Professional Development: Students' personal, professional and academic .7
development can be evaluated during their participation in the faculty mentoring program.

11. Faculty

Faculty members

ty tion ange ange ange	Requirements/Skills (if any)	Specialization		Academic Rank
		private	general	
		International Economy	economy	Prof. Dr. Abdul Razzaq Hamad Hussein Khalaf
		Economic development	economy	Prof. Dr. Makhif Jassim Hamad Ali

ange		Public Finance	economy	Prof. Dr. Khalaf Mohammed Hamad Abdul-Jubouri
ange		Monetary policies	economy	Asst. Prof. Dr. Khalil Ismail Aziz Bazawi
ange		International Economy	economy	Asst. Prof. Dr. Ibrahim Abdullah Jassim Issa
ange		Macroeconomics	economy	A.M.D. Anmar Ghaleb Kleib Mutlaq
ange		Public Finance	economy	Asst. Prof. Dr. Amer Sami Munir Dawood Al-Ani
ange		Economic development	economy	A.M.D. Fouad Farhan Hussein Mukhlef
ange		International Economy	economy	A.M.D. Khattab Imran Saleh Daman
ange		Macroeconomics	economy	Asst. Prof. Dr. Ziad Ezz El-Din Taha Talib
ange		International Economy	economy	Asst. Prof. Dr. Yasra Salem Nayef Abdul Janabi
ange		Monetary policies	economy	Asst. Prof. Dr. Omar Abdullah Mohammed Hejeij
ange		Finance and Banking	economy	Asst. Prof. Dr. Kilan Ismail Abdullah Mohammed
ange		Macroeconomics	economy	Dr. Khader Jassim Hamad Fahal Al- Jabouri
ange		Economic development	economy	Dr. Munqidh Ibrahim Saleh Hamad
ange		Finance and Credit	economy	Dr. Alaa Abdul Jabbar Hussein Hamad
ange		Public Finance	economy	Dr. Jamal Hussein Ali Abdullah
ange		International Economy	economy	Dr. Mustafa Mahmoud Mahdi Saleh
ange		Standard Economics	economy	A.M. Bushra Abdel-Bari Ahmed Abdullah
ange		Critical	economy	Hamid Hassan Khalaf .أ Mashaal

ange		Critical	economy	Asst. Prof. Dr. Ghassan Ibrahim Ahmed
ange		Financial policies	economy	A.M. Mohamed Emad Abdel Aziz Mahdi
ange		Standard Economics	economy	A.M. Samer Mohammed Fakhri Darar
ange		Public Finance	economy	A.M. Muthanna Mayouf Mahmoud Alawi
ange		International Economy	economy	Dr. Mohammed Ahmed Mohammed Hassan Al-Jabouri
ange		International Economy	economy	M. Bilal Abdel Haq Abdel Karim Mustafa
ange		Standard Economics	economy	Dr. Zuhair Hamed Turki Zaiter
ange		International Economy	economy	A.M. Mustafa Ismail Khalil Abdel
ange		International Economy	economy	Mr. Bakr Hamid Jasoum Aziz
ange		Macroeconomics	economy	M. Naaman Munther Younis Fadel
ange		Economic development	economy	M. Hamoud Saad Muhaimid Al-Helou
ange		Macroeconomics	economy	Ms. Zeina Tariq Ali Ne'meh
ange		economy	economy	M.M. Abeer Abbas Hammadi Saleh
ange		economy	economy	Mr. Adi Tais Ibrahim Musa
ange		economy	economy	M.M. Lujain Aref Ali Mustafa
ange		economy	economy	M.M. Reem Saeed Shihab Ahmed Al- Dulaimi
ange		economy	economy	Mr. Hassan Zidane Khalaf Hamad
ange		economy	economy	M.M. Jihad Badou Hamad Hussein Al- Jabouri
ange		economy	economy	Mr. Ghazwane Shaker Ismail Ibrahim
ecturer		English language	English language	A.M. Abdul Khalaf Saleh

ecturer		Educational and psychological sciences	Educational and psychological sciences	Dr. Louay Karim Latif
ecturer		English language	English language	M. Alaa Ahmed Abdullah
ecturer		English language	English language	Mr. Osama Mohammed Abdullah
ecturer		English language	English language	Mr. Marwan Abdel Moneim Tawfik
ecturer		Educational and psychological sciences	Educational and psychological sciences	M.M. Duaa Turki Abdel
Professional development				
Orientation of new faculty members				
Determining the needs of the university and the department: The needs of the university and the department are determined in terms of the required educational cadres.And preferred majors. -١				
In Programs: Customized orientation programs are designed for new, visiting, full-time and part-time members based on their needs and specialties. -٢				
Introduction to the University Environment: A comprehensive introduction is provided about the university and the department.General Administration, includingAbout the DepartmentAnd the visionAnd the messageThe objectives and services available. -٣				
Providing support resources: New members are provided with the necessary resources and support, including training courses, workshops, and technical assistance. -٤				
Academic Orientation: New members are oriented regarding the curricula, research areas and teaching methods used in the department. -٥				
Administrative Orientation: New members are oriented to administrative procedures, responsibilities, university policies and code of conduct. -٦				
Ongoing Support: Ongoing support is provided to new, visiting, full-time and part-time faculty members through advisory sessions, workshops and periodic evaluations. -٧				
Professional development for faculty members				

ing needs and setting goals: Faculty needs are identified through surveys and performance .١	evaluations, and then specific goals to be achieved within the program are identified.
development Program Design: Based on the specific needs and objectives, a comprehensive .٢	development program is designed that includes a set of activities, training courses, workshops, and educational resources.
ram implementation: The development program is implemented in a regular and organized .٣	er, including organizing workshops, conducting training courses, and providing appropriate educational resources.
effective teaching strategies: Faculty members learn to use and apply modern and effective .٤	teaching strategies, such as cooperative learning, active learning, and educational technology.
ation of learning outcomes: The effectiveness of the development program is evaluated by .٥	evaluating the learning outcomes of faculty members, such as increased levels of knowledge, teaching skills, and interaction with students.
s Development: Ongoing feedback and support is provided to faculty members to promote .٦	ongoing professional and academic development.
on in scientific research and publication: Faculty members are encouraged to participate in .٧	scientific research and publish the results in prestigious academic journals, which enhances their academic standing and contributes to the development of knowledge in their fields.
12. Acceptance Criteria	
	Central acceptance. -١
exceptions (martyrs' families, children of faculty, distinguished employees, top students in -٢	institutes, foreign students).
	Private government education -٣
	Accepting evening studies. -٤
13. The most important sources of information about the program	
	University, college and electronic department website. -١
	Priorities for establishing the department. -٢
to develop and update the curricula of the faculties of management and economics in Iraqi -٣	universities for the year 2017.
14. Program Development Plan	
	Developing curricula for each subject by the instructor. -١

a branch of the third stage (economic teachers) and opening postgraduate studies, a higher diploma	-٢
equivalent to a master's and doctorate.	
Developing teaching and administrative staff through courses, seminars and workshops in areas of	-٣
specialization.	
ng scientific research efforts by encouraging faculty members to publish, especially in international	-٤
journals.	
g training programs to develop students' capabilities in technical and information technology fields.	-٥
Organizing field visits and scientific trips for students to government institutions.	-٦

Program Skills Chart

Required learning outcomes of the program

4	A	Values			Skills			Knowledge				Essential or optional?	Course name	Course code	Year/Level
		A2	A1	B4	B3	B2	B1	A4	A3	A2	A1				
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Management principles		First year
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Statistics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Arabic		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human rights and democracy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings1English		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of mathematics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Accounting principles		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings 2English		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 2		Second year
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic theory1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Baath crimes		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic statistics1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic facts history		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economics of money		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human Resource Economics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		

	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematics for Economists			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic Theory 2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Statistics 2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		History of Economic Thought 2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Banking Economics			
													Mathematics for Economists 2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 1			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Environmental Economics			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Knowledge Economics			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial policy			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural policy			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Policy			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Sports economics			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial			

														economy			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Educational guidance			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Macroeconomics 1			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			English language			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Educational management			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Development policy			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			International Economy			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Agricultural economics			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Computer			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			psychology			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Macroeconomics 2			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Educational foundations			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Financial policy			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Critical theory			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Econometrics 1			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Economic systems			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Search methods			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			International Finance			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Operations Research 1			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Economic feasibility studies			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Oil Economics			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Economic planning			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Monetary policy			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Econometrics2			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Computer applications(EV)			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Economic Project Evaluation			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Financial institutions			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Operations Research 2			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			English language			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Planning policy			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Energy Economics			

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

Course Description Form

1. Course name						
Sports economics						
2. Course code						
3. Semester/Year						
2025-2026						
4. Date this description was prepared						
1/9/2025						
5. Available forms of attendance						
Approval of attendance list						
6. Number of study hours (total) / Number of units (total)						
Number of hours 45 / Number of units 45						
7. Name of the course supervisor (if more than one name is mentioned)						
Dr. Mustafa Mahmoud Mahdi						
8. Course objectives						
Student definitionOn the material basis of sports economics 1-			Subject objectives			
Student definitionWith the historical introduction to sports economics 2-						
Student definitionTheoretical introduction to sports economics 3-						
RecognitionOn market equilibrium 4-5- Identifying the general equilibrium through the Keynesian model						
Definition of TaCore with restricted and unrestricted examples 6-						
9. Teaching and learning strategies						
Delivering in-person and online lectures -			Strategy			
Discussions with students -						
Oral questions for students -						
Blended learning (classroom) -						
10. Course Structure						
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week	

Oral questions	Giving the lecture	The material basis of sports economics	theoretical knowledge	3 hours	the first
Questions and share	Lecture/Discussions	Historical Introduction to Sports Economics	theoretical knowledge	3 hours	the second
Oral questions	Lecture/Discussions	Theoretical Introduction to Sports Economics	theoretical knowledge	3 hours	the third
Student participation	Lecture/Discussions	Market equilibrium for one commodity and two commodities	theoretical knowledge	3 hours	Fourth
Oral questions	Lecture/Discussions	Market equilibrium for three commodities	theoretical knowledge	3 hours	Fifth
-	-	Monthly exam	-	3 hours	Sixth
Oral questions	Lecture/Discussions	General equilibrium in a closed economy	theoretical knowledge	3 hours	Seventh
Oral questions	Lecture/Discussions	General equilibrium in an open economy	theoretical knowledge	3 hours	The eighth
Questions and share	Lecture/Discussions	Differential applications	theoretical knowledge	3 hours	Ninth
Oral questions	Lecture/Discussions	Constrained Optimization	theoretical knowledge	3 hours	tenth
Oral questions	Lecture/Discussions	Unrestricted Optimization	theoretical knowledge	3 hours	eleventh
Questions and share	Lecture/Discussions	Dynamic models	theoretical knowledge	3 hours	twelfth
Oral questions	Lecture/Discussions	Linear programming	theoretical knowledge	3 hours	thirteenth
-	-	Monthly exam	-	3 hours	fourteenth
Questions and share	Lecture with oral questions	Comprehensive review	theoretical knowledge	3 hours	fifteenth

11. Course Evaluation

The final grade for the evaluation is 100 points, and the minimum for success is 50 points, and the grade is distributedEvaluation on the end of the course is 30 points and the end of the course exam is 70 points.As follows:

- First month exam 10 marks •
- Second month exam 10 marks •
- Daily preparation 5 degrees •
- Posts 5 points •
- End of course exam 70 points

12. Learning and teaching resources

principlesEconomyathlete/Hussein Ali
Bakhit

Required textbooks (methodology if any)

Basic Methods in Mathematical Economics: Alpha Chiang	Main References (Sources)
Sports Economics Series 250 Questions and Answers / Adnan Karim Najmuddin	Recommended supporting books and references (scientific journals, reports...)
Reviewing scientific websites through the web	Electronic references, websites

Academic Program Description Form

For the academic year 2025–2026

University name: University Tikrit

College/Institute: College Management and Economics

Scientific Department: Department Economy

Name of academic or professional program: Department of Economics

Final Certificate Name: Bachelor Sciences in Economics

Academic system: Course system

Description preparation date: 1/9/2025

Date of filling the file: 1/9/2025



Signature

Assistant Professor Dr. Omar Abdullah Mohammed

Head of Department's Name

2025/9/1



Signature

Assistant Professor Dr. Khattab Imran Saleh

Name of the Assistant Dean for Scientific Affairs

2052/9/1



Signature

The file was audited by

Khaldoon Abdullah Khalaf

Name of the Director of the Quality Assurance and

University Performance Division

2025/9/1



Approval of the Dean

1. Program Vision

Effective contribution to building an advanced economy based on sound planning ❖ in accordance with economic policies that suit reality. And following an advanced scientific approach in preparing economic curricula

2. Program message

The objective need of the public and private sectors requires the formulation of ❖ economic plans and programmes at the micro and macro levels and the development of policies to achieve a set of economic and social objectives according to priorities embodied by the necessities and available capabilities. Here, it is necessary to prepare specialised cadres to conduct economic research and studies in a way that contributes to deepening economic awareness and maximising the economic and social benefits of available resources.

3. Program objectives

1. Graduating specialized cadres in the field of planning and building economic policies, capable of integrating into the labor market and life Economic.
2. Developing students' skills to enable them to Integration into the labor market.
3. Motivating and supporting the faculty in the department to conduct studies and provide consultations. Economic For public and private entities in Iraq.
4. Effective contribution to preparing training and continuing education programs to develop expertise and skills in public and private sector institutions. And private.

4. Program accreditation

Do The program Is the program accredited? And from which authority? both .^o

5. Other external influences

Is there a sponsor? For program Yes, the Ministry of Higher Education and .¹ Scientific Research, the Presidency of Tikrit University, and the Deanship of the College of Administration and Economics.

6. Program Structure

comments	percentage	Study unit	Number of courses	Program Structure
	6.9%	10	5	Institutional Requirements
	7.5%	11	4	College

				Requirements
	85.6%	125	55	Department Requirements
	Completed			Summer training
				Other

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

7. Program Description / Curriculum of the Department of Economics

Credit hours	Course name	Course code	Year/Level
theoretical			
3	Management principles		First
3	Principles of Economics 1		
2	Principles of Statistics		
1	Computer 1		
2	Arabic		
2	Human rights and democracy		
3	Economic Readings1English		
2	Principles of mathematics		
3	Accounting principles		
2	Economic Readings 2English		
3	Principles of Economics 2		
2	English language		
3	Microeconomic theory1		Second
2	Baath crimes		
2	Economic statistics1		
2	National Accounts1		
2	Economic facts history		
2	Economics of money		
2	Human Resource Economics		
3	Computer 1		

		2	Mathematics for Economists		
		3	Microeconomic Theory 2		
		2	Economic Statistics 2		
		2	English language		
		2	History of Economic Thought 2		
		2	Banking Economics		
		2	National Accounts2		
		1	Computer2		
		2	Mathematics for Economists 2		
		3	Mathematical Economics 1		Third / General Economics
		2	International Economy		
		2	Economic development		
		3	Public Finance		
		3	Macroeconomics 1		
		2	Agricultural economics		
		2	Environmental Economics		
		2	Industrial economy		
		2	Knowledge Economics		
		2	English language		
		2	Development policy		
		2	Financial policy		
		2	Industrial policy		
		2	Agricultural policy		
		2	International Policy		
		3	Mathematical Economics 2		
		3	Macroeconomics 2		
		2	Economic development		Third / Economic Teachers Branch
		3	Sports economics		
		3	Public Finance		
		2	Industrial economy		
		2	Educational guidance		
		3	Macroeconomics 1		
		2	English language		
		2	Educational management		
		2	Development policy		

		3	International Economy		
		3	Agricultural economics		
		1	Computer		
		2	psychology		
		3	Macroeconomics 2		
		2	Educational foundations		
		2	Financial policy		
		3	Critical theory		
		3	Econometrics 1		
		3	Economic systems		
		2	Search methods		
		2	International Finance		
		2	Operations Research 1		
		3	Economic feasibility studies		
		2	Oil Economics		
		2	Economic planning		
		3	Monetary policy		
		3	Econometrics2		
		2	Computer applications (EV)		
		3	Economic Project Evaluation		
		2	Financial institutions		
		2	Operations Research 2		
		2	English language		
		2	Planning policy		
		2	Energy Economics		
8. Expected learning outcomes of the program					
Knowledge					
ing the labor market with the necessary	-	skills from human resources.	Providing graduates who are able to perform	-	economic analysis and predict economic variables.
			Disseminating knowledge in government	-	institutions to achieve the aspirations of society.
Skills					
ty of economics graduates to conduct	-		The ability to solve economic problems that	-	

economic feasibility studies and economic analysis.	-	economic activity suffers from, such as inflation and recession. Exchange of experiences and data with ministries with economic decision-making powers	-
outputs should be knowledgeable and how to accomplish the tasks assigned to them.	-	Providing economic advice to the public and private sectors.	-
Values			
professional ethics and the ability to demonstrate high professional competence.	-	Establishing social and ethical responsibility. Serving the community and meeting its requirements.	- -
It must believe in the principles of integrity and transparency, and have the ability to apply the concepts of quality management.	-	Integrity and transparency. Quality.	- -
9. Teaching and learning strategies			
Learning Activities: Encouraging students' active participation in learning processes, such as discussions, and problem solving, to enhance their deep understanding of mathematical concepts. Cooperative learning: Encouraging students to work together in small groups to solve problems related to their studies And sharing ideas, which contributes to enhancing interaction and knowledge exchange between them. Technology: Leveraging technology to provide interactive learning tools such as computer software and online resources to enhance student understanding and motivation. Problem-based learning: presenting specific problems and motivating students to think critically and use skills Administrative To solve it. Instructional Strategies: Providing a variety of instructional strategies, such as interactive lectures, practical lessons, and hands-on exercises, to meet the diverse needs of students. Thinking Administrative Encourage students to develop thinking skills. Administrative Such as analysis, planning and inference, by providing stimulating questions and applied problems. Immediate feedback: Provide mechanisms to provide immediate feedback to students on			.1 .2 .3 .4 .5 .6 .7

their performance and understanding of concepts. Administrative, whether through periodic assessments or direct interaction with the teacher.

10. Evaluation methods

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

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

nd assignments: Students may be given regular tests and assessment assignments to assess .3
problem solving skills related to their field of expertise. And their understanding of the concepts
presented.

ing participation in research: The extent to which students participate in research activities .4
scientific projects can be assessed, and an evaluation can be provided of their presentation style
and analysis of their results and conclusions.

Practical Performance Evaluation: Students can be evaluated in practical performance .5
through: Visits, Process and participation in applied activities.

n of external participation: This includes evaluation of the extent of students' participation .6
in external activities such as conferences, seminars, and sports competitions.

of Personal and Professional Development: Students' personal, professional and academic .7
development can be evaluated during their participation in the faculty mentoring program.

11. Faculty

Faculty members

Faculty Specialization	Requirements/Skills (if any)	Specialization		Academic Rank
		private	general	
International Economy		International Economy	economy	Prof. Dr. Abdul Razzaq Hamad Hussein Khalaf
Economic development		Economic development	economy	Prof. Dr. Makhif Jassim Hamad Ali

ange		Public Finance	economy	Prof. Dr. Khalaf Mohammed Hamad Abdul-Jubouri
ange		Monetary policies	economy	Asst. Prof. Dr. Khalil Ismail Aziz Bazawi
ange		International Economy	economy	Asst. Prof. Dr. Ibrahim Abdullah Jassim Issa
ange		Macroeconomics	economy	A.M.D. Anmar Ghaleb Kleib Mutlaq
ange		Public Finance	economy	Asst. Prof. Dr. Amer Sami Munir Dawood Al-Ani
ange		Economic development	economy	A.M.D. Fouad Farhan Hussein Mukhlef
ange		International Economy	economy	A.M.D. Khattab Imran Saleh Daman
ange		Macroeconomics	economy	Asst. Prof. Dr. Ziad Ezz El-Din Taha Talib
ange		International Economy	economy	Asst. Prof. Dr. Yasra Salem Nayef Abdul Janabi
ange		Monetary policies	economy	Asst. Prof. Dr. Omar Abdullah Mohammed Hejeij
ange		Finance and Banking	economy	Asst. Prof. Dr. Kilan Ismail Abdullah Mohammed
ange		Macroeconomics	economy	Dr. Khader Jassim Hamad Fahal Al- Jabouri
ange		Finance and Credit	economy	Dr. Alaa Abdul Jabbar Hussein Hamad
ange		Public Finance	economy	Dr. Jamal Hussein Ali Abdullah
ange		International Economy	economy	Dr. Mustafa Mahmoud Mahdi Saleh
ange		Standard Economics	economy	A.M. Bushra Abdel-Bari Ahmed Abdullah
ange		Critical	economy	Hamid Hassan Khalaf .أ Mashaal
ange		Critical	economy	Asst. Prof. Dr. Ghassan Ibrahim Ahmed

ange		Financial policies	economy	A.M. Mohamed Emad Abdel Aziz Mahdi
ange		Standard Economics	economy	A.M. Samer Mohammed Fakhri Darar
ange		Public Finance	economy	A.M. Muthanna Mayouf Mahmoud Alawi
ange		International Economy	economy	Dr. Mohammed Ahmed Mohammed Hassan Al-Jabouri
ange		International Economy	economy	M. Bilal Abdel Haq Abdel Karim Mustafa
ange		Standard Economics	economy	Dr. Zuhair Hamed Turki Zaiter
ange		International Economy	economy	A.M. Mustafa Ismail Khalil Abdel
ange		International Economy	economy	Mr. Bakr Hamid Jasoum Aziz
ange		Macroeconomics	economy	M. Naaman Munther Younis Fadel
ange		Economic development	economy	M. Hamoud Saad Muhaimid Al-Helou
ange		Macroeconomics	economy	Ms. Zeina Tariq Ali Ne'meh
ange		economy	economy	M.M. Abeer Abbas Hammadi Saleh
ange		economy	economy	Mr. Adi Tais Ibrahim Musa
ange		economy	economy	M.M. Lujain Aref Ali Mustafa
ange		economy	economy	M.M. Reem Saeed Shihab Ahmed Al- Dulaimi
ange		economy	economy	Mr. Hassan Zidane Khalaf Hamad
ange		economy	economy	M.M. Jihad Badou Hamad Hussein Al- Jabouri
ange		economy	economy	Mr. Ghazwane Shaker Ismail Ibrahim
ecturer		English language	English language	A.M. Abdul Khalaf Saleh
ecturer		Educational and psychological	Educational and	Dr. Louay Karim Latif

			sciences	psychological sciences	
ecturer			English language	English language	M. Alaa Ahmed Abdullah
ecturer			English language	English language	Mr. Osama Mohammed Abdullah
ecturer			English language	English language	Mr. Marwan Abdel Moneim Tawfik
ecturer			Educational and psychological sciences	Educational and psychological sciences	M.M. Duaa Turki Abdel
Professional development					
Orientation of new faculty members					
mining the needs of the university and the department:	The needs of the university and the department are determined in terms of the required educational cadres.And preferred majors. -١				
n Programs:	Customized orientation programs are designed for new, visiting, full-time and part-time members based on their needs and specialties. -٢				
uction to the University Environment:	A comprehensive introduction is provided about the university and the department.General Administration, includingAbout the DepartmentAnd the visionAnd the messageThe objectives and services available. -٣				
g support resources:	New members are provided with the necessary resources and support, including training courses, workshops, and technical assistance. -٤				
ademic Orientation:	New members are oriented regarding the curricula, research areas and teaching methods used in the department. -٥				
ative Orientation:	New members are oriented to administrative procedures, responsibilities, university policies and code of conduct. -٦				
oing Support:	Ongoing support is provided to new, visiting, full-time and part-time faculty members through advisory sessions, workshops and periodic evaluations. -٧				
Professional development for faculty members					
ing needs and setting goals:	Faculty needs are identified through surveys and performance evaluations, and then specific goals to be achieved within the program are identified. .١				

development Program Design: Based on the specific needs and objectives, a comprehensive	.٢
ment program is designed that includes a set of activities, training courses, workshops, and	
educational resources.	
ram implementation: The development program is implemented in a regular and organized	.٣
er, including organizing workshops, conducting training courses, and providing appropriate	
educational resources.	
effective teaching strategies: Faculty members learn to use and apply modern and effective	.٤
aching strategies, such as cooperative learning, active learning, and educational technology.	
ation of learning outcomes: The effectiveness of the development program is evaluated by	.٥
evaluating the learning outcomes of faculty members, such as increased levels of knowledge,	
teaching skills, and interaction with students.	
s Development: Ongoing feedback and support is provided to faculty members to promote	.٦
ongoing professional and academic development.	
on in scientific research and publication: Faculty members are encouraged to participate in	.٧
scientific research and publish the results in prestigious academic journals, which enhances their	
academic standing and contributes to the development of knowledge in their fields.	
12. Acceptance Criteria	
	Central acceptance. -١
exceptions (martyrs' families, children of faculty, distinguished employees, top students in	-٢
institutes, foreign students).	
Private government education	-٣
Accepting evening studies.	-٤
13. The most important sources of information about the program	
	University, college and electronic department website. -١
	Priorities for establishing the department. -٢
to develop and update the curricula of the faculties of management and economics in Iraqi	-٣
universities for the year 2017.	
14. Program Development Plan	
	Developing curricula for each subject by the instructor. -١
a branch of the third stage (economic teachers) and opening postgraduate studies, a higher diploma	-٢
equivalent to a master's and doctorate.	

Developing teaching and administrative staff through courses, seminars and workshops in areas of specialization. -۳															
Encouraging scientific research efforts by encouraging faculty members to publish, especially in international journals. -۴															
Organizing training programs to develop students' capabilities in technical and information technology fields. -۵															
Organizing field visits and scientific trips for students to government institutions. -۶															
Program Skills Chart															
Required learning outcomes of the program															
4	A	Values			Skills			Knowledge				Essential or optional?	Course name	Course code	Year/Lev
		A2	A1	B4	B3	B2	B1	A4	A3	A2	A1				
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Management principles		First year
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Statistics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Arabic		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human rights and democracy		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings1English		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of mathematics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Accounting principles		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings 2English		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 2		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic theory1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Baath crimes		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic statistics1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic facts history		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economics of money		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human Resource Economics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematics for Economists		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic		

													Theory 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Statistics 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		English language				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		History of Economic Thought 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Banking Economics				
													Mathematics for Economists 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 1				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Environmental Economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Knowledge Economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		English language				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		International Policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Sports economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational guidance				

	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational management		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		psychology		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational foundations		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Critical theory		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Econometrics 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic systems		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Search methods		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Finance		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations Research 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic feasibility studies		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Oil Economics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic planning		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Monetary policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Econometrics2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer applications(EV)		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Project Evaluation		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial institutions		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations Research 2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Planning policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Energy Economics		

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

Course Description Form

1. Course name	
Agricultural economics	
2. Course code	
3. Semester/Year	
2025-2026	
4. Date this description was prepared	
1/9/2025	
5. Available forms of attendance	
Approval of attendance list	
6. Number of study hours (total) / Number of units (total)	
Number of hours 30 / Number of units 30	
7. Name of the course administrator (if more than one name is mentioned)	
Dr. Othman Abdul Latif Jassim	
8. Course objectives	
1. Introducing the student to the concept of agricultural economics through the historical developments it has gone through 2. Introducing the student to the types of agriculture and agricultural systems 3. Introducing the student to the economic importance of agriculture, its characteristics, and the most important developments that occurred during the twentieth century. 4. Introducing the student to the basic concepts of modern agricultural technology, methods of transferring it, and obstacles to its transfer in Iraq. 5. Introducing the student to the costsAgricultural and its typesMethods of extraction and analysis 6. Introducing the student to agricultural income and methods of estimating it 7. Introducing the student to the economics of agricultural production,	Subject objectives

the production function, the laws of production and their different cases, substitution and replacement. Student definitionforThe concept of .^٨ land economics and the intensive marginal use of land and the labor force on the land Introducing the student to agricultural .^٩ prices, demand for agricultural crops, factors affecting the supply of agricultural crops, and analysis of agricultural prices. Introducing the student to the .^{١٠} concept of agricultural marketing and agricultural marketing costs Introducing the student to the .^{١١} concept of agricultural financing and lending Introducing the student to the .^{١٢} concept of farm management and farm management methods Introducing the student to the .^{١٣} concept of food security and food security in Iraq	

9. Teaching and learning strategies

Delivering in-person and online lectures - Discussions with students - Oral questions for students - Blended learning (classroom) -	Strategy

10. Course Structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
Oral questions	Giving the lecture	Introducing the student to the concept of agricultural economics through the historical developments it has gone through	theoretical knowledge	2 hours	the first
Questions and share	Lecture/Discussions	Introducing the student to the types of agriculture and agricultural systems	theoretical knowledge	2 hours	the second
Oral questions	Lecture/Discussions	Introducing the student to the economic importance of agriculture, its characteristics, and the	theoretical knowledge	2 hours	the third

		most important developments that occurred during the twentieth century.			
Student participation	Lecture/Discussions	Introducing the student to the basic concepts of modern agricultural technology, methods of transferring it, and obstacles to its transfer in Iraq.	theoretical knowledge	2 hours	Fourth
Oral questions	Lecture/Discussions	Introducing the student to the costsAgricultural and its typesMethods of extraction and analysis	theoretical knowledge	2 hours	Fifth
-	-	Monthly exam	-	2 hours	Sixth
Oral questions	Lecture/Discussions	Introducing the student to the economics of agricultural production, the production function, the laws of production and their different cases, substitution and replacement.	theoretical knowledge	2 hours	Seventh
Oral questions	Lecture/Discussions	Introducing the student to the concept of land economics, the intensive marginal use of land and the labor force on the land.	theoretical knowledge	2 hours	The eighth
Questions and share	Lecture/Discussions	Introducing the student to agricultural prices, demand for agricultural crops, factors affecting the supply of agricultural crops, and analysis of agricultural prices.	theoretical knowledge	2 hours	Ninth
Oral questions	Lecture/Discussions	Introducing the student to the concept of agricultural marketing and agricultural marketing costs	theoretical knowledge	2 hours	tenth
Oral questions	Lecture/Discussions	Introducing the student to the concept of agricultural financing and lending	theoretical knowledge	2 hours	eleventh
Questions and share	Lecture/Discussions	Introducing the student to the concept of farm management and farm management methods	theoretical knowledge	2 hours	twelfth
Oral questions	Lecture/Discussions	Introducing the student to agricultural policies, agricultural reform and agricultural development	theoretical knowledge	2 hours	thirteenth
Oral questions	Lecture/Discussions	Introducing the student to the concept of food security and food	-	2 hours	fourteenth

		security in Iraq			
-	-	Monthly exam	theoretical knowledge	2 hours	fifteenth

11. Course Evaluation

The final grade for the evaluation is 100 points, and the minimum for success is 50 points, and the grade is distributedEvaluation on the end of the course is 30 points and the end of the course exam is 70 points.As follows:

- First month exam 10 marks •
- Second month exam 10 marks •
- Daily preparation 5 degrees •
- Posts 5 points •
- End of course exam 70 points

12. Learning and teaching resources

Mohamed Amin El-Shishtawy, Emad Younes Wahdan, and El-Sayed Hassan Mohamed Gado, Agricultural Economics, Arab Republic of Egypt, Benha University, Faculty of Agriculture, Department of EconomicsAgricultural, 2013.	Required textbooks (methodology if any)
Abdul Wahab Matar Al-Dahri, Agricultural Economics, Directorate of Dar Al-Kutub for Printing and Publishing, University of Mosul, Second Edition, 1987 AD.	Main References (Sources)
Annual economic reports of the Central Bank of Iraq.	Recommended supporting books and references (scientific journals, reports...)
Reviewing scientific websites through the web	Electronic references, websites

Academic Program Description Form**For the academic year 2025-2026****University name: Tikrit University****College/Institute: College of Management and Economics****Scientific Department: Department of Economics / School Branch****Name of academic or professional program: Department of Economics****Final Degree Name: Bachelor of Science in Economics****Academic system: Course system****Description preparation date: 1/9/2025****Date of filling the file: 1/9/2025**


Signature

Assistant Professor Dr. Omar Abdullah Mohammed

Head of Department's Name

2025/9/1

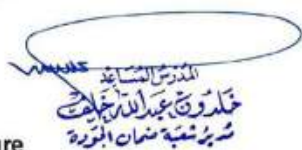


Signature

Assistant Professor Dr. Khattab Imran Saleh

Name of the Assistant Dean for Scientific Affairs

2052/9/1



Signature

The file was audited by

Khaldoon Abdullah Khalaf

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

2025/9/1



Approval of the Dean

1. Program Vision

Effective contribution to building an advanced economy based on sound planning according to economic policies that suit reality and following an advanced scientific approach in preparing economic curricula. ❖

2. Program message

The objective need of the public and private sectors requires the formulation of economic plans and programmes at the micro and macro levels and the development of policies to achieve a set of economic and social objectives according to priorities embodied by the necessities and available capabilities. Here, it is necessary to prepare specialised cadres to conduct economic research and studies in a way that contributes to deepening economic awareness and maximising the economic and social benefits of available resources. ❖

3. Program objectives

Graduating specialized cadres in the field of planning and building economic policies, capable of integrating into the labor market and economic life. .١

Developing students' skills to enable them to integrate into the labor market. .٢

Motivating and supporting the faculty in the department to conduct studies and provide economic consultations to public and private entities in Iraq. .٣

Effective contribution to preparing training and continuing education programs to develop expertise and skills in public and private sector institutions. .٤

4. Program accreditation

Is the program accredited? And from which authority?both .٥

5. Other external influences

Is there a sponsor for the program? Yes, the Ministry of Higher Education and Scientific Research, the Presidency of Tikrit University, and the Deanship of the College of Administration and Economics .٦

6. Program Structure

comments	percentage	Study unit	Number of courses	Program Structure
	6.9%	10	5	Institutional Requirements
	7.5%	11	4	College Requirements
	85.6%	125	55	Department Requirements
	Completed			Summer training
				Other

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

7. Program Description / Curriculum of the Department of Economics

Credit hours	Course name	Course code	Year/Level

		theoretical			
		3	Management principles		First
		3	Principles of Economics 1		
		2	Principles of Statistics		
		1	Computer 1		
		2	Arabic		
		2	Human rights and democracy		
		3	Economic Readings1English		
		2	Principles of mathematics		
		3	Accounting principles		
		2	Economic Readings 2English		
		3	Principles of Economics 2		
		2	English language		
		3	Microeconomic theory1		Second
		2	Baath crimes		
		2	Economic statistics1		
		2	National Accounts1		
		2	Economic facts history		
		2	Economics of money		
		2	Human Resource Economics		
		3	Computer 1		
		2	Mathematics for Economists		
		3	Microeconomic Theory 2		
		2	Economic Statistics 2		
		2	English language		
		2	History of Economic Thought 2		
		2	Banking Economics		
		2	National Accounts2		
		1	Computer2		
		2	Mathematics for Economists 2		
		3	Mathematical Economics 1		Third / General Economics
		2	International Economy		
		2	Economic development		
		3	Public Finance		
		3	Macroeconomics 1		

	2	Agricultural economics		
	2	Environmental Economics		
	2	Industrial economy		
	2	Knowledge Economics		
	2	English language		
	2	Development policy		
	2	Financial policy		
	2	Industrial policy		
	2	Agricultural policy		
	2	International Policy		
	3	Mathematical Economics 2		
	3	Macroeconomics 2		
	2	Economic development		Third / Economic Teachers Branch
	3	Sports economics		
	3	Public Finance		
	2	Industrial economy		
	2	Educational guidance		
	3	Macroeconomics 1		
	2	English language		
	2	Educational management		
	2	Development policy		
	3	International Economy		
	3	Agricultural economics		
	1	Computer		
	2	psychology		
	3	Macroeconomics 2		
	2	Educational foundations		
	2	Financial policy		
	3	Critical theory		Fourth
	3	Econometrics 1		
	3	Economic systems		
	2	Search methods		
	2	International Finance		
	2	Operations Research 1		
	3	Economic feasibility studies		

	2	Oil Economics		
	2	Economic planning		
	3	Monetary policy		
	3	Econometrics2		
	2	Computer applications (EV)		
	3	Economic Project Evaluation		
	2	Financial institutions		
	2	Operations Research 2		
	2	English language		
	2	Planning policy		
	2	Energy Economics		
	8. Expected learning outcomes of the program			
	Knowledge			
the labor market with the necessary skills from human resources.	-	Providing graduates who are able to perform economic analysis and predict economic variables.	-	
		Disseminating knowledge in government institutions to achieve the aspirations of society.	-	
	Skills			
ability of economics graduates to conduct feasibility studies and economic analysis.	-	The ability to solve economic problems that economic activity suffers from, such as inflation and recession.	-	
		Exchange of experiences and data with ministries with economic decision-making powers	-	
s should be knowledgeable and skilled in to accomplish the tasks assigned to them.	-	Providing economic advice to the public and private sectors.	-	
	Values			
e to professional ethics and the ability to demonstrate high professional competence.	-	Establishing social and ethical responsibility.	-	
		Serving the community and meeting its requirements.	-	
must believe in the principles of integrity	-	Integrity and transparency.	-	
parency, and have the ability to apply the concepts of quality management.		Quality.	-	
	9. Teaching and learning strategies			
ing: Encouraging students' active participation in learning processes, such as discussions, group activities, and problem solving, to enhance their deep understanding of mathematical concepts.	1.			
orative learning: Encouraging students to work together in small groups to solve problems related to their studies and share ideas, which contributes to enhancing interaction and knowledge exchange among them.	2.			
nology: Leveraging technology to provide interactive learning tools such as computer software and online	3.			

ed learning: presenting specific problems and motivating students to think critically and use management skills to solve them.

managerial thinking: Encouraging students to develop managerial thinking skills such as analysis, planning and inference, by providing stimulating questions and applied problems.

	10. Evaluation methods

and Assignments: Students may be given regular tests and assessment assignments to assess their problem-solving skills related to their subject area and their understanding of the concepts presented.

practical performance evaluation: Students can be evaluated in practical performance through practical visits and participation in applied activities.

can be evaluated during their participation in the faculty mentoring program.

Faculty members

Category	Requirements/Skills (if any)	Specialization		Academic Rank
Managerial		private	general	
Managerial		International Economy	economy	Prof. Dr. Abdul Razzaq Hamad Hussein Khalaf
Managerial		Economic	economy	Prof. Dr. Makhif Jassim Hamad Ali

		development		
ange		Public Finance	economy	Prof. Dr. Khalaf Mohammed Hamad Abdul-Jubouri
ange		Monetary policies	economy	Asst. Prof. Dr. Khalil Ismail Aziz Bazawi
ange		International Economy	economy	Asst. Prof. Dr. Ibrahim Abdullah Jassim Issa
ange		Macroeconomics	economy	A.M.D. Anmar Ghaleb Kleib Mutlaq
ange		Public Finance	economy	Asst. Prof. Dr. Amer Sami Munir Dawood Al-Ani
ange		Economic development	economy	A.M.D. Fouad Farhan Hussein Mukhlef
ange		International Economy	economy	A.M.D. Khattab Imran Saleh Daman
ange		Macroeconomics	economy	Asst. Prof. Dr. Ziad Ezz El-Din Taha Talib
ange		International Economy	economy	Asst. Prof. Dr. Yasra Salem Nayef Abdul Janabi
ange		Monetary policies	economy	Asst. Prof. Dr. Omar Abdullah Mohammed Hejeij
ange		Finance and Banking	economy	Asst. Prof. Dr. Kilan Ismail Abdullah Mohammed
ange		Macroeconomics	economy	Dr. Khader Jassim Hamad Fahal Al- Jabouri
ange		Economic development	economy	Dr. Munqidh Ibrahim Saleh Hamad
ange		Finance and Credit	economy	Dr. Alaa Abdul Jabbar Hussein Hamad
ange		Public Finance	economy	Dr. Jamal Hussein Ali Abdullah
ange		International Economy	economy	Dr. Mustafa Mahmoud Mahdi Saleh
ange		Standard Economics	economy	A.M. Bushra Abdel-Bari Ahmed Abdullah
ange		Critical	economy	Hamid Hassan Khalaf Mashaal
ange		Critical	economy	Asst. Prof. Dr. Ghassan Ibrahim Ahmed

ange		Financial policies	economy	A.M. Mohamed Emad Abdel Aziz Mahdi
ange		Standard Economics	economy	A.M. Samer Mohammed Fakhri Darar
ange		Public Finance	economy	A.M. Muthanna Mayouf Mahmoud Alawi
ange		International Economy	economy	Dr. Mohammed Ahmed Mohammed Hassan Al-Jabouri
ange		International Economy	economy	M. Bilal Abdel Haq Abdel Karim Mustafa
ange		Standard Economics	economy	Dr. Zuhair Hamed Turki Zaiter
ange		International Economy	economy	A.M. Mustafa Ismail Khalil Abdel
ange		International Economy	economy	Mr. Bakr Hamid Jasoum Aziz
ange		Macroeconomics	economy	M. Naaman Munther Younis Fadel
ange		Economic development	economy	M. Hamoud Saad Muhaimid Al-Helou
ange		Macroeconomics	economy	Ms. Zeina Tariq Ali Ne'meh
ange		economy	economy	M.M. Abeer Abbas Hammadi Saleh
ange		economy	economy	Mr. Adi Tais Ibrahim Musa
ange		economy	economy	M.M. Lujain Aref Ali Mustafa
ange		economy	economy	M.M. Reem Saeed Shihab Ahmed Al-Dulaimi
ange		economy	economy	Mr. Hassan Zidane Khalaf Hamad
ange		economy	economy	M.M. Jihad Badou Hamad Hussein Al-Jabouri
ange		economy	economy	Mr. Ghazwane Shaker Ismail Ibrahim
ecturer		English language	English language	A.M. Abdul Khalaf Saleh
ecturer		Educational and psychological sciences	Educational and psychological sciences	Dr. Louay Karim Latif
ecturer		English language	English language	M. Alaa Ahmed Abdullah

lecturer		English language	English language	Mr. Osama Mohammed Abdullah
lecturer		English language	English language	Mr. Marwan Abdel Moneim Tawfik
lecturer		Educational and psychological sciences	Educational and psychological sciences	M.M. Duaa Turki Abdel
	Professional development			
	Orientation of new faculty members			
Identifying the needs of the university and the department:	The needs of the university and the department are determined in terms of the required educational cadres.And preferred majors.			١-
Orientation Programs:	Customized orientation programs are designed for new, visiting, full-time and part-time members based on their needs and specialties.			٢-
Introduction to the University Environment:	A comprehensive introduction to the university and the Department of Administration is provided, including an overview of the department, vision, mission, goals, and available services.			٣-
Support resources:	New members are provided with the necessary resources and support, including training courses, workshops, and technical assistance.			٤-
Orientation:	New members are oriented regarding the curricula, research areas and teaching methods used in the department.			٥-
Administrative Orientation:	New members are oriented to administrative procedures, responsibilities, university policies and code of conduct.			٦-
Ongoing Support:	Ongoing support is provided to new, visiting, full-time and part-time faculty members through advisory sessions, workshops and periodic evaluations.			٧-
	Professional development for faculty members			
Identifying needs and setting goals:	Faculty needs are identified through surveys and performance evaluations, and then specific goals to be achieved within the program are identified.			١.
Program Design:	Based on the specific needs and objectives, a comprehensive development program is designed that includes a set of activities, training courses, workshops, and educational resources.			٢.
Implementation:	The development program is implemented in a regular and organized manner, including organizing workshops, conducting training courses, and providing appropriate educational resources.			٣.
Effective teaching strategies:	Faculty members learn to use and apply modern and effective teaching strategies, such as cooperative learning, active learning, and educational technology.			٤.
Evaluation of learning outcomes:	The effectiveness of the development program is evaluated by evaluating the outcomes of faculty members, such as increased levels of knowledge, teaching skills, and interaction with students.			٥.

Continuous Development: Ongoing feedback and support is provided to faculty members to promote ongoing professional and academic development.	٦														
Participation in scientific research and publication: Faculty members are encouraged to participate in scientific research and publish the results in prestigious academic journals, which enhances their academic standing and contributes to the development of knowledge in their fields.	٧														
12. Acceptance Criteria															
Central acceptance.	١														
Accepting exceptions (martyrs' families, children of faculty, distinguished employees, top students in institutes, foreign students).	٢														
Private government education	٣														
Accepting evening studies.	٤														
13. The most important sources of information about the program															
University, college and electronic department website.	١														
Priorities for establishing the department.	٢														
Develop and update the curricula of the faculties of management and economics in Iraqi universities for the year 2017.	٣														
14. Program Development Plan															
Developing curricula for each subject by the instructor.	١														
Opening a branch of the third stage (economic teachers) and opening postgraduate studies, a higher diploma equivalent to a master's and doctorate.	٢														
Developing teaching and administrative staff through courses, seminars and workshops in areas of specialization.	٣														
Encouraging scientific research efforts by encouraging faculty members to publish, especially in international journals.	٤														
Organizing training programs to develop students' capabilities in technical and information technology fields.	٥														
Organizing field visits and scientific trips for students to government institutions.	٦														
Program Skills Chart															
Required learning outcomes of the program															
		Values			Skills			Knowledge				Essential or optional?	Course name	Course code	Year/Level
4	A3	A2	A1	B4	B3	B2	B1	A4	A3	A2	A1				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Management principles		First year
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 1		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Statistics		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Arabic		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human rights and democracy		

		✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings1English			
		✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of mathematics			
		✓	✓	✓	✓	✓	✓	✓	✓	✓		Accounting principles			
		✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings 2English			
		✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 2			
		✓	✓	✓	✓	✓	✓	✓	✓	✓		English language			
		✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic theory1			
		✓	✓	✓	✓	✓	✓	✓	✓	✓		Baath crimes			
		✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic statistics1			
		✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts1			
		✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic facts history			
		✓	✓	✓	✓	✓	✓	✓	✓	✓		Economics of money			
		✓	✓	✓	✓	✓	✓	✓	✓	✓		Human Resource Economics			
		✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1			
		✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematics for Economists			
		✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic Theory 2			
		✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Statistics 2			
		✓	✓	✓	✓	✓	✓	✓	✓	✓		English language			
		✓	✓	✓	✓	✓	✓	✓	✓	✓		History of Economic Thought 2			
		✓	✓	✓	✓	✓	✓	✓	✓	✓		Banking Economics			
												Mathematics for Economists 2			
		✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts2			
		✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer2			
		✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 1			
		✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy			
		✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development			
		✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance			
		✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1			
		✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural			

													economics				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Environmental Economics				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Knowledge Economics				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial policy				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural policy				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Policy				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 2				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Sports economics				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational guidance				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational management				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer psychology				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational foundations				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Critical theory				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Econometrics 1				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic systems				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Search methods				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Finance				

			✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations Research 1	
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic feasibility studies	
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Oil Economics	
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic planning	
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Monetary policy	
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Econometrics2	
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer applications(EV)	
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Project Evaluation	
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial institutions	
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations Research 2	
			✓	✓	✓	✓	✓	✓	✓	✓	✓		English language	
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Planning policy	
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Energy Economics	

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

Course Description Form

1. Course name	
Industrial economy	
2. Course code	
3. Semester/Year	
2025-2026	
4. Date this description was prepared	
1/9/2025	
5. Available forms of attendance	
Approval of attendance list	
6. Number of study hours (total) / Number of units (total)	
Number of hours 45 / Number of units45	
7. Name of the course supervisor (if more than one name is mentioned)	
A.M. Mohamed Emad Abdel Aziz	
8. Course objectives	
Student definitionOn the material basis of the 1- industrial economy	Subject objectives
Student definitionWith the historical 2- introduction to the industrial economy	
Student definitionTheoretical introduction to 3-	

industrial economics Get to know Theories such as Theories Localization and localization Introducing the student to choosing the optimal location for projects. Introducing the student to how to solve the problems facing the economy Industrial	

9. Teaching and learning strategies

Delivering in-person and online lectures - Discussions with students - Oral questions for students - Blended learning (classroom) -	Strategy

10. Course Structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
Oral questions	Giving the lecture	On the material basis of the industrial economy	theoretical knowledge	2hour	the first
Questions and share	Lecture/Discussions	Historical Introduction to the International Industrial Economy	theoretical knowledge	2hour	the second
Oral questions	Lecture/Discussions	Theoretical Introduction to Industrial Economics	theoretical knowledge	2hour	the third
Student participation	Lecture/Discussions	Definition of industrial economics and its relationship to other sciences	theoretical knowledge	2hour	Fourth
Oral questions	Lecture/Discussions	Definition of industrial economics and its relationship to other sciences	theoretical knowledge	2hour	Fifth
-	-	Monthly exam	-	2hour	Sixth
Oral questions	Lecture/Discussions	Industry and Economic System	theoretical knowledge	2hour	Seventh
Oral questions	Lecture/Discussions	Introduction to the Study of Industry and Manufacturing	theoretical knowledge	2hour	The eighth

Questions and share	Lecture/Discussions	The importance of manufacturing	theoretical knowledge	2hour	Ninth
Oral questions	Lecture/Discussions	Industrial structures	theoretical knowledge	2hour	tenth
Oral questions	Lecture/Discussions	Scientific foundations for localizing industrial projects	theoretical knowledge	2hour	eleventh
Questions and share	Lecture/Discussions	(Factors affecting and effective in industrial localization)	theoretical knowledge	2hour	twelfth
Oral questions	Lecture/Discussions	(The most important methods or ways to localize industrial projects)	theoretical knowledge	2hour	thirteenth
-	-	Monthly exam	-	2hour	fourteenth
Questions and share	Lecture with oral questions	Comprehensive review	theoretical knowledge	2hour	fifteenth

11. Course Evaluation

The final grade for the evaluation is 100 points, and the minimum for success is 50 points, and the grade is distributedEvaluation on the end of the course is 30 points and the end of the course exam is 70 points.As follows:

- First month exam 10 marks •
- Second month exam 10 marks •
- Daily preparation 5 degrees •
- Posts 5 points •
- End of course exam 70 points

12. Learning and teaching resources

EconomyIndustrial lecture group	Required textbooks (methodology if any)
	Main References (Sources)
	Recommended supporting books and references (scientific journals, reports...)
Reviewing scientific websites through the web	Electronic references, websites

Academic Program Description Form**For the academic year 2025-2026****University name: Tikrit University****College/Institute: College of Management and Economics****Scientific Department: Department of Economics / School Branch****Name of academic or professional program: Department of Economics****Final Degree Name: Bachelor of Science in Economics****Academic system: Course system****Description preparation date: 1/9/2025****Date of filling the file: 1/9/2025**


Signature

Assistant Professor Dr. Omar Abdullah Mohammed

Head of Department's Name

2025/9/1

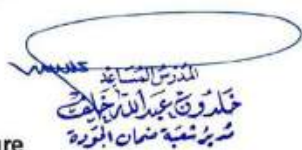


Signature

Assistant Professor Dr. Khattab Imran Saleh

Name of the Assistant Dean for Scientific Affairs

2052/9/1



Signature

The file was audited by

Khaldoon Abdullah Khalaf

Name of the Director of the Quality Assurance and

University Performance Division

2025/9/1



Approval of the Dean

1. Program Vision

Effective contribution to building an advanced economy based on sound planning according to economic policies that suit reality and following an advanced scientific approach in preparing economic curricula. ❖

2. Program message

The objective need of the public and private sectors requires the formulation of economic plans and programmes at the micro and macro levels and the development of policies to achieve a set of economic and social objectives according to priorities embodied by the necessities and available capabilities. Here, it is necessary to prepare specialised cadres to conduct economic research and studies in a way that contributes to deepening economic awareness and maximising the economic and social benefits of available resources. ❖

3. Program objectives

Graduating specialized cadres in the field of planning and building economic policies, capable of integrating into the labor market and economic life. .^١

Developing students' skills to enable them to integrate into the labor market. .^٢

Motivating and supporting the faculty in the department to conduct studies and provide economic consultations to public and private entities in Iraq. .^٣

Effective contribution to preparing training and continuing education programs to develop expertise and skills in public and private sector institutions. .^٤

4. Program accreditation

Is the program accredited? And from which authority?both .^٥

5. Other external influences

Is there a sponsor for the program? Yes, the Ministry of Higher Education and Scientific Research, the Presidency of Tikrit University, and the Deanship of the College of Administration and Economics .^٦

6. Program Structure

comments	percentage	Study unit	Number of courses	Program Structure
	6.9%	10	5	Institutional Requirements
	7.5%	11	4	College Requirements
	85.6%	125	55	Department Requirements
	Completed			Summer training
				Other

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

7. Program Description / Curriculum of the Department of Economics

Credit hours	Course name	Course code	Year/Level

		theoretical			
		3	Management principles		First
		3	Principles of Economics 1		
		2	Principles of Statistics		
		1	Computer 1		
		2	Arabic		
		2	Human rights and democracy		
		3	Economic Readings1English		
		2	Principles of mathematics		
		3	Accounting principles		
		2	Economic Readings 2English		
		3	Principles of Economics 2		
		2	English language		
		3	Microeconomic theory1		Second
		2	Baath crimes		
		2	Economic statistics1		
		2	National Accounts1		
		2	Economic facts history		
		2	Economics of money		
		2	Human Resource Economics		
		3	Computer 1		
		2	Mathematics for Economists		
		3	Microeconomic Theory 2		
		2	Economic Statistics 2		
		2	English language		
		2	History of Economic Thought 2		
		2	Banking Economics		
		2	National Accounts2		
		1	Computer2		
		2	Mathematics for Economists 2		
		3	Mathematical Economics 1		Third / General Economics
		2	International Economy		
		2	Economic development		
		3	Public Finance		
		3	Macroeconomics 1		

	2	Agricultural economics		
	2	Environmental Economics		
	2	Industrial economy		
	2	Knowledge Economics		
	2	English language		
	2	Development policy		
	2	Financial policy		
	2	Industrial policy		
	2	Agricultural policy		
	2	International Policy		
	3	Mathematical Economics 2		
	3	Macroeconomics 2		Third / Economic Teachers Branch
	2	Economic development		
	3	Sports economics		
	3	Public Finance		
	2	Industrial economy		
	2	Educational guidance		
	3	Macroeconomics 1		
	2	English language		
	2	Educational management		
	2	Development policy		
	3	International Economy		
	3	Agricultural economics		
	1	Computer		
	2	psychology		
	3	Macroeconomics 2		
	2	Educational foundations		
	2	Financial policy		
	3	Critical theory		Fourth
	3	Econometrics 1		
	3	Economic systems		
	2	Search methods		
	2	International Finance		
	2	Operations Research 1		
	3	Economic feasibility studies		

	2	Oil Economics		
	2	Economic planning		
	3	Monetary policy		
	3	Econometrics2		
	2	Computer applications (EV)		
	3	Economic Project Evaluation		
	2	Financial institutions		
	2	Operations Research 2		
	2	English language		
	2	Planning policy		
	2	Energy Economics		
	8. Expected learning outcomes of the program			
	Knowledge			
the labor market with the necessary skills from human resources.	-	Providing graduates who are able to perform economic analysis and predict economic variables.	-	
		Disseminating knowledge in government institutions to achieve the aspirations of society.	-	
	Skills			
ability of economics graduates to conduct feasibility studies and economic analysis.	-	The ability to solve economic problems that economic activity suffers from, such as inflation and recession.	-	
		Exchange of experiences and data with ministries with economic decision-making powers	-	
s should be knowledgeable and skilled in to accomplish the tasks assigned to them.	-	Providing economic advice to the public and private sectors.	-	
	Values			
e to professional ethics and the ability to demonstrate high professional competence.	-	Establishing social and ethical responsibility.	-	
		Serving the community and meeting its requirements.	-	
must believe in the principles of integrity	-	Integrity and transparency.	-	
parency, and have the ability to apply the concepts of quality management.		Quality.	-	
	9. Teaching and learning strategies			
ing: Encouraging students' active participation in learning processes, such as discussions, group activities, and problem solving, to enhance their deep understanding of mathematical concepts.			1.	
orative learning: Encouraging students to work together in small groups to solve problems related to their studies and share ideas, which contributes to enhancing interaction and knowledge exchange among them.			2.	
nology: Leveraging technology to provide interactive learning tools such as computer software and online			3.	

	resources to enhance student understanding and motivation.	
ed learning: presenting specific problems and motivating students to think critically and use management	.٤	skills to solve them.
Instructional Strategies: Providing a variety of instructional strategies, such as interactive lectures, practical	.٥	lessons, and hands-on exercises, to meet the diverse needs of students.
Managerial thinking: Encouraging students to develop managerial thinking skills such as analysis, planning	.٦	and inference, by providing stimulating questions and applied problems.
Immediate feedback: Provide mechanisms to provide immediate feedback to students on their performance	.٧	
Understanding of management concepts, whether through periodic assessments or direct interaction with the		teacher.

10. Evaluation methods

room performance assessment: This includes assessing students' performance during lessons, lectures and	.١	
ops, whether through written tests or continuous assessment of their participation and understanding of the		material.
n in discussions and activities: Students' participation in class discussions, group activities, and individual	.٢	projects can be assessed to assess their understanding and engagement with the material.
and Assignments: Students may be given regular tests and assessment assignments to assess their problem-	.٣	solving skills related to their subject area and their understanding of the concepts presented.
ating participation in research: The extent to which students participate in research activities and scientific	.٤	
be assessed, and an evaluation can be provided of their presentation style and analysis of their results and		conclusions.
al performance evaluation: Students can be evaluated in practical performance through practical visits and	.٥	participation in applied activities.
ation of external participation: This includes evaluation of the extent of students' participation in external	.٦	activities such as conferences, seminars, and sports competitions.
n of Personal and Professional Development: Students' personal, professional and academic development	.٧	can be evaluated during their participation in the faculty mentoring program.

11. Faculty

Faculty members

y tion	Requirements/Skills (if any)	Specialization		Academic Rank
		private	general	
ange		International Economy	economy	Prof. Dr. Abdul Razzaq Hamad Hussein Khalaf
ange		Economic	economy	Prof. Dr. Makhif Jassim Hamad Ali

		development		
ange		Public Finance	economy	Prof. Dr. Khalaf Mohammed Hamad Abdul-Jubouri
ange		Monetary policies	economy	Asst. Prof. Dr. Khalil Ismail Aziz Bazawi
ange		International Economy	economy	Asst. Prof. Dr. Ibrahim Abdullah Jassim Issa
ange		Macroeconomics	economy	A.M.D. Anmar Ghaleb Kleib Mutlaq
ange		Public Finance	economy	Asst. Prof. Dr. Amer Sami Munir Dawood Al-Ani
ange		Economic development	economy	A.M.D. Fouad Farhan Hussein Mukhlef
ange		International Economy	economy	A.M.D. Khattab Imran Saleh Daman
ange		Macroeconomics	economy	Asst. Prof. Dr. Ziad Ezz El-Din Taha Talib
ange		International Economy	economy	Asst. Prof. Dr. Yasra Salem Nayef Abdul Janabi
ange		Monetary policies	economy	Asst. Prof. Dr. Omar Abdullah Mohammed Hejeij
ange		Finance and Banking	economy	Asst. Prof. Dr. Kilan Ismail Abdullah Mohammed
ange		Macroeconomics	economy	Dr. Khader Jassim Hamad Fahal Al- Jabouri
ange		Economic development	economy	Dr. Munqidh Ibrahim Saleh Hamad
ange		Finance and Credit	economy	Dr. Alaa Abdul Jabbar Hussein Hamad
ange		Public Finance	economy	Dr. Jamal Hussein Ali Abdullah
ange		International Economy	economy	Dr. Mustafa Mahmoud Mahdi Saleh
ange		Standard Economics	economy	A.M. Bushra Abdel-Bari Ahmed Abdullah
ange		Critical	economy	Hamid Hassan Khalaf Mashaal
ange		Critical	economy	Asst. Prof. Dr. Ghassan Ibrahim Ahmed

ange		Financial policies	economy	A.M. Mohamed Emad Abdel Aziz Mahdi
ange		Standard Economics	economy	A.M. Samer Mohammed Fakhri Darar
ange		Public Finance	economy	A.M. Muthanna Mayouf Mahmoud Alawi
ange		International Economy	economy	Dr. Mohammed Ahmed Mohammed Hassan Al-Jabouri
ange		International Economy	economy	M. Bilal Abdel Haq Abdel Karim Mustafa
ange		Standard Economics	economy	Dr. Zuhair Hamed Turki Zaiter
ange		International Economy	economy	A.M. Mustafa Ismail Khalil Abdel
ange		International Economy	economy	Mr. Bakr Hamid Jasoum Aziz
ange		Macroeconomics	economy	M. Naaman Munther Younis Fadel
ange		Economic development	economy	M. Hamoud Saad Muhaimid Al-Helou
ange		Macroeconomics	economy	Ms. Zeina Tariq Ali Ne'meh
ange		economy	economy	M.M. Abeer Abbas Hammadi Saleh
ange		economy	economy	Mr. Adi Tais Ibrahim Musa
ange		economy	economy	M.M. Lujain Aref Ali Mustafa
ange		economy	economy	M.M. Reem Saeed Shihab Ahmed Al-Dulaimi
ange		economy	economy	Mr. Hassan Zidane Khalaf Hamad
ange		economy	economy	M.M. Jihad Badou Hamad Hussein Al-Jabouri
ange		economy	economy	Mr. Ghazwane Shaker Ismail Ibrahim
ecturer		English language	English language	A.M. Abdul Khalaf Saleh
ecturer		Educational and psychological sciences	Educational and psychological sciences	Dr. Louay Karim Latif
ecturer		English language	English language	M. Alaa Ahmed Abdullah

lecturer		English language	English language	Mr. Osama Mohammed Abdullah
lecturer		English language	English language	Mr. Marwan Abdel Moneim Tawfik
lecturer		Educational and psychological sciences	Educational and psychological sciences	M.M. Duaa Turki Abdel
	Professional development			
	Orientation of new faculty members			
Identifying the needs of the university and the department:	The needs of the university and the department are determined in terms of the required educational cadres.And preferred majors.			١-
Orientation Programs:	Customized orientation programs are designed for new, visiting, full-time and part-time members based on their needs and specialties.			٢-
Introduction to the University Environment:	A comprehensive introduction to the university and the Department of Administration is provided, including an overview of the department, vision, mission, goals, and available services.			٣-
Support resources:	New members are provided with the necessary resources and support, including training courses, workshops, and technical assistance.			٤-
Orientation:	New members are oriented regarding the curricula, research areas and teaching methods used in the department.			٥-
Administrative Orientation:	New members are oriented to administrative procedures, responsibilities, university policies and code of conduct.			٦-
Ongoing Support:	Ongoing support is provided to new, visiting, full-time and part-time faculty members through advisory sessions, workshops and periodic evaluations.			٧-
	Professional development for faculty members			
Identifying needs and setting goals:	Faculty needs are identified through surveys and performance evaluations, and then specific goals to be achieved within the program are identified.			١.
Program Design:	Based on the specific needs and objectives, a comprehensive development program is designed that includes a set of activities, training courses, workshops, and educational resources.			٢.
Implementation:	The development program is implemented in a regular and organized manner, including organizing workshops, conducting training courses, and providing appropriate educational resources.			٣.
Effective teaching strategies:	Faculty members learn to use and apply modern and effective teaching strategies, such as cooperative learning, active learning, and educational technology.			٤.
Evaluation of learning outcomes:	The effectiveness of the development program is evaluated by evaluating the outcomes of faculty members, such as increased levels of knowledge, teaching skills, and interaction with students.			٥.

Continuous Development: Ongoing feedback and support is provided to faculty members to promote ongoing professional and academic development.	٦														
Participation in scientific research and publication: Faculty members are encouraged to participate in scientific research and publish the results in prestigious academic journals, which enhances their academic standing and contributes to the development of knowledge in their fields.	٧														
12. Acceptance Criteria															
Central acceptance.	-١														
Accepting exceptions (martyrs' families, children of faculty, distinguished employees, top students in institutes, foreign students).	-٢														
Private government education	-٣														
Accepting evening studies.	-٤														
13. The most important sources of information about the program															
University, college and electronic department website.	-١														
Priorities for establishing the department.	-٢														
Develop and update the curricula of the faculties of management and economics in Iraqi universities for the year 2017.	-٣														
14. Program Development Plan															
Developing curricula for each subject by the instructor.	-١														
Opening a branch of the third stage (economic teachers) and opening postgraduate studies, a higher diploma equivalent to a master's and doctorate.	-٢														
Developing teaching and administrative staff through courses, seminars and workshops in areas of specialization.	-٣														
Encouraging scientific research efforts by encouraging faculty members to publish, especially in international journals.	-٤														
Organizing training programs to develop students' capabilities in technical and information technology fields.	-٥														
Organizing field visits and scientific trips for students to government institutions.	-٦														
Program Skills Chart															
Required learning outcomes of the program															
		Values			Skills			Knowledge				Essential or optional?	Course name	Course code	Year/Level
4	A3	A2	A1	B4	B3	B2	B1	A4	A3	A2	A1				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Management principles		First year
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 1		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Statistics		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Arabic		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human rights and democracy		

		✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings1English			
		✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of mathematics			
		✓	✓	✓	✓	✓	✓	✓	✓	✓		Accounting principles			
		✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings 2English			
		✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 2			
		✓	✓	✓	✓	✓	✓	✓	✓	✓		English language			
		✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic theory1			
		✓	✓	✓	✓	✓	✓	✓	✓	✓		Baath crimes			
		✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic statistics1			
		✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts1			
		✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic facts history			
		✓	✓	✓	✓	✓	✓	✓	✓	✓		Economics of money			
		✓	✓	✓	✓	✓	✓	✓	✓	✓		Human Resource Economics			
		✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1			
		✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematics for Economists			
		✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic Theory 2			
		✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Statistics 2			
		✓	✓	✓	✓	✓	✓	✓	✓	✓		English language			
		✓	✓	✓	✓	✓	✓	✓	✓	✓		History of Economic Thought 2			
		✓	✓	✓	✓	✓	✓	✓	✓	✓		Banking Economics			
												Mathematics for Economists 2			
		✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts2			
		✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer2			
		✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 1			
		✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy			
		✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development			
		✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance			
		✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1			
		✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural			

														economics				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			Environmental Economics				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			Industrial economy				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			Knowledge Economics				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			English language				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			Development policy				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			Financial policy				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			Industrial policy				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			Agricultural policy				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			International Policy				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			Mathematical Economics 2				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			Macroeconomics 2				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			Economic development				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			Sports economics				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			Public Finance				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			Industrial economy				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			Educational guidance				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			Macroeconomics 1				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			English language				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			Educational management				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			Development policy				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			International Economy				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			Agricultural economics				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			Computer psychology				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			Macroeconomics 2				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			Educational foundations				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			Financial policy				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			Critical theory				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			Econometrics 1				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			Economic systems				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			Search methods				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			International Finance				

			✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations Research 1	
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic feasibility studies	
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Oil Economics	
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic planning	
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Monetary policy	
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Econometrics2	
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer applications(EV)	
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Project Evaluation	
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial institutions	
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations Research 2	
			✓	✓	✓	✓	✓	✓	✓	✓	✓		English language	
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Planning policy	
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Energy Economics	

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

Course Description Form

1. Course name	
Educational administration	
2. Course code	
3. Semester/Year	
2025-2026	
4. Date this description was prepared	
1/9/2025	
5. Available forms of attendance	
Approval of attendance list	
6. Number of study hours (total) / Number of units (total)	
Number of hours30/ Number of units30	
7. Name of the course supervisor (if more than one name is mentioned)	
Mr. M. Louay Karim Latif	
8. Course objectives	
To provide the student with basic information and principles about management. The student understands the meaning of management.	Subject objectives

The student should become familiar with the concept of classroom management in terms of its nature and function in learning. The student should be familiar with modern trends in management and supervision. The student should understand the concept of educational supervision objectives and its types. The student should learn about the relationship between the school and the community and the means of communication. The student should understand the characteristics and features of the educational supervisor and their selection. To familiarize the student with management theories	

9. Teaching and learning strategies

Delivering in-person and online lectures - Discussions with students - Oral questions for students - Blended learning (classroom) -	Strategy

10. Course Structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
Oral questions	Giving the lecture	The concept and nature of management	theoretical knowledge	2hour	the first
Questions and share	Lecture/Discussions	Elements of the administrative process	theoretical knowledge	2hour	the second
Oral questions	Lecture/Discussions	The five steps in the organizing process	theoretical knowledge	2hour	the third
Student participation	Lecture/Discussions	Decision making stages	theoretical knowledge	2hour	Fourth
Oral questions	Lecture/Discussions	Types of motivation	theoretical knowledge	2hour	Fifth
-	-	Monthly exam	-	2hour	Sixth
Oral questions	Lecture/Discussions	Calendar basics	theoretical knowledge	2hour	Seventh
Oral questions	Lecture/Discussions	Factors affecting management	theoretical knowledge	2hour	The eighth
Questions and share	Lecture/Discussions	School administration	theoretical knowledge	2hour	Ninth
Oral questions	Lecture/Discussions	Monthly exam	theoretical knowledge	2hour	tenth
Oral questions	Lecture/Discussions	Types of motivation	theoretical knowledge	2hour	eleventh
Questions and share	Lecture/Discussions	Decision making stages	theoretical knowledge	2hour	twelfth
Oral questions	Lecture/Discussions	Elements of the administrative process	theoretical knowledge	2hour	thirteenth
-	-	exam	-	2hour	fourteenth
Questions and share	Lecture with oral questions	Comprehensive review	theoretical knowledge	2hour	fifteenth

11. Course Evaluation

The final grade for the evaluation is 100 points, and the minimum for success is 50 points, and the grade is distributedEvaluation on the end of the course is 30 points and the end of the course exam is 70 points.As follows:

- First month exam 10 marks •
- Second month exam 10 marks •
- Daily preparation 5 degrees •
- Posts 5 points •
- End of course exam 70 points

12. Learning and teaching resources

	Required textbooks (methodology if any)
	Main References (Sources)
	Recommended supporting books and references (scientific journals, reports...)
Reviewing scientific websites through the web	Electronic references, websites

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



Academic Program and

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Academic Program and Course Description Guide

2024

Introduction:

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

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: Tikrit University

Faculty/Institute: Administration and Economics

Scientific Department: Economics

Academic or Professional Program Name: Department of Economics

Final Certificate Name: Bachelor's degree

Academic System: Semesters

Description Preparation Date: 17/9/2023

File Completion Date: 17/9/2023

Signature:

Head of Department Name:

Assist. Prof. Dr. Ibrahim Abdullah Jasim

Date:

Signature:

Scientific Associate Name:

Assist. Prof. Dr. Ashraf Hashim Faris

Date:

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Assist. Lecturer. Osama Musa Farhan

Approval of the Dean

1. Program Vision

Effective contribution to building a developed economy based on sound planning in accordance with economic policies that suit reality and following an advanced scientific approach in preparing economic curricula.

2. Program Mission

The objective need of the public and private sectors requires the formulation of economic plans and programs at the micro and macro levels and the development of policies to achieve a set of economic and social goals in accordance with priorities embodied by the necessities and available capabilities. Here, it is necessary to prepare specialized cadres to conduct economic research and studies in a way that contributes to deepening economic awareness and maximizing the economic and social benefits of resources. Available.

3. Program Objectives

1. Graduating specialized cadres in the field of planning and building economic policies capable of integrating into the labor market and economic life.
2. Developing students' skills to enable them to integrate into the labor market.
3. Motivating and supporting the faculty in the department to conduct studies and provide economic consultations to public and private entities in Iraq.
4. Active contribution to the preparation of training and continuing education programs to develop expertise and skills in public and private sector institutions.

4. Program Accreditation

1. Does the program have program accreditation? From which side? both

5. Other external influences

1. Is there a sponsor for the program? Yes, the Ministry of Higher Education and Scientific Research, the Presidency of Tikrit University, and the Deanship of the College of Administration and Economics

6. Program Structure				
Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	5	10	6.9%	
College Requirements	4	11	7.5%	
Dept Requirements	55	125	85.6%	
Summer Training	Qualified			
Other				

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

7. Program Description				
Hours		Course Name	Course Code	Year-level
Practical	Theoretical			
	۳	Management principles		1 st
	۳	Principles of economics1		
	۲	Principles of statistics		
۲	۱	Computer 1		
	۲	Arabic		
	۲	Human rights and democracy		
	۳	Economic Readings1 English		
	۲	Principles of mathematics		
	۳	Accounting principles		
	۲	Economic Readings 2English		
	۳	Principles of economics2		

	۲	English		
	۳	Microeconomic theory1		2 nd
	۲	Baath crimes		
	۲	Economic statistics1		
	۲	National Accounts1		
	۲	History of economic facts		
	۲	Economics of money		
	۲	Human resource economics		
	۳	Computer 1		
	۲	Mathematics for economists		
	۳	Microeconomic theory 2		
	۲	Economic statistics2		
	۲	English language		
	۲	History of economic thought 2		
	۲	Economics of banking		
	۲	National accounts2		
۲	۱	Computer2		
	۲	Mathematics for economists 2		
	۳	Mathematical economics 1		3 rd – General Economics
	۲	International economy		
	۲	Economic development		
	۳	Public finance		
	۳	Macroeconomics 1		
	۲	agricultural economy		
	۲	Environmental economics		
	۲	Industrial economy		
	۲	Knowledge economics		
	۲	English language		
	۲	Development policy		
	۲	Financial policy		
	۲	Industrial policy		

	۲	Agricultural policy		
	۲	International politics		
	۳	Mathematical economics2		
	۳	Macroeconomics2		
	۲	Economic development		3rd - Economics Teachers
	۳	Mathematical economics		
	۳	Public finance		
	۲	Industrial economy		
	۲	Educational guidance		
	۳	Macroeconomics 1		
	۲	English language		
	۲	Educational administration		
	۲	Development policy		
	۳	International economy		
	۳	agricultural economy		
۲	۱	Computer		
	۲	psychology		
	۳	Macroeconomics2		
	۲	Educational foundations		
	۲	Financial policy		
	۳	Critical theory		4TH
	۳	Econometrics 1		
	۳	Economic systems		
	۲	Research methods		
	۲	International finance		
	۲	Operations research 1		
	۳	Economic feasibility studies		
	۲	Oil economics		
	۲	Economic planning		
	۳	Monetary policy		
	۳	Econometrics2		

	۲	Computer applications (EV)		
	۳	Evaluation of economic projects		
	۲	Financial institutions		
	۲	Operations research2		
	۲	English language		
	۲	Planning policy		
	۲	Energy economics		

8. Expected learning outcomes of the program

Knowledge

- Providing graduates capable of economic analysis and forecasting economic variables.
- Disseminating knowledge in government institutions to achieve the aspirations of society.

- Providing the labor market with the necessary skills from human resources.

Skills

- The ability to solve economic problems that plague economic activity, such as inflation and recession.
- Exchanging experiences and data with ministries responsible for economic decision-making

- The ability of graduates of the Department of Economics to conduct economic feasibility studies and economic analysis.

- Providing economic advice to the public and private sectors

- Our outputs must be knowledgeable and have acquired the skills on how to accomplish the tasks assigned to them.

Ethics

- Consolidating social and ethical responsibility.
- Serving the community and meeting its requirements.

- Adherence to professional ethics and the ability to demonstrate high professional competence.

- Integrity and transparency.
- the quality.

- The student must believe in the principles of integrity and transparency, and have the ability to apply quality management concepts.

9. Teaching and Learning Strategies

1. Active learning: Encouraging students' active participation in learning processes, such as discussions, group activities, and problem solving, to enhance their deep understanding of mathematical concepts.
2. Cooperative learning: Encouraging students to work together in small groups to solve issues related to their studies and share ideas, which contributes to enhancing interaction and exchange of knowledge between them.
3. Use of technology: Taking advantage of technology to provide interactive educational tools such as computer programs and online resources to enhance students' understanding and motivation.
4. Problem-based learning: presenting specific problems and motivating students to think critically and use

management skills to solve them.

5. Multiple educational strategies: Providing a variety of educational strategies, such as interactive lectures, practical lessons, and practical exercises, to meet the diverse needs of students.

6. Enhancing managerial thinking: Encouraging students to develop managerial thinking skills such as analysis, planning and deduction, by providing stimulating questions and applied problems.

7. Providing immediate feedback: Providing mechanisms to provide immediate feedback to students regarding their performance and understanding of administrative concepts, whether through periodic evaluations or direct interaction with the teacher.

10. Evaluation methods

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

2. Participation in discussions and activities: The extent to which students participate in class discussions, group activities, and individual projects can be assessed, in order to assess the extent of their understanding and interaction with the materials.

3. Tests and assignments: Students may be given regular tests and assessment assignments to evaluate their skills in solving problems related to their field of specialization and their understanding of the concepts presented.

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

5. Evaluation of practical performance: Students can be evaluated in practical performance through practical visits and participation in applied activities.

6. Evaluating external participation: It includes evaluating the extent of students' participation in external activities such as conferences, seminars, and sports competitions.

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

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Assist. Lecturer	Translation	Translation			Staff	

Professional Development

Mentoring new faculty members

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

Professional development of faculty members

1. Identifying needs and setting goals: The needs of faculty members are determined through opinion surveys and performance evaluations, and then specific goals that must be achieved within the program are determined.
2. Designing the development program: Based on the specific needs and objectives, a comprehensive development program is designed that includes a set of activities, training courses, workshops, and educational resources.
3. Program implementation: The development program is implemented on a regular and organized basis, and this includes organizing workshops, conducting training courses, and providing appropriate educational resources.
4. Using effective teaching strategies: Faculty members learn to use and apply modern and effective teaching strategies, such as cooperative learning, active learning, and educational technology.
5. Evaluation of learning outcomes: The effectiveness of the development program is evaluated by evaluating the learning outcomes of faculty members, such as increasing the level of knowledge, teaching skills, and interaction with students.
6. Continuous development: Continuous feedback and support are provided to faculty members to enhance ongoing professional and academic development.
7. Participation in scientific research and publishing: Faculty members are encouraged to participate in scientific research and publish the results in prestigious academic journals, which enhances their academic standing and contributes to the development of knowledge in their fields.

12. Acceptance Criterion

- 1- Central admission.
- 2- Accepting exceptions (families of martyrs, children of faculty, distinguished employees, first in institutes, and international students).
- 3- Private government education
- 4- Acceptance of evening studies.

13. The most important sources of information about the program

- 1- The university, college and department website.
- 2- Priorities for creating the department.
- 3- A project to develop and modernize the curricula of colleges of administration and economics in Iraqi universities for the year 2017.

14. Program Development Plan

- 1- Developing the curriculum for each subject by the teacher.
- 2- Opening a branch of the third stage (economic teachers) and opening postgraduate studies with a high diploma equivalent to a master's and a doctorate.
- 3- Developing teaching and administrative staff through courses, seminars and workshops in areas of specialization.
- 4- Supporting scientific research efforts by encouraging faculty members to publish, especially in international publications.
- 5- Establishing training programs to develop students' capabilities in the technical and information technology fields.
- 6- Organizing field visits and scientific trips for students to government institutions.

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

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

Course Description Form

1. Course Name:	
English	
2. Course Code:	
3. Semester / Year:	
2023-2024	
4. Description Preparation Date:	
17/9/2023	
5. Available Attendance Forms:	
Attendance Sheet	
6. Number of Credit Hours (Total) / Number of Units (Total)	
2	
7. Course administrator's name (mention all, if more than one name)	
Osama Mohammed Abdullah	
8. Course Objectives	
Course Objectives	1 Increasing students' experience and knowledge in the field of operations research and its importance to English Introducing the student to how to use the operations research material and apply it to address English problems Introducing the student to the most important features of the English
9. Teaching and Learning Strategies	
Strategy	- Giving in-person and electronic lectures - Discussions with students - Oral questions for students - Blended learning (classroom)
10. Course Structure	

11. Course Structure

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
the first	1	Learn about the English basics	Discussing basics of English	theory	Follow up on homework
the second	1	Articles	Explaining different types of articles	practical	Follow up on homework
the third	1	Tenses	Presenting the types of	theory	Follow up on

			tenses		homework
the fourth	1	Pronouns	Practicing the addressing of pronouns	practical	Follow up on homework
Fifth	1	WH Questions	Explaining the methods of making questions	theory	Follow up on homework
VI	1	Prepositions	Detecting the prepositions in sentences	practical	Follow up on homework
VII	1	Making questions	Introducing different types of making questions	theory	Follow up on homework
VIII	1	Missing letters	Detecting the missing letters	practical	Follow up on homework
ninth	1	Test	Test	Test	Follow up on homework
The tenth	1	Short Story	Brain storming questions	practical	Follow up on homework
eleventh	1	Short Story	Brain storming questions	theory	Follow up on homework
twelfth	1	Conversation	Making conversations between students	practical	Follow up on homework
Thirteenth	1	Questions articles	test methods	practical	Follow up on homework
fourteenth	1	Between and Among	Differentiating between two methods	practical	Follow up on homework
Fifteenth	1	Test	Theoretical + practical test	theory + practical	Final exam results

12. Infrastructure	
Required reading: · CORE TEXTS · COURSE MATERIALS · OTHER	1) New Headway Student's book, Liz and John Soars
Special requirements (include for example workshops, periodicals, IT software, websites)	1) New Headway Student's book, Liz and John Soars
Community-based facilities (include for example, guest Lectures , internship , field studies)	1) Encourage writing research and reports on English . 2) Urging students to visit the college library and the central library at Tikrit University and other universities. 3) Adopting modern technology in searching for documents and sources in revealing scientific facts.

Academic Program Description Form

For the academic year 2025–2026

University name: University Tikrit

College/Institute: College Management and Economics

Scientific Department: Department Economy

Name of academic or professional program: Department of Economics

Final Certificate Name: Bachelor Sciences in Economics

Academic system: Course system

Description preparation date: 1/9/2025

Date of filling the file: 1/9/2025



Signature

Assistant Professor Dr. Omar Abdullah Mohammed

Head of Department's Name

2025/9/1



Signature

Assistant Professor Dr. Khattab Imran Saleh

Name of the Assistant Dean for Scientific Affairs

2025/9/1



Signature

The file was audited by

Khaldoon Abdullah Khalaf

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

2025/9/1



Approval of the Dean

1. Program Vision

Effective contribution to building an advanced economy based on sound planning ♦
in accordance with appropriate economic policies. Reality and following an
advanced scientific approach in preparing economic curricula

2. Program message

The objective need of the public and private sectors requires the formulation of ♦
economic plans and programmes at the micro and macro levels and the
development of policies to achieve a set of economic and social objectives
according to priorities embodied by the necessities and available capabilities.
Here, it is necessary to prepare specialised cadres to conduct economic research
and studies in a way that contributes to deepening economic awareness and
maximising the economic and social benefits of available resources.

3. Program objectives

1. Graduating specialized cadres in the field of planning and building economic policies, capable of integrating into the labor market and economic life.
2. Developing students' skills to enable them to Integration into the labor market.
3. Motivating and supporting the faculty in the department to conduct studies and provide consultations. Economic For public and private entities in Iraq.
4. Effective contribution to preparing training and continuing education programs to develop expertise and skills in public and private sector institutions.

4. Program accreditation

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

5. Other external influences

Is there a sponsor? ForprogramYes, the Ministry of Higher Education and .°
Scientific Research, the Presidency of Tikrit University, and the Deanship of the
College of Administration and Economics.

6. Program Structure

comments	percentage	Study unit	Number of courses	Program Structure
	6.9%	10	5	Institutional Requirements
	7.5%	11	4	College

				Requirements
	85.6%	125	55	Department Requirements
	Completed			Summer training
				Other

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

7. Program Description / Curriculum of the Department of Economics

Credit hours	Course name	Course code	Year/Level
theoretical			
3	Management principles		First
3	Principles of Economics 1		
2	Principles of Statistics		
1	Computer 1		
2	Arabic		
2	Human rights and democracy		
3	Economic Readings1English		
2	Principles of mathematics		
3	Accounting principles		
2	Economic Readings 2English		
3	Principles of Economics 2		
2	English language		
3	Microeconomic theory1		Second
2	Baath crimes		
2	Economic statistics1		
2	National Accounts1		
2	Economic facts history		
2	Economics of money		
2	Human Resource Economics		
3	Computer 1		

		2	Mathematics for Economists		
		3	Microeconomic Theory 2		
		2	Economic Statistics 2		
		2	English language		
		2	History of Economic Thought 2		
		2	Banking Economics		
		2	National Accounts2		
		1	Computer2		
		2	Mathematics for Economists 2		
		3	Mathematical Economics 1		Third / General Economics
		2	International Economy		
		2	Economic development		
		3	Public Finance		
		3	Macroeconomics 1		
		2	Agricultural economics		
		2	Environmental Economics		
		2	Industrial economy		
		2	Knowledge Economics		
		2	English language		
		2	Development policy		
		2	Financial policy		
		2	Industrial policy		
		2	Agricultural policy		
		2	International Policy		
		3	Mathematical Economics 2		
		3	Macroeconomics 2		
		2	Economic development		Third / Economic Teachers Branch
		3	Sports economics		
		3	Public Finance		
		2	Industrial economy		
		2	Educational guidance		
		3	Macroeconomics 1		
		2	English language		
		2	Educational management		
		2	Development policy		

		3	International Economy		
		3	Agricultural economics		
		1	Computer		
		2	psychology		
		3	Macroeconomics 2		
		2	Educational foundations		
		2	Financial policy		
		3	Critical theory		
		3	Econometrics 1		
		3	Economic systems		
		2	Search methods		
		2	International Finance		
		2	Operations Research 1		
		3	Economic feasibility studies		
		2	Oil Economics		
		2	Economic planning		
		3	Monetary policy		
		3	Econometrics2		
		2	Computer applications (EV)		
		3	Economic Project Evaluation		
		2	Financial institutions		
		2	Operations Research 2		
		2	English language		
		2	Planning policy		
		2	Energy Economics		
8. Expected learning outcomes of the program					
Knowledge					
ing the labor market with the necessary	-	skills from human resources.	Providing graduates who are able to perform	-	economic analysis and predict economic variables.
			Disseminating knowledge in government	-	institutions to achieve the aspirations of society.
Skills					
ty of economics graduates to conduct	-		The ability to solve economic problems that	-	

economic feasibility studies and economic analysis.	-	economic activity suffers from, such as inflation and recession. Exchange of experiences and data with ministries with economic decision-making powers	-
outputs should be knowledgeable and how to accomplish the tasks assigned to them.	-	Providing economic advice to the public and private sectors.	-
Values			
professional ethics and the ability to demonstrate high professional competence.	-	Establishing social and ethical responsibility. Serving the community and meeting its requirements.	- -
It must believe in the principles of integrity and transparency, and have the ability to apply the concepts of quality management.	-	Integrity and transparency. Quality.	- -
9. Teaching and learning strategies			
Learning Activities:	Encouraging students' active participation in learning processes, such as discussions, and problem solving, to enhance their deep understanding of mathematical concepts.		
Learning Strategies:	Cooperative learning: Encouraging students to work together in small groups to solve problems related to their studies and sharing ideas, which contributes to enhancing interaction and knowledge exchange between them.		
Technology:	Leveraging technology to provide interactive learning tools such as computer software and online resources to enhance student understanding and motivation.		
Problem-based learning:	presenting specific problems and motivating students to think critically and use skills to solve it.		
Instructional Strategies:	Providing a variety of instructional strategies, such as interactive lectures, practical lessons, and hands-on exercises, to meet the diverse needs of students.		
Thinking Skills:	Encourage students to develop thinking skills. Such as analysis, planning and inference, by providing stimulating questions and applied problems.		
Immediate feedback:	Provide mechanisms to provide immediate feedback to students on		

their performance and understanding of concepts. Administrative, whether through periodic assessments or direct interaction with the teacher.

10. Evaluation methods

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

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

nd assignments: Students may be given regular tests and assessment assignments to assess .3
problem solving skills.related to their field of expertiseAnd their understanding of the concepts
presented.

ing participation in research: The extent to which students participate in research activities .4
ntific projects can be assessed, and an evaluation can be provided of their presentation style
and analysis of their results and conclusions.

Practical Performance Evaluation: Students can be evaluated in practical performance .5
through:VisitsProcess and participation in applied activities.

n of external participation: This includes evaluation of the extent of students' participation .6
in external activities such as conferences, seminars, and sports competitions.

of Personal and Professional Development: Students' personal, professional and academic .7
development can be evaluated during their participation in the faculty mentoring program.

11. Faculty

Faculty members

ty tion ange ange ange	Requirements/Skills (if any)	Specialization		Academic Rank
		private	general	
		International Economy	economy	Prof. Dr. Abdul Razzaq Hamad Hussein Khalaf
		Economic development	economy	Prof. Dr. Makhif Jassim Hamad Ali

ange		Public Finance	economy	Prof. Dr. Khalaf Mohammed Hamad Abdul-Jubouri
ange		Monetary policies	economy	Asst. Prof. Dr. Khalil Ismail Aziz Bazawi
ange		International Economy	economy	Asst. Prof. Dr. Ibrahim Abdullah Jassim Issa
ange		Macroeconomics	economy	A.M.D. Anmar Ghaleb Kleib Mutlaq
ange		Public Finance	economy	Asst. Prof. Dr. Amer Sami Munir Dawood Al-Ani
ange		Economic development	economy	A.M.D. Fouad Farhan Hussein Mukhlef
ange		International Economy	economy	A.M.D. Khattab Imran Saleh Daman
ange		Macroeconomics	economy	Asst. Prof. Dr. Ziad Ezz El-Din Taha Talib
ange		International Economy	economy	Asst. Prof. Dr. Yasra Salem Nayef Abdul Janabi
ange		Monetary policies	economy	Asst. Prof. Dr. Omar Abdullah Mohammed Hejeij
ange		Finance and Banking	economy	Asst. Prof. Dr. Kilan Ismail Abdullah Mohammed
ange		Macroeconomics	economy	Dr. Khader Jassim Hamad Fahal Al- Jabouri
ange		Finance and Credit	economy	Dr. Alaa Abdul Jabbar Hussein Hamad
ange		Public Finance	economy	Dr. Jamal Hussein Ali Abdullah
ange		International Economy	economy	Dr. Mustafa Mahmoud Mahdi Saleh
ange		Standard Economics	economy	A.M. Bushra Abdel-Bari Ahmed Abdullah
ange		Critical	economy	Hamid Hassan Khalaf .أ Mashaal
ange		Critical	economy	Asst. Prof. Dr. Ghassan Ibrahim Ahmed

ange		Financial policies	economy	A.M. Mohamed Emad Abdel Aziz Mahdi
ange		Standard Economics	economy	A.M. Samer Mohammed Fakhri Darar
ange		Public Finance	economy	A.M. Muthanna Mayouf Mahmoud Alawi
ange		International Economy	economy	Dr. Mohammed Ahmed Mohammed Hassan Al-Jabouri
ange		International Economy	economy	M. Bilal Abdel Haq Abdel Karim Mustafa
ange		Standard Economics	economy	Dr. Zuhair Hamed Turki Zaiter
ange		International Economy	economy	A.M. Mustafa Ismail Khalil Abdel
ange		International Economy	economy	Mr. Bakr Hamid Jasoum Aziz
ange		Macroeconomics	economy	M. Naaman Munther Younis Fadel
ange		Economic development	economy	M. Hamoud Saad Muhaimid Al-Helou
ange		Macroeconomics	economy	Ms. Zeina Tariq Ali Ne'meh
ange		economy	economy	M.M. Abeer Abbas Hammadi Saleh
ange		economy	economy	Mr. Adi Tais Ibrahim Musa
ange		economy	economy	M.M. Lujain Aref Ali Mustafa
ange		economy	economy	M.M. Reem Saeed Shihab Ahmed Al- Dulaimi
ange		economy	economy	Mr. Hassan Zidane Khalaf Hamad
ange		economy	economy	M.M. Jihad Badou Hamad Hussein Al- Jabouri
ange		economy	economy	Mr. Ghazwane Shaker Ismail Ibrahim
ecturer		English language	English language	A.M. Abdul Khalaf Saleh
ecturer		Educational and psychological	Educational and	Dr. Louay Karim Latif

			sciences	psychological sciences	
ecturer			English language	English language	M. Alaa Ahmed Abdullah
ecturer			English language	English language	Mr. Osama Mohammed Abdullah
ecturer			English language	English language	Mr. Marwan Abdel Moneim Tawfik
ecturer			Educational and psychological sciences	Educational and psychological sciences	M.M. Duaa Turki Abdel
Professional development					
Orientation of new faculty members					
etermining the needs of the university and the department:	The needs of the university and the department are determined in terms of the required educational cadres.And preferred majors. -١				
n Programs:	Customized orientation programs are designed for new, visiting, full-time and part-time members based on their needs and specialties. -٢				
uction to the University Environment:	A comprehensive introduction is provided about the university and the department.General Administration, includingAbout the DepartmentAnd the visionAnd the messageThe objectives and services available. -٣				
g support resources:	New members are provided with the necessary resources and support, including training courses, workshops, and technical assistance. -٤				
ademic Orientation:	New members are oriented regarding the curricula, research areas and teaching methods used in the department. -٥				
ative Orientation:	New members are oriented to administrative procedures, responsibilities, university policies and code of conduct. -٦				
oing Support:	Ongoing support is provided to new, visiting, full-time and part-time faculty members through advisory sessions, workshops and periodic evaluations. -٧				
Professional development for faculty members					
ing needs and setting goals:	Faculty needs are identified through surveys and performance evaluations, and then specific goals to be achieved within the program are identified. .١				

development Program Design: Based on the specific needs and objectives, a comprehensive .٢	
ment program is designed that includes a set of activities, training courses, workshops, and educational resources.	
ram implementation: The development program is implemented in a regular and organized .٣	
er, including organizing workshops, conducting training courses, and providing appropriate educational resources.	
effective teaching strategies: Faculty members learn to use and apply modern and effective .٤	
aching strategies, such as cooperative learning, active learning, and educational technology.	
ation of learning outcomes: The effectiveness of the development program is evaluated by .٥	
evaluating the learning outcomes of faculty members, such as increased levels of knowledge, teaching skills, and interaction with students.	
s Development: Ongoing feedback and support is provided to faculty members to promote .٦	
ongoing professional and academic development.	
on in scientific research and publication: Faculty members are encouraged to participate in .٧	
scientific research and publish the results in prestigious academic journals, which enhances their academic standing and contributes to the development of knowledge in their fields.	
	12. Acceptance Criteria
	Central acceptance. -١
exceptions (martyrs' families, children of faculty, distinguished employees, top students in -٢	institutes, foreign students).
	Private government education -٣
	Accepting evening studies. -٤
	13. The most important sources of information about the program
	University, college and electronic department website. -١
	Priorities for establishing the department. -٢
to develop and update the curricula of the faculties of management and economics in Iraqi -٣	universities for the year 2017.
	14. Program Development Plan
	Developing curricula for each subject by the instructor. -١
a branch of the third stage (economic teachers) and opening postgraduate studies, a higher diploma -٢	equivalent to a master's and doctorate.

Developing teaching and administrative staff through courses, seminars and workshops in areas of specialization. -۳															
Encouraging scientific research efforts by encouraging faculty members to publish, especially in international journals. -۴															
Organizing training programs to develop students' capabilities in technical and information technology fields. -۵															
Organizing field visits and scientific trips for students to government institutions. -۶															
Program Skills Chart															
Required learning outcomes of the program															
4	A	Values			Skills			Knowledge				Essential or optional?	Course name	Course code	Year/Lev
		A2	A1	B4	B3	B2	B1	A4	A3	A2	A1				
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Management principles		First year
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Statistics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Arabic		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human rights and democracy		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings1English		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of mathematics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Accounting principles		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings 2English		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 2		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic theory1		Second year
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Baath crimes		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic statistics1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic facts history		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economics of money		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human Resource Economics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematics for Economists		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic		

													Theory 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Statistics 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		English language				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		History of Economic Thought 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Banking Economics				
													Mathematics for Economists 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 1				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Environmental Economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Knowledge Economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		English language				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		International Policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Sports economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational guidance				

	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational management		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		psychology		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational foundations		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Critical theory		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Econometrics 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic systems		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Search methods		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Finance		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations Research 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic feasibility studies		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Oil Economics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic planning		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Monetary policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Econometrics2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer applications(EV)		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Project Evaluation		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial institutions		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations Research 2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Planning policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Energy Economics		

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

Course Description Form

1. Course name	
Economic development	
2. Course code	
3. Semester/Year	
2025-2026	
4. Date this description was prepared	
1/9/2025	
5. Available forms of attendance	
Approval of the attendance list in addition to the students' presence and participation in the Classroom program	
Approval of attendance list	
6. Number of study hours (total) / Number of units (total)	
Number of hours 30 / Number of units 30	
Name of the course administrator (if more than one name is mentioned) .^	
Dr. Jamal Hussein Ali	
8. Course objectives	
1-Increase expertise And knowledge Students in area Development Economic 2- Definition The student Basics Development Economic 3- Definition The student Most important With experiences Pioneer in area Development Economic 4- Definition The student How to treat Backwardness And his theories Arriving to level from Growth Economic 5- Definition The student In concept And importance Development Economic and obstacles And theories Development Economic 6- Definition The student Most important Theories Growth and development Economic And backwardness Economic And its causes.	Subject objectives
9. Teaching and learning strategies	

Delivering in-person and online lectures - Discussions with students - Oral questions for students - Blended learning (classroom) -	Strategy

10. Course Structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
Oral questions	Giving the lecture	Conceptual framework of backwardness	theoretical knowledge	2 hours	the first
Questions and share	Lecture/Discussions	Characteristics and criteria of backwardness	theoretical knowledge	2 hours	the second
Oral questions	Lecture/Discussions	Theories of economic growth	theoretical knowledge	2 hours	the third
Student participation	Lecture/Discussions	Economic development theories	theoretical knowledge	2 hours	Fourth
Oral questions	Lecture/Discussions	The difference between growth and development	theoretical knowledge	2 hours	Fifth
-	-	Human development and sustainable development	-	2 hours	Sixth
Oral questions	Lecture/Discussions	IMF Policies	theoretical knowledge	2 hours	Seventh
Oral questions	Lecture/Discussions	Development Policies	theoretical knowledge	2 hours	The eighth
Questions and share	Lecture/Discussions	Problems and obstacles to development in developing countries	theoretical knowledge	2 hours	Ninth
Oral questions	Lecture/Discussions	Economic development strategies	theoretical knowledge	2 hours	tenth
Oral questions	Lecture/Discussions	Study of the most important global development experiences	theoretical knowledge	2 hours	eleventh
Questions and share	Lecture/Discussions	Study of the most important experiences in developing countries	theoretical knowledge	2 hours	twelfth
Oral questions	Lecture/Discussions	Study and derive the most important lessons from these experiences, which will be reflected in the national experience.	theoretical knowledge	2 hours	thirteenth
-	-	Comprehensive review of all vocabulary	-	2 hours	fourteenth
Questions and share	Lecture with oral questions	Multiple exams and tests for the student	theoretical knowledge	2 hours	fifteenth

11. Course Evaluation

The final grade for the evaluation is 100 points, and the minimum for success is 50 points, and the grade is distributed. Evaluation on the end of the course is 30 points and the end of the course exam is 70 points. As

follows:

- First month exam 10 marks •
- Second month exam 10 marks •
- Daily preparation 5 degrees •
- Posts 5 points •
- End of course exam 70 points

12. Learning and teaching resources

Medhat Al-Quraishi, 2020, Economic Development (Theories, Policies and Topics), Wael Publishing House, First Edition, Jordan.	Required textbooks (methodology if any)
Michel Todaro, 2009, Economic Development, Mars Publishing House, Kingdom of Saudi Arabia	Main References (Sources)
All books and references recommended to serve the student in the field of scientific knowledge	Recommended supporting books and references (scientific journals, reports...)
Access the Internet through the World Wide Web	Electronic references, websites

Academic Program Description Form

For the academic year 2025–2026

University name: University Tikrit

College/Institute: College Management and Economics

Scientific Department: Department Economy / General Economics

Name of academic or professional program: Department of Economics

Final Certificate Name: Bachelor Sciences in Economics

Academic system: Course system

Description preparation date: 1/9/2025

Date of filling the file: 1/9/2025



Signature

Assistant Professor Dr. Omar Abdullah Mohammed

Head of Department's Name

2025/9/1



Signature

Assistant Professor Dr. Khattab Imran Saleh

Name of the Assistant Dean for Scientific Affairs

2025/9/1



Signature

The file was audited by

Khaldoun Abdullah Khalaf

Name of the Director of the Quality Assurance and

University Performance Division

2025/9/1



Approval of the Dean

1. Program Vision

Effective contribution to building an advanced economy based on sound planning ♦
in accordance with appropriate economic policies. Reality and following an
advanced scientific approach in preparing economic curricula

2. Program message

The objective need of the public and private sectors requires the formulation of ♦
economic plans and programmes at the micro and macro levels and the
development of policies to achieve a set of economic and social objectives
according to priorities embodied by the necessities and available capabilities.
Here, it is necessary to prepare specialised cadres to conduct economic research
and studies in a way that contributes to deepening economic awareness and
maximising the economic and social benefits of available resources.

3. Program objectives

1. Graduating specialized cadres in the field of planning and building economic policies, capable of integrating into the labor market and economic life.
2. Developing students' skills to enable them to Integration into the labor market.
3. Motivating and supporting the faculty in the department to conduct studies and provide consultations. Economic For public and private entities in Iraq.
4. Effective contribution to preparing training and continuing education programs to develop expertise and skills in public and private sector institutions.

4. Program accreditation

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

5. Other external influences

Is there a sponsor? ForprogramYes, the Ministry of Higher Education and .°
Scientific Research, the Presidency of Tikrit University, and the Deanship of the
College of Administration and Economics.

6. Program Structure

comments	percentage	Study unit	Number of courses	Program Structure
	6.9%	10	5	Institutional Requirements
	7.5%	11	4	College

				Requirements
	85.6%	125	55	Department Requirements
	Completed			Summer training
				Other

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

7. Program Description / Curriculum of the Department of Economics

Credit hours	Course name	Course code	Year/Level
theoretical			
3	Management principles		First
3	Principles of Economics 1		
2	Principles of Statistics		
1	Computer 1		
2	Arabic		
2	Human rights and democracy		
3	Economic Readings1English		
2	Principles of mathematics		
3	Accounting principles		
2	Economic Readings 2English		
3	Principles of Economics 2		
2	English language		
3	Microeconomic theory1		Second
2	Baath crimes		
2	Economic statistics1		
2	National Accounts1		
2	Economic facts history		
2	Economics of money		
2	Human Resource Economics		
3	Computer 1		

		2	Mathematics for Economists		
		3	Microeconomic Theory 2		
		2	Economic Statistics 2		
		2	English language		
		2	History of Economic Thought 2		
		2	Banking Economics		
		2	National Accounts2		
		1	Computer2		
		2	Mathematics for Economists 2		
		3	Mathematical Economics 1		Third / General Economics
		2	International Economy		
		2	Economic development		
		3	Public Finance		
		3	Macroeconomics 1		
		2	Agricultural economics		
		2	Environmental Economics		
		2	Industrial economy		
		2	Knowledge Economics		
		2	English language		
		2	Development policy		
		2	Financial policy		
		2	Industrial policy		
		2	Agricultural policy		
		2	International Policy		
		3	Mathematical Economics 2		
		3	Macroeconomics 2		
		2	Economic development		Third / Economic Teachers Branch
		3	Sports economics		
		3	Public Finance		
		2	Industrial economy		
		2	Educational guidance		
		3	Macroeconomics 1		
		2	English language		
		2	Educational management		
		2	Development policy		

	3	International Economy		
	3	Agricultural economics		
	1	Computer		
	2	psychology		
	3	Macroeconomics 2		
	2	Educational foundations		
	2	Financial policy		
	3	Critical theory		
	3	Econometrics 1		
	3	Economic systems		
	2	Search methods		
	2	International Finance		
	2	Operations Research 1		
	3	Economic feasibility studies		
	2	Oil Economics		
	2	Economic planning		
	3	Monetary policy		
	3	Econometrics2		
	2	Computer applications (EV)		
	3	Economic Project Evaluation		
	2	Financial institutions		
	2	Operations Research 2		
	2	English language		
	2	Planning policy		
	2	Energy Economics		
8. Expected learning outcomes of the program				
Knowledge				
ing the labor market with the necessary skills from human resources.	-	Providing graduates who are able to perform economic analysis and predict economic variables.	-	
		Disseminating knowledge in government institutions to achieve the aspirations of society.	-	
Skills				
ty of economics graduates to conduct	-	The ability to solve economic problems that	-	

economic feasibility studies and economic analysis.	-	economic activity suffers from, such as inflation and recession. Exchange of experiences and data with ministries with economic decision-making powers	-
outputs should be knowledgeable and how to accomplish the tasks assigned to them.	-	Providing economic advice to the public and private sectors.	-
Values			
professional ethics and the ability to demonstrate high professional competence.	-	Establishing social and ethical responsibility. Serving the community and meeting its requirements.	- -
It must believe in the principles of integrity and transparency, and have the ability to apply the concepts of quality management.	-	Integrity and transparency. Quality.	- -
9. Teaching and learning strategies			
Learning Activities: Encouraging students' active participation in learning processes, such as discussions, and problem solving, to enhance their deep understanding of mathematical concepts. Cooperative learning: Encouraging students to work together in small groups to solve problems related to their studies And sharing ideas, which contributes to enhancing interaction and knowledge exchange between them. Technology: Leveraging technology to provide interactive learning tools such as computer software and online resources to enhance student understanding and motivation. Problem-based learning: presenting specific problems and motivating students to think critically and use skills Administrative To solve it. Instructional Strategies: Providing a variety of instructional strategies, such as interactive lectures, practical lessons, and hands-on exercises, to meet the diverse needs of students. Thinking Administrative Encourage students to develop thinking skills. Administrative Such as analysis, planning and inference, by providing stimulating questions and applied problems. Immediate feedback: Provide mechanisms to provide immediate feedback to students on	.1 .2 .3 .4 .5 .6 .7 .8 .9 .10 .11 .12		

their performance and understanding of concepts. Administrative, whether through periodic assessments or direct interaction with the teacher.

10. Evaluation methods

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

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

nd assignments: Students may be given regular tests and assessment assignments to assess .3
blem solving skills.related to their field of expertiseAnd their understanding of the concepts
presented.

ing participation in research: The extent to which students participate in research activities .4
ntific projects can be assessed, and an evaluation can be provided of their presentation style
and analysis of their results and conclusions.

Practical Performance Evaluation: Students can be evaluated in practical performance .5
through:VisitsProcess and participation in applied activities.

n of external participation: This includes evaluation of the extent of students' participation .6
in external activities such as conferences, seminars, and sports competitions.

of Personal and Professional Development: Students' personal, professional and academic .7
development can be evaluated during their participation in the faculty mentoring program.

11. Faculty

Faculty members

ty tion ange ange ange	Requirements/Skills (if any)	Specialization		Academic Rank
		private	general	
		International Economy	economy	Prof. Dr. Abdul Razzaq Hamad Hussein Khalaf
		Economic development	economy	Prof. Dr. Makhif Jassim Hamad Ali

ange		Public Finance	economy	Prof. Dr. Khalaf Mohammed Hamad Abdul-Jubouri
ange		Monetary policies	economy	Asst. Prof. Dr. Khalil Ismail Aziz Bazawi
ange		International Economy	economy	Asst. Prof. Dr. Ibrahim Abdullah Jassim Issa
ange		Macroeconomics	economy	A.M.D. Anmar Ghaleb Kleib Mutlaq
ange		Public Finance	economy	Asst. Prof. Dr. Amer Sami Munir Dawood Al-Ani
ange		Economic development	economy	A.M.D. Fouad Farhan Hussein Mukhlef
ange		International Economy	economy	A.M.D. Khattab Imran Saleh Daman
ange		Macroeconomics	economy	Asst. Prof. Dr. Ziad Ezz El-Din Taha Talib
ange		International Economy	economy	Asst. Prof. Dr. Yasra Salem Nayef Abdul Janabi
ange		Monetary policies	economy	Asst. Prof. Dr. Omar Abdullah Mohammed Hejeij
ange		Finance and Banking	economy	Asst. Prof. Dr. Kilan Ismail Abdullah Mohammed
ange		Macroeconomics	economy	Dr. Khader Jassim Hamad Fahal Al- Jabouri
ange		Economic development	economy	Dr. Munqidh Ibrahim Saleh Hamad
ange		Finance and Credit	economy	Dr. Alaa Abdul Jabbar Hussein Hamad
ange		Public Finance	economy	Dr. Jamal Hussein Ali Abdullah
ange		International Economy	economy	Dr. Mustafa Mahmoud Mahdi Saleh
ange		Standard Economics	economy	A.M. Bushra Abdel-Bari Ahmed Abdullah
ange		Critical	economy	Hamid Hassan Khalaf .أ Mashaal

ange		Critical	economy	Asst. Prof. Dr. Ghassan Ibrahim Ahmed
ange		Financial policies	economy	A.M. Mohamed Emad Abdel Aziz Mahdi
ange		Standard Economics	economy	A.M. Samer Mohammed Fakhri Darar
ange		Public Finance	economy	A.M. Muthanna Mayouf Mahmoud Alawi
ange		International Economy	economy	Dr. Mohammed Ahmed Mohammed Hassan Al-Jabouri
ange		International Economy	economy	M. Bilal Abdel Haq Abdel Karim Mustafa
ange		Standard Economics	economy	Dr. Zuhair Hamed Turki Zaiter
ange		International Economy	economy	A.M. Mustafa Ismail Khalil Abdel
ange		International Economy	economy	Mr. Bakr Hamid Jasoum Aziz
ange		Macroeconomics	economy	M. Naaman Munther Younis Fadel
ange		Economic development	economy	M. Hamoud Saad Muhaimid Al-Helou
ange		Macroeconomics	economy	Ms. Zeina Tariq Ali Ne'meh
ange		economy	economy	M.M. Abeer Abbas Hammadi Saleh
ange		economy	economy	Mr. Adi Tais Ibrahim Musa
ange		economy	economy	M.M. Lujain Aref Ali Mustafa
ange		economy	economy	M.M. Reem Saeed Shihab Ahmed Al- Dulaimi
ange		economy	economy	Mr. Hassan Zidane Khalaf Hamad
ange		economy	economy	M.M. Jihad Badou Hamad Hussein Al- Jabouri
ange		economy	economy	Mr. Ghazwane Shaker Ismail Ibrahim
ecturer		English language	English language	A.M. Abdul Khalaf Saleh

ecturer		Educational and psychological sciences	Educational and psychological sciences	Dr. Louay Karim Latif
ecturer		English language	English language	M. Alaa Ahmed Abdullah
ecturer		English language	English language	Mr. Osama Mohammed Abdullah
ecturer		English language	English language	Mr. Marwan Abdel Moneim Tawfik
ecturer		Educational and psychological sciences	Educational and psychological sciences	M.M. Duaa Turki Abdel
Professional development				
Orientation of new faculty members				
etermining the needs of the university and the department: The needs of the university and the department are determined in terms of the required educational cadres.And preferred majors. -١				
n Programs: Customized orientation programs are designed for new, visiting, full-time and part-time members based on their needs and specialties. -٢				
uction to the University Environment: A comprehensive introduction is provided about the university and the department.General Administration, includingAbout the DepartmentAnd the visionAnd the messageThe objectives and services available. -٣				
g support resources: New members are provided with the necessary resources and support, including training courses, workshops, and technical assistance. -٤				
ademic Orientation: New members are oriented regarding the curricula, research areas and teaching methods used in the department. -٥				
ative Orientation: New members are oriented to administrative procedures, responsibilities, university policies and code of conduct. -٦				
oing Support: Ongoing support is provided to new, visiting, full-time and part-time faculty members through advisory sessions, workshops and periodic evaluations. -٧				
Professional development for faculty members				

ing needs and setting goals: Faculty needs are identified through surveys and performance .١	evaluations, and then specific goals to be achieved within the program are identified.
development Program Design: Based on the specific needs and objectives, a comprehensive .٢	program is designed that includes a set of activities, training courses, workshops, and educational resources.
ram implementation: The development program is implemented in a regular and organized .٣	er, including organizing workshops, conducting training courses, and providing appropriate educational resources.
effective teaching strategies: Faculty members learn to use and apply modern and effective .٤	teaching strategies, such as cooperative learning, active learning, and educational technology.
ation of learning outcomes: The effectiveness of the development program is evaluated by .٥	evaluating the learning outcomes of faculty members, such as increased levels of knowledge, teaching skills, and interaction with students.
s Development: Ongoing feedback and support is provided to faculty members to promote .٦	ongoing professional and academic development.
on in scientific research and publication: Faculty members are encouraged to participate in .٧	scientific research and publish the results in prestigious academic journals, which enhances their academic standing and contributes to the development of knowledge in their fields.
12. Acceptance Criteria	
exceptions (martyrs' families, children of faculty, distinguished employees, top students in -٢	Central acceptance. -١
	institutes, foreign students).
	Private government education -٣
	Accepting evening studies. -٤
13. The most important sources of information about the program	
to develop and update the curricula of the faculties of management and economics in Iraqi -٣	University, college and electronic department website. -١
	Priorities for establishing the department. -٢
	universities for the year 2017.
14. Program Development Plan	
Developing curricula for each subject by the instructor. -١	

a branch of the third stage (economic teachers) and opening postgraduate studies, a higher diploma	-٢
equivalent to a master's and doctorate.	
Developing teaching and administrative staff through courses, seminars and workshops in areas of	-٣
specialization.	
ng scientific research efforts by encouraging faculty members to publish, especially in international	-٤
journals.	
g training programs to develop students' capabilities in technical and information technology fields.	-٥
Organizing field visits and scientific trips for students to government institutions.	-٦

Program Skills Chart

Required learning outcomes of the program

4	A4	Values			Skills			Knowledge				Essential or optional?	Course name	Course code	Year/Level
		A2	A1	B4	B3	B2	B1	A4	A3	A2	A1				
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Management principles		First year
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Statistics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Arabic		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human rights and democracy		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings1English		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of mathematics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Accounting principles		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings 2English		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 2		Second year
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic theory1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Baath crimes		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic statistics1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic facts history		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economics of money		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human Resource Economics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		

		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematics for Economists			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic Theory 2			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Statistics 2			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		History of Economic Thought 2			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Banking Economics			
													Mathematics for Economists 2			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts2			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer2			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 1			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Environmental Economics			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Knowledge Economics			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial policy			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural policy			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Policy			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 2			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Sports economics			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial			

														economy			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Educational guidance			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Macroeconomics 1			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			English language			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Educational management			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Development policy			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			International Economy			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Agricultural economics			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Computer			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			psychology			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Macroeconomics 2			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Educational foundations			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Financial policy			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Critical theory			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Econometrics 1			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Economic systems			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Search methods			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			International Finance			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Operations Research 1			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Economic feasibility studies			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Oil Economics			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Economic planning			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Monetary policy			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Econometrics2			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Computer applications(EV)			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Economic Project Evaluation			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Financial institutions			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Operations Research 2			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			English language			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Planning policy			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Energy Economics			

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

Course Description Form

1. Course name	
Development policies	
2. Course code	
3. Semester/Year	
2025-2026	
4. Date this description was prepared	
1/9/2025	
5. Available forms of attendance	
Approval of attendance list	
6. Number of study hours (total) / Number of units (total)	
Number of hours 30 / Number of units 30	
7. Name of the course supervisor (if more than one name is mentioned)	
Dr. Jamal Hussein Ali	
8. Course objectives	
Introducing the student to the importance of development policies.	-١
Introducing the student to the role of monetary policy and its relationship to economic development.	-٢
Introducing the student to the importance of fiscal policy and its impact on economic development.	-٣
Introducing the student to trade policies and economic development.	-٤
Introducing the student to economic development strategies.	-٥
Introducing the student to the importance of agricultural development strategy.	-٦
Introducing the student to the importance of industrial development strategy.	-٧
Subject objectives	

Introducing the student to foreign investment and financing policies. -Λ	

9. Teaching and learning strategies

Delivering in-person and online lectures - Discussions with students - Oral questions for students - Blended learning (classroom) -	Strategy

10. Course Structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
Oral questions	Giving the lecture	Development Policies / General Framework	theoretical knowledge	2 hours	the first
Questions and share	Lecture/Discussions	Expenditure policy and its impact on economic development	theoretical knowledge	2 hours	the second
Oral questions	Lecture/Discussions	Fiscal policy and its impact on economic development	theoretical knowledge	2 hours	the third
Student participation	Lecture/Discussions	Trade Policy and Development	theoretical knowledge	2 hours	Fourth
Oral questions	Lecture/Discussions	Trade and Development	theoretical knowledge	2 hours	Fifth
-	-	Monthly exam	-	2 hours	Sixth
Oral questions	Lecture/Discussions	Export Promotion Strategy Inward-looking strategy	theoretical knowledge	2 hours	Seventh
Oral questions	Lecture/Discussions	Economic Development Strategies / General Introduction	theoretical knowledge	2 hours	The eighth
Questions and share	Lecture/Discussions	The role of industry in supporting economic development	theoretical knowledge	2 hours	Ninth
Oral questions	Lecture/Discussions	The role of agriculture in economic development	theoretical knowledge	2 hours	tenth
Oral questions	Lecture/Discussions	IMF Policies Towards Developing Countries	theoretical knowledge	2 hours	eleventh
Questions and share	Lecture/Discussions	World Bank Policies Towards Developing Countries	theoretical knowledge	2 hours	twelfth
Oral questions	Lecture/Discussions	Pioneering development experiences in the field of economic development	theoretical knowledge	2 hours	thirteenth
-	-	Monthly exam	-	2 hours	fourteenth
Questions	Lecture with oral	Comprehensive review	theoretical	2 hours	fifteenth

and share	questions		knowledge		

11. Course Evaluation

The final grade for the evaluation is 100 points, and the minimum for success is 50 points, and the grade is distributedEvaluation on the end of the course is 30 points and the end of the course exam is 70 points.As follows:

- First month exam 10 marks •
- Second month exam 10 marks •
- Daily preparation 5 degrees •
- Posts 5 points •
- End of course exam 70 points

12. Learning and teaching resources

Development policies/Dr.Medhat Al-Qurashi	Required textbooks (methodology if any)
Economic Development / Dr. Falih Hassan Khalaf Economic Development / Dr. Tahera Sayed Mohamed Hamieh	Main References (Sources)
	Recommended supporting books and references (scientific journals, reports...)
Reviewing scientific websites through the web	Electronic references, websites

Academic Program Description Form

For the academic year 2025–2026

University name: University Tikrit

College/Institute: College Management and Economics

Scientific Department: Department Economy

Name of academic or professional program: Department of Economics

Final Certificate Name: Bachelor Sciences in Economics

Academic system: Course system

Description preparation date: 1/9/2025

Date of filling the file: 1/9/2025



Signature

Assistant Professor Dr. Omar Abdullah Mohammed

Head of Department's Name

2025/9/1



Signature

Assistant Professor Dr. Khattab Imran Saleh

Name of the Assistant Dean for Scientific Affairs

2052/9/1



Signature

The file was audited by

Khaldoon Abdullah Khalaf

Name of the Director of the Quality Assurance and

University Performance Division

2025/9/1



Approval of the Dean

1. Program Vision

Effective contribution to building an advanced economy based on sound planning ♦
in accordance with appropriate economic policies. Reality and following an
advanced scientific approach in preparing economic curricula

2. Program message

The objective need of the public and private sectors requires the formulation of ♦
economic plans and programmes at the micro and macro levels and the
development of policies to achieve a set of economic and social objectives
according to priorities embodied by the necessities and available capabilities.
Here, it is necessary to prepare specialised cadres to conduct economic research
and studies in a way that contributes to deepening economic awareness and
maximising the economic and social benefits of available resources.

3. Program objectives

1. Graduating specialized cadres in the field of planning and building economic policies, capable of integrating into the labor market and economic life.
2. Developing students' skills to enable them to Integration into the labor market.
3. Motivating and supporting the faculty in the department to conduct studies and provide consultations. Economic For public and private entities in Iraq.
4. Effective contribution to preparing training and continuing education programs to develop expertise and skills in public and private sector institutions.

4. Program accreditation

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

5. Other external influences

Is there a sponsor? ForprogramYes, the Ministry of Higher Education and .°
Scientific Research, the Presidency of Tikrit University, and the Deanship of the
College of Administration and Economics.

6. Program Structure

comments	percentage	Study unit	Number of courses	Program Structure
	6.9%	10	5	Institutional Requirements
	7.5%	11	4	College

				Requirements
	85.6%	125	55	Department Requirements
	Completed			Summer training
				Other

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

7. Program Description / Curriculum of the Department of Economics

Credit hours	Course name	Course code	Year/Level
theoretical			
3	Management principles		First
3	Principles of Economics 1		
2	Principles of Statistics		
1	Computer 1		
2	Arabic		
2	Human rights and democracy		
3	Economic Readings1English		
2	Principles of mathematics		
3	Accounting principles		
2	Economic Readings 2English		
3	Principles of Economics 2		
2	English language		
3	Microeconomic theory1		Second
2	Baath crimes		
2	Economic statistics1		
2	National Accounts1		
2	Economic facts history		
2	Economics of money		
2	Human Resource Economics		
3	Computer 1		

		2	Mathematics for Economists		
		3	Microeconomic Theory 2		
		2	Economic Statistics 2		
		2	English language		
		2	History of Economic Thought 2		
		2	Banking Economics		
		2	National Accounts2		
		1	Computer2		
		2	Mathematics for Economists 2		
		3	Mathematical Economics 1		Third / General Economics
		2	International Economy		
		2	Economic development		
		3	Public Finance		
		3	Macroeconomics 1		
		2	Agricultural economics		
		2	Environmental Economics		
		2	Industrial economy		
		2	Knowledge Economics		
		2	English language		
		2	Development policy		
		2	Financial policy		
		2	Industrial policy		
		2	Agricultural policy		
		2	International Policy		
		3	Mathematical Economics 2		
		3	Macroeconomics 2		
		2	Economic development		Third / Economic Teachers Branch
		3	Sports economics		
		3	Public Finance		
		2	Industrial economy		
		2	Educational guidance		
		3	Macroeconomics 1		
		2	English language		
		2	Educational management		
		2	Development policy		

		3	International Economy		
		3	Agricultural economics		
		1	Computer		
		2	psychology		
		3	Macroeconomics 2		
		2	Educational foundations		
		2	Financial policy		
		3	Critical theory		
		3	Econometrics 1		
		3	Economic systems		
		2	Search methods		
		2	International Finance		
		2	Operations Research 1		
		3	Economic feasibility studies		
		2	Oil Economics		
		2	Economic planning		
		3	Monetary policy		
		3	Econometrics2		
		2	Computer applications (EV)		
		3	Economic Project Evaluation		
		2	Financial institutions		
		2	Operations Research 2		
		2	English language		
		2	Planning policy		
		2	Energy Economics		
8. Expected learning outcomes of the program					
Knowledge					
ing the labor market with the necessary	-	skills from human resources.	Providing graduates who are able to perform	-	economic analysis and predict economic variables.
			Disseminating knowledge in government	-	institutions to achieve the aspirations of society.
Skills					
ty of economics graduates to conduct	-		The ability to solve economic problems that	-	

economic feasibility studies and economic analysis.	-	economic activity suffers from, such as inflation and recession. Exchange of experiences and data with ministries with economic decision-making powers	-
outputs should be knowledgeable and how to accomplish the tasks assigned to them.	-	Providing economic advice to the public and private sectors.	-
Values			
professional ethics and the ability to demonstrate high professional competence.	-	Establishing social and ethical responsibility. Serving the community and meeting its requirements.	-
It must believe in the principles of integrity and transparency, and have the ability to apply the concepts of quality management.	-	Integrity and transparency. Quality.	-
9. Teaching and learning strategies			
Learning Activities:	Encouraging students' active participation in learning processes, such as discussions, and problem solving, to enhance their deep understanding of mathematical concepts.	1.	
Learning Strategies:	Cooperative learning: Encouraging students to work together in small groups to solve problems related to their studies and sharing ideas, which contributes to enhancing interaction and knowledge exchange between them.	2.	
Technology:	Leveraging technology to provide interactive learning tools such as computer software and online resources to enhance student understanding and motivation.	3.	
Problem-based learning:	presenting specific problems and motivating students to think critically and use skills to solve it.	4.	
Instructional Strategies:	Providing a variety of instructional strategies, such as interactive lectures, practical lessons, and hands-on exercises, to meet the diverse needs of students.	5.	
Thinking Skills:	Encourage students to develop thinking skills. Such as analysis, planning and inference, by providing stimulating questions and applied problems.	6.	
Immediate feedback:	Provide mechanisms to provide immediate feedback to students on	7.	

their performance and understanding of concepts. Administrative, whether through periodic assessments or direct interaction with the teacher.

10. Evaluation methods

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

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

nd assignments: Students may be given regular tests and assessment assignments to assess .3
problem solving skills.related to their field of expertiseAnd their understanding of the concepts
presented.

ing participation in research: The extent to which students participate in research activities .4
ntific projects can be assessed, and an evaluation can be provided of their presentation style
and analysis of their results and conclusions.

Practical Performance Evaluation: Students can be evaluated in practical performance .5
through:VisitsProcess and participation in applied activities.

n of external participation: This includes evaluation of the extent of students' participation .6
in external activities such as conferences, seminars, and sports competitions.

of Personal and Professional Development: Students' personal, professional and academic .7
development can be evaluated during their participation in the faculty mentoring program.

11. Faculty

Faculty members

ty tion ange ange ange	Requirements/Skills (if any)	Specialization		Academic Rank
		private	general	
		International Economy	economy	Prof. Dr. Abdul Razzaq Hamad Hussein Khalaf
		Economic development	economy	Prof. Dr. Makhif Jassim Hamad Ali

ange		Public Finance	economy	Prof. Dr. Khalaf Mohammed Hamad Abdul-Jubouri
ange		Monetary policies	economy	Asst. Prof. Dr. Khalil Ismail Aziz Bazawi
ange		International Economy	economy	Asst. Prof. Dr. Ibrahim Abdullah Jassim Issa
ange		Macroeconomics	economy	A.M.D. Anmar Ghaleb Kleib Mutlaq
ange		Public Finance	economy	Asst. Prof. Dr. Amer Sami Munir Dawood Al-Ani
ange		Economic development	economy	A.M.D. Fouad Farhan Hussein Mukhlef
ange		International Economy	economy	A.M.D. Khattab Imran Saleh Daman
ange		Macroeconomics	economy	Asst. Prof. Dr. Ziad Ezz El-Din Taha Talib
ange		International Economy	economy	Asst. Prof. Dr. Yasra Salem Nayef Abdul Janabi
ange		Monetary policies	economy	Asst. Prof. Dr. Omar Abdullah Mohammed Hejeij
ange		Finance and Banking	economy	Asst. Prof. Dr. Kilan Ismail Abdullah Mohammed
ange		Macroeconomics	economy	Dr. Khader Jassim Hamad Fahal Al- Jabouri
ange		Finance and Credit	economy	Dr. Alaa Abdul Jabbar Hussein Hamad
ange		Public Finance	economy	Dr. Jamal Hussein Ali Abdullah
ange		International Economy	economy	Dr. Mustafa Mahmoud Mahdi Saleh
ange		Standard Economics	economy	A.M. Bushra Abdel-Bari Ahmed Abdullah
ange		Critical	economy	Hamid Hassan Khalaf .أ Mashaal
ange		Critical	economy	Asst. Prof. Dr. Ghassan Ibrahim Ahmed

ange		Financial policies	economy	A.M. Mohamed Emad Abdel Aziz Mahdi
ange		Standard Economics	economy	A.M. Samer Mohammed Fakhri Darar
ange		Public Finance	economy	A.M. Muthanna Mayouf Mahmoud Alawi
ange		International Economy	economy	Dr. Mohammed Ahmed Mohammed Hassan Al-Jabouri
ange		International Economy	economy	M. Bilal Abdel Haq Abdel Karim Mustafa
ange		Standard Economics	economy	Dr. Zuhair Hamed Turki Zaiter
ange		International Economy	economy	A.M. Mustafa Ismail Khalil Abdel
ange		International Economy	economy	Mr. Bakr Hamid Jasoum Aziz
ange		Macroeconomics	economy	M. Naaman Munther Younis Fadel
ange		Economic development	economy	M. Hamoud Saad Muhaimid Al-Helou
ange		Macroeconomics	economy	Ms. Zeina Tariq Ali Ne'meh
ange		economy	economy	M.M. Abeer Abbas Hammadi Saleh
ange		economy	economy	Mr. Adi Tais Ibrahim Musa
ange		economy	economy	M.M. Lujain Aref Ali Mustafa
ange		economy	economy	M.M. Reem Saeed Shihab Ahmed Al- Dulaimi
ange		economy	economy	Mr. Hassan Zidane Khalaf Hamad
ange		economy	economy	M.M. Jihad Badou Hamad Hussein Al- Jabouri
ange		economy	economy	Mr. Ghazwane Shaker Ismail Ibrahim
ecturer		English language	English language	A.M. Abdul Khalaf Saleh
ecturer		Educational and psychological	Educational and	Dr. Louay Karim Latif

			sciences	psychological sciences	
ecturer			English language	English language	M. Alaa Ahmed Abdullah
ecturer			English language	English language	Mr. Osama Mohammed Abdullah
ecturer			English language	English language	Mr. Marwan Abdel Moneim Tawfik
ecturer			Educational and psychological sciences	Educational and psychological sciences	M.M. Duaa Turki Abdel
Professional development					
Orientation of new faculty members					
mining the needs of the university and the department:	The needs of the university and the department are determined in terms of the required educational cadres.And preferred majors. -١				
n Programs:	Customized orientation programs are designed for new, visiting, full-time and part-time members based on their needs and specialties. -٢				
uction to the University Environment:	A comprehensive introduction is provided about the university and the department.General Administration, includingAbout the DepartmentAnd the visionAnd the messageThe objectives and services available. -٣				
g support resources:	New members are provided with the necessary resources and support, including training courses, workshops, and technical assistance. -٤				
ademic Orientation:	New members are oriented regarding the curricula, research areas and teaching methods used in the department. -٥				
ative Orientation:	New members are oriented to administrative procedures, responsibilities, university policies and code of conduct. -٦				
oing Support:	Ongoing support is provided to new, visiting, full-time and part-time faculty members through advisory sessions, workshops and periodic evaluations. -٧				
Professional development for faculty members					
ing needs and setting goals:	Faculty needs are identified through surveys and performance evaluations, and then specific goals to be achieved within the program are identified. .١				

development Program Design: Based on the specific needs and objectives, a comprehensive	.٢
ment program is designed that includes a set of activities, training courses, workshops, and	
educational resources.	
ram implementation: The development program is implemented in a regular and organized	.٣
er, including organizing workshops, conducting training courses, and providing appropriate	
educational resources.	
effective teaching strategies: Faculty members learn to use and apply modern and effective	.٤
aching strategies, such as cooperative learning, active learning, and educational technology.	
ation of learning outcomes: The effectiveness of the development program is evaluated by	.٥
evaluating the learning outcomes of faculty members, such as increased levels of knowledge,	
teaching skills, and interaction with students.	
s Development: Ongoing feedback and support is provided to faculty members to promote	.٦
ongoing professional and academic development.	
on in scientific research and publication: Faculty members are encouraged to participate in	.٧
scientific research and publish the results in prestigious academic journals, which enhances their	
academic standing and contributes to the development of knowledge in their fields.	
12. Acceptance Criteria	
	Central acceptance. -١
exceptions (martyrs' families, children of faculty, distinguished employees, top students in	-٢
institutes, foreign students).	
Private government education	-٣
Accepting evening studies.	-٤
13. The most important sources of information about the program	
	University, college and electronic department website. -١
	Priorities for establishing the department. -٢
to develop and update the curricula of the faculties of management and economics in Iraqi	-٣
universities for the year 2017.	
14. Program Development Plan	
	Developing curricula for each subject by the instructor. -١
a branch of the third stage (economic teachers) and opening postgraduate studies, a higher diploma	-٢
equivalent to a master's and doctorate.	

Developing teaching and administrative staff through courses, seminars and workshops in areas of specialization. -۳															
Encouraging scientific research efforts by encouraging faculty members to publish, especially in international journals. -۴															
Organizing training programs to develop students' capabilities in technical and information technology fields. -۵															
Organizing field visits and scientific trips for students to government institutions. -۶															
Program Skills Chart															
Required learning outcomes of the program															
4	A	Values			Skills			Knowledge				Essential or optional?	Course name	Course code	Year/Lev
		A2	A1	B4	B3	B2	B1	A4	A3	A2	A1				
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Management principles		First year
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Statistics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Arabic		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human rights and democracy		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings1English		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of mathematics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Accounting principles		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings 2English		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 2		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic theory1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Baath crimes		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic statistics1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic facts history		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economics of money		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human Resource Economics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematics for Economists		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic		

													Theory 2				
													Economic Statistics 2				
													English language				
													History of Economic Thought 2				
													Banking Economics				
													Mathematics for Economists 2				
													National Accounts2				
													Computer2				
													Mathematical Economics 1				
													International Economy				
													Economic development				
													Public Finance				
													Macroeconomics 1				
													Agricultural economics				
													Environmental Economics				
													Industrial economy				
													Knowledge Economics				
													English language				
													Development policy				
													Financial policy				
													Industrial policy				
													Agricultural policy				
													International Policy				
													Mathematical Economics 2				
													Macroeconomics 2				
													Economic development				
													Sports economics				
													Public Finance				
													Industrial economy				
													Educational guidance				

	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational management		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		psychology		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational foundations		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Critical theory		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Econometrics 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic systems		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Search methods		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Finance		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations Research 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic feasibility studies		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Oil Economics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic planning		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Monetary policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Econometrics2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer applications(EV)		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Project Evaluation		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial institutions		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations Research 2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Planning policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Energy Economics		

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

Course Description Form

1. Course name					
Financial policy					
2. Course code					
3. Semester/Year					
2025-2026					
4. Date this description was prepared					
1/9/2025					
5. Available forms of attendance					
Approval of attendance list					
6. Number of study hours (total) / Number of units (total)					
Number of hours 30 / Number of units 30					
7. Name of the course supervisor (if more than one name is mentioned)					
Asst. Prof. Dr. Kilan Ismail Abdullah					
8. Course objectives					
١. more expertise Students in Recognition on importance Politics Finance As part president from Politics Economic. ٢. identification The student Most important stages development Politics Finance. ٣. identification The student Importantly study Goals Politics Finance. ٤. identification The student on antiquities Politics Finance. ٥. Providing students with the opportunity to solve economic problems using fiscal policy tools.			Subject objectives		
9. Teaching and learning strategies					
Delivering in-person and online lectures - Discussions with students - Oral questions for students - Blended learning (classroom) -			Strategy		
10. Course Structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
Oral questions	Giving the lecture	Fiscal policy concept and objectives	theoretical knowledge	2 hours	the first
Questions and share	Lecture/Discussions	The development of financial policy in	theoretical knowledge	2 hours	the second

		thoughtClassicY AndKeynesY			
Oral questions	Lecture/Discussions	The development of financial policy in thoughtMonetary and supply side flow	theoretical knowledge	2 hours	the third
Student participation	Lecture/Discussions	Fiscal policy objectives	theoretical knowledge	2 hours	Fourth
Oral questions	Lecture/Discussions	Fiscal policy tools, spending policy	theoretical knowledge	2 hours	Fifth
-	-	Monthly exam	-	2 hours	Sixth
Oral questions	Lecture/Discussions	Direct economic impactsAnd indirectFor general expenses	theoretical knowledge	2 hours	Seventh
Oral questions	Lecture/Discussions	Tax policy, public loans	theoretical knowledge	2 hours	The eighth
Questions and share	Lecture/Discussions	Economic effects of taxes and public loans	theoretical knowledge	2 hours	Ninth
Oral questions	Lecture/Discussions	General budget deficit and its types	theoretical knowledge	2 hours	tenth
Oral questions	Lecture/Discussions	Budget Deficit Financing Methods and Their Effects	theoretical knowledge	2 hours	eleventh
Questions and share	Lecture/Discussions	Mechanisms of fiscal policy and its economic effects	theoretical knowledge	2 hours	twelfth
Oral questions	Lecture/Discussions	Determinants of fiscal policy in developing countries	theoretical knowledge	2 hours	thirteenth
-	-	Monthly exam	-	2 hours	fourteenth
Questions and share	Lecture with oral questions	Comprehensive review	theoretical knowledge	2 hours	fifteenth

11. Course Evaluation

The final grade for the evaluation is 100 points, and the minimum for success is 50 points, and the grade is distributedEvaluation on the end of the course is 30 points and the end of the course exam is 70 points.As follows:

- First month exam 10 marks •
- Second month exam 10 marks •
- Daily preparation 5 degrees •
- Posts 5 points •
- End of course exam 70 points

12. Learning and teaching resources

Finance General And politics Finance and their developments Modern/
Dr. Amrou Hisham MohammedAl-Omari

Required textbooks (methodology if any)

Public finance economics, its technical tools and economic effects/D. Baher Muhammad Atlam	Main References (Sources)
Policies Economic : framework The year And its effect in The market Financial And variables Economy Kidney / Dr. Nizar Kazem morning	Recommended supporting books and references (scientific journals, reports...)
Reviewing scientific websites through the web	Electronic references, websites

Academic Program Description Form

For the academic year 2025–2026

University name: University Tikrit

College/Institute: College Management and Economics

Scientific Department: Department Economy

Name of academic or professional program: Department of Economics

Final Certificate Name: Bachelor Sciences in Economics

Academic system: Course system

Description preparation date: 1/9/2025

Date of filling the file: 1/9/2025



Signature

Assistant Professor Dr. Omar Abdullah Mohammed

Head of Department's Name

2025/9/1



Signature

Assistant Professor Dr. Khattab Imran Saleh

Name of the Assistant Dean for Scientific Affairs

2052/9/1



Signature

The file was audited by

Khaldoun Abdullah Khalaf

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

2025/9/1



Approval of the Dean

1. Program Vision

Effective contribution to building an advanced economy based on sound planning ♦
in accordance with appropriate economic policies. Reality and following an
advanced scientific approach in preparing economic curricula

2. Program message

The objective need of the public and private sectors requires the formulation of ♦
economic plans and programmes at the micro and macro levels and the
development of policies to achieve a set of economic and social objectives
according to priorities embodied by the necessities and available capabilities.
Here, it is necessary to prepare specialised cadres to conduct economic research
and studies in a way that contributes to deepening economic awareness and
maximising the economic and social benefits of available resources.

3. Program objectives

1. Graduating specialized cadres in the field of planning and building economic policies, capable of integrating into the labor market and economic life.
2. Developing students' skills to enable them to Integration into the labor market.
3. Motivating and supporting the faculty in the department to conduct studies and provide consultations. Economic For public and private entities in Iraq.
4. Effective contribution to preparing training and continuing education programs to develop expertise and skills in public and private sector institutions.

4. Program accreditation

DoThe programIs the program accredited? And from which authority? Both .°

5. Other external influences

Is there a sponsor? ForprogramYes, the Ministry of Higher Education and .°
Scientific Research, the Presidency of Tikrit University, and the Deanship of the
College of Administration and Economics.

6. Program Structure

comments	percentage	Study unit	Number of courses	Program Structure
	6.9%	10	5	Institutional Requirements
	7.5%	11	4	College

				Requirements
	85.6%	125	55	Department Requirements
	Completed			Summer training
				Other

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

7. Program Description / Curriculum of the Department of Economics

Credit hours	Course name	Course code	Year/Level
theoretical			
3	Management principles		First
3	Principles of Economics 1		
2	Principles of Statistics		
1	Computer 1		
2	Arabic		
2	Human rights and democracy		
3	Economic Readings1English		
2	Principles of mathematics		
3	Accounting principles		
2	Economic Readings 2English		
3	Principles of Economics 2		
2	English language		
3	Microeconomic theory1		Second
2	Baath crimes		
2	Economic statistics1		
2	National Accounts1		
2	Economic facts history		
2	Economics of money		
2	Human Resource Economics		
3	Computer 1		

		2	Mathematics for Economists		
		3	Microeconomic Theory 2		
		2	Economic Statistics 2		
		2	English language		
		2	History of Economic Thought 2		
		2	Banking Economics		
		2	National Accounts2		
		1	Computer2		
		2	Mathematics for Economists 2		
		3	Mathematical Economics 1		Third / General Economics
		2	International Economy		
		2	Economic development		
		3	Public Finance		
		3	Macroeconomics 1		
		2	Agricultural economics		
		2	Environmental Economics		
		2	Industrial economy		
		2	Knowledge Economics		
		2	English language		
		2	Development policy		
		2	Financial policy		
		2	Industrial policy		
		2	Agricultural policy		
		2	International Policy		
		3	Mathematical Economics 2		
		3	Macroeconomics 2		
		2	Economic development		Third / Economic Teachers Branch
		3	Sports economics		
		3	Public Finance		
		2	Industrial economy		
		2	Educational guidance		
		3	Macroeconomics 1		
		2	English language		
		2	Educational management		
		2	Development policy		

		3	International Economy		
		3	Agricultural economics		
		1	Computer		
		2	psychology		
		3	Macroeconomics 2		
		2	Educational foundations		
		2	Financial policy		
		3	Critical theory		
		3	Econometrics 1		
		3	Economic systems		
		2	Search methods		
		2	International Finance		
		2	Operations Research 1		
		3	Economic feasibility studies		
		2	Oil Economics		
		2	Economic planning		
		3	Monetary policy		
		3	Econometrics2		
		2	Computer applications (EV)		
		3	Economic Project Evaluation		
		2	Financial institutions		
		2	Operations Research 2		
		2	English language		
		2	Planning policy		
		2	Energy Economics		
8. Expected learning outcomes of the program					
Knowledge					
ing the labor market with the necessary	-	skills from human resources.	Providing graduates who are able to perform	-	economic analysis and predict economic variables.
			Disseminating knowledge in government	-	institutions to achieve the aspirations of society.
Skills					
ty of economics graduates to conduct	-		The ability to solve economic problems that	-	

economic feasibility studies and economic analysis.	-	economic activity suffers from, such as inflation and recession. Exchange of experiences and data with ministries with economic decision-making powers	-
outputs should be knowledgeable and how to accomplish the tasks assigned to them.	-	Providing economic advice to the public and private sectors.	-
Values			
professional ethics and the ability to demonstrate high professional competence.	-	Establishing social and ethical responsibility. Serving the community and meeting its requirements.	- -
It must believe in the principles of integrity and transparency, and have the ability to apply the concepts of quality management.	-	Integrity and transparency. Quality.	- -
9. Teaching and learning strategies			
Learning Activities:	Encouraging students' active participation in learning processes, such as discussions, and problem solving, to enhance their deep understanding of mathematical concepts.		
Learning Strategies:	Cooperative learning: Encouraging students to work together in small groups to solve problems related to their studies and sharing ideas, which contributes to enhancing interaction and knowledge exchange between them.		
Technology:	Leveraging technology to provide interactive learning tools such as computer software and online resources to enhance student understanding and motivation.		
Problem-based learning:	presenting specific problems and motivating students to think critically and use skillsAdministrativeTo solve it.		
Instructional Strategies:	Providing a variety of instructional strategies, such as interactive lectures, practical lessons, and hands-on exercises, to meet the diverse needs of students.		
Thinking Skills:	Encourage students to develop thinking skills.AdministrativeSuch as analysis, planning and inference, by providing stimulating questions and applied problems.		
Immediate feedback:	Provide mechanisms to provide immediate feedback to students on		

their performance and understanding of concepts. Administrative, whether through periodic assessments or direct interaction with the teacher.

10. Evaluation methods

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

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

nd assignments: Students may be given regular tests and assessment assignments to assess .3
blem solving skills.related to their field of expertiseAnd their understanding of the concepts
presented.

ing participation in research: The extent to which students participate in research activities .4
ntific projects can be assessed, and an evaluation can be provided of their presentation style
and analysis of their results and conclusions.

Practical Performance Evaluation: Students can be evaluated in practical performance .5
through:VisitsProcess and participation in applied activities.

n of external participation: This includes evaluation of the extent of students' participation .6
in external activities such as conferences, seminars, and sports competitions.

of Personal and Professional Development: Students' personal, professional and academic .7
development can be evaluated during their participation in the faculty mentoring program.

11. Faculty

Faculty members

ty tion ange ange ange	Requirements/Skills (if any)	Specialization		Academic Rank
		private	general	
		International Economy	economy	Prof. Dr. Abdul Razzaq Hamad Hussein Khalaf
		Economic development	economy	Prof. Dr. Makhif Jassim Hamad Ali

ange		Public Finance	economy	Prof. Dr. Khalaf Mohammed Hamad Abdul-Jubouri
ange		Monetary policies	economy	Asst. Prof. Dr. Khalil Ismail Aziz Bazawi
ange		International Economy	economy	Asst. Prof. Dr. Ibrahim Abdullah Jassim Issa
ange		Macroeconomics	economy	A.M.D. Anmar Ghaleb Kleib Mutlaq
ange		Public Finance	economy	Asst. Prof. Dr. Amer Sami Munir Dawood Al-Ani
ange		Economic development	economy	A.M.D. Fouad Farhan Hussein Mukhlef
ange		International Economy	economy	A.M.D. Khattab Imran Saleh Daman
ange		Macroeconomics	economy	Asst. Prof. Dr. Ziad Ezz El-Din Taha Talib
ange		International Economy	economy	Asst. Prof. Dr. Yasra Salem Nayef Abdul Janabi
ange		Monetary policies	economy	Asst. Prof. Dr. Omar Abdullah Mohammed Hejeij
ange		Finance and Banking	economy	Asst. Prof. Dr. Kilan Ismail Abdullah Mohammed
ange		Macroeconomics	economy	Dr. Khader Jassim Hamad Fahal Al- Jabouri
ange		Finance and Credit	economy	Dr. Alaa Abdul Jabbar Hussein Hamad
ange		Public Finance	economy	Dr. Jamal Hussein Ali Abdullah
ange		International Economy	economy	Dr. Mustafa Mahmoud Mahdi Saleh
ange		Standard Economics	economy	A.M. Bushra Abdel-Bari Ahmed Abdullah
ange		Critical	economy	Hamid Hassan Khalaf .أ Mashaal
ange		Critical	economy	Asst. Prof. Dr. Ghassan Ibrahim Ahmed

ange		Financial policies	economy	A.M. Mohamed Emad Abdel Aziz Mahdi
ange		Standard Economics	economy	A.M. Samer Mohammed Fakhri Darar
ange		Public Finance	economy	A.M. Muthanna Mayouf Mahmoud Alawi
ange		International Economy	economy	Dr. Mohammed Ahmed Mohammed Hassan Al-Jabouri
ange		International Economy	economy	M. Bilal Abdel Haq Abdel Karim Mustafa
ange		Standard Economics	economy	Dr. Zuhair Hamed Turki Zaiter
ange		International Economy	economy	A.M. Mustafa Ismail Khalil Abdel
ange		International Economy	economy	Mr. Bakr Hamid Jasoum Aziz
ange		Macroeconomics	economy	M. Naaman Munther Younis Fadel
ange		Economic development	economy	M. Hamoud Saad Muhaimid Al-Helou
ange		Macroeconomics	economy	Ms. Zeina Tariq Ali Ne'meh
ange		economy	economy	M.M. Abeer Abbas Hammadi Saleh
ange		economy	economy	Mr. Adi Tais Ibrahim Musa
ange		economy	economy	M.M. Lujain Aref Ali Mustafa
ange		economy	economy	M.M. Reem Saeed Shihab Ahmed Al- Dulaimi
ange		economy	economy	Mr. Hassan Zidane Khalaf Hamad
ange		economy	economy	M.M. Jihad Badou Hamad Hussein Al- Jabouri
ange		economy	economy	Mr. Ghazwane Shaker Ismail Ibrahim
ecturer		English language	English language	A.M. Abdul Khalaf Saleh
ecturer		Educational and psychological	Educational and	Dr. Louay Karim Latif

			sciences	psychological sciences	
ecturer			English language	English language	M. Alaa Ahmed Abdullah
ecturer			English language	English language	Mr. Osama Mohammed Abdullah
ecturer			English language	English language	Mr. Marwan Abdel Moneim Tawfik
ecturer			Educational Psychology	Educational Psychology	M.M. Duaa Turki Abdel
Professional development					
Orientation of new faculty members					
mining the needs of the university and the department: The needs of the university and the department are determined in terms of the required educational cadres.And preferred majors. -١					
n Programs: Customized orientation programs are designed for new, visiting, full-time and part-time members based on their needs and specialties. -٢					
uction to the University Environment: A comprehensive introduction is provided about the university and the department.General Administration, includingAbout the DepartmentAnd the visionAnd the messageThe objectives and services available. -٣					
g support resources: New members are provided with the necessary resources and support, including training courses, workshops, and technical assistance. -٤					
ademic Orientation: New members are oriented regarding the curricula, research areas and teaching methods used in the department. -٥					
ative Orientation: New members are oriented to administrative procedures, responsibilities, university policies and code of conduct. -٦					
oing Support: Ongoing support is provided to new, visiting, full-time and part-time faculty members through advisory sessions, workshops and periodic evaluations. -٧					
Professional development for faculty members					
ring needs and setting goals: Faculty needs are identified through surveys and performance evaluations, and then specific goals to be achieved within the program are identified. .١					
evelopment Program Design: Based on the specific needs and objectives, a comprehensive program is designed that includes a set of activities, training courses, workshops, and .٢					

	educational resources.	
Program implementation: The development program is implemented in a regular and organized manner, including organizing workshops, conducting training courses, and providing appropriate educational resources.	.٣	
Effective teaching strategies: Faculty members learn to use and apply modern and effective teaching strategies, such as cooperative learning, active learning, and educational technology.	.٤	
Evaluation of learning outcomes: The effectiveness of the development program is evaluated by evaluating the learning outcomes of faculty members, such as increased levels of knowledge, teaching skills, and interaction with students.	.٥	
Continuous Development: Ongoing feedback and support is provided to faculty members to promote ongoing professional and academic development.	.٦	
Contribution to scientific research and publication: Faculty members are encouraged to participate in scientific research and publish the results in prestigious academic journals, which enhances their academic standing and contributes to the development of knowledge in their fields.	.٧	
	12. Acceptance Criteria	
	Central acceptance. -١	
Exceptions (martyrs' families, children of faculty, distinguished employees, top students in institutes, foreign students).	-٢	
	Private government education -٣	
	Accepting evening studies. -٤	
	13. The most important sources of information about the program	
	University, college and electronic department website. -١	
	Priorities for establishing the department. -٢	
to develop and update the curricula of the faculties of management and economics in Iraqi universities for the year 2017.	-٣	
	14. Program Development Plan	
	Developing curricula for each subject by the instructor. -١	
a branch of the third stage (economic teachers) and opening postgraduate studies, a higher diploma equivalent to a master's and doctorate.	-٢	
Developing teaching and administrative staff through courses, seminars and workshops in areas of specialization.	-٣	
Encouraging scientific research efforts by encouraging faculty members to publish, especially in international	-٤	

journals.															
g training programs to develop students' capabilities in technical and information technology fields. -٥															
Organizing field visits and scientific trips for students to government institutions. -٦															
Program Skills Chart															
Required learning outcomes of the program															
4	A	Values			Skills			Knowledge				Essential or optional?	Course name	Course code	Year/Level
		A2	A1	B4	B3	B2	B1	A4	A3	A2	A1				
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Management principles		First year
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Statistics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Arabic		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human rights and democracy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings1English		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of mathematics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Accounting principles		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings 2English		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 2		Second year
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic theory1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Baath crimes		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic statistics1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic facts history		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economics of money		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human Resource Economics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematics for Economists		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic Theory 2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Statistics 2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		

		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		History of Economic Thought 2				
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Banking Economics				
													Mathematics for Economists 2				
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts2				
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer2				
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 1				
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy				
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development				
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance				
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1				
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics				
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Environmental Economics				
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy				
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Knowledge Economics				
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language				
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy				
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy				
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial policy				
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural policy				
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Policy				
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 2				
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2				
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development				
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Sports economics				
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance				
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy				
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational guidance				
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1				
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language				
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational				

													management		
			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Development policy		
			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	International Economy		
			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Agricultural economics		
			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Computer		
			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	psychology		
			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Macroeconomics 2		
			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Educational foundations		
			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Financial policy		
			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Critical theory		
			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Econometrics 1		
			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Economic systems		
			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Search methods		
			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	International Finance		
			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Operations Research 1		
			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Economic feasibility studies		
			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Oil Economics		
			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Economic planning		
			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Monetary policy		
			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Econometrics2		
			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Computer applications(EV)		
			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Economic Project Evaluation		
			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Financial institutions		
			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Operations Research 2		
			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	English language		
			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Planning policy		
			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Energy Economics		

Fourth year

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

Course Description Form

1. Course name

Educational Psychology	
2. Course code	
3. Semester/Year	
2025-2026	
4. Date this description was prepared	
1/9/2025	
5. Available forms of attendance	
Approval of attendance list	
6. Number of study hours (total) / Number of units (total)	
Number of hours 30 / Number of units 30	
7. Name of the course supervisor (if more than one name is mentioned)	
M.M. Duaa Turki Abdul Bashar	
8. Course objectives	
that recognize The student on concept science self Educational And its history And his study. that He knows The student meaning Objectives Educational How to Formulate it And convert it to Goals Educational. that Understand The student meaning Memory And its nature And its role in Teaching. that recognize The student on importance Motivation in Learning in area science self Educational recognize The student on meaning transfer effect Learning And its applications Educational that recognize The student And understands meaning The concept And its relationship Thinking Scientific And thinking Creative that He knows The student meaning Nutrition The reviewer And its types And its importance with regards For the teacher And the learner. recognize The student on Theories Learning And its applications Educational. that Understand The student Factors Influential on Learning.	Subject objectives

recognize The student on Skills And customs How to Acquire it And benefit From it in Learning.

9. Teaching and learning strategies

Delivering in-person and online lectures - Discussions with students - Oral questions for students - Blended learning (classroom) -	Strategy

10. Course Structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
Oral questions	Giving the lecture	concept Educational Psychology	Knowledge	2 hours	the first
Questions and share	Lecture/Discussions	Goals Educational Psychology	Knowledge	2 hours	the second
Oral questions	Lecture/Discussions	Justifications for educational psychology	Knowledge	2 hours	the third
Student participation	Lecture/Discussions	Definition of educational psychology	Knowledge	2 hours	Fourth
Oral questions	Lecture/Discussions	The relationship between psychology and management	Knowledge	2 hours	Fifth
-	-	Monthly exam	-	2 hours	Sixth
Oral questions	Lecture/Discussions	Psychological, educational and professional foundations	Knowledge	2 hours	Seventh
Oral questions	Lecture/Discussions	Educational Psychology Theories	Knowledge	2 hours	The eighth
Questions and share	Lecture/Discussions	Psychotherapy and psychoanalysis	Knowledge	2 hours	Ninth
Oral questions	Lecture/Discussions	Individual growth and personal needs	Knowledge	2 hours	tenth
Oral questions	Lecture/Discussions	Psychological factors affecting the perception process	Knowledge	2 hours	eleventh
Questions and share	Lecture/Discussions	Dealing with Anger and Frustration at Work	Knowledge	2 hours	twelfth
Oral questions	Lecture/Discussions	Information needed for educational psychology	Knowledge	2 hours	thirteenth
-	-	Monthly exam	-	2 hours	fourteenth
Questions and share	Lecture with oral questions	Comprehensive review	Knowledge	2 hours	fifteenth

11. Course Evaluation

The final grade for the evaluation is 100 points, and the minimum for success is 50 points, and the grade is distributed Evaluation on the end of the course is 30 points and the end of the course exam is 70 points. As follows:

First month exam 10 marks •

Second month exam 10 marks •

Daily preparation 5 degrees •

Posts 5 points •

End of course exam 70 points

12. Learning and teaching resources

Administrative Psychology/Dr. Hamza Hamid YassinAnd others	Required textbooks (methodology if any)
Educational Psychology Cognitive Psychology Learning Theories	Main References (Sources)
nothing	Recommended supporting books and references (scientific journals, reports...)
nothing	Electronic references, websites

Academic Program Description Form

For the academic year 2025–2026

University name: University Tikrit

College/Institute: College Management and Economics

Scientific Department: Department Economy

Name of academic or professional program: Department of Economics

Final Certificate Name: Bachelor Sciences in Economics

Academic system: Course system

Description preparation date: 1/9/2025

Date of filling the file: 1/9/2025



Signature

Assistant Professor Dr. Omar Abdullah Mohammed

Head of Department's Name

2025/9/1



Signature

Assistant Professor Dr. Khattab Imran Saleh

Name of the Assistant Dean for Scientific Affairs

2052/9/1



Signature

The file was audited by

Khaldoon Abdullah Khalaf

Name of the Director of the Quality Assurance and

University Performance Division

2025/9/1



Approval of the Dean

1. Program Vision

Effective contribution to building an advanced economy based on sound planning ♦
in accordance with appropriate economic policies. Reality and following an
advanced scientific approach in preparing economic curricula

2. Program message

The objective need of the public and private sectors requires the formulation of ♦
economic plans and programmes at the micro and macro levels and the
development of policies to achieve a set of economic and social objectives
according to priorities embodied by the necessities and available capabilities.
Here, it is necessary to prepare specialised cadres to conduct economic research
and studies in a way that contributes to deepening economic awareness and
maximising the economic and social benefits of available resources.

3. Program objectives

1. Graduating specialized cadres in the field of planning and building economic policies, capable of integrating into the labor market and economic life.
2. Developing students' skills to enable them to Integration into the labor market.
3. Motivating and supporting the faculty in the department to conduct studies and provide consultations. Economic For public and private entities in Iraq.
4. Effective contribution to preparing training and continuing education programs to develop expertise and skills in public and private sector institutions.

4. Program accreditation

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

5. Other external influences

Is there a sponsor? ForprogramYes, the Ministry of Higher Education and .°
Scientific Research, the Presidency of Tikrit University, and the Deanship of the
College of Administration and Economics.

6. Program Structure

comments	percentage	Study unit	Number of courses	Program Structure
	6.9%	10	5	Institutional Requirements
	7.5%	11	4	College

				Requirements
	85.6%	125	55	Department Requirements
	Completed			Summer training
				Other

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

7. Program Description / Curriculum of the Department of Economics

Credit hours	Course name	Course code	Year/Level
theoretical			
3	Management principles		First
3	Principles of Economics 1		
2	Principles of Statistics		
1	Computer 1		
2	Arabic		
2	Human rights and democracy		
3	Economic Readings1English		
2	Principles of mathematics		
3	Accounting principles		
2	Economic Readings 2English		
3	Principles of Economics 2		
2	English language		
3	Microeconomic theory1		Second
2	Baath crimes		
2	Economic statistics1		
2	National Accounts1		
2	Economic facts history		
2	Economics of money		
2	Human Resource Economics		
3	Computer 1		

		2	Mathematics for Economists		
		3	Microeconomic Theory 2		
		2	Economic Statistics 2		
		2	English language		
		2	History of Economic Thought 2		
		2	Banking Economics		
		2	National Accounts2		
		1	Computer2		
		2	Mathematics for Economists 2		
		3	Mathematical Economics 1		Third / General Economics
		2	International Economy		
		2	Economic development		
		3	Public Finance		
		3	Macroeconomics 1		
		2	Agricultural economics		
		2	Environmental Economics		
		2	Industrial economy		
		2	Knowledge Economics		
		2	English language		
		2	Development policy		
		2	Financial policy		
		2	Industrial policy		
		2	Agricultural policy		
		2	International Policy		
		3	Mathematical Economics 2		
		3	Macroeconomics 2		
		2	Economic development		Third / Economic Teachers Branch
		3	Sports economics		
		3	Public Finance		
		2	Industrial economy		
		2	Educational guidance		
		3	Macroeconomics 1		
		2	English language		
		2	Educational management		
		2	Development policy		

		3	International Economy		
		3	Agricultural economics		
		1	Computer		
		2	psychology		
		3	Macroeconomics 2		
		2	Educational foundations		
		2	Financial policy		
		3	Critical theory		
		3	Econometrics 1		
		3	Economic systems		
		2	Search methods		
		2	International Finance		
		2	Operations Research 1		
		3	Economic feasibility studies		
		2	Oil Economics		
		2	Economic planning		
		3	Monetary policy		
		3	Econometrics2		
		2	Computer applications (EV)		
		3	Economic Project Evaluation		
		2	Financial institutions		
		2	Operations Research 2		
		2	English language		
		2	Planning policy		
		2	Energy Economics		
8. Expected learning outcomes of the program					
Knowledge					
ing the labor market with the necessary	-	skills from human resources.	Providing graduates who are able to perform	-	economic analysis and predict economic variables.
			Disseminating knowledge in government	-	institutions to achieve the aspirations of society.
Skills					
ty of economics graduates to conduct	-		The ability to solve economic problems that	-	

economic feasibility studies and economic analysis.	-	economic activity suffers from, such as inflation and recession. Exchange of experiences and data with ministries with economic decision-making powers	-
outputs should be knowledgeable and how to accomplish the tasks assigned to them.	-	Providing economic advice to the public and private sectors.	-
Values			
professional ethics and the ability to demonstrate high professional competence.	-	Establishing social and ethical responsibility. Serving the community and meeting its requirements.	- -
It must believe in the principles of integrity and transparency, and have the ability to apply the concepts of quality management.	-	Integrity and transparency. Quality.	- -
9. Teaching and learning strategies			
Learning Activities: Encouraging students' active participation in learning processes, such as discussions, and problem solving, to enhance their deep understanding of mathematical concepts. Cooperative learning: Encouraging students to work together in small groups to solve problems related to their studies And sharing ideas, which contributes to enhancing interaction and knowledge exchange between them. Technology: Leveraging technology to provide interactive learning tools such as computer software and online resources to enhance student understanding and motivation. Problem-based learning: presenting specific problems and motivating students to think critically and use skills Administrative To solve it. Instructional Strategies: Providing a variety of instructional strategies, such as interactive lectures, practical lessons, and hands-on exercises, to meet the diverse needs of students. Thinking Administrative Encourage students to develop thinking skills. Administrative Such as analysis, planning and inference, by providing stimulating questions and applied problems. Immediate feedback: Provide mechanisms to provide immediate feedback to students on	.	1 2 3 4 5 6 7	

their performance and understanding of concepts. Administrative, whether through periodic assessments or direct interaction with the teacher.

10. Evaluation methods

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

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

nd assignments: Students may be given regular tests and assessment assignments to assess .3
problem solving skills.related to their field of expertiseAnd their understanding of the concepts
presented.

ing participation in research: The extent to which students participate in research activities .4
ntific projects can be assessed, and an evaluation can be provided of their presentation style
and analysis of their results and conclusions.

Practical Performance Evaluation: Students can be evaluated in practical performance .5
through:VisitsProcess and participation in applied activities.

n of external participation: This includes evaluation of the extent of students' participation .6
in external activities such as conferences, seminars, and sports competitions.

of Personal and Professional Development: Students' personal, professional and academic .7
development can be evaluated during their participation in the faculty mentoring program.

11. Faculty

Faculty members

ty tion ange ange ange	Requirements/Skills (if any)	Specialization		Academic Rank
		private	general	
		International Economy	economy	Prof. Dr. Abdul Razzaq Hamad Hussein Khalaf
		Economic development	economy	Prof. Dr. Makhif Jassim Hamad Ali

ange		Public Finance	economy	Prof. Dr. Khalaf Mohammed Hamad Abdul-Jubouri
ange		Monetary policies	economy	Asst. Prof. Dr. Khalil Ismail Aziz Bazawi
ange		International Economy	economy	Asst. Prof. Dr. Ibrahim Abdullah Jassim Issa
ange		Macroeconomics	economy	A.M.D. Anmar Ghaleb Kleib Mutlaq
ange		Public Finance	economy	Asst. Prof. Dr. Amer Sami Munir Dawood Al-Ani
ange		Economic development	economy	A.M.D. Fouad Farhan Hussein Mukhlef
ange		International Economy	economy	A.M.D. Khattab Imran Saleh Daman
ange		Macroeconomics	economy	Asst. Prof. Dr. Ziad Ezz El-Din Taha Talib
ange		International Economy	economy	Asst. Prof. Dr. Yasra Salem Nayef Abdul Janabi
ange		Monetary policies	economy	Asst. Prof. Dr. Omar Abdullah Mohammed Hejeij
ange		Finance and Banking	economy	Asst. Prof. Dr. Kilan Ismail Abdullah Mohammed
ange		Macroeconomics	economy	Dr. Khader Jassim Hamad Fahal Al- Jabouri
ange		Finance and Credit	economy	Dr. Alaa Abdul Jabbar Hussein Hamad
ange		Public Finance	economy	Dr. Jamal Hussein Ali Abdullah
ange		International Economy	economy	Dr. Mustafa Mahmoud Mahdi Saleh
ange		Standard Economics	economy	A.M. Bushra Abdel-Bari Ahmed Abdullah
ange		Critical	economy	Hamid Hassan Khalaf .أ Mashaal
ange		Critical	economy	Asst. Prof. Dr. Ghassan Ibrahim Ahmed

ange		Financial policies	economy	A.M. Mohamed Emad Abdel Aziz Mahdi
ange		Standard Economics	economy	A.M. Samer Mohammed Fakhri Darar
ange		Public Finance	economy	A.M. Muthanna Mayouf Mahmoud Alawi
ange		International Economy	economy	Dr. Mohammed Ahmed Mohammed Hassan Al-Jabouri
ange		International Economy	economy	M. Bilal Abdel Haq Abdel Karim Mustafa
ange		Standard Economics	economy	Dr. Zuhair Hamed Turki Zaiter
ange		International Economy	economy	A.M. Mustafa Ismail Khalil Abdel
ange		International Economy	economy	Mr. Bakr Hamid Jasoum Aziz
ange		Macroeconomics	economy	M. Naaman Munther Younis Fadel
ange		Economic development	economy	M. Hamoud Saad Muhaimid Al-Helou
ange		Macroeconomics	economy	Ms. Zeina Tariq Ali Ne'meh
ange		economy	economy	M.M. Abeer Abbas Hammadi Saleh
ange		economy	economy	Mr. Adi Tais Ibrahim Musa
ange		economy	economy	M.M. Lujain Aref Ali Mustafa
ange		economy	economy	M.M. Reem Saeed Shihab Ahmed Al- Dulaimi
ange		economy	economy	Mr. Hassan Zidane Khalaf Hamad
ange		economy	economy	M.M. Jihad Badou Hamad Hussein Al- Jabouri
ange		economy	economy	Mr. Ghazwane Shaker Ismail Ibrahim
ecturer		English language	English language	A.M. Abdul Khalaf Saleh
ecturer		Educational and psychological	Educational and	Dr. Louay Karim Latif

			sciences	psychological sciences	
ecturer			English language	English language	M. Alaa Ahmed Abdullah
ecturer			English language	English language	Mr. Osama Mohammed Abdullah
ecturer			English language	English language	Mr. Marwan Abdel Moneim Tawfik
ecturer			Educational and psychological sciences	Educational and psychological sciences	M.M. Duaa Turki Abdel
Professional development					
Orientation of new faculty members					
mining the needs of the university and the department:	The needs of the university and the department are determined in terms of the required educational cadres.And preferred majors. -١				
n Programs:	Customized orientation programs are designed for new, visiting, full-time and part-time members based on their needs and specialties. -٢				
uction to the University Environment:	A comprehensive introduction is provided about the university and the department.General Administration, includingAbout the DepartmentAnd the visionAnd the messageThe objectives and services available. -٣				
g support resources:	New members are provided with the necessary resources and support, including training courses, workshops, and technical assistance. -٤				
ademic Orientation:	New members are oriented regarding the curricula, research areas and teaching methods used in the department. -٥				
ative Orientation:	New members are oriented to administrative procedures, responsibilities, university policies and code of conduct. -٦				
oing Support:	Ongoing support is provided to new, visiting, full-time and part-time faculty members through advisory sessions, workshops and periodic evaluations. -٧				
Professional development for faculty members					
ing needs and setting goals:	Faculty needs are identified through surveys and performance evaluations, and then specific goals to be achieved within the program are identified. .١				

development Program Design: Based on the specific needs and objectives, a comprehensive	.٢
ment program is designed that includes a set of activities, training courses, workshops, and	
educational resources.	
ram implementation: The development program is implemented in a regular and organized	.٣
er, including organizing workshops, conducting training courses, and providing appropriate	
educational resources.	
effective teaching strategies: Faculty members learn to use and apply modern and effective	.٤
aching strategies, such as cooperative learning, active learning, and educational technology.	
ation of learning outcomes: The effectiveness of the development program is evaluated by	.٥
evaluating the learning outcomes of faculty members, such as increased levels of knowledge,	
teaching skills, and interaction with students.	
s Development: Ongoing feedback and support is provided to faculty members to promote	.٦
ongoing professional and academic development.	
on in scientific research and publication: Faculty members are encouraged to participate in	.٧
scientific research and publish the results in prestigious academic journals, which enhances their	
academic standing and contributes to the development of knowledge in their fields.	
12. Acceptance Criteria	
	Central acceptance. -١
exceptions (martyrs' families, children of faculty, distinguished employees, top students in	-٢
institutes, foreign students).	
Private government education	-٣
Accepting evening studies.	-٤
13. The most important sources of information about the program	
	University, college and electronic department website. -١
	Priorities for establishing the department. -٢
to develop and update the curricula of the faculties of management and economics in Iraqi	-٣
universities for the year 2017.	
14. Program Development Plan	
	Developing curricula for each subject by the instructor. -١
a branch of the third stage (economic teachers) and opening postgraduate studies, a higher diploma	-٢
equivalent to a master's and doctorate.	

Developing teaching and administrative staff through courses, seminars and workshops in areas of specialization. -۳															
Encouraging scientific research efforts by encouraging faculty members to publish, especially in international journals. -۴															
Organizing training programs to develop students' capabilities in technical and information technology fields. -۵															
Organizing field visits and scientific trips for students to government institutions. -۶															
Program Skills Chart															
Required learning outcomes of the program															
4	A	Values			Skills			Knowledge				Essential or optional?	Course name	Course code	Year/Lev
		A2	A1	B4	B3	B2	B1	A4	A3	A2	A1				
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Management principles		First year
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Statistics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Arabic		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human rights and democracy		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings1English		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of mathematics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Accounting principles		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings 2English		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 2		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic theory1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Baath crimes		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic statistics1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic facts history		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economics of money		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human Resource Economics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematics for Economists		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic		

													Theory 2				
													Economic Statistics 2				
													English language				
													History of Economic Thought 2				
													Banking Economics				
													Mathematics for Economists 2				
													National Accounts2				
													Computer2				
													Mathematical Economics 1				
													International Economy				
													Economic development				
													Public Finance				
													Macroeconomics 1				
													Agricultural economics				
													Environmental Economics				
													Industrial economy				
													Knowledge Economics				
													English language				
													Development policy				
													Financial policy				
													Industrial policy				
													Agricultural policy				
													International Policy				
													Mathematical Economics 2				
													Macroeconomics 2				
													Economic development				
													Sports economics				
													Public Finance				
													Industrial economy				
													Educational guidance				

	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational management		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		psychology		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational foundations		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Critical theory		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Econometrics 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic systems		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Search methods		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Finance		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations Research 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic feasibility studies		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Oil Economics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic planning		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Monetary policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Econometrics2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer applications(EV)		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Project Evaluation		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial institutions		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations Research 2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Planning policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Energy Economics		

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

Course Description Form

1. Course name	
Public Finance	
2. Course code	
3. Semester/Year	
2025-2026 / First course	
4. Date this description was prepared	
1/9/2025	
5. Available forms of attendance	
Approval of attendance list	
6. Number of study hours (total) / Number of units (total)	
Number of hours 45 / Number of units 45	
7. Name of the course supervisor (if more than one name is mentioned)	
Asst. Prof. Dr. Kilan Ismail Abdullah	
8. Course objectives	
more expertise Students in Recognition -\n on importance Economy Financial And finance General As part important from science Economy. identification The student Most -\n important stages development Thought Financial. identification The student Importantly -\n study principles And goals Finance General. identification The student With financial -\n elements and components General (expenditures, revenues and general budget). identification The student on concept -\n Relationship between The cycle Finance And the cycle Economic.	Subject objectives
9. Teaching and learning strategies	
Delivering in-person and online lectures - Discussions with students - Oral questions for students - Blended Learning (Classroom) -	Strategy

10. Course Structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
Oral questions	Giving the lecture	Introduction to Public Finance	theoretical knowledge	3 hours	the first
Questions and share	Lecture/Discussions	Neutral finance and intervention finance	theoretical knowledge	3 hours	the second
Oral questions	Lecture/Discussions	Objectives and rules of public finance	theoretical knowledge	3 hours	the third
Student participation	Lecture/Discussions	Introduction to Public Finance	theoretical knowledge	3 hours	Fourth
Oral questions	Lecture/Discussions	Intellectual development of public finance	theoretical knowledge	3 hours	Fifth
-	-	Monthly exam	-	3 hours	Sixth
Oral questions	Lecture/Discussions	General expenses and their divisions	theoretical knowledge	3 hours	Seventh
Oral questions	Lecture/Discussions	Overhead Pictures	theoretical knowledge	3 hours	The eighth
Questions and share	Lecture/Discussions	Public revenues and their divisions	theoretical knowledge	3 hours	Ninth
Oral questions	Lecture/Discussions	Taxes	theoretical knowledge	3 hours	tenth
Oral questions	Lecture/Discussions	Loans	theoretical knowledge	3 hours	eleventh
Questions and share	Lecture/Discussions	General budget	theoretical knowledge	3 hours	twelfth
Oral questions	Lecture/Discussions	General budget deficit	theoretical knowledge	3 hours	thirteenth
-	-	Monthly exam	-	3 hours	fourteenth
Questions and share	Lecture with oral questions	Comprehensive review	theoretical knowledge	3 hours	fifteenth

11. Course Evaluation

The final grade for the evaluation is 100 points, and the minimum for success is 50 points, and the grade is distributedEvaluation on the end of the course is 30 points and the end of the course exam is 70 points.As follows:

- First month exam 10 marks •
- Second month exam 10 marks •
- Daily preparation 5 degrees •
- Posts 5 points •
- End of course exam 70 points.

12. Learning and teaching resources

Public Finance and Financial Legislation/Dr. Adel Fleih Al Ali.	Required textbooks (methodology if any)

Year of Public Finance and Financial Legislation/Dr. Taher AlGNabi.	Main References (Sources)
Finance General And politics Finance and their developments Modern/ Dr. Amrou Hisham MohammedAl-Omari	Recommended supporting books and references (scientific journals, reports...)
Reviewing scientific websites through the web	Electronic references, websites

Tikrit University

**College of Management
and Economics**

**Department of
Economics**

Academic Description

/ Preliminary Studies

Fourth Stage

Academic Program Description Form

For the academic year 2025–2026

University name: University Tikrit

College/Institute: College Management and Economics

Scientific Department: Department Economics / General Economics Branch

Name of academic or professional program: Department of Economics

Final Certificate Name: Bachelor Sciences in Economics

Academic system: Course system

Description preparation date: 1/9/2025

Date of filling the file: 1/9/2025



Signature
Assistant Professor Dr. Omar Abdullah Mohammed
Head of Department's Name
2025/9/1



Signature
Assistant Professor Dr. Khattab Imran Saleh
Name of the Assistant Dean for Scientific Affairs
2025/9/1



Signature
The file was audited by
Khaldoon Abdullah Khalaf
Name of the Director of the Quality Assurance and
University Performance Division
2025/9/1



Approval of the Dean

1. Program Vision

Effective contribution to building an advanced economy based on sound planning ♦
in accordance with appropriate economic policies. Reality and following an
advanced scientific approach in preparing economic curricula

2. Program message

The objective need of the public and private sectors requires the formulation of ♦
economic plans and programmes at the micro and macro levels and the
development of policies to achieve a set of economic and social objectives
according to priorities embodied by the necessities and available capabilities.
Here, it is necessary to prepare specialised cadres to conduct economic research
and studies in a way that contributes to deepening economic awareness and
maximising the economic and social benefits of available resources.

3. Program objectives

1. Graduating specialized cadres in the field of planning and building economic policies, capable of integrating into the labor market and economic life.
2. Developing students' skills to enable them to Integration into the labor market.
3. Motivating and supporting the faculty in the department to conduct studies and provide consultations. Economic For public and private entities in Iraq.
4. Effective contribution to preparing training and continuing education programs to develop expertise and skills in public and private sector institutions.

4. Program accreditation

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

5. Other external influences

Is there a sponsor? ForprogramYes, the Ministry of Higher Education and .°
Scientific Research, the Presidency of Tikrit University, and the Deanship of the
College of Administration and Economics.

6. Program Structure

comments	percentage	Study unit	Number of courses	Program Structure
	6.9%	10	5	Institutional Requirements
	7.5%	11	4	College

				Requirements
	85.6%	125	55	Department Requirements
	Completed			Summer training
				Other

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

7. Program Description / Curriculum of the Department of Economics

Credit hours	Course name	Course code	Year/Level
theoretical			
3	Management principles		First
3	Principles of Economics 1		
2	Principles of Statistics		
1	Computer 1		
2	Arabic		
2	Human rights and democracy		
3	Economic Readings1English		
2	Principles of mathematics		
3	Accounting principles		
2	Economic Readings 2English		
3	Principles of Economics 2		
2	English language		
3	Microeconomic theory1		Second
2	Baath crimes		
2	Economic statistics1		
2	National Accounts1		
2	Economic facts history		
2	Economics of money		
2	Human Resource Economics		
3	Computer 1		

		2	Mathematics for Economists		
		3	Microeconomic Theory 2		
		2	Economic Statistics 2		
		2	English language		
		2	History of Economic Thought 2		
		2	Banking Economics		
		2	National Accounts2		
		1	Computer2		
		2	Mathematics for Economists 2		
		3	Mathematical Economics 1		Third / General Economics
		2	International Economy		
		2	Economic development		
		3	Public Finance		
		3	Macroeconomics 1		
		2	Agricultural economics		
		2	Environmental Economics		
		2	Industrial economy		
		2	Knowledge Economics		
		2	English language		
		2	Development policy		
		2	Financial policy		
		2	Industrial policy		
		2	Agricultural policy		
		2	International Policy		
		3	Mathematical Economics 2		
		3	Macroeconomics 2		
		2	Economic development		Third / Economic Teachers Branch
		3	Sports economics		
		3	Public Finance		
		2	Industrial economy		
		2	Educational guidance		
		3	Macroeconomics 1		
		2	English language		
		2	Educational management		
		2	Development policy		

	3	International Economy		
	3	Agricultural economics		
	1	Computer		
	2	psychology		
	3	Macroeconomics 2		
	2	Educational foundations		
	2	Financial policy		
	3	Critical theory		
	3	Econometrics 1		
	3	Economic systems		
	2	Search methods		
	2	International Finance		
	2	Operations Research 1		
	3	Economic feasibility studies		
	2	Oil Economics		
	2	Economic planning		
	3	Monetary policy		
	3	Econometrics2		
	2	Computer applications (EV)		
	3	Economic Project Evaluation		
	2	Financial institutions		
	2	Operations Research 2		
	2	English language		
	2	Planning policy		
	2	Energy Economics		
8. Expected learning outcomes of the program				
Knowledge				
ing the labor market with the necessary skills from human resources.	-	Providing graduates who are able to perform economic analysis and predict economic variables.	-	
		Disseminating knowledge in government institutions to achieve the aspirations of society.	-	
Skills				
ty of economics graduates to conduct	-	The ability to solve economic problems that	-	

economic feasibility studies and economic analysis.	-	economic activity suffers from, such as inflation and recession. Exchange of experiences and data with ministries with economic decision-making powers	-
outputs should be knowledgeable and how to accomplish the tasks assigned to them.	-	Providing economic advice to the public and private sectors.	-
Values			
professional ethics and the ability to demonstrate high professional competence.	-	Establishing social and ethical responsibility. Serving the community and meeting its requirements.	- -
It must believe in the principles of integrity and transparency, and have the ability to apply the concepts of quality management.	-	Integrity and transparency. Quality.	- -
9. Teaching and learning strategies			
Learning Activities: Encouraging students' active participation in learning processes, such as discussions, and problem solving, to enhance their deep understanding of mathematical concepts. Cooperative learning: Encouraging students to work together in small groups to solve problems related to their studies And sharing ideas, which contributes to enhancing interaction and knowledge exchange between them. Technology: Leveraging technology to provide interactive learning tools such as computer software and online resources to enhance student understanding and motivation. Problem-based learning: presenting specific problems and motivating students to think critically and use skills Administrative To solve it. Instructional Strategies: Providing a variety of instructional strategies, such as interactive lectures, practical lessons, and hands-on exercises, to meet the diverse needs of students. Thinking Administrative Encourage students to develop thinking skills. Administrative Such as analysis, planning and inference, by providing stimulating questions and applied problems. Immediate feedback: Provide mechanisms to provide immediate feedback to students on	.1 .2 .3 .4 .5 .6 .7		

their performance and understanding of concepts. Administrative, whether through periodic assessments or direct interaction with the teacher.

10. Evaluation methods

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

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

nd assignments: Students may be given regular tests and assessment assignments to assess .3
problem solving skills.related to their field of expertiseAnd their understanding of the concepts
presented.

ing participation in research: The extent to which students participate in research activities .4
ntific projects can be assessed, and an evaluation can be provided of their presentation style
and analysis of their results and conclusions.

Practical Performance Evaluation: Students can be evaluated in practical performance .5
through:VisitsProcess and participation in applied activities.

n of external participation: This includes evaluation of the extent of students' participation .6
in external activities such as conferences, seminars, and sports competitions.

of Personal and Professional Development: Students' personal, professional and academic .7
development can be evaluated during their participation in the faculty mentoring program.

11. Faculty

Faculty members

ty tion ange ange ange	Requirements/Skills (if any)	Specialization		Academic Rank
		private	general	
		International Economy	economy	Prof. Dr. Abdul Razzaq Hamad Hussein Khalaf
		Economic development	economy	Prof. Dr. Makhif Jassim Hamad Ali

ange		Public Finance	economy	Prof. Dr. Khalaf Mohammed Hamad Abdul-Jubouri
ange		Monetary policies	economy	Asst. Prof. Dr. Khalil Ismail Aziz Bazawi
ange		International Economy	economy	Asst. Prof. Dr. Ibrahim Abdullah Jassim Issa
ange		Macroeconomics	economy	A.M.D. Anmar Ghaleb Kleib Mutlaq
ange		Public Finance	economy	Asst. Prof. Dr. Amer Sami Munir Dawood Al-Ani
ange		Economic development	economy	A.M.D. Fouad Farhan Hussein Mukhlef
ange		International Economy	economy	A.M.D. Khattab Imran Saleh Daman
ange		Macroeconomics	economy	Asst. Prof. Dr. Ziad Ezz El-Din Taha Talib
ange		International Economy	economy	Asst. Prof. Dr. Yasra Salem Nayef Abdul Janabi
ange		Monetary policies	economy	Asst. Prof. Dr. Omar Abdullah Mohammed Hejeij
ange		Finance and Banking	economy	Asst. Prof. Dr. Kilan Ismail Abdullah Mohammed
ange		Macroeconomics	economy	Dr. Khader Jassim Hamad Fahal Al- Jabouri
ange		Economic development	economy	Dr. Munqidh Ibrahim Saleh Hamad
ange		Finance and Credit	economy	Dr. Alaa Abdul Jabbar Hussein Hamad
ange		Public Finance	economy	Dr. Jamal Hussein Ali Abdullah
ange		International Economy	economy	Dr. Mustafa Mahmoud Mahdi Saleh
ange		Standard Economics	economy	A.M. Bushra Abdel-Bari Ahmed Abdullah
ange		Critical	economy	Hamid Hassan Khalaf .أ Mashaal

ange		Critical	economy	Asst. Prof. Dr. Ghassan Ibrahim Ahmed
ange		Financial policies	economy	A.M. Mohamed Emad Abdel Aziz Mahdi
ange		Standard Economics	economy	A.M. Samer Mohammed Fakhri Darar
ange		Public Finance	economy	A.M. Muthanna Mayouf Mahmoud Alawi
ange		International Economy	economy	Dr. Mohammed Ahmed Mohammed Hassan Al-Jabouri
ange		International Economy	economy	M. Bilal Abdel Haq Abdel Karim Mustafa
ange		Standard Economics	economy	Dr. Zuhair Hamed Turki Zaiter
ange		International Economy	economy	A.M. Mustafa Ismail Khalil Abdel
ange		International Economy	economy	Mr. Bakr Hamid Jasoum Aziz
ange		Macroeconomics	economy	M. Naaman Munther Younis Fadel
ange		Economic development	economy	M. Hamoud Saad Muhaimid Al-Helou
ange		Macroeconomics	economy	Ms. Zeina Tariq Ali Ne'meh
ange		economy	economy	M.M. Abeer Abbas Hammadi Saleh
ange		economy	economy	Mr. Adi Tais Ibrahim Musa
ange		economy	economy	M.M. Lujain Aref Ali Mustafa
ange		economy	economy	M.M. Reem Saeed Shihab Ahmed Al- Dulaimi
ange		economy	economy	Mr. Hassan Zidane Khalaf Hamad
ange		economy	economy	M.M. Jihad Badou Hamad Hussein Al- Jabouri
ange		economy	economy	Mr. Ghazwane Shaker Ismail Ibrahim
ecturer		English language	English language	A.M. Abdul Khalaf Saleh

ecturer		Educational and psychological sciences	Educational and psychological sciences	Dr. Louay Karim Latif
ecturer		English language	English language	M. Alaa Ahmed Abdullah
ecturer		English language	English language	Mr. Osama Mohammed Abdullah
ecturer		English language	English language	Mr. Marwan Abdel Moneim Tawfik
ecturer		Educational and psychological sciences	Educational and psychological sciences	M.M. Duaa Turki Abdel
Professional development				
Orientation of new faculty members				
Determining the needs of the university and the department: The needs of the university and the department are determined in terms of the required educational cadres.And preferred majors. -١				
In Programs: Customized orientation programs are designed for new, visiting, full-time and part-time members based on their needs and specialties. -٢				
Introduction to the University Environment: A comprehensive introduction is provided about the university and the department.General Administration, includingAbout the DepartmentAnd the visionAnd the messageThe objectives and services available. -٣				
Ongoing support resources: New members are provided with the necessary resources and support, including training courses, workshops, and technical assistance. -٤				
Academic Orientation: New members are oriented regarding the curricula, research areas and teaching methods used in the department. -٥				
Administrative Orientation: New members are oriented to administrative procedures, responsibilities, university policies and code of conduct. -٦				
Ongoing Support: Ongoing support is provided to new, visiting, full-time and part-time faculty members through advisory sessions, workshops and periodic evaluations. -٧				
Professional development for faculty members				

ing needs and setting goals: Faculty needs are identified through surveys and performance .١	evaluations, and then specific goals to be achieved within the program are identified.
development Program Design: Based on the specific needs and objectives, a comprehensive .٢	development program is designed that includes a set of activities, training courses, workshops, and educational resources.
ram implementation: The development program is implemented in a regular and organized .٣	er, including organizing workshops, conducting training courses, and providing appropriate educational resources.
effective teaching strategies: Faculty members learn to use and apply modern and effective .٤	teaching strategies, such as cooperative learning, active learning, and educational technology.
ation of learning outcomes: The effectiveness of the development program is evaluated by .٥	evaluating the learning outcomes of faculty members, such as increased levels of knowledge, teaching skills, and interaction with students.
s Development: Ongoing feedback and support is provided to faculty members to promote .٦	ongoing professional and academic development.
on in scientific research and publication: Faculty members are encouraged to participate in .٧	scientific research and publish the results in prestigious academic journals, which enhances their academic standing and contributes to the development of knowledge in their fields.
12. Acceptance Criteria	
exceptions (martyrs' families, children of faculty, distinguished employees, top students in -٢	Central acceptance. -١
	institutes, foreign students).
	Private government education -٣
	Accepting evening studies. -٤
13. The most important sources of information about the program	
to develop and update the curricula of the faculties of management and economics in Iraqi -٣	University, college and electronic department website. -١
	Priorities for establishing the department. -٢
	universities for the year 2017.
14. Program Development Plan	
Developing curricula for each subject by the instructor. -١	

a branch of the third stage (economic teachers) and opening postgraduate studies, a higher diploma	-٢
equivalent to a master's and doctorate.	
Developing teaching and administrative staff through courses, seminars and workshops in areas of	-٣
specialization.	
ng scientific research efforts by encouraging faculty members to publish, especially in international	-٤
journals.	
g training programs to develop students' capabilities in technical and information technology fields.	-٥
Organizing field visits and scientific trips for students to government institutions.	-٦

Program Skills Chart

Required learning outcomes of the program

4	A4	Values			Skills			Knowledge				Essential or optional?	Course name	Course code	Year/Level
		A2	A1	B4	B3	B2	B1	A4	A3	A2	A1				
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Management principles		First year
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Statistics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Arabic		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human rights and democracy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings1English		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of mathematics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Accounting principles		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings 2English		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 2		Second year
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic theory1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Baath crimes		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic statistics1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic facts history		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economics of money		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human Resource Economics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		

	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematics for Economists			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic Theory 2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Statistics 2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		History of Economic Thought 2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Banking Economics			
													Mathematics for Economists 2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 1			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Environmental Economics			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Knowledge Economics			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial policy			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural policy			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Policy			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Sports economics			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial			

														economy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational guidance					
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1					
			✓	✓	✓	✓	✓	✓	✓	✓	✓		English language					
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational management					
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy					
			✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy					
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics					
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer					
			✓	✓	✓	✓	✓	✓	✓	✓	✓		psychology					
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2					
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational foundations					
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy					
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Critical theory					
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Econometrics 1					
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic systems					
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Search methods					
			✓	✓	✓	✓	✓	✓	✓	✓	✓		International Finance					
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations Research 1					
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic feasibility studies					
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Oil Economics					
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic planning					
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Monetary policy					
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Econometrics2					
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer applications(EV)					
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Project Evaluation					
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial institutions					
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations Research 2					
			✓	✓	✓	✓	✓	✓	✓	✓	✓		English language					
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Planning policy					
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Energy Economics					

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

Course Description Form

1. Course name					
Econometrics / K1					
2. Course code:ECO					
3. Semester/Year					
2025-2026					
4. Date this description was prepared					
1/9/2025					
5. Available forms of attendance					
Approval of attendance list					
6. Number of study hours (total) / Number of units (total)					
Number of hours 45 / Number of units 45					
7. Name of the course supervisor (if more than one name is mentioned)					
A.M. Samer Mohammed Fakhri Darar					
8. Course objectives					
Student definitionOn the material	1-	Subject objectives			
basis of econometrics					
Student definitionHistorical	2-				
Introduction to Econometrics					
Student definitionWith the theoretical	3-				
introduction and getting to know the					
standard methodology					
RecognitionOn the stages of	4-				
preparing the standard model					
Student definitionThe importance of	5-				
studying regression equationsSimple linear					
6 -					
9. Teaching and learning strategies					
Delivering in-person and online lectures	-	Strategy			
Discussions with students	-				
Oral questions for students	-				
Blended learning (classroom)	-				
Exercises/Practical Applications	-				
10. Course Structure					
Evaluation	Learning	Name of the unit	Required	Watches	The

method	method	or topic	learning outcomes		week
Oral questions	Giving the lecture	Understand the concept of harsh economics and its relationship to other sciences	theoretical knowledge	3 hours	the first
Questions and share	Lecture/Discussions	Knowing the nature of the standard methodology	theoretical knowledge/ practical	3 hours	the second
Oral questions	Lecture/Discussions	Knowing the most important goals of econometrics	theoretical knowledge	3 hours	the third
Student participation	Lecture/Discussions	Identify the most important types of economic variables	theoretical knowledge	3 hours	Fourth
Oral questions	Lecture/Discussions	Knowing the development of the stages of preparing the standard model	theoretical knowledge/ practical	3 hours	Fifth
-	-	Monthly exam	-	3 hours	Sixth
Oral questions	Lecture/Discussions	Knowing the importance of adding a random variable	theoretical knowledge	3 hours	Seventh
Oral questions	Lecture/Discussions	Knowing the most important standard methods	theoretical knowledge/ practical	3 hours	The eighth
Questions and share	Lecture/Discussions	Identify method hypotheses OLS	theoretical knowledge/ Applications	3 hours	Ninth
Oral questions	Lecture/Discussions	Identify the most important statistical tests	theoretical knowledge/ practical	3 hours	tenth
Oral questions	Lecture/Discussions	Pearson's test for quantitative variables	theoretical knowledge/ practical	3 hours	eleventh
Questions and share	Lecture/Discussions	Spearman's test / for qualitative variables	theoretical knowledge/ practical	3 hours	twelfth
Oral questions	Lecture/Discussions	Learn how to calculate a simple linear regression equation.	theoretical knowledge	3 hours	thirteenth
-	-	Monthly exam	-	3 hours	fourteenth
Questions and share	Lecture with oral questions	Comprehensive review/open lecture	Practical applications	3 hours	fifteenth

11. Course Evaluation

The final grade for the evaluation is 100 points, and the minimum for success is 50 points, and the grade is distributed. Evaluation on the end of the course is 30 points and the end of the course exam is 70 points. As follows:

- First month exam 10 marks •
- Second month exam 10 marks •

Daily preparation 5 degrees •

Posts 5 points •

End of course exam 70 points

12. Learning and teaching resources

Harsh Economy / Dr. Hussein Al-Bakhit and Sahar Fathallah / 2002	Required textbooks (methodology if any)
Khaled Suwai / Econometrics between Theory and Application, Gujarati (2019) Translated by Maha Zaki	Main References (Sources)
The Internet/Modern Standard Studies	Recommended supporting books and references (scientific journals, reports...)
Reviewing scientific websites through the web	Electronic references, websites

Academic Program Description Form

For the academic year 2025–2026

University name: University Tikrit

College/Institute: College Management and Economics

Scientific Department: Department Economics / General Economics Branch

Name of academic or professional program: Department of Economics

Final Certificate Name: Bachelor Sciences in Economics

Academic system: Course system

Description preparation date: 1/9/2025

Date of filling the file: 1/9/2025



Signature
Assistant Professor Dr. Omar Abdullah Mohammed
Head of Department's Name
2025/9/1



Signature
Assistant Professor Dr. Khattab Imran Saleh
Name of the Assistant Dean for Scientific Affairs
2025/9/1



Signature
The file was audited by
Khaldoon Abdullah Khalaf
Name of the Director of the Quality Assurance and
University Performance Division
2025/9/1



Approval of the Dean

1. Program Vision

Effective contribution to building an advanced economy based on sound planning ♦
in accordance with appropriate economic policies. Reality and following an
advanced scientific approach in preparing economic curricula

2. Program message

The objective need of the public and private sectors requires the formulation of ♦
economic plans and programmes at the micro and macro levels and the
development of policies to achieve a set of economic and social objectives
according to priorities embodied by the necessities and available capabilities.
Here, it is necessary to prepare specialised cadres to conduct economic research
and studies in a way that contributes to deepening economic awareness and
maximising the economic and social benefits of available resources.

3. Program objectives

1. Graduating specialized cadres in the field of planning and building economic policies, capable of integrating into the labor market and economic life.
2. Developing students' skills to enable them to Integration into the labor market.
3. Motivating and supporting the faculty in the department to conduct studies and provide consultations. Economic For public and private entities in Iraq.
4. Effective contribution to preparing training and continuing education programs to develop expertise and skills in public and private sector institutions.

4. Program accreditation

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

5. Other external influences

Is there a sponsor? ForprogramYes, the Ministry of Higher Education and .°
Scientific Research, the Presidency of Tikrit University, and the Deanship of the
College of Administration and Economics.

6. Program Structure

comments	percentage	Study unit	Number of courses	Program Structure
	6.9%	10	5	Institutional Requirements
	7.5%	11	4	College

				Requirements
	85.6%	125	55	Department Requirements
	Completed			Summer training
				Other

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

7. Program Description / Curriculum of the Department of Economics

Credit hours	Course name	Course code	Year/Level
theoretical			
3	Management principles		First
3	Principles of Economics 1		
2	Principles of Statistics		
1	Computer 1		
2	Arabic		
2	Human rights and democracy		
3	Economic Readings1English		
2	Principles of mathematics		
3	Accounting principles		
2	Economic Readings 2English		
3	Principles of Economics 2		
2	English language		
3	Microeconomic theory1		Second
2	Baath crimes		
2	Economic statistics1		
2	National Accounts1		
2	Economic facts history		
2	Economics of money		
2	Human Resource Economics		
3	Computer 1		

		2	Mathematics for Economists		
		3	Microeconomic Theory 2		
		2	Economic Statistics 2		
		2	English language		
		2	History of Economic Thought 2		
		2	Banking Economics		
		2	National Accounts2		
		1	Computer2		
		2	Mathematics for Economists 2		
		3	Mathematical Economics 1		Third / General Economics
		2	International Economy		
		2	Economic development		
		3	Public Finance		
		3	Macroeconomics 1		
		2	Agricultural economics		
		2	Environmental Economics		
		2	Industrial economy		
		2	Knowledge Economics		
		2	English language		
		2	Development policy		
		2	Financial policy		
		2	Industrial policy		
		2	Agricultural policy		
		2	International Policy		
		3	Mathematical Economics 2		
		3	Macroeconomics 2		
		2	Economic development		Third / Economic Teachers Branch
		3	Sports economics		
		3	Public Finance		
		2	Industrial economy		
		2	Educational guidance		
		3	Macroeconomics 1		
		2	English language		
		2	Educational management		
		2	Development policy		

	3	International Economy		
	3	Agricultural economics		
	1	Computer		
	2	psychology		
	3	Macroeconomics 2		
	2	Educational foundations		
	2	Financial policy		
	3	Critical theory		
	3	Econometrics 1		
	3	Economic systems		
	2	Search methods		
	2	International Finance		
	2	Operations Research 1		
	3	Economic feasibility studies		
	2	Oil Economics		
	2	Economic planning		
	3	Monetary policy		
	3	Econometrics2		
	2	Computer applications (EV)		
	3	Economic Project Evaluation		
	2	Financial institutions		
	2	Operations Research 2		
	2	English language		
	2	Planning policy		
	2	Energy Economics		
8. Expected learning outcomes of the program				
Knowledge				
ing the labor market with the necessary skills from human resources.	-	Providing graduates who are able to perform economic analysis and predict economic variables.	-	
		Disseminating knowledge in government institutions to achieve the aspirations of society.	-	
Skills				
ty of economics graduates to conduct	-	The ability to solve economic problems that	-	

economic feasibility studies and economic analysis.	-	economic activity suffers from, such as inflation and recession. Exchange of experiences and data with ministries with economic decision-making powers	-
outputs should be knowledgeable and how to accomplish the tasks assigned to them.	-	Providing economic advice to the public and private sectors.	-
Values			
professional ethics and the ability to demonstrate high professional competence.	-	Establishing social and ethical responsibility. Serving the community and meeting its requirements.	-
It must believe in the principles of integrity and transparency, and have the ability to apply the concepts of quality management.	-	Integrity and transparency. Quality.	-
9. Teaching and learning strategies			
Learning Activities:	Encouraging students' active participation in learning processes, such as discussions, and problem solving, to enhance their deep understanding of mathematical concepts.	1.	
Learning Strategies:	Cooperative learning: Encouraging students to work together in small groups to solve problems related to their studies And sharing ideas, which contributes to enhancing interaction and knowledge exchange between them.	2.	
Technology:	Leveraging technology to provide interactive learning tools such as computer software and online resources to enhance student understanding and motivation.	3.	
Problem-based learning:	presenting specific problems and motivating students to think critically and use skillsAdministrativeTo solve it.	4.	
Instructional Strategies:	Providing a variety of instructional strategies, such as interactive lectures, practical lessons, and hands-on exercises, to meet the diverse needs of students.	5.	
Thinking Skills:	Encourage students to develop thinking skills.AdministrativeSuch as analysis, planning and inference, by providing stimulating questions and applied problems.	6.	
Immediate feedback:	Provide mechanisms to provide immediate feedback to students on	7.	

their performance and understanding of concepts. Administrative, whether through periodic assessments or direct interaction with the teacher.

10. Evaluation methods

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

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

nd assignments: Students may be given regular tests and assessment assignments to assess .3
blem solving skills.related to their field of expertiseAnd their understanding of the concepts
presented.

ing participation in research: The extent to which students participate in research activities .4
ntific projects can be assessed, and an evaluation can be provided of their presentation style
and analysis of their results and conclusions.

Practical Performance Evaluation: Students can be evaluated in practical performance .5
through:VisitsProcess and participation in applied activities.

n of external participation: This includes evaluation of the extent of students' participation .6
in external activities such as conferences, seminars, and sports competitions.

of Personal and Professional Development: Students' personal, professional and academic .7
development can be evaluated during their participation in the faculty mentoring program.

11. Faculty

Faculty members

ty tion ange ange ange	Requirements/Skills (if any)	Specialization		Academic Rank
		private	general	
		International Economy	economy	Prof. Dr. Abdul Razzaq Hamad Hussein Khalaf
		Economic development	economy	Prof. Dr. Makhif Jassim Hamad Ali

ange		Public Finance	economy	Prof. Dr. Khalaf Mohammed Hamad Abdul-Jubouri
ange		Monetary policies	economy	Asst. Prof. Dr. Khalil Ismail Aziz Bazawi
ange		International Economy	economy	Asst. Prof. Dr. Ibrahim Abdullah Jassim Issa
ange		Macroeconomics	economy	A.M.D. Anmar Ghaleb Kleib Mutlaq
ange		Public Finance	economy	Asst. Prof. Dr. Amer Sami Munir Dawood Al-Ani
ange		Economic development	economy	A.M.D. Fouad Farhan Hussein Mukhlef
ange		International Economy	economy	A.M.D. Khattab Imran Saleh Daman
ange		Macroeconomics	economy	Asst. Prof. Dr. Ziad Ezz El-Din Taha Talib
ange		International Economy	economy	Asst. Prof. Dr. Yasra Salem Nayef Abdul Janabi
ange		Monetary policies	economy	Asst. Prof. Dr. Omar Abdullah Mohammed Hejeij
ange		Finance and Banking	economy	Asst. Prof. Dr. Kilan Ismail Abdullah Mohammed
ange		Macroeconomics	economy	Dr. Khader Jassim Hamad Fahal Al- Jabouri
ange		Economic development	economy	Dr. Munqidh Ibrahim Saleh Hamad
ange		Finance and Credit	economy	Dr. Alaa Abdul Jabbar Hussein Hamad
ange		Public Finance	economy	Dr. Jamal Hussein Ali Abdullah
ange		International Economy	economy	Dr. Mustafa Mahmoud Mahdi Saleh
ange		Standard Economics	economy	A.M. Bushra Abdel-Bari Ahmed Abdullah
ange		Critical	economy	Hamid Hassan Khalaf .أ Mashaal

ange		Critical	economy	Asst. Prof. Dr. Ghassan Ibrahim Ahmed
ange		Financial policies	economy	A.M. Mohamed Emad Abdel Aziz Mahdi
ange		Standard Economics	economy	A.M. Samer Mohammed Fakhri Darar
ange		Public Finance	economy	A.M. Muthanna Mayouf Mahmoud Alawi
ange		International Economy	economy	Dr. Mohammed Ahmed Mohammed Hassan Al-Jabouri
ange		International Economy	economy	M. Bilal Abdel Haq Abdel Karim Mustafa
ange		Standard Economics	economy	Dr. Zuhair Hamed Turki Zaiter
ange		International Economy	economy	A.M. Mustafa Ismail Khalil Abdel
ange		International Economy	economy	Mr. Bakr Hamid Jasoum Aziz
ange		Macroeconomics	economy	M. Naaman Munther Younis Fadel
ange		Economic development	economy	M. Hamoud Saad Muhaimid Al-Helou
ange		Macroeconomics	economy	Ms. Zeina Tariq Ali Ne'meh
ange		economy	economy	M.M. Abeer Abbas Hammadi Saleh
ange		economy	economy	Mr. Adi Tais Ibrahim Musa
ange		economy	economy	M.M. Lujain Aref Ali Mustafa
ange		economy	economy	M.M. Reem Saeed Shihab Ahmed Al- Dulaimi
ange		economy	economy	Mr. Hassan Zidane Khalaf Hamad
ange		economy	economy	M.M. Jihad Badou Hamad Hussein Al- Jabouri
ange		economy	economy	Mr. Ghazwane Shaker Ismail Ibrahim
ecturer		English language	English language	A.M. Abdul Khalaf Saleh

ecturer		Educational and psychological sciences	Educational and psychological sciences	Dr. Louay Karim Latif
ecturer		English language	English language	M. Alaa Ahmed Abdullah
ecturer		English language	English language	Mr. Osama Mohammed Abdullah
ecturer		English language	English language	Mr. Marwan Abdel Moneim Tawfik
ecturer		Educational and psychological sciences	Educational and psychological sciences	M.M. Duaa Turki Abdel
Professional development				
Orientation of new faculty members				
Determining the needs of the university and the department: The needs of the university and the department are determined in terms of the required educational cadres.And preferred majors. -١				
On Programs: Customized orientation programs are designed for new, visiting, full-time and part-time members based on their needs and specialties. -٢				
Introduction to the University Environment: A comprehensive introduction is provided about the university and the department.General Administration, includingAbout the DepartmentAnd the visionAnd the messageThe objectives and services available. -٣				
Ongoing support resources: New members are provided with the necessary resources and support, including training courses, workshops, and technical assistance. -٤				
Academic Orientation: New members are oriented regarding the curricula, research areas and teaching methods used in the department. -٥				
Administrative Orientation: New members are oriented to administrative procedures, responsibilities, university policies and code of conduct. -٦				
Ongoing Support: Ongoing support is provided to new, visiting, full-time and part-time faculty members through advisory sessions, workshops and periodic evaluations. -٧				
Professional development for faculty members				

ing needs and setting goals: Faculty needs are identified through surveys and performance .١	evaluations, and then specific goals to be achieved within the program are identified.
development Program Design: Based on the specific needs and objectives, a comprehensive .٢	development program is designed that includes a set of activities, training courses, workshops, and educational resources.
ram implementation: The development program is implemented in a regular and organized .٣	er, including organizing workshops, conducting training courses, and providing appropriate educational resources.
effective teaching strategies: Faculty members learn to use and apply modern and effective .٤	teaching strategies, such as cooperative learning, active learning, and educational technology.
ation of learning outcomes: The effectiveness of the development program is evaluated by .٥	evaluating the learning outcomes of faculty members, such as increased levels of knowledge, teaching skills, and interaction with students.
s Development: Ongoing feedback and support is provided to faculty members to promote .٦	ongoing professional and academic development.
on in scientific research and publication: Faculty members are encouraged to participate in .٧	scientific research and publish the results in prestigious academic journals, which enhances their academic standing and contributes to the development of knowledge in their fields.
12. Acceptance Criteria	
exceptions (martyrs' families, children of faculty, distinguished employees, top students in -٢	Central acceptance. -١
	institutes, foreign students).
	Private government education -٣
	Accepting evening studies. -٤
13. The most important sources of information about the program	
to develop and update the curricula of the faculties of management and economics in Iraqi -٣	University, college and electronic department website. -١
	Priorities for establishing the department. -٢
	universities for the year 2017.
14. Program Development Plan	
Developing curricula for each subject by the instructor. -١	

a branch of the third stage (economic teachers) and opening postgraduate studies, a higher diploma	-٢
equivalent to a master's and doctorate.	
Developing teaching and administrative staff through courses, seminars and workshops in areas of	-٣
specialization.	
ng scientific research efforts by encouraging faculty members to publish, especially in international	-٤
journals.	
g training programs to develop students' capabilities in technical and information technology fields.	-٥
Organizing field visits and scientific trips for students to government institutions.	-٦

Program Skills Chart

Required learning outcomes of the program

4	A	Values			Skills			Knowledge				Essential or optional?	Course name	Course code	Year/Level
		A2	A1	B4	B3	B2	B1	A4	A3	A2	A1				
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Management principles		First year
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Statistics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Arabic		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human rights and democracy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings1English		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of mathematics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Accounting principles		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings 2English		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 2		Second year
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic theory1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Baath crimes		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic statistics1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic facts history		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economics of money		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human Resource Economics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		

	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematics for Economists			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic Theory 2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Statistics 2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		History of Economic Thought 2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Banking Economics			
													Mathematics for Economists 2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 1			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Environmental Economics			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Knowledge Economics			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial policy			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural policy			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Policy			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Sports economics			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial			

														economy			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Educational guidance			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Macroeconomics 1			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			English language			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Educational management			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Development policy			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			International Economy			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Agricultural economics			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Computer			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			psychology			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Macroeconomics 2			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Educational foundations			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Financial policy			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Critical theory			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Econometrics 1			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Economic systems			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Search methods			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			International Finance			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Operations Research 1			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Economic feasibility studies			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Oil Economics			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Economic planning			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Monetary policy			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Econometrics2			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Computer applications(EV)			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Economic Project Evaluation			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Financial institutions			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Operations Research 2			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			English language			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Planning policy			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Energy Economics			

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

Course Description Form

1. Course name		
Econometrics / 2		
2. Course codeECO		
3. Semester/Year		
2025-2026		
4. Date this description was prepared		
1/9/2025		
5. Available forms of attendance		
Approval of attendance list		
6. Number of study hours (total) / Number of units (total)		
Number of hours 45 / Number of units45		
7. Name of the course supervisor (if more than one name is mentioned)		
A.M. Samer Mohammed Fakhry Darar		
8. Course objectives		
Student definitionOn the material basis	1-	Subject objectives
of econometrics		
Student definitionStandard tools and	2-	
methods are included in the introduction.		
Student definitionMultiple Linear	3-	
Regression Study		
RecognitionOn standard model	4-	
assessment tests		
Student definitionStudy of standard	5-	
problems		
Introducing the student to how to solve	6-	
problemsEconomic forecasting		
9. Teaching and learning strategies		
Delivering in-person and online lectures	-	Strategy
Discussions with students	-	
Oral questions for students	-	
Blended learning (classroom)	-	
Standard exercises and practical applications	-	
10. Course Structure		

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
Oral questions	Giving the lecture	Study the analysis of variance table	theoretical knowledge	3 hours	the first
Questions and share	Lecture/Discussions	Multiple Linear Regression Study	theoretical knowledge	3 hours	the second
Oral questions	Lecture/Discussions	Practical applications / exercises	theoretical knowledge	3 hours	the third
Student participation	Lecture/Discussions	Study of standard problems	theoretical knowledge	3 hours	Fourth
Oral questions	Lecture/Discussions	Self-correlation problem	theoretical knowledge	3 hours	Fifth
-	-	Monthly exam	-	3 hours	Sixth
Oral questions	Lecture/Discussions	Study testDW	theoretical knowledge	3 hours	Seventh
Oral questions	Lecture/Discussions	Multicollinearity problem	theoretical knowledge	3 hours	The eighth
Questions and share	Lecture/Discussions	Study the testVIF	theoretical knowledge	3 hours	Ninth
Oral questions	Lecture/Discussions	problemHeterogeneityContrast	theoretical knowledge	3 hours	tenth
Oral questions	Lecture/Discussions	Study testPARK	theoretical knowledge	3 hours	eleventh
Questions and share	Lecture/Discussions	Model Evaluation Standard / Normative and Statistical	theoretical knowledge	3 hours	twelfth
Oral questions	Lecture/Discussions	Economic Forecasting	theoretical knowledge	3 hours	thirteenth
-	-	Monthly exam	-	3 hours	fourteenth
Questions and share	Lecture with oral questions	Comprehensive review	Practical applications	3 hours	fifteenth

11. Course Evaluation

The final grade for the evaluation is 100 points, and the minimum for success is 50 points, and the grade is distributedEvaluation on the end of the course is 30 points and the end of the course exam is 70 points.As follows:

- First month exam 10 marks •
- Second month exam 10 marks •
- Daily preparation 5 degrees •
- Posts 5 points •
- End of course exam 70 points

12. Learning and teaching resources

Harsh Economy / Dr. Hussein Al-Bakhit

Required textbooks (methodology if

and Sahar Fathallah / 2002	any)
EconometricsBetween theory and practice/ Dr. Abdul Qader Mohammed/ 2005	Main References (Sources)
Practical/standard research and studies	Recommended supporting books and references (scientific journals, reports...)
Reviewing scientific websites through the web	Electronic references, websites

Academic Program Description Form

For the academic year 2025–2026

University name: University Tikrit

College/Institute: College Management and Economics

Scientific Department: Department Economy

Name of academic or professional program: Department of Economics

Final Certificate Name: Bachelor Sciences in Economics

Academic system: Course system

Description preparation date: 1/9/2025

Date of filling the file: 1/9/2025



Signature

Assistant Professor Dr. Omar Abdullah Mohammed

Head of Department's Name

2025/9/1



Signature

Assistant Professor Dr. Khattab Imran Saleh

Name of the Assistant Dean for Scientific Affairs

2025/9/1



Signature

The file was audited by

Khaldoon Abdullah Khalaf

Name of the Director of the Quality Assurance and

University Performance Division

2025/9/1



Approval of the Dean

1. Program Vision

Effective contribution to building an advanced economy based on sound planning ♦
in accordance with appropriate economic policies. Reality and following an
advanced scientific approach in preparing economic curricula

2. Program message

The objective need of the public and private sectors requires the formulation of ♦
economic plans and programmes at the micro and macro levels and the
development of policies to achieve a set of economic and social objectives
according to priorities embodied by the necessities and available capabilities.
Here, it is necessary to prepare specialised cadres to conduct economic research
and studies in a way that contributes to deepening economic awareness and
maximising the economic and social benefits of available resources.

3. Program objectives

1. Graduating specialized cadres in the field of planning and building economic policies, capable of integrating into the labor market and economic life.
2. Developing students' skills to enable them to Integration into the labor market.
3. Motivating and supporting the faculty in the department to conduct studies and provide consultations. Economic For public and private entities in Iraq.
4. Effective contribution to preparing training and continuing education programs to develop expertise and skills in public and private sector institutions.

4. Program accreditation

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

5. Other external influences

Is there a sponsor? ForprogramYes, the Ministry of Higher Education and .°
Scientific Research, the Presidency of Tikrit University, and the Deanship of the
College of Administration and Economics.

6. Program Structure

comments	percentage	Study unit	Number of courses	Program Structure
	6.9%	10	5	Institutional Requirements
	7.5%	11	4	College

				Requirements
	85.6%	125	55	Department Requirements
	Completed			Summer training
				Other

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

7. Program Description / Curriculum of the Department of Economics

Credit hours	Course name	Course code	Year/Level
theoretical			
3	Management principles		First
3	Principles of Economics 1		
2	Principles of Statistics		
1	Computer 1		
2	Arabic		
2	Human rights and democracy		
3	Economic Readings1English		
2	Principles of mathematics		
3	Accounting principles		
2	Economic Readings 2English		
3	Principles of Economics 2		
2	English language		
3	Microeconomic theory1		Second
2	Baath crimes		
2	Economic statistics1		
2	National Accounts1		
2	Economic facts history		
2	Economics of money		
2	Human Resource Economics		
3	Computer 1		

		2	Mathematics for Economists		
		3	Microeconomic Theory 2		
		2	Economic Statistics 2		
		2	English language		
		2	History of Economic Thought 2		
		2	Banking Economics		
		2	National Accounts2		
		1	Computer2		
		2	Mathematics for Economists 2		
		3	Mathematical Economics 1		Third / General Economics
		2	International Economy		
		2	Economic development		
		3	Public Finance		
		3	Macroeconomics 1		
		2	Agricultural economics		
		2	Environmental Economics		
		2	Industrial economy		
		2	Knowledge Economics		
		2	English language		
		2	Development policy		
		2	Financial policy		
		2	Industrial policy		
		2	Agricultural policy		
		2	International Policy		
		3	Mathematical Economics 2		
		3	Macroeconomics 2		
		2	Economic development		Third / Economic Teachers Branch
		3	Sports economics		
		3	Public Finance		
		2	Industrial economy		
		2	Educational guidance		
		3	Macroeconomics 1		
		2	English language		
		2	Educational management		
		2	Development policy		

		3	International Economy		
		3	Agricultural economics		
		1	Computer		
		2	psychology		
		3	Macroeconomics 2		
		2	Educational foundations		
		2	Financial policy		
		3	Critical theory		
		3	Econometrics 1		
		3	Economic systems		
		2	Search methods		
		2	International Finance		
		2	Operations Research 1		
		3	Economic feasibility studies		
		2	Oil Economics		
		2	Economic planning		
		3	Monetary policy		
		3	Econometrics2		
		2	Computer applications (EV)		
		3	Economic Project Evaluation		
		2	Financial institutions		
		2	Operations Research 2		
		2	English language		
		2	Planning policy		
		2	Energy Economics		
8. Expected learning outcomes of the program					
Knowledge					
ing the labor market with the necessary	-	skills from human resources.	Providing graduates who are able to perform	-	economic analysis and predict economic variables.
			Disseminating knowledge in government	-	institutions to achieve the aspirations of society.
Skills					
ty of economics graduates to conduct	-		The ability to solve economic problems that	-	

economic feasibility studies and economic analysis.	-	economic activity suffers from, such as inflation and recession. Exchange of experiences and data with ministries with economic decision-making powers	-
outputs should be knowledgeable and how to accomplish the tasks assigned to them.	-	Providing economic advice to the public and private sectors.	-
Values			
professional ethics and the ability to demonstrate high professional competence.	-	Establishing social and ethical responsibility. Serving the community and meeting its requirements.	-
It must believe in the principles of integrity and transparency, and have the ability to apply the concepts of quality management.	-	Integrity and transparency. Quality.	-
9. Teaching and learning strategies			
Learning Activities:	Encouraging students' active participation in learning processes, such as discussions, and problem solving, to enhance their deep understanding of mathematical concepts.	1.	
Learning Strategies:	Cooperative learning: Encouraging students to work together in small groups to solve problems related to their studies and sharing ideas, which contributes to enhancing interaction and knowledge exchange between them.	2.	
Technology:	Leveraging technology to provide interactive learning tools such as computer software and online resources to enhance student understanding and motivation.	3.	
Problem-based learning:	presenting specific problems and motivating students to think critically and use skillsAdministrativeTo solve it.	4.	
Instructional Strategies:	Providing a variety of instructional strategies, such as interactive lectures, practical lessons, and hands-on exercises, to meet the diverse needs of students.	5.	
Thinking Skills:	Encourage students to develop thinking skills.AdministrativeSuch as analysis, planning and inference, by providing stimulating questions and applied problems.	6.	
Immediate feedback:	Provide mechanisms to provide immediate feedback to students on	7.	

their performance and understanding of concepts. Administrative, whether through periodic assessments or direct interaction with the teacher.

10. Evaluation methods

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

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

nd assignments: Students may be given regular tests and assessment assignments to assess .3
problem solving skills.related to their field of expertiseAnd their understanding of the concepts
presented.

ing participation in research: The extent to which students participate in research activities .4
ntific projects can be assessed, and an evaluation can be provided of their presentation style
and analysis of their results and conclusions.

Practical Performance Evaluation: Students can be evaluated in practical performance .5
through:VisitsProcess and participation in applied activities.

n of external participation: This includes evaluation of the extent of students' participation .6
in external activities such as conferences, seminars, and sports competitions.

of Personal and Professional Development: Students' personal, professional and academic .7
development can be evaluated during their participation in the faculty mentoring program.

11. Faculty

Faculty members

ty tion ange ange ange	Requirements/Skills (if any)	Specialization		Academic Rank
		private	general	
		International Economy	economy	Prof. Dr. Abdul Razzaq Hamad Hussein Khalaf
		Economic development	economy	Prof. Dr. Makhif Jassim Hamad Ali

ange		Public Finance	economy	Prof. Dr. Khalaf Mohammed Hamad Abdul-Jubouri
ange		Monetary policies	economy	Asst. Prof. Dr. Khalil Ismail Aziz Bazawi
ange		International Economy	economy	Asst. Prof. Dr. Ibrahim Abdullah Jassim Issa
ange		Macroeconomics	economy	A.M.D. Anmar Ghaleb Kleib Mutlaq
ange		Public Finance	economy	Asst. Prof. Dr. Amer Sami Munir Dawood Al-Ani
ange		Economic development	economy	A.M.D. Fouad Farhan Hussein Mukhlef
ange		International Economy	economy	A.M.D. Khattab Imran Saleh Daman
ange		Macroeconomics	economy	Asst. Prof. Dr. Ziad Ezz El-Din Taha Talib
ange		International Economy	economy	Asst. Prof. Dr. Yasra Salem Nayef Abdul Janabi
ange		Monetary policies	economy	Asst. Prof. Dr. Omar Abdullah Mohammed Hejeij
ange		Finance and Banking	economy	Asst. Prof. Dr. Kilan Ismail Abdullah Mohammed
ange		Macroeconomics	economy	Dr. Khader Jassim Hamad Fahal Al- Jabouri
ange		Finance and Credit	economy	Dr. Alaa Abdul Jabbar Hussein Hamad
ange		Public Finance	economy	Dr. Jamal Hussein Ali Abdullah
ange		International Economy	economy	Dr. Mustafa Mahmoud Mahdi Saleh
ange		Standard Economics	economy	A.M. Bushra Abdel-Bari Ahmed Abdullah
ange		Critical	economy	Hamid Hassan Khalaf .أ Mashaal
ange		Critical	economy	Asst. Prof. Dr. Ghassan Ibrahim Ahmed

ange		Financial policies	economy	A.M. Mohamed Emad Abdel Aziz Mahdi
ange		Standard Economics	economy	A.M. Samer Mohammed Fakhri Darar
ange		Public Finance	economy	A.M. Muthanna Mayouf Mahmoud Alawi
ange		International Economy	economy	Dr. Mohammed Ahmed Mohammed Hassan Al-Jabouri
ange		International Economy	economy	M. Bilal Abdel Haq Abdel Karim Mustafa
ange		Standard Economics	economy	Dr. Zuhair Hamed Turki Zaiter
ange		International Economy	economy	A.M. Mustafa Ismail Khalil Abdel
ange		International Economy	economy	Mr. Bakr Hamid Jasoum Aziz
ange		Macroeconomics	economy	M. Naaman Munther Younis Fadel
ange		Economic development	economy	M. Hamoud Saad Muhaimid Al-Helou
ange		Macroeconomics	economy	Ms. Zeina Tariq Ali Ne'meh
ange		economy	economy	M.M. Abeer Abbas Hammadi Saleh
ange		economy	economy	Mr. Adi Tais Ibrahim Musa
ange		economy	economy	M.M. Lujain Aref Ali Mustafa
ange		economy	economy	M.M. Reem Saeed Shihab Ahmed Al- Dulaimi
ange		economy	economy	Mr. Hassan Zidane Khalaf Hamad
ange		economy	economy	M.M. Jihad Badou Hamad Hussein Al- Jabouri
ange		economy	economy	Mr. Ghazwane Shaker Ismail Ibrahim
ecturer		English language	English language	A.M. Abdul Khalaf Saleh
ecturer		Educational and psychological	Educational and	Dr. Louay Karim Latif

			sciences	psychological sciences	
ecturer			English language	English language	M. Alaa Ahmed Abdullah
ecturer			English language	English language	Mr. Osama Mohammed Abdullah
ecturer			English language	English language	Mr. Marwan Abdel Moneim Tawfik
ecturer			Educational and psychological sciences	Educational and psychological sciences	M.M. Duaa Turki Abdel
Professional development					
Orientation of new faculty members					
mining the needs of the university and the department:	The needs of the university and the department are determined in terms of the required educational cadres.And preferred majors. -١				
n Programs:	Customized orientation programs are designed for new, visiting, full-time and part-time members based on their needs and specialties. -٢				
uction to the University Environment:	A comprehensive introduction is provided about the university and the department.General Administration, includingAbout the DepartmentAnd the visionAnd the messageThe objectives and services available. -٣				
g support resources:	New members are provided with the necessary resources and support, including training courses, workshops, and technical assistance. -٤				
ademic Orientation:	New members are oriented regarding the curricula, research areas and teaching methods used in the department. -٥				
ative Orientation:	New members are oriented to administrative procedures, responsibilities, university policies and code of conduct. -٦				
oing Support:	Ongoing support is provided to new, visiting, full-time and part-time faculty members through advisory sessions, workshops and periodic evaluations. -٧				
Professional development for faculty members					
ing needs and setting goals:	Faculty needs are identified through surveys and performance evaluations, and then specific goals to be achieved within the program are identified. .١				

development Program Design: Based on the specific needs and objectives, a comprehensive	.٢
ment program is designed that includes a set of activities, training courses, workshops, and	
educational resources.	
ram implementation: The development program is implemented in a regular and organized	.٣
er, including organizing workshops, conducting training courses, and providing appropriate	
educational resources.	
effective teaching strategies: Faculty members learn to use and apply modern and effective	.٤
aching strategies, such as cooperative learning, active learning, and educational technology.	
ation of learning outcomes: The effectiveness of the development program is evaluated by	.٥
evaluating the learning outcomes of faculty members, such as increased levels of knowledge,	
teaching skills, and interaction with students.	
s Development: Ongoing feedback and support is provided to faculty members to promote	.٦
ongoing professional and academic development.	
on in scientific research and publication: Faculty members are encouraged to participate in	.٧
scientific research and publish the results in prestigious academic journals, which enhances their	
academic standing and contributes to the development of knowledge in their fields.	
12. Acceptance Criteria	
	Central acceptance. -١
exceptions (martyrs' families, children of faculty, distinguished employees, top students in	-٢
institutes, foreign students).	
Private government education	-٣
Accepting evening studies.	-٤
13. The most important sources of information about the program	
	University, college and electronic department website. -١
	Priorities for establishing the department. -٢
to develop and update the curricula of the faculties of management and economics in Iraqi	-٣
universities for the year 2017.	
14. Program Development Plan	
	Developing curricula for each subject by the instructor. -١
a branch of the third stage (economic teachers) and opening postgraduate studies, a higher diploma	-٢
equivalent to a master's and doctorate.	

Developing teaching and administrative staff through courses, seminars and workshops in areas of specialization. -۳															
Encouraging scientific research efforts by encouraging faculty members to publish, especially in international journals. -۴															
Organizing training programs to develop students' capabilities in technical and information technology fields. -۵															
Organizing field visits and scientific trips for students to government institutions. -۶															
Program Skills Chart															
Required learning outcomes of the program															
4	A	Values			Skills			Knowledge				Essential or optional?	Course name	Course code	Year/Lev
		A2	A1	B4	B3	B2	B1	A4	A3	A2	A1				
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Management principles		First year
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Statistics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Arabic		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human rights and democracy		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings1English		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of mathematics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Accounting principles		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings 2English		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 2		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic theory1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Baath crimes		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic statistics1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic facts history		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economics of money		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human Resource Economics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematics for Economists		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic		

													Theory 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Statistics 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		English language				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		History of Economic Thought 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Banking Economics				
													Mathematics for Economists 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 1				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Environmental Economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Knowledge Economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		English language				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		International Policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Sports economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational guidance				

	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational management		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		psychology		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational foundations		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Critical theory		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Econometrics 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic systems		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Search methods		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Finance		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations Research 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic feasibility studies		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Oil Economics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic planning		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Monetary policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Econometrics2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer applications(EV)		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Project Evaluation		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial institutions		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations Research 2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Planning policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Energy Economics		

Fourth year

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

Course Description Form

1. Course name	
Oil economy	
2. Course code	
3. Semester/Year	
2025-2026	
4. Date this description was prepared	
1/9/2025	
5. Available forms of attendance	
Approval of attendance list	
6. Number of study hours (total) / Number of units (total)	
Number of hours 30 / Number of units 30	
7. Name of the course supervisor (if more than one name is mentioned)	
A. M. Bilal Abdul Haq Abdul Karim	
8. Course objectives	
Increase students' experience and knowledge in the field of energy in general and renewable energy in particular. -١ Introducing the student to the future of renewable energy and its role in the stage of economic development and progress -٢ Introducing the student to the most important characteristics of renewable energy -٣ Introducing the student to the most important factors determining the consumption of renewable energy -٤ Introducing the student to the importance of energy in the field of economic development -٥	Subject objectives
9. Teaching and learning strategies	
Delivering in-person and online lectures - Discussions with students - Oral questions for students - Blended learning (classroom) -	Strategy

10. Course Structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
Oral questions	Giving the lecture	Introduction to Energy Economics	theoretical knowledge	2 hours	the first
Questions and share	Lecture/Discussions	Economic analysis of the global energy market	theoretical knowledge	2 hours	the second
Oral questions	Lecture/Discussions	Energy resource prices and factors affecting their pricing	theoretical knowledge	2 hours	the third
Student participation	Lecture/Discussions	Renewable energy sources and types	theoretical knowledge	2 hours	Fourth
Oral questions	Lecture/Discussions	Nature of investments in renewable energy sources	theoretical knowledge	2 hours	Fifth
-	-	Monthly exam	-	2 hours	Sixth
Oral questions	Lecture/Discussions	Downstream oil and gas utilization industry	theoretical knowledge	2 hours	Seventh
Oral questions	Lecture/Discussions	Analysis of exhaustible resources and the theories of Hotelling and Haronik	theoretical knowledge	2 hours	The eighth
Questions and share	Lecture/Discussions	Introduction to Energy Economics	theoretical knowledge	2 hours	Ninth
Oral questions	Lecture/Discussions	Different sources of energy and the development of supply and demand	theoretical knowledge	2 hours	tenth
Oral questions	Lecture/Discussions	Energy sources and environmental pollution problem	theoretical knowledge	2 hours	eleventh
Questions and share	Lecture/Discussions	Energy Security and Energy Policy	theoretical knowledge	2 hours	twelfth
Oral questions	Lecture/Discussions	Future prospects for depleting resources	theoretical knowledge	2 hours	thirteenth
-	-	Monthly exam	-	2 hours	fourteenth
Questions and share	Lecture with oral questions	Comprehensive review	theoretical knowledge	2 hours	fifteenth

11. Course Evaluation

The final grade for the evaluation is 100 points, and the minimum for success is 50 points, and the grade is distributed. Evaluation on the end of the course is 30 points and the end of the course exam is 70 points. As follows:

- First month exam 10 marks •
- Second month exam 10 marks •
- Daily preparation 5 degrees •
- Posts 5 points •
- End of course exam 70 points

12. Learning and teaching resources	
Oil and Energy Economics/Dr.Mohammed Azhar Al Samak	Required textbooks (methodology if any)
Lectures in Energy Economics/Dr. Rahim Hassouni	Main References (Sources)
OPEC, OAPEC and IEA reports and statistics	Recommended supporting books and references (scientific journals, reports...)
Reviewing scientific websites through the web	Electronic references, websites

Academic Program Description Form

For the academic year 2025–2026

University name: University Tikrit

College/Institute: College Management and Economics

Scientific Department: Department Economy

Name of academic or professional program: Department of Economics

Final Certificate Name: Bachelor Sciences in Economics

Academic system: Course system

Description preparation date: 1/9/2025

Date of filling the file: 1/9/2025



Signature
Assistant Professor Dr. Omar Abdullah Mohammed
Head of Department's Name
2025/9/1



Signature
Assistant Professor Dr. Khattab Imran Saleh
Name of the Assistant Dean for Scientific Affairs
2025/9/1



Signature
The file was audited by
Khaldoon Abdullah Khalaf
Name of the Director of the Quality Assurance and
University Performance Division
2025/9/1



Approval of the Dean

1. Program Vision

Effective contribution to building an advanced economy based on sound planning ♦
in accordance with appropriate economic policies. Reality and following an
advanced scientific approach in preparing economic curricula

2. Program message

The objective need of the public and private sectors requires the formulation of ♦
economic plans and programmes at the micro and macro levels and the
development of policies to achieve a set of economic and social objectives
according to priorities embodied by the necessities and available capabilities.
Here, it is necessary to prepare specialised cadres to conduct economic research
and studies in a way that contributes to deepening economic awareness and
maximising the economic and social benefits of available resources.

3. Program objectives

1. Graduating specialized cadres in the field of planning and building economic policies, capable of integrating into the labor market and economic life.
2. Developing students' skills to enable them to Integration into the labor market.
3. Motivating and supporting the faculty in the department to conduct studies and provide consultations. Economic For public and private entities in Iraq.
4. Effective contribution to preparing training and continuing education programs to develop expertise and skills in public and private sector institutions.

4. Program accreditation

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

5. Other external influences

Is there a sponsor? ForprogramYes, the Ministry of Higher Education and .°
Scientific Research, the Presidency of Tikrit University, and the Deanship of the
College of Administration and Economics.

6. Program Structure

comments	percentage	Study unit	Number of courses	Program Structure
	6.9%	10	5	Institutional Requirements
	7.5%	11	4	College

				Requirements
	85.6%	125	55	Department Requirements
	Completed			Summer training
				Other

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

7. Program Description / Curriculum of the Department of Economics

Credit hours	Course name	Course code	Year/Level
theoretical			
3	Management principles		First
3	Principles of Economics 1		
2	Principles of Statistics		
1	Computer 1		
2	Arabic		
2	Human rights and democracy		
3	Economic Readings1English		
2	Principles of mathematics		
3	Accounting principles		
2	Economic Readings 2English		
3	Principles of Economics 2		
2	English language		
3	Microeconomic theory1		Second
2	Baath crimes		
2	Economic statistics1		
2	National Accounts1		
2	Economic facts history		
2	Economics of money		
2	Human Resource Economics		
3	Computer 1		

		2	Mathematics for Economists		
		3	Microeconomic Theory 2		
		2	Economic Statistics 2		
		2	English language		
		2	History of Economic Thought 2		
		2	Banking Economics		
		2	National Accounts2		
		1	Computer2		
		2	Mathematics for Economists 2		
		3	Mathematical Economics 1		Third / General Economics
		2	International Economy		
		2	Economic development		
		3	Public Finance		
		3	Macroeconomics 1		
		2	Agricultural economics		
		2	Environmental Economics		
		2	Industrial economy		
		2	Knowledge Economics		
		2	English language		
		2	Development policy		
		2	Financial policy		
		2	Industrial policy		
		2	Agricultural policy		
		2	International Policy		
		3	Mathematical Economics 2		
		3	Macroeconomics 2		
		2	Economic development		Third / Economic Teachers Branch
		3	Sports economics		
		3	Public Finance		
		2	Industrial economy		
		2	Educational guidance		
		3	Macroeconomics 1		
		2	English language		
		2	Educational management		
		2	Development policy		

		3	International Economy		
		3	Agricultural economics		
		1	Computer		
		2	psychology		
		3	Macroeconomics 2		
		2	Educational foundations		
		2	Financial policy		
		3	Critical theory		
		3	Econometrics 1		
		3	Economic systems		
		2	Search methods		
		2	International Finance		
		2	Operations Research 1		
		3	Economic feasibility studies		
		2	Oil Economics		
		2	Economic planning		
		3	Monetary policy		
		3	Econometrics2		
		2	Computer applications (EV)		
		3	Economic Project Evaluation		
		2	Financial institutions		
		2	Operations Research 2		
		2	English language		
		2	Planning policy		
		2	Energy Economics		
8. Expected learning outcomes of the program					
Knowledge					
ing the labor market with the necessary	-	skills from human resources.	Providing graduates who are able to perform	-	economic analysis and predict economic variables.
			Disseminating knowledge in government	-	institutions to achieve the aspirations of society.
Skills					
ty of economics graduates to conduct	-		The ability to solve economic problems that	-	

economic feasibility studies and economic analysis.	-	economic activity suffers from, such as inflation and recession. Exchange of experiences and data with ministries with economic decision-making powers	-
outputs should be knowledgeable and how to accomplish the tasks assigned to them.	-	Providing economic advice to the public and private sectors.	-
Values			
professional ethics and the ability to demonstrate high professional competence.	-	Establishing social and ethical responsibility. Serving the community and meeting its requirements.	-
It must believe in the principles of integrity and transparency, and have the ability to apply the concepts of quality management.	-	Integrity and transparency. Quality.	-
9. Teaching and learning strategies			
Learning Activities:	Encouraging students' active participation in learning processes, such as discussions, and problem solving, to enhance their deep understanding of mathematical concepts.	1.	
Learning Strategies:	Cooperative learning: Encouraging students to work together in small groups to solve problems related to their studies And sharing ideas, which contributes to enhancing interaction and knowledge exchange between them.	2.	
Technology:	Leveraging technology to provide interactive learning tools such as computer software and online resources to enhance student understanding and motivation.	3.	
Problem-based learning:	presenting specific problems and motivating students to think critically and use skillsAdministrativeTo solve it.	4.	
Instructional Strategies:	Providing a variety of instructional strategies, such as interactive lectures, practical lessons, and hands-on exercises, to meet the diverse needs of students.	5.	
Thinking Skills:	Encourage students to develop thinking skills.AdministrativeSuch as analysis, planning and inference, by providing stimulating questions and applied problems.	6.	
Immediate feedback:	Provide mechanisms to provide immediate feedback to students on	7.	

their performance and understanding of concepts. Administrative, whether through periodic assessments or direct interaction with the teacher.

10. Evaluation methods

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

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

nd assignments: Students may be given regular tests and assessment assignments to assess .3
problem solving skills.related to their field of expertiseAnd their understanding of the concepts
presented.

ing participation in research: The extent to which students participate in research activities .4
ntific projects can be assessed, and an evaluation can be provided of their presentation style
and analysis of their results and conclusions.

Practical Performance Evaluation: Students can be evaluated in practical performance .5
through:VisitsProcess and participation in applied activities.

n of external participation: This includes evaluation of the extent of students' participation .6
in external activities such as conferences, seminars, and sports competitions.

of Personal and Professional Development: Students' personal, professional and academic .7
development can be evaluated during their participation in the faculty mentoring program.

11. Faculty

Faculty members

ty tion ange ange ange	Requirements/Skills (if any)	Specialization		Academic Rank
		private	general	
		International Economy	economy	Prof. Dr. Abdul Razzaq Hamad Hussein Khalaf
		Economic development	economy	Prof. Dr. Makhif Jassim Hamad Ali

ange		Public Finance	economy	Prof. Dr. Khalaf Mohammed Hamad Abdul-Jubouri
ange		Monetary policies	economy	Asst. Prof. Dr. Khalil Ismail Aziz Bazawi
ange		International Economy	economy	Asst. Prof. Dr. Ibrahim Abdullah Jassim Issa
ange		Macroeconomics	economy	A.M.D. Anmar Ghaleb Kleib Mutlaq
ange		Public Finance	economy	Asst. Prof. Dr. Amer Sami Munir Dawood Al-Ani
ange		Economic development	economy	A.M.D. Fouad Farhan Hussein Mukhlef
ange		International Economy	economy	A.M.D. Khattab Imran Saleh Daman
ange		Macroeconomics	economy	Asst. Prof. Dr. Ziad Ezz El-Din Taha Talib
ange		International Economy	economy	Asst. Prof. Dr. Yasra Salem Nayef Abdul Janabi
ange		Monetary policies	economy	Asst. Prof. Dr. Omar Abdullah Mohammed Hejeij
ange		Finance and Banking	economy	Asst. Prof. Dr. Kilan Ismail Abdullah Mohammed
ange		Macroeconomics	economy	Dr. Khader Jassim Hamad Fahal Al- Jabouri
ange		Finance and Credit	economy	Dr. Alaa Abdul Jabbar Hussein Hamad
ange		Public Finance	economy	Dr. Jamal Hussein Ali Abdullah
ange		International Economy	economy	Dr. Mustafa Mahmoud Mahdi Saleh
ange		Standard Economics	economy	A.M. Bushra Abdel-Bari Ahmed Abdullah
ange		Critical	economy	Hamid Hassan Khalaf .أ Mashaal
ange		Critical	economy	Asst. Prof. Dr. Ghassan Ibrahim Ahmed

ange		Financial policies	economy	A.M. Mohamed Emad Abdel Aziz Mahdi
ange		Standard Economics	economy	A.M. Samer Mohammed Fakhri Darar
ange		Public Finance	economy	A.M. Muthanna Mayouf Mahmoud Alawi
ange		International Economy	economy	Dr. Mohammed Ahmed Mohammed Hassan Al-Jabouri
ange		International Economy	economy	M. Bilal Abdel Haq Abdel Karim Mustafa
ange		Standard Economics	economy	Dr. Zuhair Hamed Turki Zaiter
ange		International Economy	economy	A.M. Mustafa Ismail Khalil Abdel
ange		International Economy	economy	Mr. Bakr Hamid Jasoum Aziz
ange		Macroeconomics	economy	M. Naaman Munther Younis Fadel
ange		Economic development	economy	M. Hamoud Saad Muhaimid Al-Helou
ange		Macroeconomics	economy	Ms. Zeina Tariq Ali Ne'meh
ange		economy	economy	M.M. Abeer Abbas Hammadi Saleh
ange		economy	economy	Mr. Adi Tais Ibrahim Musa
ange		economy	economy	M.M. Lujain Aref Ali Mustafa
ange		economy	economy	M.M. Reem Saeed Shihab Ahmed Al- Dulaimi
ange		economy	economy	Mr. Hassan Zidane Khalaf Hamad
ange		economy	economy	M.M. Jihad Badou Hamad Hussein Al- Jabouri
ange		economy	economy	Mr. Ghazwane Shaker Ismail Ibrahim
ecturer		English language	English language	A.M. Abdul Khalaf Saleh
ecturer		Educational and psychological	Educational and	Dr. Louay Karim Latif

			sciences	psychological sciences	
ecturer			English language	English language	M. Alaa Ahmed Abdullah
ecturer			English language	English language	Mr. Osama Mohammed Abdullah
ecturer			English language	English language	Mr. Marwan Abdel Moneim Tawfik
ecturer			Educational and psychological sciences	Educational and psychological sciences	M.M. Duaa Turki Abdel
Professional development					
Orientation of new faculty members					
mining the needs of the university and the department:	The needs of the university and the department are determined in terms of the required educational cadres.And preferred majors. -١				
n Programs:	Customized orientation programs are designed for new, visiting, full-time and part-time members based on their needs and specialties. -٢				
uction to the University Environment:	A comprehensive introduction is provided about the university and the department.General Administration, includingAbout the DepartmentAnd the visionAnd the messageThe objectives and services available. -٣				
g support resources:	New members are provided with the necessary resources and support, including training courses, workshops, and technical assistance. -٤				
ademic Orientation:	New members are oriented regarding the curricula, research areas and teaching methods used in the department. -٥				
ative Orientation:	New members are oriented to administrative procedures, responsibilities, university policies and code of conduct. -٦				
oing Support:	Ongoing support is provided to new, visiting, full-time and part-time faculty members through advisory sessions, workshops and periodic evaluations. -٧				
Professional development for faculty members					
ing needs and setting goals:	Faculty needs are identified through surveys and performance evaluations, and then specific goals to be achieved within the program are identified. .١				

Development Program Design: Based on the specific needs and objectives, a comprehensive .٢	
ment program is designed that includes a set of activities, training courses, workshops, and educational resources.	
ram implementation: The development program is implemented in a regular and organized .٣	
er, including organizing workshops, conducting training courses, and providing appropriate educational resources.	
effective teaching strategies: Faculty members learn to use and apply modern and effective .٤	
aching strategies, such as cooperative learning, active learning, and educational technology.	
ation of learning outcomes: The effectiveness of the development program is evaluated by .٥	
evaluating the learning outcomes of faculty members, such as increased levels of knowledge, teaching skills, and interaction with students.	
s Development: Ongoing feedback and support is provided to faculty members to promote .٦	
ongoing professional and academic development.	
on in scientific research and publication: Faculty members are encouraged to participate in .٧	
scientific research and publish the results in prestigious academic journals, which enhances their academic standing and contributes to the development of knowledge in their fields.	
	12. Acceptance Criteria
	Central acceptance. -١
exceptions (martyrs' families, children of faculty, distinguished employees, top students in -٢	institutes, foreign students).
	Private government education -٣
	Accepting evening studies. -٤
	13. The most important sources of information about the program
	University, college and electronic department website. -١
	Priorities for establishing the department. -٢
to develop and update the curricula of the faculties of management and economics in Iraqi -٣	universities for the year 2017.
	14. Program Development Plan
	Developing curricula for each subject by the instructor. -١
a branch of the third stage (economic teachers) and opening postgraduate studies, a higher diploma -٢	equivalent to a master's and doctorate.

Developing teaching and administrative staff through courses, seminars and workshops in areas of specialization. -۳															
Encouraging scientific research efforts by encouraging faculty members to publish, especially in international journals. -۴															
Organizing training programs to develop students' capabilities in technical and information technology fields. -۵															
Organizing field visits and scientific trips for students to government institutions. -۶															
Program Skills Chart															
Required learning outcomes of the program															
4	A	Values			Skills			Knowledge				Essential or optional?	Course name	Course code	Year/Lev
		A2	A1	B4	B3	B2	B1	A4	A3	A2	A1				
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Management principles		First year
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Statistics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Arabic		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human rights and democracy		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings1English		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of mathematics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Accounting principles		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings 2English		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 2		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic theory1		Second year
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Baath crimes		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic statistics1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic facts history		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economics of money		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human Resource Economics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematics for Economists		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic		

													Theory 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Statistics 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		English language				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		History of Economic Thought 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Banking Economics				
													Mathematics for Economists 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 1				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Environmental Economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Knowledge Economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		English language				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		International Policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Sports economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational guidance				

	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational management		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		psychology		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational foundations		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Critical theory		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Econometrics 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic systems		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Search methods		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Finance		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations Research 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic feasibility studies		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Oil Economics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic planning		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Monetary policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Econometrics2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer applications(EV)		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Project Evaluation		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial institutions		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations Research 2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Planning policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Energy Economics		

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

Course Description Form

1. Course name	
Oil economy	
2. Course code	
3. Semester/Year	
2025-2026	
4. Date this description was prepared	
1/9/2025	
5. Available forms of attendance	
Approval of attendance list	
6. Number of study hours (total) / Number of units (total)	
Number of hours 30 / Number of units 30	
7. Name of the course supervisor (if more than one name is mentioned)	
A. M. Bilal Abdul Haq Abdul Karim	
8. Course objectives	
Increase students' experience and knowledge in the field of crude oil, its industry, and its importance to the economy in general and the Iraqi economy in particular. -١ Introducing the student to the theories of crude oil formation and the most important stages of this industry -٢ Introducing the student to the most important characteristics of the oil industry -٣ Introducing the student to the most important factors determining crude oil consumption -٤ Introducing the student to the importance of crude oil as a major source of energy -٥	Subject objectives
9. Teaching and learning strategies	
Delivering in-person and online lectures - Discussions with students - Oral questions for students - Blended learning (classroom) -	Strategy

10. Course Structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
Oral questions	Giving the lecture	Introduction to Oil Economics	theoretical knowledge	2 hours	the first
Questions and share	Lecture/Discussions	Economic analysis of the global oil market	theoretical knowledge	2 hours	the second
Oral questions	Lecture/Discussions	Oil prices and factors affecting pricing	theoretical knowledge	2 hours	the third
Student participation	Lecture/Discussions	Oil storage and its effects on the oil market	theoretical knowledge	2 hours	Fourth
Oral questions	Lecture/Discussions	The nature and development of oil investments	theoretical knowledge	2 hours	Fifth
-	-	Monthly exam	-	2 hours	Sixth
Oral questions	Lecture/Discussions	Downstream oil and gas utilization industry	theoretical knowledge	2 hours	Seventh
Oral questions	Lecture/Discussions	Analysis of exhaustible resources and the theories of Hotelling and Haronic	theoretical knowledge	2 hours	The eighth
Questions and share	Lecture/Discussions	Introduction to Energy Economics	theoretical knowledge	2 hours	Ninth
Oral questions	Lecture/Discussions	Different sources of energy and the development of supply and demand	theoretical knowledge	2 hours	tenth
Oral questions	Lecture/Discussions	Energy sources and environmental pollution problem	theoretical knowledge	2 hours	eleventh
Questions and share	Lecture/Discussions	Energy Security and Energy Policy	theoretical knowledge	2 hours	twelfth
Oral questions	Lecture/Discussions	Possibility of substitution between depleted and renewable alternative sources	theoretical knowledge	2 hours	thirteenth
-	-	Monthly exam	-	2 hours	fourteenth
Questions and share	Lecture with oral questions	Comprehensive review	theoretical knowledge	2 hours	fifteenth

11. Course Evaluation

The final grade for the evaluation is 100 points, and the minimum for success is 50 points, and the grade is distributed. Evaluation on the end of the course is 30 points and the end of the course exam is 70 points. As follows:

- First month exam 10 marks •
- Second month exam 10 marks •
- Daily preparation 5 degrees •
- Posts 5 points •

12. Learning and teaching resources

EconomyOil/Dr.Ahmed Hussein Al-Hiti	Required textbooks (methodology if any)
EconomicsCrude oil/Dr.Nabil Abdul Sahib	Main References (Sources)
Lectures on Oil Economics/Dr. Rahim Hassouni	Recommended supporting books and references (scientific journals, reports...)
Reviewing scientific websites through the web	Electronic references, websites

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



Academic Program and

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Academic Program and Course Description Guide

2024

Introduction:

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

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: Tikrit University

Faculty/Institute: Administration and Economics

Scientific Department: Economics

Academic or Professional Program Name: Department of Economics

Final Certificate Name: Bachelor's degree

Academic System: Semesters

Description Preparation Date: 28/1/2024

File Completion Date: 28/1/2024

Signature:

Head of Department Name:

Assist. Prof. Dr. Ibrahim Abdullah Jasim

Date:

Signature:

Scientific Associate Name:

Assist. Prof. Dr. Ashraf Hashim Faris

Date:

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Assist. Lecturer. Osama Musa Farhan

Approval of the Dean

1. Program Vision

- Effective contribution to building a developed economy based on sound planning in accordance with economic policies that suit reality and following an advanced scientific approach in preparing economic curricula.

2. Program Mission

- The objective need of the public and private sectors requires the formulation of economic plans and programs at the micro and macro levels and the development of policies to achieve a set of economic and social goals in accordance with priorities embodied by the necessities and available capabilities. Here, it is necessary to prepare specialized cadres to conduct economic research and studies in a way that contributes to deepening economic awareness and maximizing the economic and social benefits of resources. Available.

3. Program Objectives

1. Graduating specialized cadres in the field of planning and building economic policies capable of integrating into the labor market and economic life.
2. Developing students' skills to enable them to integrate into the labor market.
3. Motivating and supporting the faculty in the department to conduct studies and provide economic consultations to public and private entities in Iraq.
4. Active contribution to the preparation of training and continuing education programs to develop expertise and skills in public and private sector institutions.

4. Program Accreditation

1. Does the program have program accreditation? From which side? both

5. Other external influences

1. Is there a sponsor for the program? Yes, the Ministry of Higher Education and Scientific Research, the Presidency of Tikrit University, and the Deanship of the College of Administration and Economics

6. Program Structure				
Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	5	10	6.9%	
College Requirements	4	11	7.5%	
Dept Requirements	55	125	85.6%	
Summer Training	Qualified			
Other				

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

7. Program Description				
Hours		Course Name	Course Code	Year-level
Practical	Theoretical			
	۳	Management principles		1 st
	۳	Principles of economics1		
	۲	Principles of statistics		
۲	۱	Computer 1		
	۲	Arabic		
	۲	Human rights and democracy		
	۳	Economic Readings1 English		
	۲	Principles of mathematics		
	۳	Accounting principles		
	۲	Economic Readings 2English		
	۳	Principles of economics2		

	۲	English		
	۳	Microeconomic theory1		2 nd
	۲	Baath crimes		
	۲	Economic statistics1		
	۲	National Accounts1		
	۲	History of economic facts		
	۲	Economics of money		
	۲	Human resource economics		
	۳	Computer 1		
	۲	Mathematics for economists		
	۳	Microeconomic theory 2		
	۲	Economic statistics2		
	۲	English language		
	۲	History of economic thought 2		
	۲	Economics of banking		
	۲	National accounts2		
۲	۱	Computer2		
	۲	Mathematics for economists 2		
	۳	Mathematical economics 1		3 rd – General Economics
	۲	International economy		
	۲	Economic development		
	۳	Public finance		
	۳	Macroeconomics 1		
	۲	agricultural economy		
	۲	Environmental economics		
	۲	Industrial economy		
	۲	Knowledge economics		
	۲	English language		
	۲	Development policy		
	۲	Financial policy		
	۲	Industrial policy		

	۲	Agricultural policy		
	۲	International politics		
	۳	Mathematical economics2		
	۳	Macroeconomics2		
	۲	Economic development		3rd - Economics Teachers
	۳	Mathematical economics		
	۳	Public finance		
	۲	Industrial economy		
	۲	Educational guidance		
	۳	Macroeconomics 1		
	۲	English language		
	۲	Educational administration		
	۲	Development policy		
	۳	International economy		
	۳	agricultural economy		
۲	۱	Computer		
	۲	psychology		
	۳	Macroeconomics2		
	۲	Educational foundations		
	۲	Financial policy		
	۳	Critical theory		4TH
	۳	Econometrics 1		
	۳	Economic systems		
	۲	Research methods		
	۲	International finance		
	۲	Operations research 1		
	۳	Economic feasibility studies		
	۲	Oil economics		
	۲	Economic planning		
	۳	Monetary policy		
	۳	Econometrics2		

	۲	Computer applications (EV)		
	۳	Evaluation of economic projects		
	۲	Financial institutions		
	۲	Operations research2		
	۲	English language		
	۲	Planning policy		
	۲	Energy economics		

8. Expected learning outcomes of the program

Knowledge

- Providing graduates capable of economic analysis and forecasting economic variables.
- Disseminating knowledge in government institutions to achieve the aspirations of society.

- Providing the labor market with the necessary skills from human resources.

Skills

- The ability to solve economic problems that plague economic activity, such as inflation and recession.
- Exchanging experiences and data with ministries responsible for economic decision-making

- The ability of graduates of the Department of Economics to conduct economic feasibility studies and economic analysis.

- Providing economic advice to the public and private sectors

- Our outputs must be knowledgeable and have acquired the skills on how to accomplish the tasks assigned to them.

Ethics

- Consolidating social and ethical responsibility.
- Serving the community and meeting its requirements.

- Adherence to professional ethics and the ability to demonstrate high professional competence.

- Integrity and transparency.
- the quality.

- The student must believe in the principles of integrity and transparency, and have the ability to apply quality management concepts.

9. Teaching and Learning Strategies

1. Active learning: Encouraging students' active participation in learning processes, such as discussions, group activities, and problem solving, to enhance their deep understanding of mathematical concepts.
2. Cooperative learning: Encouraging students to work together in small groups to solve issues related to their studies and share ideas, which contributes to enhancing interaction and exchange of knowledge between them.
3. Use of technology: Taking advantage of technology to provide interactive educational tools such as computer programs and online resources to enhance students' understanding and motivation.
4. Problem-based learning: presenting specific problems and motivating students to think critically and use

management skills to solve them.

5. Multiple educational strategies: Providing a variety of educational strategies, such as interactive lectures, practical lessons, and practical exercises, to meet the diverse needs of students.

6. Enhancing managerial thinking: Encouraging students to develop managerial thinking skills such as analysis, planning and deduction, by providing stimulating questions and applied problems.

7. Providing immediate feedback: Providing mechanisms to provide immediate feedback to students regarding their performance and understanding of administrative concepts, whether through periodic evaluations or direct interaction with the teacher.

10. Evaluation methods

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

2. Participation in discussions and activities: The extent to which students participate in class discussions, group activities, and individual projects can be assessed, in order to assess the extent of their understanding and interaction with the materials.

3. Tests and assignments: Students may be given regular tests and assessment assignments to evaluate their skills in solving problems related to their field of specialization and their understanding of the concepts presented.

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

5. Evaluation of practical performance: Students can be evaluated in practical performance through practical visits and participation in applied activities.

6. Evaluating external participation: It includes evaluating the extent of students' participation in external activities such as conferences, seminars, and sports competitions.

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

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Assist. Lecturer	Translation	Translation			Staff	

Professional Development

Mentoring new faculty members

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

Professional development of faculty members

1. Identifying needs and setting goals: The needs of faculty members are determined through opinion surveys and performance evaluations, and then specific goals that must be achieved within the program are determined.
2. Designing the development program: Based on the specific needs and objectives, a comprehensive development program is designed that includes a set of activities, training courses, workshops, and educational resources.
3. Program implementation: The development program is implemented on a regular and organized basis, and this includes organizing workshops, conducting training courses, and providing appropriate educational resources.
4. Using effective teaching strategies: Faculty members learn to use and apply modern and effective teaching strategies, such as cooperative learning, active learning, and educational technology.
5. Evaluation of learning outcomes: The effectiveness of the development program is evaluated by evaluating the learning outcomes of faculty members, such as increasing the level of knowledge, teaching skills, and interaction with students.
6. Continuous development: Continuous feedback and support are provided to faculty members to enhance ongoing professional and academic development.
7. Participation in scientific research and publishing: Faculty members are encouraged to participate in scientific research and publish the results in prestigious academic journals, which enhances their academic standing and contributes to the development of knowledge in their fields.

12. Acceptance Criterion

- 1- Central admission.
- 2- Accepting exceptions (families of martyrs, children of faculty, distinguished employees, first in institutes, and international students).
- 3- Private government education
- 4- Acceptance of evening studies.

13. The most important sources of information about the program

- 1- The university, college and department website.
- 2- Priorities for creating the department.
- 3- A project to develop and modernize the curricula of colleges of administration and economics in Iraqi universities for the year 2017.

14. Program Development Plan

- 1- Developing the curriculum for each subject by the teacher.
- 2- Opening a branch of the third stage (economic teachers) and opening postgraduate studies with a high diploma equivalent to a master's and a doctorate.
- 3- Developing teaching and administrative staff through courses, seminars and workshops in areas of specialization.
- 4- Supporting scientific research efforts by encouraging faculty members to publish, especially in international publications.
- 5- Establishing training programs to develop students' capabilities in the technical and information technology fields.
- 6- Organizing field visits and scientific trips for students to government institutions.

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

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

Course Description Form

1. Course Name:	
English	
2. Course Code:	
3. Semester / Year:	
2023-2024	
4. Description Preparation Date:	
28/1/2024	
5. Available Attendance Forms:	
Attendance Sheet	
6. Number of Credit Hours (Total) / Number of Units (Total)	
2	
7. Course administrator's name (mention all, if more than one name)	
Osama Mohammed Abdullah	
8. Course Objectives	
Course Objectives	1 Increasing students' experience and knowledge in the field of operations research and its importance to English Introducing the student to how to use the operations research material and apply it to address English problems Introducing the student to the most important features of the English
9. Teaching and Learning Strategies	
Strategy	- Giving in-person and electronic lectures - Discussions with students - Oral questions for students - Blended learning (classroom)
10. Course Structure	

11. Course Structure

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
the first	1	Learn about the English basics	Discussing basics of English	theory	Follow up on homework
the second	1	Articles	Explaining different types of articles	practical	Follow up on homework
the third	1	Tenses	Presenting the types of	theory	Follow up on

			tenses		homework
the fourth	1	Pronouns	Practicing the addressing of pronouns	practical	Follow up on homework
Fifth	1	WH Questions	Explaining the methods of making questions	theory	Follow up on homework
VI	1	Prepositions	Detecting the prepositions in sentences	practical	Follow up on homework
VII	1	Making questions	Introducing different types of making questions	theory	Follow up on homework
VIII	1	Missing letters	Detecting the missing letters	practical	Follow up on homework
ninth	1	Test	Test	Test	Follow up on homework
The tenth	1	Short Story	Brain storming questions	practical	Follow up on homework
eleventh	1	Short Story	Brain storming questions	theory	Follow up on homework
twelfth	1	Conversation	Making conversations between students	practical	Follow up on homework
Thirteenth	1	Questions articles	test methods	practical	Follow up on homework
fourteenth	1	Between and Among	Differentiating between two methods	practical	Follow up on homework
Fifteenth	1	Test	Theoretical + practical test	theory + practical	Final exam results

12. Infrastructure	
Required reading: · CORE TEXTS · COURSE MATERIALS · OTHER	1) New Headway Student's book, Liz and John Soars
Special requirements (include for example workshops, periodicals, IT software, websites)	1) New Headway Student's book, Liz and John Soars
Community-based facilities (include for example, guest Lectures , internship , field studies)	1) Encourage writing research and reports on English . 2) Urging students to visit the college library and the central library at Tikrit University and other universities. 3) Adopting modern technology in searching for documents and sources in revealing scientific facts.

Academic Program Description Form

For the academic year 2025–2026

University name: University Tikrit

College/Institute: College Management and Economics

Scientific Department: Department Economy

Name of academic or professional program: Department of Economics

Final Certificate Name: Bachelor Sciences in Economics

Academic system: Course system

Description preparation date: 1/9/2025

Date of filling the file: 1/9/2025



Signature
Assistant Professor Dr. Omar Abdullah Mohammed
Head of Department's Name
2025/9/1



Signature
Assistant Professor Dr. Khattab Imran Saleh
Name of the Assistant Dean for Scientific Affairs
2025/9/1



Signature
The file was audited by
Khaldoon Abdullah Khalaf
Name of the Director of the Quality Assurance and
University Performance Division
2025/9/1



Approval of the Dean

1. Program Vision

Effective contribution to building an advanced economy based on sound planning ♦
in accordance with appropriate economic policies. Reality and following an
advanced scientific approach in preparing economic curricula

2. Program message

The objective need of the public and private sectors requires the formulation of ♦
economic plans and programmes at the micro and macro levels and the
development of policies to achieve a set of economic and social objectives
according to priorities embodied by the necessities and available capabilities.
Here, it is necessary to prepare specialised cadres to conduct economic research
and studies in a way that contributes to deepening economic awareness and
maximising the economic and social benefits of available resources.

3. Program objectives

1. Graduating specialized cadres in the field of planning and building economic policies, capable of integrating into the labor market and economic life.
2. Developing students' skills to enable them to Integration into the labor market.
3. Motivating and supporting the faculty in the department to conduct studies and provide consultations. Economic For public and private entities in Iraq.
4. Effective contribution to preparing training and continuing education programs to develop expertise and skills in public and private sector institutions.

4. Program accreditation

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

5. Other external influences

Is there a sponsor? ForprogramYes, the Ministry of Higher Education and .°
Scientific Research, the Presidency of Tikrit University, and the Deanship of the
College of Administration and Economics.

6. Program Structure

comments	percentage	Study unit	Number of courses	Program Structure
	6.9%	10	5	Institutional Requirements
	7.5%	11	4	College

				Requirements
	85.6%	125	55	Department Requirements
	Completed			Summer training
				Other

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

7. Program Description / Curriculum of the Department of Economics

Credit hours	Course name	Course code	Year/Level
theoretical			
3	Management principles		First
3	Principles of Economics 1		
2	Principles of Statistics		
1	Computer 1		
2	Arabic		
2	Human rights and democracy		
3	Economic Readings1English		
2	Principles of mathematics		
3	Accounting principles		
2	Economic Readings 2English		
3	Principles of Economics 2		
2	English language		
3	Microeconomic theory1		Second
2	Baath crimes		
2	Economic statistics1		
2	National Accounts1		
2	Economic facts history		
2	Economics of money		
2	Human Resource Economics		
3	Computer 1		

		2	Mathematics for Economists		
		3	Microeconomic Theory 2		
		2	Economic Statistics 2		
		2	English language		
		2	History of Economic Thought 2		
		2	Banking Economics		
		2	National Accounts2		
		1	Computer2		
		2	Mathematics for Economists 2		
		3	Mathematical Economics 1		Third / General Economics
		2	International Economy		
		2	Economic development		
		3	Public Finance		
		3	Macroeconomics 1		
		2	Agricultural economics		
		2	Environmental Economics		
		2	Industrial economy		
		2	Knowledge Economics		
		2	English language		
		2	Development policy		
		2	Financial policy		
		2	Industrial policy		
		2	Agricultural policy		
		2	International Policy		
		3	Mathematical Economics 2		
		3	Macroeconomics 2		
		2	Economic development		Third / Economic Teachers Branch
		3	Sports economics		
		3	Public Finance		
		2	Industrial economy		
		2	Educational guidance		
		3	Macroeconomics 1		
		2	English language		
		2	Educational management		
		2	Development policy		

	3	International Economy		
	3	Agricultural economics		
	1	Computer		
	2	psychology		
	3	Macroeconomics 2		
	2	Educational foundations		
	2	Financial policy		
	3	Critical theory		
	3	Econometrics 1		
	3	Economic systems		
	2	Search methods		
	2	International Finance		
	2	Operations Research 1		
	3	Economic feasibility studies		
	2	Oil Economics		
	2	Economic planning		
	3	Monetary policy		
	3	Econometrics2		
	2	Computer applications (EV)		
	3	Economic Project Evaluation		
	2	Financial institutions		
	2	Operations Research 2		
	2	English language		
	2	Planning policy		
	2	Energy Economics		
8. Expected learning outcomes of the program				
Knowledge				
ing the labor market with the necessary skills from human resources.	-	Providing graduates who are able to perform economic analysis and predict economic variables.	-	
		Disseminating knowledge in government institutions to achieve the aspirations of society.	-	
Skills				
ty of economics graduates to conduct	-	The ability to solve economic problems that	-	

economic feasibility studies and economic analysis.	-	economic activity suffers from, such as inflation and recession. Exchange of experiences and data with ministries with economic decision-making powers	-
outputs should be knowledgeable and how to accomplish the tasks assigned to them.	-	Providing economic advice to the public and private sectors.	-
Values			
professional ethics and the ability to demonstrate high professional competence.	-	Establishing social and ethical responsibility. Serving the community and meeting its requirements.	- -
It must believe in the principles of integrity and transparency, and have the ability to apply the concepts of quality management.	-	Integrity and transparency. Quality.	- -
9. Teaching and learning strategies			
Learning Activities:	Encouraging students' active participation in learning processes, such as discussions, and problem solving, to enhance their deep understanding of mathematical concepts.		
Learning Strategies:	Cooperative learning: Encouraging students to work together in small groups to solve problems related to their studies and sharing ideas, which contributes to enhancing interaction and knowledge exchange between them.		
Technology:	Leveraging technology to provide interactive learning tools such as computer software and online resources to enhance student understanding and motivation.		
Problem-based learning:	presenting specific problems and motivating students to think critically and use skillsAdministrativeTo solve it.		
Instructional Strategies:	Providing a variety of instructional strategies, such as interactive lectures, practical lessons, and hands-on exercises, to meet the diverse needs of students.		
Thinking Skills:	Encourage students to develop thinking skills.AdministrativeSuch as analysis, planning and inference, by providing stimulating questions and applied problems.		
Immediate feedback:	Provide mechanisms to provide immediate feedback to students on		

their performance and understanding of concepts. Administrative, whether through periodic assessments or direct interaction with the teacher.

10. Evaluation methods

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

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

nd assignments: Students may be given regular tests and assessment assignments to assess .3
blem solving skills.related to their field of expertiseAnd their understanding of the concepts
presented.

ing participation in research: The extent to which students participate in research activities .4
ntific projects can be assessed, and an evaluation can be provided of their presentation style
and analysis of their results and conclusions.

Practical Performance Evaluation: Students can be evaluated in practical performance .5
through:VisitsProcess and participation in applied activities.

n of external participation: This includes evaluation of the extent of students' participation .6
in external activities such as conferences, seminars, and sports competitions.

of Personal and Professional Development: Students' personal, professional and academic .7
development can be evaluated during their participation in the faculty mentoring program.

11. Faculty

Faculty members

ty tion ange ange ange	Requirements/Skills (if any)	Specialization		Academic Rank
		private	general	
		International Economy	economy	Prof. Dr. Abdul Razzaq Hamad Hussein Khalaf
		Economic development	economy	Prof. Dr. Makhif Jassim Hamad Ali

ange		Public Finance	economy	Prof. Dr. Khalaf Mohammed Hamad Abdul-Jubouri
ange		Monetary policies	economy	Asst. Prof. Dr. Khalil Ismail Aziz Bazawi
ange		International Economy	economy	Asst. Prof. Dr. Ibrahim Abdullah Jassim Issa
ange		Macroeconomics	economy	A.M.D. Anmar Ghaleb Kleib Mutlaq
ange		Public Finance	economy	Asst. Prof. Dr. Amer Sami Munir Dawood Al-Ani
ange		Economic development	economy	A.M.D. Fouad Farhan Hussein Mukhlef
ange		International Economy	economy	A.M.D. Khattab Imran Saleh Daman
ange		Macroeconomics	economy	Asst. Prof. Dr. Ziad Ezz El-Din Taha Talib
ange		International Economy	economy	Asst. Prof. Dr. Yasra Salem Nayef Abdul Janabi
ange		Monetary policies	economy	Asst. Prof. Dr. Omar Abdullah Mohammed Hejeij
ange		Finance and Banking	economy	Asst. Prof. Dr. Kilan Ismail Abdullah Mohammed
ange		Macroeconomics	economy	Dr. Khader Jassim Hamad Fahal Al- Jabouri
ange		Finance and Credit	economy	Dr. Alaa Abdul Jabbar Hussein Hamad
ange		Public Finance	economy	Dr. Jamal Hussein Ali Abdullah
ange		International Economy	economy	Dr. Mustafa Mahmoud Mahdi Saleh
ange		Standard Economics	economy	A.M. Bushra Abdel-Bari Ahmed Abdullah
ange		Critical	economy	Hamid Hassan Khalaf .أ Mashaal
ange		Critical	economy	Asst. Prof. Dr. Ghassan Ibrahim Ahmed

ange		Financial policies	economy	A.M. Mohamed Emad Abdel Aziz Mahdi
ange		Standard Economics	economy	A.M. Samer Mohammed Fakhri Darar
ange		Public Finance	economy	A.M. Muthanna Mayouf Mahmoud Alawi
ange		International Economy	economy	Dr. Mohammed Ahmed Mohammed Hassan Al-Jabouri
ange		International Economy	economy	M. Bilal Abdel Haq Abdel Karim Mustafa
ange		Standard Economics	economy	Dr. Zuhair Hamed Turki Zaiter
ange		International Economy	economy	A.M. Mustafa Ismail Khalil Abdel
ange		International Economy	economy	Mr. Bakr Hamid Jasoum Aziz
ange		Macroeconomics	economy	M. Naaman Munther Younis Fadel
ange		Economic development	economy	M. Hamoud Saad Muhaimid Al-Helou
ange		Macroeconomics	economy	Ms. Zeina Tariq Ali Ne'meh
ange		economy	economy	M.M. Abeer Abbas Hammadi Saleh
ange		economy	economy	Mr. Adi Tais Ibrahim Musa
ange		economy	economy	M.M. Lujain Aref Ali Mustafa
ange		economy	economy	M.M. Reem Saeed Shihab Ahmed Al- Dulaimi
ange		economy	economy	Mr. Hassan Zidane Khalaf Hamad
ange		economy	economy	M.M. Jihad Badou Hamad Hussein Al- Jabouri
ange		economy	economy	Mr. Ghazwane Shaker Ismail Ibrahim
ecturer		English language	English language	A.M. Abdul Khalaf Saleh
ecturer		Educational and psychological	Educational and	Dr. Louay Karim Latif

			sciences	psychological sciences	
ecturer			English language	English language	M. Alaa Ahmed Abdullah
ecturer			English language	English language	Mr. Osama Mohammed Abdullah
ecturer			English language	English language	Mr. Marwan Abdel Moneim Tawfik
ecturer			Educational and psychological sciences	Educational and psychological sciences	M.M. Duaa Turki Abdel
Professional development					
Orientation of new faculty members					
mining the needs of the university and the department:	The needs of the university and the department are determined in terms of the required educational cadres.And preferred majors. -١				
n Programs:	Customized orientation programs are designed for new, visiting, full-time and part-time members based on their needs and specialties. -٢				
uction to the University Environment:	A comprehensive introduction is provided about the university and the department.General Administration, includingAbout the DepartmentAnd the visionAnd the messageThe objectives and services available. -٣				
g support resources:	New members are provided with the necessary resources and support, including training courses, workshops, and technical assistance. -٤				
ademic Orientation:	New members are oriented regarding the curricula, research areas and teaching methods used in the department. -٥				
ative Orientation:	New members are oriented to administrative procedures, responsibilities, university policies and code of conduct. -٦				
oing Support:	Ongoing support is provided to new, visiting, full-time and part-time faculty members through advisory sessions, workshops and periodic evaluations. -٧				
Professional development for faculty members					
ing needs and setting goals:	Faculty needs are identified through surveys and performance evaluations, and then specific goals to be achieved within the program are identified. .١				

development Program Design: Based on the specific needs and objectives, a comprehensive .٢	
ment program is designed that includes a set of activities, training courses, workshops, and educational resources.	
ram implementation: The development program is implemented in a regular and organized .٣	
er, including organizing workshops, conducting training courses, and providing appropriate educational resources.	
effective teaching strategies: Faculty members learn to use and apply modern and effective .٤	
aching strategies, such as cooperative learning, active learning, and educational technology.	
ation of learning outcomes: The effectiveness of the development program is evaluated by .٥	
evaluating the learning outcomes of faculty members, such as increased levels of knowledge, teaching skills, and interaction with students.	
s Development: Ongoing feedback and support is provided to faculty members to promote .٦	
ongoing professional and academic development.	
on in scientific research and publication: Faculty members are encouraged to participate in .٧	
tific research and publish the results in prestigious academic journals, which enhances their academic standing and contributes to the development of knowledge in their fields.	
	12. Acceptance Criteria
	Central acceptance. -١
exceptions (martyrs' families, children of faculty, distinguished employees, top students in -٢	institutes, foreign students).
	Private government education -٣
	Accepting evening studies. -٤
	13. The most important sources of information about the program
	University, college and electronic department website. -١
	Priorities for establishing the department. -٢
to develop and update the curricula of the faculties of management and economics in Iraqi -٣	universities for the year 2017.
	14. Program Development Plan
	Developing curricula for each subject by the instructor. -١
a branch of the third stage (economic teachers) and opening postgraduate studies, a higher diploma -٢	equivalent to a master's and doctorate.

Developing teaching and administrative staff through courses, seminars and workshops in areas of specialization. -۳															
Encouraging scientific research efforts by encouraging faculty members to publish, especially in international journals. -۴															
Organizing training programs to develop students' capabilities in technical and information technology fields. -۵															
Organizing field visits and scientific trips for students to government institutions. -۶															
Program Skills Chart															
Required learning outcomes of the program															
4	A	Values			Skills			Knowledge				Essential or optional?	Course name	Course code	Year/Lev
		A2	A1	B4	B3	B2	B1	A4	A3	A2	A1				
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Management principles		First year
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Statistics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Arabic		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human rights and democracy		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings1English		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of mathematics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Accounting principles		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings 2English		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 2		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic theory1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Baath crimes		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic statistics1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic facts history		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economics of money		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human Resource Economics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematics for Economists		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic		

													Theory 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Statistics 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		English language				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		History of Economic Thought 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Banking Economics				
													Mathematics for Economists 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 1				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Environmental Economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Knowledge Economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		English language				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		International Policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Sports economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational guidance				

	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational management		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		psychology		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational foundations		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Critical theory		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Econometrics 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic systems		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Search methods		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Finance		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations Research 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic feasibility studies		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Oil Economics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic planning		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Monetary policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Econometrics2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer applications(EV)		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Project Evaluation		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial institutions		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations Research 2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Planning policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Energy Economics		

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

Course Description Form

1. Course name					
Operations Research 1					
2. Course code					
ECB418					
3. Semester/Year					
2025-2026					
4. Date this description was prepared					
1/9/2025					
5. Available forms of attendance					
Approval of attendance list					
6. Number of study hours (total) / Number of units (total)					
Number of hours 30 / Number of units 30					
7. Name of the course supervisor (if more than one name is mentioned)					
Assistant Professor Ibrahim Abdullah Jassim					
8. Course objectives					
1 more expertise And knowledge Students in area Research Operations And its importance with regards For the economy identification The student How Use material Research Operations And its application To process Problems Economic identification The student Most important features Research Operations identification The student Most important Areas Use Research Operations			Subject objectives		
9. Teaching and learning strategies					
Delivering in-person and online lectures - Discussions with students - Oral questions for students - Blended learning (classroom) -			Strategy		
10. Course Structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
Oral questions	Giving the lecture	Introduction to Operations Research	theoretical knowledge	2 hours	the first
Questions and share	Lecture/Discussions	Definition of linear programming model	theoretical knowledge	2 hours	the second
Oral	Lecture/Discussions	Linear programming	theoretical	2 hours	the third

questions		formulas	knowledge		
Student participation	Lecture/Discussions	Graphing method	theoretical knowledge	2 hours	Fourth
Oral questions	Lecture/Discussions	Sublimex method	theoretical knowledge	2 hours	Fifth
Oral questions	Lecture/Discussions	Special cases in linear programming	-	2 hours	Sixth
Oral questions	Lecture/Discussions	Transport Models	theoretical knowledge	2 hours	Seventh
Oral questions	Lecture/Discussions	Methods for finding the basic acceptable solution to the transport model	theoretical knowledge	2 hours	The eighth
Questions and share	Lecture/Discussions	Northwest corner method	theoretical knowledge	2 hours	Ninth
Oral questions	Lecture/Discussions	Less expensive way	theoretical knowledge	2 hours	tenth
Oral questions	Lecture/Discussions	Vogel's approximate method	theoretical knowledge	2 hours	eleventh
Questions and share	Lecture/Discussions	Methods for choosing the optimal solution for the transportation model	theoretical knowledge	2 hours	twelfth
Oral questions	Lecture/Discussions	zigzag path method	theoretical knowledge	2 hours	thirteenth
Oral questions	Lecture/Discussions	zigzag path method	-	2 hours	fourteenth
Questions and share	Lecture with oral questions	Review and Exam	theoretical knowledge	2 hours	fifteenth

11. Course Evaluation

The final grade for the evaluation is 100 points, and the minimum for success is 50 points, and the grade is distributedEvaluation on the end of the course is 30 points and the end of the course exam is 70 points.As follows:

- First month exam 10 marks •
- Second month exam 10 marks •
- Daily preparation 5 degrees •
- Posts 5 points •
- End of course exam 70 points

12. Learning and teaching resources

Introduction to Operations Research / Dr. Muhammad Al-Tarawneh	Required textbooks (methodology if any)
Operations Research / Dr. Abdul Diab Al-Ajili	Main References (Sources)
	Recommended supporting books and

	references (scientific journals, reports...)
Access the Internet through the World Wide Web	Electronic references, websites

Academic Program Description Form

For the academic year 2025–2026

University name: University Tikrit

College/Institute: College Management and Economics

Scientific Department: Department Economy

Name of academic or professional program: Department of Economics

Final Certificate Name: Bachelor Sciences in Economics

Academic system: Course system

Description preparation date: 1/9/2025

Date of filling the file: 1/9/2025



Signature
Assistant Professor Dr. Omar Abdullah Mohammed
Head of Department's Name
2025/9/1



Signature
Assistant Professor Dr. Khattab Imran Saleh
Name of the Assistant Dean for Scientific Affairs
2025/9/1



Signature
The file was audited by
Khaldoon Abdullah Khalaf
Name of the Director of the Quality Assurance and
University Performance Division
2025/9/1



Approval of the Dean

1. Program Vision

Effective contribution to building an advanced economy based on sound planning ♦
in accordance with appropriate economic policies. Reality and following an
advanced scientific approach in preparing economic curricula

2. Program message

The objective need of the public and private sectors requires the formulation of ♦
economic plans and programmes at the micro and macro levels and the
development of policies to achieve a set of economic and social objectives
according to priorities embodied by the necessities and available capabilities.
Here, it is necessary to prepare specialised cadres to conduct economic research
and studies in a way that contributes to deepening economic awareness and
maximising the economic and social benefits of available resources.

3. Program objectives

1. Graduating specialized cadres in the field of planning and building economic policies, capable of integrating into the labor market and economic life.
2. Developing students' skills to enable them to Integration into the labor market.
3. Motivating and supporting the faculty in the department to conduct studies and provide consultations. Economic For public and private entities in Iraq.
4. Effective contribution to preparing training and continuing education programs to develop expertise and skills in public and private sector institutions.

4. Program accreditation

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

5. Other external influences

Is there a sponsor? ForprogramYes, the Ministry of Higher Education and .°
Scientific Research, the Presidency of Tikrit University, and the Deanship of the
College of Administration and Economics.

6. Program Structure

comments	percentage	Study unit	Number of courses	Program Structure
	6.9%	10	5	Institutional Requirements
	7.5%	11	4	College

				Requirements
	85.6%	125	55	Department Requirements
	Completed			Summer training
				Other

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

7. Program Description / Curriculum of the Department of Economics

Credit hours	Course name	Course code	Year/Level
theoretical			
3	Management principles		First
3	Principles of Economics 1		
2	Principles of Statistics		
1	Computer 1		
2	Arabic		
2	Human rights and democracy		
3	Economic Readings1English		
2	Principles of mathematics		
3	Accounting principles		
2	Economic Readings 2English		
3	Principles of Economics 2		
2	English language		
3	Microeconomic theory1		Second
2	Baath crimes		
2	Economic statistics1		
2	National Accounts1		
2	Economic facts history		
2	Economics of money		
2	Human Resource Economics		
3	Computer 1		

		2	Mathematics for Economists		
		3	Microeconomic Theory 2		
		2	Economic Statistics 2		
		2	English language		
		2	History of Economic Thought 2		
		2	Banking Economics		
		2	National Accounts2		
		1	Computer2		
		2	Mathematics for Economists 2		
		3	Mathematical Economics 1		Third / General Economics
		2	International Economy		
		2	Economic development		
		3	Public Finance		
		3	Macroeconomics 1		
		2	Agricultural economics		
		2	Environmental Economics		
		2	Industrial economy		
		2	Knowledge Economics		
		2	English language		
		2	Development policy		
		2	Financial policy		
		2	Industrial policy		
		2	Agricultural policy		
		2	International Policy		
		3	Mathematical Economics 2		
		3	Macroeconomics 2		
		2	Economic development		Third / Economic Teachers Branch
		3	Sports economics		
		3	Public Finance		
		2	Industrial economy		
		2	Educational guidance		
		3	Macroeconomics 1		
		2	English language		
		2	Educational management		
		2	Development policy		

		3	International Economy		
		3	Agricultural economics		
		1	Computer		
		2	psychology		
		3	Macroeconomics 2		
		2	Educational foundations		
		2	Financial policy		
		3	Critical theory		
		3	Econometrics 1		
		3	Economic systems		
		2	Search methods		
		2	International Finance		
		2	Operations Research 1		
		3	Economic feasibility studies		
		2	Oil Economics		
		2	Economic planning		
		3	Monetary policy		
		3	Econometrics2		
		2	Computer applications (EV)		
		3	Economic Project Evaluation		
		2	Financial institutions		
		2	Operations Research 2		
		2	English language		
		2	Planning policy		
		2	Energy Economics		
8. Expected learning outcomes of the program					
Knowledge					
ing the labor market with the necessary	-	skills from human resources.	Providing graduates who are able to perform	-	economic analysis and predict economic variables.
			Disseminating knowledge in government	-	institutions to achieve the aspirations of society.
Skills					
ty of economics graduates to conduct	-		The ability to solve economic problems that	-	

economic feasibility studies and economic analysis.	-	economic activity suffers from, such as inflation and recession. Exchange of experiences and data with ministries with economic decision-making powers	-
outputs should be knowledgeable and how to accomplish the tasks assigned to them.	-	Providing economic advice to the public and private sectors.	-
Values			
professional ethics and the ability to demonstrate high professional competence.	-	Establishing social and ethical responsibility. Serving the community and meeting its requirements.	- -
It must believe in the principles of integrity and transparency, and have the ability to apply the concepts of quality management.	-	Integrity and transparency. Quality.	- -
9. Teaching and learning strategies			
Learning Activities: Encouraging students' active participation in learning processes, such as discussions, and problem solving, to enhance their deep understanding of mathematical concepts. Cooperative learning: Encouraging students to work together in small groups to solve problems related to their studies and sharing ideas, which contributes to enhancing interaction and knowledge exchange between them. Technology: Leveraging technology to provide interactive learning tools such as computer software and online resources to enhance student understanding and motivation. Problem-based learning: presenting specific problems and motivating students to think critically and use skills to solve it. Instructional Strategies: Providing a variety of instructional strategies, such as interactive lectures, practical lessons, and hands-on exercises, to meet the diverse needs of students. Thinking Skills: Encourage students to develop thinking skills. Such as analysis, planning and inference, by providing stimulating questions and applied problems. Immediate feedback: Provide mechanisms to provide immediate feedback to students on	.1 .2 .3 .4 .5 .6 .7		

their performance and understanding of concepts. Administrative, whether through periodic assessments or direct interaction with the teacher.

10. Evaluation methods

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

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

nd assignments: Students may be given regular tests and assessment assignments to assess .3
blem solving skills.related to their field of expertiseAnd their understanding of the concepts
presented.

ing participation in research: The extent to which students participate in research activities .4
ntific projects can be assessed, and an evaluation can be provided of their presentation style
and analysis of their results and conclusions.

Practical Performance Evaluation: Students can be evaluated in practical performance .5
through:VisitsProcess and participation in applied activities.

n of external participation: This includes evaluation of the extent of students' participation .6
in external activities such as conferences, seminars, and sports competitions.

of Personal and Professional Development: Students' personal, professional and academic .7
development can be evaluated during their participation in the faculty mentoring program.

11. Faculty

Faculty members

ty tion ange ange ange	Requirements/Skills (if any)	Specialization		Academic Rank
		private	general	
		International Economy	economy	Prof. Dr. Abdul Razzaq Hamad Hussein Khalaf
		Economic development	economy	Prof. Dr. Makhif Jassim Hamad Ali

ange		Public Finance	economy	Prof. Dr. Khalaf Mohammed Hamad Abdul-Jubouri
ange		Monetary policies	economy	Asst. Prof. Dr. Khalil Ismail Aziz Bazawi
ange		International Economy	economy	Asst. Prof. Dr. Ibrahim Abdullah Jassim Issa
ange		Macroeconomics	economy	A.M.D. Anmar Ghaleb Kleib Mutlaq
ange		Public Finance	economy	Asst. Prof. Dr. Amer Sami Munir Dawood Al-Ani
ange		Economic development	economy	A.M.D. Fouad Farhan Hussein Mukhlef
ange		International Economy	economy	A.M.D. Khattab Imran Saleh Daman
ange		Macroeconomics	economy	Asst. Prof. Dr. Ziad Ezz El-Din Taha Talib
ange		International Economy	economy	Asst. Prof. Dr. Yasra Salem Nayef Abdul Janabi
ange		Monetary policies	economy	Asst. Prof. Dr. Omar Abdullah Mohammed Hejeij
ange		Finance and Banking	economy	Asst. Prof. Dr. Kilan Ismail Abdullah Mohammed
ange		Macroeconomics	economy	Dr. Khader Jassim Hamad Fahal Al- Jabouri
ange		Finance and Credit	economy	Dr. Alaa Abdul Jabbar Hussein Hamad
ange		Public Finance	economy	Dr. Jamal Hussein Ali Abdullah
ange		International Economy	economy	Dr. Mustafa Mahmoud Mahdi Saleh
ange		Standard Economics	economy	A.M. Bushra Abdel-Bari Ahmed Abdullah
ange		Critical	economy	Hamid Hassan Khalaf .أ Mashaal
ange		Critical	economy	Asst. Prof. Dr. Ghassan Ibrahim Ahmed

ange		Financial policies	economy	A.M. Mohamed Emad Abdel Aziz Mahdi
ange		Standard Economics	economy	A.M. Samer Mohammed Fakhri Darar
ange		Public Finance	economy	A.M. Muthanna Mayouf Mahmoud Alawi
ange		International Economy	economy	Dr. Mohammed Ahmed Mohammed Hassan Al-Jabouri
ange		International Economy	economy	M. Bilal Abdel Haq Abdel Karim Mustafa
ange		Standard Economics	economy	Dr. Zuhair Hamed Turki Zaiter
ange		International Economy	economy	A.M. Mustafa Ismail Khalil Abdel
ange		International Economy	economy	Mr. Bakr Hamid Jasoum Aziz
ange		Macroeconomics	economy	M. Naaman Munther Younis Fadel
ange		Economic development	economy	M. Hamoud Saad Muhaimid Al-Helou
ange		Macroeconomics	economy	Ms. Zeina Tariq Ali Ne'meh
ange		economy	economy	M.M. Abeer Abbas Hammadi Saleh
ange		economy	economy	Mr. Adi Tais Ibrahim Musa
ange		economy	economy	M.M. Lujain Aref Ali Mustafa
ange		economy	economy	M.M. Reem Saeed Shihab Ahmed Al- Dulaimi
ange		economy	economy	Mr. Hassan Zidane Khalaf Hamad
ange		economy	economy	M.M. Jihad Badou Hamad Hussein Al- Jabouri
ange		economy	economy	Mr. Ghazwane Shaker Ismail Ibrahim
ecturer		English language	English language	A.M. Abdul Khalaf Saleh
ecturer		Educational and psychological	Educational and	Dr. Louay Karim Latif

			sciences	psychological sciences	
ecturer			English language	English language	M. Alaa Ahmed Abdullah
ecturer			English language	English language	Mr. Osama Mohammed Abdullah
ecturer			English language	English language	Mr. Marwan Abdel Moneim Tawfik
ecturer			Educational and psychological sciences	Educational and psychological sciences	M.M. Duaa Turki Abdel
Professional development					
Orientation of new faculty members					
mining the needs of the university and the department:	The needs of the university and the department are determined in terms of the required educational cadres.And preferred majors. -١				
n Programs:	Customized orientation programs are designed for new, visiting, full-time and part-time members based on their needs and specialties. -٢				
uction to the University Environment:	A comprehensive introduction is provided about the university and the department.General Administration, includingAbout the DepartmentAnd the visionAnd the messageThe objectives and services available. -٣				
g support resources:	New members are provided with the necessary resources and support, including training courses, workshops, and technical assistance. -٤				
ademic Orientation:	New members are oriented regarding the curricula, research areas and teaching methods used in the department. -٥				
ative Orientation:	New members are oriented to administrative procedures, responsibilities, university policies and code of conduct. -٦				
oing Support:	Ongoing support is provided to new, visiting, full-time and part-time faculty members through advisory sessions, workshops and periodic evaluations. -٧				
Professional development for faculty members					
ing needs and setting goals:	Faculty needs are identified through surveys and performance evaluations, and then specific goals to be achieved within the program are identified. .١				

development Program Design: Based on the specific needs and objectives, a comprehensive	.٢
ment program is designed that includes a set of activities, training courses, workshops, and	
educational resources.	
ram implementation: The development program is implemented in a regular and organized	.٣
er, including organizing workshops, conducting training courses, and providing appropriate	
educational resources.	
effective teaching strategies: Faculty members learn to use and apply modern and effective	.٤
aching strategies, such as cooperative learning, active learning, and educational technology.	
ation of learning outcomes: The effectiveness of the development program is evaluated by	.٥
evaluating the learning outcomes of faculty members, such as increased levels of knowledge,	
teaching skills, and interaction with students.	
s Development: Ongoing feedback and support is provided to faculty members to promote	.٦
ongoing professional and academic development.	
on in scientific research and publication: Faculty members are encouraged to participate in	.٧
scientific research and publish the results in prestigious academic journals, which enhances their	
academic standing and contributes to the development of knowledge in their fields.	
12. Acceptance Criteria	
	Central acceptance. -١
exceptions (martyrs' families, children of faculty, distinguished employees, top students in	-٢
institutes, foreign students).	
Private government education	-٣
Accepting evening studies.	-٤
13. The most important sources of information about the program	
	University, college and electronic department website. -١
	Priorities for establishing the department. -٢
to develop and update the curricula of the faculties of management and economics in Iraqi	-٣
universities for the year 2017.	
14. Program Development Plan	
	Developing curricula for each subject by the instructor. -١
a branch of the third stage (economic teachers) and opening postgraduate studies, a higher diploma	-٢
equivalent to a master's and doctorate.	

Developing teaching and administrative staff through courses, seminars and workshops in areas of specialization. -۳															
Encouraging scientific research efforts by encouraging faculty members to publish, especially in international journals. -۴															
Organizing training programs to develop students' capabilities in technical and information technology fields. -۵															
Organizing field visits and scientific trips for students to government institutions. -۶															
Program Skills Chart															
Required learning outcomes of the program															
4	A	Values			Skills			Knowledge				Essential or optional?	Course name	Course code	Year/Lev
		A2	A1	B4	B3	B2	B1	A4	A3	A2	A1				
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Management principles		First year
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Statistics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Arabic		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human rights and democracy		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings1English		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of mathematics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Accounting principles		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings 2English		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 2		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic theory1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Baath crimes		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic statistics1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic facts history		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economics of money		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human Resource Economics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematics for Economists		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic		

													Theory 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Statistics 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		English language				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		History of Economic Thought 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Banking Economics				
													Mathematics for Economists 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 1				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Environmental Economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Knowledge Economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		English language				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		International Policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Sports economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational guidance				

	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational management		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		psychology		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational foundations		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Critical theory		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Econometrics 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic systems		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Search methods		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Finance		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations Research 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic feasibility studies		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Oil Economics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic planning		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Monetary policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Econometrics2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer applications(EV)		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Project Evaluation		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial institutions		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations Research 2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Planning policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Energy Economics		

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

Course Description Form

1. Course name					
Operations Research 2					
2. Course code					
ECB418					
3. Semester/Year					
2025-2026					
4. Date this description was prepared					
1/9/2025					
5. Available forms of attendance					
Approval of attendance list					
6. Number of study hours (total) / Number of units (total)					
Number of hours 30 / Number of units 30					
7. Name of the course supervisor (if more than one name is mentioned)					
Assistant Professor Ibrahim Abdullah Jassim					
8. Course objectives					
1 more expertise And knowledge Students in area Research Operations And its importance with regards For the economy identification The student How Use material Research Operations And its application To process Problems Economic identification The student Most important features Research Operations identification The student Most important Areas Use Research Operations			Subject objectives		
9. Teaching and learning strategies					
Delivering in-person and online lectures - Discussions with students - Oral questions for students - Blended learning (classroom) -			Strategy		
10. Course Structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
Oral questions	Giving the lecture	Business network concept	theoretical knowledge	2 hours	the first
Questions and share	Lecture/Discussions	Steps to draw a business network	theoretical knowledge	2 hours	the second

Oral questions	Lecture/Discussions	Business network analysis	theoretical knowledge	2 hours	the third
Student participation	Lecture/Discussions	Active business network	theoretical knowledge	2 hours	Fourth
Oral questions	Lecture/Discussions	Ways to find total time in business network	theoretical knowledge	2 hours	Fifth
Oral questions	Lecture/Discussions	critical path method	-	2 hours	Sixth
Oral questions	Lecture/Discussions	Longest path method	theoretical knowledge	2 hours	Seventh
Oral questions	Lecture/Discussions	Early and late times method	theoretical knowledge	2 hours	The eighth
Questions and share	Lecture/Discussions	Excess time method	theoretical knowledge	2 hours	Ninth
Oral questions	Lecture/Discussions	exam	theoretical knowledge	2 hours	tenth
Oral questions	Lecture/Discussions	Program Evaluation and Review Method (PERT)	theoretical knowledge	2 hours	eleventh
Questions and share	Lecture/Discussions	game theory	theoretical knowledge	2 hours	twelfth
Oral questions	Lecture/Discussions	exam	theoretical knowledge	2 hours	thirteenth
Oral questions	Lecture/Discussions	Payment matrix	-	2 hours	fourteenth
Questions and share	Lecture with oral questions	matrix reduction	theoretical knowledge	2 hours	fifteenth

11. Course Evaluation

The final grade for the evaluation is 100 points, and the minimum for success is 50 points, and the grade is distributedEvaluation on the end of the course is 30 points and the end of the course exam is 70 points.As follows:

- First month exam 10 marks •
- Second month exam 10 marks •
- Daily preparation 5 degrees •
- Posts 5 points •
- End of course exam 70 points

12. Learning and teaching resources

Introduction to Operations Research / Dr. Muhammad Al-Tarawneh	Required textbooks (methodology if any)
Operations Research / Dr. Abdul Diab Al-Ajili	Main References (Sources)

	Recommended supporting books and references (scientific journals, reports...)
Access the Internet through the World Wide Web	Electronic references, websites

Academic Program Description Form

For the academic year 2025–2026

University name: University Tikrit

College/Institute: College Management and Economics

Scientific Department: Department Economy

Name of academic or professional program: Department of Economics

Final Certificate Name: Bachelor Sciences in Economics

Academic system: Course system

Description preparation date: 1/9/2025

Date of filling the file: 1/9/2025



Signature
Assistant Professor Dr. Omar Abdullah Mohammed
Head of Department's Name
2025/9/1



Signature
Assistant Professor Dr. Khattab Imran Saleh
Name of the Assistant Dean for Scientific Affairs
2025/9/1



Signature
The file was audited by
Khaldoon Abdullah Khalaf
Name of the Director of the Quality Assurance and
University Performance Division
2025/9/1



Approval of the Dean

1. Program Vision

Effective contribution to building an advanced economy based on sound planning ♦
in accordance with appropriate economic policies. Reality and following an
advanced scientific approach in preparing economic curricula

2. Program message

The objective need of the public and private sectors requires the formulation of ♦
economic plans and programmes at the micro and macro levels and the
development of policies to achieve a set of economic and social objectives
according to priorities embodied by the necessities and available capabilities.
Here, it is necessary to prepare specialised cadres to conduct economic research
and studies in a way that contributes to deepening economic awareness and
maximising the economic and social benefits of available resources.

3. Program objectives

Graduating specialized cadres in the field of planning and building economic .¹
policies, capable of integrating into the labor market and economic life.

Developing students' skills to enable them to Integration into the labor market. .²

Motivating and supporting the faculty in the department to conduct studies and .³
provide consultations. Economic For public and private entities in Iraq.

Effective contribution to preparing training and continuing education programs to .⁴
develop expertise and skills in public and private sector institutions.

4. Program accreditation

Do The program Is the program accredited? And from which authority? both .⁵

5. Other external influences

Is there a sponsor? For program Yes, the Ministry of Higher Education and .⁶
Scientific Research, the Presidency of Tikrit University, and the Deanship of the
College of Administration and Economics.

6. Program Structure

comments	percentage	Study unit	Number of courses	Program Structure
	6.9%	10	5	Institutional Requirements
	7.5%	11	4	College

				Requirements
	85.6%	125	55	Department Requirements
	Completed			Summer training
				Other

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

7. Program Description / Curriculum of the Department of Economics

Credit hours	Course name	Course code	Year/Level
theoretical			
3	Management principles		First
3	Principles of Economics 1		
2	Principles of Statistics		
1	Computer 1		
2	Arabic		
2	Human rights and democracy		
3	Economic Readings1English		
2	Principles of mathematics		
3	Accounting principles		
2	Economic Readings 2English		
3	Principles of Economics 2		
2	English language		
3	Microeconomic theory1		Second
2	Baath crimes		
2	Economic statistics1		
2	National Accounts1		
2	Economic facts history		
2	Economics of money		
2	Human Resource Economics		
3	Computer 1		

		2	Mathematics for Economists		
		3	Microeconomic Theory 2		
		2	Economic Statistics 2		
		2	English language		
		2	History of Economic Thought 2		
		2	Banking Economics		
		2	National Accounts2		
		1	Computer2		
		2	Mathematics for Economists 2		
		3	Mathematical Economics 1		Third / General Economics
		2	International Economy		
		2	Economic development		
		3	Public Finance		
		3	Macroeconomics 1		
		2	Agricultural economics		
		2	Environmental Economics		
		2	Industrial economy		
		2	Knowledge Economics		
		2	English language		
		2	Development policy		
		2	Financial policy		
		2	Industrial policy		
		2	Agricultural policy		
		2	International Policy		
		3	Mathematical Economics 2		
		3	Macroeconomics 2		
		2	Economic development		Third / Economic Teachers Branch
		3	Sports economics		
		3	Public Finance		
		2	Industrial economy		
		2	Educational guidance		
		3	Macroeconomics 1		
		2	English language		
		2	Educational management		
		2	Development policy		

		3	International Economy		
		3	Agricultural economics		
		1	Computer		
		2	psychology		
		3	Macroeconomics 2		
		2	Educational foundations		
		2	Financial policy		
		3	Critical theory		
		3	Econometrics 1		
		3	Economic systems		
		2	Search methods		
		2	International Finance		
		2	Operations Research 1		
		3	Economic feasibility studies		
		2	Oil Economics		
		2	Economic planning		
		3	Monetary policy		
		3	Econometrics2		
		2	Computer applications (EV)		
		3	Economic Project Evaluation		
		2	Financial institutions		
		2	Operations Research 2		
		2	English language		
		2	Planning policy		
		2	Energy Economics		
8. Expected learning outcomes of the program					
Knowledge					
ing the labor market with the necessary	-	skills from human resources.	Providing graduates who are able to perform	-	economic analysis and predict economic variables.
			Disseminating knowledge in government	-	institutions to achieve the aspirations of society.
Skills					
ty of economics graduates to conduct	-		The ability to solve economic problems that	-	

economic feasibility studies and economic analysis.	-	economic activity suffers from, such as inflation and recession. Exchange of experiences and data with ministries with economic decision-making powers	-
outputs should be knowledgeable and how to accomplish the tasks assigned to them.	-	Providing economic advice to the public and private sectors.	-
Values			
professional ethics and the ability to demonstrate high professional competence.	-	Establishing social and ethical responsibility. Serving the community and meeting its requirements.	- -
It must believe in the principles of integrity and transparency, and have the ability to apply the concepts of quality management.	-	Integrity and transparency. Quality.	- -
9. Teaching and learning strategies			
Learning Activities:	Encouraging students' active participation in learning processes, such as discussions, and problem solving, to enhance their deep understanding of mathematical concepts.		
Learning Strategies:	Cooperative learning: Encouraging students to work together in small groups to solve problems related to their studies and sharing ideas, which contributes to enhancing interaction and knowledge exchange between them.		
Technology:	Leveraging technology to provide interactive learning tools such as computer software and online resources to enhance student understanding and motivation.		
Problem-based learning:	presenting specific problems and motivating students to think critically and use skillsAdministrativeTo solve it.		
Instructional Strategies:	Providing a variety of instructional strategies, such as interactive lectures, practical lessons, and hands-on exercises, to meet the diverse needs of students.		
Thinking Skills:	Encourage students to develop thinking skills.AdministrativeSuch as analysis, planning and inference, by providing stimulating questions and applied problems.		
Immediate feedback:	Provide mechanisms to provide immediate feedback to students on		

their performance and understanding of concepts. Administrative, whether through periodic assessments or direct interaction with the teacher.

10. Evaluation methods

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

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

nd assignments: Students may be given regular tests and assessment assignments to assess .3
blem solving skills.related to their field of expertiseAnd their understanding of the concepts
presented.

ing participation in research: The extent to which students participate in research activities .4
ntific projects can be assessed, and an evaluation can be provided of their presentation style
and analysis of their results and conclusions.

Practical Performance Evaluation: Students can be evaluated in practical performance .5
through:VisitsProcess and participation in applied activities.

n of external participation: This includes evaluation of the extent of students' participation .6
in external activities such as conferences, seminars, and sports competitions.

of Personal and Professional Development: Students' personal, professional and academic .7
development can be evaluated during their participation in the faculty mentoring program.

11. Faculty

Faculty members

ty tion ange ange ange	Requirements/Skills (if any)	Specialization		Academic Rank
		private	general	
		International Economy	economy	Prof. Dr. Abdul Razzaq Hamad Hussein Khalaf
		Economic development	economy	Prof. Dr. Makhif Jassim Hamad Ali

ange		Public Finance	economy	Prof. Dr. Khalaf Mohammed Hamad Abdul-Jubouri
ange		Monetary policies	economy	Asst. Prof. Dr. Khalil Ismail Aziz Bazawi
ange		International Economy	economy	Asst. Prof. Dr. Ibrahim Abdullah Jassim Issa
ange		Macroeconomics	economy	A.M.D. Anmar Ghaleb Kleib Mutlaq
ange		Public Finance	economy	Asst. Prof. Dr. Amer Sami Munir Dawood Al-Ani
ange		Economic development	economy	A.M.D. Fouad Farhan Hussein Mukhlef
ange		International Economy	economy	A.M.D. Khattab Imran Saleh Daman
ange		Macroeconomics	economy	Asst. Prof. Dr. Ziad Ezz El-Din Taha Talib
ange		International Economy	economy	Asst. Prof. Dr. Yasra Salem Nayef Abdul Janabi
ange		Monetary policies	economy	Asst. Prof. Dr. Omar Abdullah Mohammed Hejeij
ange		Finance and Banking	economy	Asst. Prof. Dr. Kilan Ismail Abdullah Mohammed
ange		Macroeconomics	economy	Dr. Khader Jassim Hamad Fahal Al- Jabouri
ange		Finance and Credit	economy	Dr. Alaa Abdul Jabbar Hussein Hamad
ange		Public Finance	economy	Dr. Jamal Hussein Ali Abdullah
ange		International Economy	economy	Dr. Mustafa Mahmoud Mahdi Saleh
ange		Standard Economics	economy	A.M. Bushra Abdel-Bari Ahmed Abdullah
ange		Critical	economy	Hamid Hassan Khalaf .أ Mashaal
ange		Critical	economy	Asst. Prof. Dr. Ghassan Ibrahim Ahmed

ange		Financial policies	economy	A.M. Mohamed Emad Abdel Aziz Mahdi
ange		Standard Economics	economy	A.M. Samer Mohammed Fakhri Darar
ange		Public Finance	economy	A.M. Muthanna Mayouf Mahmoud Alawi
ange		International Economy	economy	Dr. Mohammed Ahmed Mohammed Hassan Al-Jabouri
ange		International Economy	economy	M. Bilal Abdel Haq Abdel Karim Mustafa
ange		Standard Economics	economy	Dr. Zuhair Hamed Turki Zaiter
ange		International Economy	economy	A.M. Mustafa Ismail Khalil Abdel
ange		International Economy	economy	Mr. Bakr Hamid Jasoum Aziz
ange		Macroeconomics	economy	M. Naaman Munther Younis Fadel
ange		Economic development	economy	M. Hamoud Saad Muhaimid Al-Helou
ange		Macroeconomics	economy	Ms. Zeina Tariq Ali Ne'meh
ange		economy	economy	M.M. Abeer Abbas Hammadi Saleh
ange		economy	economy	Mr. Adi Tais Ibrahim Musa
ange		economy	economy	M.M. Lujain Aref Ali Mustafa
ange		economy	economy	M.M. Reem Saeed Shihab Ahmed Al- Dulaimi
ange		economy	economy	Mr. Hassan Zidane Khalaf Hamad
ange		economy	economy	M.M. Jihad Badou Hamad Hussein Al- Jabouri
ange		economy	economy	Mr. Ghazwane Shaker Ismail Ibrahim
ecturer		English language	English language	A.M. Abdul Khalaf Saleh
ecturer		Educational and psychological	Educational and	Dr. Louay Karim Latif

			sciences	psychological sciences	
ecturer			English language	English language	M. Alaa Ahmed Abdullah
ecturer			English language	English language	Mr. Osama Mohammed Abdullah
ecturer			English language	English language	Mr. Marwan Abdel Moneim Tawfik
ecturer			Educational and psychological sciences	Educational and psychological sciences	M.M. Duaa Turki Abdel
Professional development					
Orientation of new faculty members					
etermining the needs of the university and the department:	The needs of the university and the department are determined in terms of the required educational cadres.And preferred majors. -١				
n Programs:	Customized orientation programs are designed for new, visiting, full-time and part-time members based on their needs and specialties. -٢				
uction to the University Environment:	A comprehensive introduction is provided about the university and the department.General Administration, includingAbout the DepartmentAnd the visionAnd the messageThe objectives and services available. -٣				
g support resources:	New members are provided with the necessary resources and support, including training courses, workshops, and technical assistance. -٤				
ademic Orientation:	New members are oriented regarding the curricula, research areas and teaching methods used in the department. -٥				
ative Orientation:	New members are oriented to administrative procedures, responsibilities, university policies and code of conduct. -٦				
oing Support:	Ongoing support is provided to new, visiting, full-time and part-time faculty members through advisory sessions, workshops and periodic evaluations. -٧				
Professional development for faculty members					
ing needs and setting goals:	Faculty needs are identified through surveys and performance evaluations, and then specific goals to be achieved within the program are identified. .١				

development Program Design: Based on the specific needs and objectives, a comprehensive	.٢
ment program is designed that includes a set of activities, training courses, workshops, and	
educational resources.	
ram implementation: The development program is implemented in a regular and organized	.٣
er, including organizing workshops, conducting training courses, and providing appropriate	
educational resources.	
effective teaching strategies: Faculty members learn to use and apply modern and effective	.٤
aching strategies, such as cooperative learning, active learning, and educational technology.	
ation of learning outcomes: The effectiveness of the development program is evaluated by	.٥
evaluating the learning outcomes of faculty members, such as increased levels of knowledge,	
teaching skills, and interaction with students.	
s Development: Ongoing feedback and support is provided to faculty members to promote	.٦
ongoing professional and academic development.	
on in scientific research and publication: Faculty members are encouraged to participate in	.٧
scientific research and publish the results in prestigious academic journals, which enhances their	
academic standing and contributes to the development of knowledge in their fields.	
12. Acceptance Criteria	
	Central acceptance. -١
exceptions (martyrs' families, children of faculty, distinguished employees, top students in	-٢
institutes, foreign students).	
Private government education	-٣
Accepting evening studies.	-٤
13. The most important sources of information about the program	
	University, college and electronic department website. -١
	Priorities for establishing the department. -٢
to develop and update the curricula of the faculties of management and economics in Iraqi	-٣
universities for the year 2017.	
14. Program Development Plan	
	Developing curricula for each subject by the instructor. -١
a branch of the third stage (economic teachers) and opening postgraduate studies, a higher diploma	-٢
equivalent to a master's and doctorate.	

Developing teaching and administrative staff through courses, seminars and workshops in areas of specialization. -۳															
Encouraging scientific research efforts by encouraging faculty members to publish, especially in international journals. -۴															
Organizing training programs to develop students' capabilities in technical and information technology fields. -۵															
Organizing field visits and scientific trips for students to government institutions. -۶															
Program Skills Chart															
Required learning outcomes of the program															
4	A	Values			Skills			Knowledge				Essential or optional?	Course name	Course code	Year/Lev
		A2	A1	B4	B3	B2	B1	A4	A3	A2	A1				
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Management principles		First year
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Statistics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Arabic		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human rights and democracy		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings1English		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of mathematics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Accounting principles		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings 2English		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 2		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic theory1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Baath crimes		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic statistics1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic facts history		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economics of money		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human Resource Economics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematics for Economists		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic		

													Theory 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Statistics 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		English language				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		History of Economic Thought 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Banking Economics				
													Mathematics for Economists 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 1				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Environmental Economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Knowledge Economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		English language				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		International Policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Sports economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational guidance				

	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational management		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		psychology		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational foundations		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Critical theory		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Econometrics 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic systems		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Search methods		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Finance		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations Research 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic feasibility studies		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Oil Economics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic planning		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Monetary policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Econometrics2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer applications(EV)		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Project Evaluation		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial institutions		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations Research 2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Planning policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Energy Economics		

Fourth year

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

Course Description Form

1. Course name					
Economic planning					
2. Course code					
3. Semester/Year					
2025-2026					
4. Date this description was prepared					
1/9/2025					
5. Available forms of attendance					
Approval of attendance list					
6. Number of study hours (total) / Number of units (total)					
Number of hours 30 / Number of units 30					
7. Name of the course supervisor (if more than one name is mentioned)					
Mr. Hamoud Saad Muhaimid					
8. Course objectives					
stripThe student has a 1- conceptEconomic planningThrough the historical developments it has gone through Student definitionThe importance of 2- project planning identificationStudent in 3- relationshipPlanningWith economic development theLearn about the importance 4- ofplanningTo develop economic sectors Introducing the student to the most 5- important sources of collectingData and information about realityEconomic planning Introducing the student to how to 6- solve problemswhich suffers fromEconomy			Subject objectives		
9. Teaching and learning strategies					
Delivering in-person and online lectures - Discussions with students - Oral questions for students - Blended learning (classroom) -			Strategy		
10. Course Structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning	Watches	The week

			outcomes		
Oral questions	Giving the lecture	Conceptual Framework for Economic Planning	theoretical knowledge	2 hours	the first
Questions and share	Lecture/Discussions		theoretical knowledge	2 hours	the second
Oral questions	Lecture/Discussions	Justifications for economic planning	theoretical knowledge	2 hours	the third
Student participation	Lecture/Discussions	Types of economic planning	theoretical knowledge	2 hours	Fourth
Oral questions	Lecture/Discussions	Planning Theories	theoretical knowledge	2 hours	Fifth
-	-	Planning components and principles	-	2 hours	Sixth
Oral questions	Lecture/Discussions	Stages of the planning process	theoretical knowledge	2 hours	Seventh
Oral questions	Lecture/Discussions	General framework for the planning process	theoretical knowledge	2 hours	The eighth
Questions and share	Lecture/Discussions	Manpower Planning	theoretical knowledge	2 hours	Ninth
Oral questions	Lecture/Discussions	Partial and total productivity	theoretical knowledge	2 hours	tenth
Oral questions	Lecture/Discussions	Technical methods of economic planning process	theoretical knowledge	2 hours	eleventh
Questions and share	Lecture/Discussions	commodity physical balances	theoretical knowledge	2 hours	twelfth
Oral questions	Lecture/Discussions		theoretical knowledge	2 hours	thirteenth
-	-	Economic aggregate balances	-	2 hours	fourteenth
Questions and share	Lecture with oral questions	User Product Table	theoretical knowledge	2 hours	fifteenth

11. Course Evaluation

The final grade for the evaluation is 100 points, and the minimum for success is 50 points, and the grade is distributedEvaluation on the end of the course is 30 points and the end of the course exam is 70 points.As follows:

First month exam 10 marks •

Second month exam 10 marks •

Daily preparation 5 degrees •

Posts 5 points •

End of course exam 70 points

12. Learning and teaching resources

Economic Planning Authored by: Dr. Jamal Daoud Salman, Dr. Taher Fadel Hassoun, House of Wisdom, 1989	Required textbooks (methodology if any)
Economic Planning Authored by: Dr. Jamal Daoud Salman, Dr. Taher Fadel Hassoun, House of Wisdom, 1989	Main References (Sources)

Economic Planning, Dr. Mukhtar Baloul, King Saud University, College of Administrative Sciences, Department of Economics, 2005.	Recommended supporting books and references (scientific journals, reports...)
2- National development plans in Iraq for the years 2008- 2010, 2013-2017 and 2018-2022.	Electronic references, websites

Academic Program Description Form

For the academic year 2025–2026

University name: University Tikrit

College/Institute: College Management and Economics

Scientific Department: Department Economy

Name of academic or professional program: Department of Economics

Final Certificate Name: Bachelor Sciences in Economics

Academic system: Course system

Description preparation date: 1/9/2025

Date of filling the file: 1/9/2025



Signature

Assistant Professor Dr. Omar Abdullah Mohammed

Head of Department's Name

2025/9/1



Signature

Assistant Professor Dr. Khattab Imran Saleh

Name of the Assistant Dean for Scientific Affairs

2025/9/1



Signature

The file was audited by

Khaldoon Abdullah Khalaf

Name of the Director of the Quality Assurance and

University Performance Division

2025/9/1



Approval of the Dean

1. Program Vision

Effective contribution to building an advanced economy based on sound planning ♦
in accordance with appropriate economic policies. Reality and following an
advanced scientific approach in preparing economic curricula

2. Program message

The objective need of the public and private sectors requires the formulation of ♦
economic plans and programmes at the micro and macro levels and the
development of policies to achieve a set of economic and social objectives
according to priorities embodied by the necessities and available capabilities.
Here, it is necessary to prepare specialised cadres to conduct economic research
and studies in a way that contributes to deepening economic awareness and
maximising the economic and social benefits of available resources.

3. Program objectives

1. Graduating specialized cadres in the field of planning and building economic policies, capable of integrating into the labor market and economic life.
2. Developing students' skills to enable them to Integration into the labor market.
3. Motivating and supporting the faculty in the department to conduct studies and provide consultations. Economic For public and private entities in Iraq.
4. Effective contribution to preparing training and continuing education programs to develop expertise and skills in public and private sector institutions.

4. Program accreditation

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

5. Other external influences

Is there a sponsor? ForprogramYes, the Ministry of Higher Education and .°
Scientific Research, the Presidency of Tikrit University, and the Deanship of the
College of Administration and Economics.

6. Program Structure

comments	percentage	Study unit	Number of courses	Program Structure
	6.9%	10	5	Institutional Requirements
	7.5%	11	4	College

				Requirements
	85.6%	125	55	Department Requirements
	Completed			Summer training
				Other

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

7. Program Description / Curriculum of the Department of Economics

Credit hours	Course name	Course code	Year/Level
theoretical			
3	Management principles		First
3	Principles of Economics 1		
2	Principles of Statistics		
1	Computer 1		
2	Arabic		
2	Human rights and democracy		
3	Economic Readings1English		
2	Principles of mathematics		
3	Accounting principles		
2	Economic Readings 2English		
3	Principles of Economics 2		
2	English language		
3	Microeconomic theory1		Second
2	Baath crimes		
2	Economic statistics1		
2	National Accounts1		
2	Economic facts history		
2	Economics of money		
2	Human Resource Economics		
3	Computer 1		

		2	Mathematics for Economists		
		3	Microeconomic Theory 2		
		2	Economic Statistics 2		
		2	English language		
		2	History of Economic Thought 2		
		2	Banking Economics		
		2	National Accounts2		
		1	Computer2		
		2	Mathematics for Economists 2		
		3	Mathematical Economics 1		Third / General Economics
		2	International Economy		
		2	Economic development		
		3	Public Finance		
		3	Macroeconomics 1		
		2	Agricultural economics		
		2	Environmental Economics		
		2	Industrial economy		
		2	Knowledge Economics		
		2	English language		
		2	Development policy		
		2	Financial policy		
		2	Industrial policy		
		2	Agricultural policy		
		2	International Policy		
		3	Mathematical Economics 2		
		3	Macroeconomics 2		
		2	Economic development		Third / Economic Teachers Branch
		3	Sports economics		
		3	Public Finance		
		2	Industrial economy		
		2	Educational guidance		
		3	Macroeconomics 1		
		2	English language		
		2	Educational management		
		2	Development policy		

		3	International Economy		
		3	Agricultural economics		
		1	Computer		
		2	psychology		
		3	Macroeconomics 2		
		2	Educational foundations		
		2	Financial policy		
		3	Critical theory		
		3	Econometrics 1		
		3	Economic systems		
		2	Search methods		
		2	International Finance		
		2	Operations Research 1		
		3	Economic feasibility studies		
		2	Oil Economics		
		2	Economic planning		
		3	Monetary policy		
		3	Econometrics2		
		2	Computer applications (EV)		
		3	Economic Project Evaluation		
		2	Financial institutions		
		2	Operations Research 2		
		2	English language		
		2	Planning policy		
		2	Energy Economics		
8. Expected learning outcomes of the program					
Knowledge					
ing the labor market with the necessary	-	skills from human resources.	Providing graduates who are able to perform	-	economic analysis and predict economic variables.
			Disseminating knowledge in government	-	institutions to achieve the aspirations of society.
Skills					
ty of economics graduates to conduct	-		The ability to solve economic problems that	-	

economic feasibility studies and economic analysis.	-	economic activity suffers from, such as inflation and recession. Exchange of experiences and data with ministries with economic decision-making powers	-
outputs should be knowledgeable and how to accomplish the tasks assigned to them.	-	Providing economic advice to the public and private sectors.	-
Values			
professional ethics and the ability to demonstrate high professional competence.	-	Establishing social and ethical responsibility. Serving the community and meeting its requirements.	-
It must believe in the principles of integrity and transparency, and have the ability to apply the concepts of quality management.	-	Integrity and transparency. Quality.	-
9. Teaching and learning strategies			
Learning Activities:	Encouraging students' active participation in learning processes, such as discussions, and problem solving, to enhance their deep understanding of mathematical concepts.		
Learning Strategies:	Cooperative learning: Encouraging students to work together in small groups to solve problems related to their studies and sharing ideas, which contributes to enhancing interaction and knowledge exchange between them.		
Technology:	Leveraging technology to provide interactive learning tools such as computer software and online resources to enhance student understanding and motivation.		
Problem-based learning:	presenting specific problems and motivating students to think critically and use skills to solve it.		
Instructional Strategies:	Providing a variety of instructional strategies, such as interactive lectures, practical lessons, and hands-on exercises, to meet the diverse needs of students.		
Thinking Skills:	Encourage students to develop thinking skills. Such as analysis, planning and inference, by providing stimulating questions and applied problems.		
Immediate feedback:	Provide mechanisms to provide immediate feedback to students on		

their performance and understanding of concepts. Administrative, whether through periodic assessments or direct interaction with the teacher.

10. Evaluation methods

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

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

nd assignments: Students may be given regular tests and assessment assignments to assess .3
problem solving skills.related to their field of expertiseAnd their understanding of the concepts
presented.

ing participation in research: The extent to which students participate in research activities .4
ntific projects can be assessed, and an evaluation can be provided of their presentation style
and analysis of their results and conclusions.

Practical Performance Evaluation: Students can be evaluated in practical performance .5
through:VisitsProcess and participation in applied activities.

n of external participation: This includes evaluation of the extent of students' participation .6
in external activities such as conferences, seminars, and sports competitions.

of Personal and Professional Development: Students' personal, professional and academic .7
development can be evaluated during their participation in the faculty mentoring program.

11. Faculty

Faculty members

ty tion ange ange ange	Requirements/Skills (if any)	Specialization		Academic Rank
		private	general	
		International Economy	economy	Prof. Dr. Abdul Razzaq Hamad Hussein Khalaf
		Economic development	economy	Prof. Dr. Makhif Jassim Hamad Ali

ange		Public Finance	economy	Prof. Dr. Khalaf Mohammed Hamad Abdul-Jubouri
ange		Monetary policies	economy	Asst. Prof. Dr. Khalil Ismail Aziz Bazawi
ange		International Economy	economy	Asst. Prof. Dr. Ibrahim Abdullah Jassim Issa
ange		Macroeconomics	economy	A.M.D. Anmar Ghaleb Kleib Mutlaq
ange		Public Finance	economy	Asst. Prof. Dr. Amer Sami Munir Dawood Al-Ani
ange		Economic development	economy	A.M.D. Fouad Farhan Hussein Mukhlef
ange		International Economy	economy	A.M.D. Khattab Imran Saleh Daman
ange		Macroeconomics	economy	Asst. Prof. Dr. Ziad Ezz El-Din Taha Talib
ange		International Economy	economy	Asst. Prof. Dr. Yasra Salem Nayef Abdul Janabi
ange		Monetary policies	economy	Asst. Prof. Dr. Omar Abdullah Mohammed Hejeij
ange		Finance and Banking	economy	Asst. Prof. Dr. Kilan Ismail Abdullah Mohammed
ange		Macroeconomics	economy	Dr. Khader Jassim Hamad Fahal Al- Jabouri
ange		Finance and Credit	economy	Dr. Alaa Abdul Jabbar Hussein Hamad
ange		Public Finance	economy	Dr. Jamal Hussein Ali Abdullah
ange		International Economy	economy	Dr. Mustafa Mahmoud Mahdi Saleh
ange		Standard Economics	economy	A.M. Bushra Abdel-Bari Ahmed Abdullah
ange		Critical	economy	Hamid Hassan Khalaf .أ Mashaal
ange		Critical	economy	Asst. Prof. Dr. Ghassan Ibrahim Ahmed

ange		Financial policies	economy	A.M. Mohamed Emad Abdel Aziz Mahdi
ange		Standard Economics	economy	A.M. Samer Mohammed Fakhri Darar
ange		Public Finance	economy	A.M. Muthanna Mayouf Mahmoud Alawi
ange		International Economy	economy	Dr. Mohammed Ahmed Mohammed Hassan Al-Jabouri
ange		International Economy	economy	M. Bilal Abdel Haq Abdel Karim Mustafa
ange		Standard Economics	economy	Dr. Zuhair Hamed Turki Zaiter
ange		International Economy	economy	A.M. Mustafa Ismail Khalil Abdel
ange		International Economy	economy	Mr. Bakr Hamid Jasoum Aziz
ange		Macroeconomics	economy	M. Naaman Munther Younis Fadel
ange		Economic development	economy	M. Hamoud Saad Muhaimid Al-Helou
ange		Macroeconomics	economy	Ms. Zeina Tariq Ali Ne'meh
ange		economy	economy	M.M. Abeer Abbas Hammadi Saleh
ange		economy	economy	Mr. Adi Tais Ibrahim Musa
ange		economy	economy	M.M. Lujain Aref Ali Mustafa
ange		economy	economy	M.M. Reem Saeed Shihab Ahmed Al- Dulaimi
ange		economy	economy	Mr. Hassan Zidane Khalaf Hamad
ange		economy	economy	M.M. Jihad Badou Hamad Hussein Al- Jabouri
ange		economy	economy	Mr. Ghazwane Shaker Ismail Ibrahim
ecturer		English language	English language	A.M. Abdul Khalaf Saleh
ecturer		Educational and psychological	Educational and	Dr. Louay Karim Latif

			sciences	psychological sciences	
ecturer			English language	English language	M. Alaa Ahmed Abdullah
ecturer			English language	English language	Mr. Osama Mohammed Abdullah
ecturer			English language	English language	Mr. Marwan Abdel Moneim Tawfik
ecturer			Educational and psychological sciences	Educational and psychological sciences	M.M. Duaa Turki Abdel
Professional development					
Orientation of new faculty members					
mining the needs of the university and the department:	The needs of the university and the department are determined in terms of the required educational cadres.And preferred majors. -١				
n Programs:	Customized orientation programs are designed for new, visiting, full-time and part-time members based on their needs and specialties. -٢				
uction to the University Environment:	A comprehensive introduction is provided about the university and the department.General Administration, includingAbout the DepartmentAnd the visionAnd the messageThe objectives and services available. -٣				
g support resources:	New members are provided with the necessary resources and support, including training courses, workshops, and technical assistance. -٤				
ademic Orientation:	New members are oriented regarding the curricula, research areas and teaching methods used in the department. -٥				
ative Orientation:	New members are oriented to administrative procedures, responsibilities, university policies and code of conduct. -٦				
oing Support:	Ongoing support is provided to new, visiting, full-time and part-time faculty members through advisory sessions, workshops and periodic evaluations. -٧				
Professional development for faculty members					
ing needs and setting goals:	Faculty needs are identified through surveys and performance evaluations, and then specific goals to be achieved within the program are identified. .١				

development Program Design: Based on the specific needs and objectives, a comprehensive .٢	
ment program is designed that includes a set of activities, training courses, workshops, and educational resources.	
ram implementation: The development program is implemented in a regular and organized .٣	
er, including organizing workshops, conducting training courses, and providing appropriate educational resources.	
effective teaching strategies: Faculty members learn to use and apply modern and effective .٤	
aching strategies, such as cooperative learning, active learning, and educational technology.	
ation of learning outcomes: The effectiveness of the development program is evaluated by .٥	
evaluating the learning outcomes of faculty members, such as increased levels of knowledge, teaching skills, and interaction with students.	
s Development: Ongoing feedback and support is provided to faculty members to promote .٦	
ngoing professional and academic development.	
on in scientific research and publication: Faculty members are encouraged to participate in .٧	
tific research and publish the results in prestigious academic journals, which enhances their academic standing and contributes to the development of knowledge in their fields.	
	12. Acceptance Criteria
	Central acceptance. -١
exceptions (martyrs' families, children of faculty, distinguished employees, top students in -٢	institutes, foreign students).
	Private government education -٣
	Accepting evening studies. -٤
	13. The most important sources of information about the program
	University, college and electronic department website. -١
	Priorities for establishing the department. -٢
to develop and update the curricula of the faculties of management and economics in Iraqi -٣	universities for the year 2017.
	14. Program Development Plan
	Developing curricula for each subject by the instructor. -١
a branch of the third stage (economic teachers) and opening postgraduate studies, a higher diploma -٢	equivalent to a master's and doctorate.

Developing teaching and administrative staff through courses, seminars and workshops in areas of specialization. -۳															
Encouraging scientific research efforts by encouraging faculty members to publish, especially in international journals. -۴															
Organizing training programs to develop students' capabilities in technical and information technology fields. -۵															
Organizing field visits and scientific trips for students to government institutions. -۶															
Program Skills Chart															
Required learning outcomes of the program															
4	A	Values			Skills			Knowledge				Essential or optional?	Course name	Course code	Year/Lev
		A2	A1	B4	B3	B2	B1	A4	A3	A2	A1				
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Management principles		First year
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Statistics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Arabic		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human rights and democracy		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings1English		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of mathematics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Accounting principles		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings 2English		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 2		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic theory1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Baath crimes		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic statistics1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic facts history		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economics of money		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human Resource Economics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematics for Economists		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic		

													Theory 2				
													Economic Statistics 2				
													English language				
													History of Economic Thought 2				
													Banking Economics				
													Mathematics for Economists 2				
													National Accounts2				
													Computer2				
													Mathematical Economics 1				
													International Economy				
													Economic development				
													Public Finance				
													Macroeconomics 1				
													Agricultural economics				
													Environmental Economics				
													Industrial economy				
													Knowledge Economics				
													English language				
													Development policy				
													Financial policy				
													Industrial policy				
													Agricultural policy				
													International Policy				
													Mathematical Economics 2				
													Macroeconomics 2				
													Economic development				
													Sports economics				
													Public Finance				
													Industrial economy				
													Educational guidance				

	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational management		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		psychology		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational foundations		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Critical theory		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Econometrics 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic systems		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Search methods		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Finance		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations Research 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic feasibility studies		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Oil Economics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic planning		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Monetary policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Econometrics2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer applications(EV)		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Project Evaluation		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial institutions		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations Research 2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Planning policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Energy Economics		

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

Course Description Form

1. Course name	
Computer ApplicationsEV	
2. Course code	
3. Semester/Year	
2025-2026	
4. Date this description was prepared	
1/9/2025	
5. Available forms of attendance	
Approval of attendance list	
6. Number of study hours (total) / Number of units (total)	
Number of hours 30 / Number of units 30	
7. Name of the course supervisor (if more than one name is mentioned)	
Dr. Mustafa Mahmoud Mahdi	
8. Course objectives	
Student definitionWith statistical 1- programs with economic specialization and their historical developments Student definitionImportantly Dealing 2- with specialized computer programs, especially the EvIEWS program Student definitionThe most important 3- main components of the EvIEWS program and the most important lists it deals with Teaching the student how to enter 4- data, analyze it, read the results and interpret them. TAll-KnowingThe studentHow to 5- complete the practical aspect of the graduation research His own stripIn the studentHow to deal with 6- the problems facing the researcherThrough the EvIEWS program	Subject objectives
9. Teaching and learning strategies	
Delivering in-person and online lectures - Discussions with students - Oral questions for students - Blended learning (classroom) -	Strategy

10. Course Structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
Oral questions	Giving the lecture	Introduction to Evios	theoretical knowledge	2 hours	the first
Questions and share	Lecture/Discussions	Explanation of the main menus of the Eviews program	theoretical knowledge	2 hours	the second
Oral questions	Lecture/Discussions	Methods of entering data into the Eviews program	theoretical knowledge	2 hours	the third
Student participation	Lecture/Discussions	How to extract and analyze descriptive statistics	theoretical knowledge	2 hours	Fourth
Oral questions	Lecture/Discussions	How to represent data	theoretical knowledge	2 hours	Fifth
-	-	Monthly exam	-	2 hours	Sixth
Oral questions	Lecture/Discussions	Explaining data conversion methods	theoretical knowledge	2 hours	Seventh
Oral questions	Lecture/Discussions	Explaining methods for estimating regression equations	theoretical knowledge	2 hours	The eighth
Questions and share	Lecture/Discussions	Standard Troubleshooting Methods	theoretical knowledge	2 hours	Ninth
Oral questions	Lecture/Discussions	unit root test	theoretical knowledge	2 hours	tenth
Oral questions	Lecture/Discussions	Explanation of determining the optimal slowdown period	theoretical knowledge	2 hours	eleventh
Questions and share	Lecture/Discussions	Explanation of the joint integration methodology	theoretical knowledge	2 hours	twelfth
Oral questions	Lecture/Discussions	Model explanationARDL	theoretical knowledge	2 hours	thirteenth
-	-	Monthly exam	-	2 hours	fourteenth
Questions and share	Lecture with oral questions	Comprehensive review	theoretical knowledge	2 hours	fifteenth

11. Course Evaluation

The final evaluation score is 100 points, and the minimum passing score is 50 points. The evaluation score is distributed over a 30-point effort and an end-of-course exam of 70 points, as follows:

Practical exam 18 points •

Theoretical Exam 52

12. Learning and teaching resources

Econometrics ApplicationsUsing (EViews)/ Ammar Hamad Khalaf	Required textbooks (methodology if any)

EViewsEconometrics/ Khaled Al-Sawaei	Main References (Sources)
Steps to apply the technologyARDL/ Abdul Razzaq bin Amra	Recommended supporting books and references (scientific journals, reports...)
Reviewing scientific websites through the web	Electronic references, websites

Academic Program Description Form

For the academic year 2025–2026

University name: University Tikrit

College/Institute: College Management and Economics

Scientific Department: Department Economy

Name of academic or professional program: Department of Economics

Final Certificate Name: Bachelor Sciences in Economics

Academic system: Course system

Stage: fourth

Article: Project Evaluation

Description preparation date: 1/9/2025

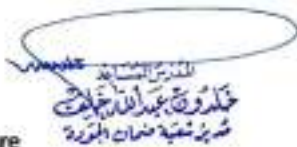
Date of filling the file : 1/9/2025



Signature
Assistant Professor Dr. Omar Abdullah Mohammed
Head of Department's Name
2025/9/1



Signature
Assistant Professor Dr. Khattab Imran Saleh
Name of the Assistant Dean for Scientific Affairs
2025/9/1



Signature
The file was audited by
Khaldoun Abdullah Khalaf
Name of the Director of the Quality Assurance and
University Performance Division
2025/9/1



Approval of the Dean

1. Program Vision

Effective contribution to building an advanced economy based on sound planning in accordance with appropriate economic policies. Reality and following an advanced scientific approach in preparing economic curricula

2. Program message

The objective need of the public and private sectors requires the formulation of economic plans and programmes at the micro and macro levels and the development of policies to achieve a set of economic and social objectives according to priorities embodied by the necessities and available capabilities. Here, it is necessary to prepare specialised cadres to conduct economic research and studies in a way that contributes to deepening economic awareness and maximising the economic and social benefits of available resources.

3. Program objectives

1. Graduating specialized cadres in the field of planning and building economic policies, capable of integrating into the labor market and economic life.
2. Developing students' skills to enable them to Integration into the labor market.
3. Motivating and supporting the faculty in the department to conduct studies and provide consultations. Economic For public and private entities in Iraq.
4. Effective contribution to preparing training and continuing education programs to develop expertise and skills in public and private sector institutions.

4. Program accreditation

Do The program Is the program accredited? And from which authority? both

5. Other external influences

Is there a sponsor? For program Yes, the Ministry of Higher Education and Scientific Research, the Presidency of Tikrit University, and the Deanship of the College of Administration and Economics.

6. Program Structure

comments	percentage	Study unit	Number of courses	Program Structure
	6.9%	10	5	Institutional

				Requirements
	7.5%	11	4	College Requirements
	85.6%	125	55	Department Requirements
	Completed			Summer training
				Other

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

7. Program Description / Curriculum of the Department of Economics

Credit hours	Course name	Course code	Year/Level
theoretical			
3	Management principles		First
3	Principles of Economics 1		
2	Principles of Statistics		
1	Computer 1		
2	Arabic		
2	Human rights and democracy		
3	Economic Readings1English		
2	Principles of mathematics		
3	Accounting principles		
2	Economic Readings 2English		
3	Principles of Economics 2		
2	English language		
3	Microeconomic theory1		Second
2	Baath crimes		
2	Economic statistics1		
2	National Accounts1		
2	Economic facts history		
2	Economics of money		

		2	Human Resource Economics		
		3	Computer 1		
		2	Mathematics for Economists		
		3	Microeconomic Theory 2		
		2	Economic Statistics 2		
		2	English language		
		2	History of Economic Thought 2		
		2	Banking Economics		
		2	National Accounts2		
		1	Computer2		
		2	Mathematics for Economists 2		
		3	Mathematical Economics 1		Third / General Economics
		2	International Economy		
		2	Economic development		
		3	Public Finance		
		3	Macroeconomics 1		
		2	Agricultural economics		
		2	Environmental Economics		
		2	Industrial economy		
		2	Knowledge Economics		
		2	English language		
		2	Development policy		
		2	Financial policy		
		2	Industrial policy		
		2	Agricultural policy		
		2	International Policy		
		3	Mathematical Economics 2		
		3	Macroeconomics 2		
		2	Economic development		Third / Economic Teachers Branch
		3	Sports economics		
		3	Public Finance		
		2	Industrial economy		
		2	Educational guidance		
		3	Macroeconomics 1		
		2	English language		

		2	Educational management		
		2	Development policy		
		3	International Economy		
		3	Agricultural economics		
		1	Computer		
		2	psychology		
		3	Macroeconomics 2		
		2	Educational foundations		
		2	Financial policy		
		3	Critical theory		
		3	Econometrics 1		
		3	Economic systems		
		2	Search methods		
		2	International Finance		
		2	Operations Research 1		
		3	Economic feasibility studies		
		2	Oil Economics		
		2	Economic planning		
		3	Monetary policy		
		3	Econometrics2		
		2	Computer applications (EV)		
		3	Economic Project Evaluation		
		2	Financial institutions		
		2	Operations Research 2		
		2	English language		
		2	Planning policy		
		2	Energy Economics		
8. Expected learning outcomes of the program					
Knowledge					
ing the labor market with the necessary	-	skills from human resources.	Providing graduates who are able to perform	-	
			economic analysis and predict economic		
			variables.		
			Disseminating knowledge in government	-	
			institutions to achieve the aspirations of society.		

			Skills
Ability of economics graduates to conduct economic feasibility studies and economic analysis.	-	The ability to solve economic problems that economic activity suffers from, such as inflation and recession. Exchange of experiences and data with ministries with economic decision-making powers	-
Outputs should be knowledgeable and how to accomplish the tasks assigned to them.	-	Providing economic advice to the public and private sectors.	-
			Values
Ability to professional ethics and the ability to demonstrate high professional competence.	-	Establishing social and ethical responsibility. Serving the community and meeting its requirements.	-
Students must believe in the principles of integrity and transparency, and have the ability to apply the concepts of quality management.	-	Integrity and transparency. Quality.	-
9. Teaching and learning strategies			
Learning Activities:	Encouraging students' active participation in learning processes, such as discussions, and problem solving, to enhance their deep understanding of mathematical concepts.	1.	
Cooperative learning:	Encouraging students to work together in small groups to solve problems related to their studies and sharing ideas, which contributes to enhancing interaction and knowledge exchange between them.	2.	
Technology:	Leveraging technology to provide interactive learning tools such as computer software and online resources to enhance student understanding and motivation.	3.	
Problem-based learning:	presenting specific problems and motivating students to think critically and use skills to solve it.	4.	
Instructional Strategies:	Providing a variety of instructional strategies, such as interactive lectures, practical lessons, and hands-on exercises, to meet the diverse needs of students.	5.	
Thinking Skills:	Encourage students to develop thinking skills. Such as	6.	

analysis, planning and inference, by providing stimulating questions and applied problems.

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

10. Evaluation methods

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

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

Assignments: Students may be given regular tests and assessment assignments to assess problem solving skills related to their field of expertise and their understanding of the concepts presented.

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

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

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

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

11. Faculty

Faculty members

Faculty member	Requirements/Skills (if any)	Specialization		Academic Rank
		private	general	
		International Economy	economy	Prof. Dr. Abdul Razzaq Hamad Hussein Khalaf

ange		Economic development	economy	Prof. Dr. Makhif Jassim Hamad Ali
ange		Public Finance	economy	Prof. Dr. Khalaf Mohammed Hamad Abdul-Jubouri
ange		Monetary policies	economy	Asst. Prof. Dr. Khalil Ismail Aziz Bazawi
ange		International Economy	economy	Asst. Prof. Dr. Ibrahim Abdullah Jassim Issa
ange		Macroeconomics	economy	A.M.D. Anmar Ghaleb Kleib Mutlaq
ange		Public Finance	economy	Asst. Prof. Dr. Amer Sami Munir Dawood Al-Ani
ange		Economic development	economy	A.M.D. Fouad Farhan Hussein Mukhlef
ange		International Economy	economy	A.M.D. Khattab Imran Saleh Daman
ange		Macroeconomics	economy	Asst. Prof. Dr. Ziad Ezz El-Din Taha Talib
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ange		Finance and Banking	economy	Asst. Prof. Dr. Kilan Ismail Abdullah Mohammed
ange		Macroeconomics	economy	Dr. Khader Jassim Hamad Fahal Al-Jabouri
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ange		Standard Economics	economy	A.M. Bushra Abdel-Bari Ahmed Abdullah
ange		Critical	economy	Hamid Hassan Khalaf .أ Mashaal

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ange		International Economy	economy	Dr. Mohammed Ahmed Mohammed Hassan Al-Jabouri
ange		International Economy	economy	M. Bilal Abdel Haq Abdel Karim Mustafa
ange		Standard Economics	economy	Dr. Zuhair Hamed Turki Zaiter
ange		International Economy	economy	A.M. Mustafa Ismail Khalil Abdel
ange		International Economy	economy	Mr. Bakr Hamid Jasoum Aziz
ange		Macroeconomics	economy	M. Naaman Munther Younis Fadel
ange		Economic development	economy	M. Hamoud Saad Muhaimid Al-Helou
ange		Macroeconomics	economy	Ms. Zeina Tariq Ali Ne'meh
ange		economy	economy	M.M. Abeer Abbas Hammadi Saleh
ange		economy	economy	Mr. Adi Tais Ibrahim Musa
ange		economy	economy	M.M. Lujain Aref Ali Mustafa
ange		economy	economy	M.M. Reem Saeed Shihab Ahmed Al- Dulaimi
ange		economy	economy	Mr. Hassan Zidane Khalaf Hamad
ange		economy	economy	M.M. Jihad Badou Hamad Hussein Al- Jabouri
ange		economy	economy	Mr. Ghazwane Shaker Ismail Ibrahim
ecturer		English language	English language	A.M. Abdul Khalaf Saleh

ecturer		Educational and psychological sciences	Educational and psychological sciences	Dr. Louay Karim Latif
ecturer		English language	English language	M. Alaa Ahmed Abdullah
ecturer		English language	English language	Mr. Osama Mohammed Abdullah
ecturer		English language	English language	Mr. Marwan Abdel Moneim Tawfik
ecturer		Educational and psychological sciences	Educational and psychological sciences	M.M. Duaa Turki Abdel
Professional development				
Orientation of new faculty members				
Determining the needs of the university and the department: The needs of the university and the department are determined in terms of the required educational cadres.And preferred majors. -١				
In Programs: Customized orientation programs are designed for new, visiting, full-time and part-time members based on their needs and specialties. -٢				
Introduction to the University Environment: A comprehensive introduction is provided about the university and the department.General Administration, includingAbout the DepartmentAnd the visionAnd the messageThe objectives and services available. -٣				
Ongoing support resources: New members are provided with the necessary resources and support, including training courses, workshops, and technical assistance. -٤				
Academic Orientation: New members are oriented regarding the curricula, research areas and teaching methods used in the department. -٥				
Administrative Orientation: New members are oriented to administrative procedures, responsibilities, university policies and code of conduct. -٦				
Ongoing Support: Ongoing support is provided to new, visiting, full-time and part-time faculty members through advisory sessions, workshops and periodic evaluations. -٧				
Professional development for faculty members				

ing needs and setting goals: Faculty needs are identified through surveys and performance .١	evaluations, and then specific goals to be achieved within the program are identified.
development Program Design: Based on the specific needs and objectives, a comprehensive .٢	development program is designed that includes a set of activities, training courses, workshops, and educational resources.
ram implementation: The development program is implemented in a regular and organized .٣	er, including organizing workshops, conducting training courses, and providing appropriate educational resources.
effective teaching strategies: Faculty members learn to use and apply modern and effective .٤	teaching strategies, such as cooperative learning, active learning, and educational technology.
ation of learning outcomes: The effectiveness of the development program is evaluated by .٥	evaluating the learning outcomes of faculty members, such as increased levels of knowledge, teaching skills, and interaction with students.
s Development: Ongoing feedback and support is provided to faculty members to promote .٦	ongoing professional and academic development.
on in scientific research and publication: Faculty members are encouraged to participate in .٧	scientific research and publish the results in prestigious academic journals, which enhances their academic standing and contributes to the development of knowledge in their fields.
12. Acceptance Criteria	
	Central acceptance. -١
exceptions (martyrs' families, children of faculty, distinguished employees, top students in -٢	institutes, foreign students).
	Private government education -٣
	Accepting evening studies. -٤
13. The most important sources of information about the program	
	University, college and electronic department website. -١
	Priorities for establishing the department. -٢
to develop and update the curricula of the faculties of management and economics in Iraqi -٣	universities for the year 2017.
14. Program Development Plan	
	Developing curricula for each subject by the instructor. -١

a branch of the third stage (economic teachers) and opening postgraduate studies, a higher diploma	-٢
equivalent to a master's and doctorate.	
Developing teaching and administrative staff through courses, seminars and workshops in areas of	-٣
specialization.	
ng scientific research efforts by encouraging faculty members to publish, especially in international	-٤
journals.	
g training programs to develop students' capabilities in technical and information technology fields.	-٥
Organizing field visits and scientific trips for students to government institutions.	-٦

Program Skills Chart

Required learning outcomes of the program

4	A	Values			Skills			Knowledge				Essential or optional?	Course name	Course code	Year/Level
		A2	A1	B4	B3	B2	B1	A4	A3	A2	A1				
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Management principles		First year
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Statistics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Arabic		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human rights and democracy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings1English		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of mathematics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Accounting principles		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings 2English		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 2		Second year
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic theory1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Baath crimes		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic statistics1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic facts history		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economics of money		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human Resource Economics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		

		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematics for Economists			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic Theory 2			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Statistics 2			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		History of Economic Thought 2			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Banking Economics			
													Mathematics for Economists 2			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts2			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer2			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 1			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Environmental Economics			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Knowledge Economics			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial policy			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural policy			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Policy			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 2			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Sports economics			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial			

														economy			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Educational guidance			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Macroeconomics 1			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			English language			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Educational management			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Development policy			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			International Economy			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Agricultural economics			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Computer			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			psychology			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Macroeconomics 2			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Educational foundations			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Financial policy			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Critical theory			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Econometrics 1			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Economic systems			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Search methods			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			International Finance			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Operations Research 1			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Economic feasibility studies			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Oil Economics			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Economic planning			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Monetary policy			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Econometrics2			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Computer applications(EV)			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Economic Project Evaluation			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Financial institutions			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Operations Research 2			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			English language			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Planning policy			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Energy Economics			

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

Course Description Form

1. Course name	
Economic Project Evaluation	
2. Course code	
ECB417	
3. Semester/Year	
2025-2026	
4. Date this description was prepared	
1/9/2025	
5. Available forms of attendance	
Approval of attendance list	
6. Number of study hours (total) / Number of units (total)	
Number of hours 30 / Number of units 30	
7. Name of the course supervisor (if more than one name is mentioned)	
M. Naaman Munther Younis	
8. Course objectives	
- Increase students' experience and knowledge in the field of evaluating economic projects and its importance for the economy in general and the Iraqi economy in particular. -Clarifying concepts and terms related to the evaluation of economic projects -Introducing the student to the concept of project evaluation and the most important stages of the evaluation process. -Introducing the student to the concept of economic performance and the concept of performance evaluation. -Introducing the student to the most important criteria for evaluating the performance of economic projects.	Subject objectives
9. Teaching and learning strategies	
Delivering in-person and online lectures -	Strategy

	Discussions with students - Oral questions and quizzes for students - Blended learning (classroom) -					
	10. Course Structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Introducing the student to the most important criteria for evaluating the performance of economic projects.	The week	
Oral questions	Giving the lecture	The nature and importance of the project evaluation process	theoretical knowledge	3 hours	the first	
Questions and share	Lecture/Discussions	The concept of project evaluation process and its importance	theoretical knowledge	3 hours	the second	
Oral questions	Lecture/Discussions	Project Evaluation Process Objectives	theoretical knowledge	3 hours	the third	
Student participation	Lecture/Discussions	Foundations and principles of project evaluation process	theoretical knowledge	3 hours	Fourth	
Oral questions	Lecture/Discussions	Project Evaluation Process Stages	theoretical knowledge	3 hours	Fifth	
-	-	Monthly exam	-	3 hours	Sixth	
Oral questions	Lecture/Discussions	Project Evaluation Criteria	theoretical knowledge	3 hours	Seventh	
Oral questions	Lecture/Discussions	Standards for measuring undiscounted commercial profitability under certain conditions	theoretical knowledge	3 hours	The eighth	
Questions and share	Lecture/Discussions	First: The payback period standard	theoretical knowledge	3 hours	Ninth	
Oral questions	Lecture/Discussions	Second: Average rate of return standard (accounting standard)	theoretical knowledge	3 hours	tenth	
Oral questions	Lecture/Discussions	Discounted Business Profitability Measurement Criteria (Economic Criteria)	theoretical knowledge	3 hours	eleventh	
Questions and share	Lecture/Discussions	First: The net present value standard and methods of measuring it	theoretical knowledge	3 hours	twelfth	
Oral questions	Lecture/Discussions	Second: Cost/benefit criterion and methods of measuring it	theoretical knowledge	3 hours	thirteenth	
-	-	Monthly exam	-	3 hours	fourteenth	
Questions and share	Lecture with oral questions	Comprehensive review	theoretical knowledge	3 hours	fifteenth	

11. Course Evaluation

The final grade for the evaluation is 100 points, and the minimum for success is 50 points, and the grade is distributedEvaluation on the end of the course is 30 points and the end of the course exam is 70 points.As follows:

- First month exam 10 marks •
- Second month exam 10 marks •
- Daily preparation 5 degrees •
- Posts 5 points •
- End of course exam 70 points

12. Learning and teaching resources

Project Evaluation and Economic Feasibility Studies - Abdul Wahab Matar Al-Dahri	Required textbooks (methodology if any)
1- Thaer Mahmoud Rashid Al-Ani, (Preparing and Planning Feasibility Studies and Evaluating the Performance of Investment Projects), First Edition 2018. 2- Abdel Aziz Mustafa Abdel Karim and Talal Mahmoud Kadawi, (Evaluation of Economic Projects: A Study in the Analysis of Economic Feasibility and Performance Efficiency), Second Edition 1999. 3- Kazem Al-Issawi, (Economic Feasibility Studies and Project Evaluation).	Main References (Sources)
Feasibility Study and Project Evaluation / Abdul Aziz Mustafa Abdul Karim	Recommended supporting books and references (scientific journals, reports...)
Reviewing scientific websites through the web	Electronic references, websites

Academic Program Description Form

For the academic year 2025–2026

University name: University Tikrit

College/Institute: College Management and Economics

Scientific Department: Department Economy

Name of academic or professional program: Department of Economics

Final Certificate Name: Bachelor Sciences in Economics

Academic system: Course system

Description preparation date: 1/9/2025

Date of filling the file: 1/9/2025



Signature

Assistant Professor Dr. Omar Abdullah Mohammed

Head of Department's Name

2025/9/1



Signature

Assistant Professor Dr. Khattab Imran Saleh

Name of the Assistant Dean for Scientific Affairs

2025/9/1



Signature

The file was audited by

Khaldoon Abdullah Khalaf

Name of the Director of the Quality Assurance and

University Performance Division

2025/9/1



Approval of the Dean

1. Program Vision

Effective contribution to building an advanced economy based on sound planning ♦
in accordance with appropriate economic policies. Reality and following an
advanced scientific approach in preparing economic curricula

2. Program message

The objective need of the public and private sectors requires the formulation of ♦
economic plans and programmes at the micro and macro levels and the
development of policies to achieve a set of economic and social objectives
according to priorities embodied by the necessities and available capabilities.
Here, it is necessary to prepare specialised cadres to conduct economic research
and studies in a way that contributes to deepening economic awareness and
maximising the economic and social benefits of available resources.

3. Program objectives

1. Graduating specialized cadres in the field of planning and building economic policies, capable of integrating into the labor market and economic life.
2. Developing students' skills to enable them to Integration into the labor market.
3. Motivating and supporting the faculty in the department to conduct studies and provide consultations. Economic For public and private entities in Iraq.
4. Effective contribution to preparing training and continuing education programs to develop expertise and skills in public and private sector institutions.

4. Program accreditation

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

5. Other external influences

Is there a sponsor? ForprogramYes, the Ministry of Higher Education and .°
Scientific Research, the Presidency of Tikrit University, and the Deanship of the
College of Administration and Economics.

6. Program Structure

comments	percentage	Study unit	Number of courses	Program Structure
	6.9%	10	5	Institutional Requirements
	7.5%	11	4	College

				Requirements
	85.6%	125	55	Department Requirements
	Completed			Summer training
				Other

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

7. Program Description / Curriculum of the Department of Economics

Credit hours	Course name	Course code	Year/Level
theoretical			
3	Management principles		First
3	Principles of Economics 1		
2	Principles of Statistics		
1	Computer 1		
2	Arabic		
2	Human rights and democracy		
3	Economic Readings1English		
2	Principles of mathematics		
3	Accounting principles		
2	Economic Readings 2English		
3	Principles of Economics 2		
2	English language		
3	Microeconomic theory1		Second
2	Baath crimes		
2	Economic statistics1		
2	National Accounts1		
2	Economic facts history		
2	Economics of money		
2	Human Resource Economics		
3	Computer 1		

		2	Mathematics for Economists		
		3	Microeconomic Theory 2		
		2	Economic Statistics 2		
		2	English language		
		2	History of Economic Thought 2		
		2	Banking Economics		
		2	National Accounts2		
		1	Computer2		
		2	Mathematics for Economists 2		
		3	Mathematical Economics 1		Third / General Economics
		2	International Economy		
		2	Economic development		
		3	Public Finance		
		3	Macroeconomics 1		
		2	Agricultural economics		
		2	Environmental Economics		
		2	Industrial economy		
		2	Knowledge Economics		
		2	English language		
		2	Development policy		
		2	Financial policy		
		2	Industrial policy		
		2	Agricultural policy		
		2	International Policy		
		3	Mathematical Economics 2		
		3	Macroeconomics 2		
		2	Economic development		Third / Economic Teachers Branch
		3	Sports economics		
		3	Public Finance		
		2	Industrial economy		
		2	Educational guidance		
		3	Macroeconomics 1		
		2	English language		
		2	Educational management		
		2	Development policy		

		3	International Economy		
		3	Agricultural economics		
		1	Computer		
		2	psychology		
		3	Macroeconomics 2		
		2	Educational foundations		
		2	Financial policy		
		3	Critical theory		
		3	Econometrics 1		
		3	Economic systems		
		2	Search methods		
		2	International Finance		
		2	Operations Research 1		
		3	Economic feasibility studies		
		2	Oil Economics		
		2	Economic planning		
		3	Monetary policy		
		3	Econometrics2		
		2	Computer applications (EV)		
		3	Economic Project Evaluation		
		2	Financial institutions		
		2	Operations Research 2		
		2	English language		
		2	Planning policy		
		2	Energy Economics		
8. Expected learning outcomes of the program					
Knowledge					
ing the labor market with the necessary	-	Providing graduates who are able to perform	-		
skills from human resources.		economic analysis and predict economic			
		variables.			
		Disseminating knowledge in government	-		
		institutions to achieve the aspirations of society.			
Skills					
ty of economics graduates to conduct	-	The ability to solve economic problems that	-		

economic feasibility studies and economic analysis.	-	economic activity suffers from, such as inflation and recession. Exchange of experiences and data with ministries with economic decision-making powers	-
outputs should be knowledgeable and how to accomplish the tasks assigned to them.	-	Providing economic advice to the public and private sectors.	-
Values			
professional ethics and the ability to demonstrate high professional competence.	-	Establishing social and ethical responsibility. Serving the community and meeting its requirements.	- -
It must believe in the principles of integrity and transparency, and have the ability to apply the concepts of quality management.	-	Integrity and transparency. Quality.	- -
9. Teaching and learning strategies			
Learning Activities: Encouraging students' active participation in learning processes, such as discussions, and problem solving, to enhance their deep understanding of mathematical concepts. Cooperative learning: Encouraging students to work together in small groups to solve problems related to their studies And sharing ideas, which contributes to enhancing interaction and knowledge exchange between them. Technology: Leveraging technology to provide interactive learning tools such as computer software and online resources to enhance student understanding and motivation. Problem-based learning: presenting specific problems and motivating students to think critically and use skills Administrative To solve it. Instructional Strategies: Providing a variety of instructional strategies, such as interactive lectures, practical lessons, and hands-on exercises, to meet the diverse needs of students. Thinking Administrative Encourage students to develop thinking skills. Administrative Such as analysis, planning and inference, by providing stimulating questions and applied problems. Immediate feedback: Provide mechanisms to provide immediate feedback to students on	.	1 2 3 4 5 6 7	

their performance and understanding of concepts. Administrative, whether through periodic assessments or direct interaction with the teacher.

10. Evaluation methods

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

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

nd assignments: Students may be given regular tests and assessment assignments to assess .3
blem solving skills.related to their field of expertiseAnd their understanding of the concepts
presented.

ing participation in research: The extent to which students participate in research activities .4
ntific projects can be assessed, and an evaluation can be provided of their presentation style
and analysis of their results and conclusions.

Practical Performance Evaluation: Students can be evaluated in practical performance .5
through:VisitsProcess and participation in applied activities.

n of external participation: This includes evaluation of the extent of students' participation .6
in external activities such as conferences, seminars, and sports competitions.

of Personal and Professional Development: Students' personal, professional and academic .7
development can be evaluated during their participation in the faculty mentoring program.

11. Faculty

Faculty members

ty tion ange ange ange	Requirements/Skills (if any)	Specialization		Academic Rank
		private	general	
		International Economy	economy	Prof. Dr. Abdul Razzaq Hamad Hussein Khalaf
		Economic development	economy	Prof. Dr. Makhif Jassim Hamad Ali

ange		Public Finance	economy	Prof. Dr. Khalaf Mohammed Hamad Abdul-Jubouri
ange		Monetary policies	economy	Asst. Prof. Dr. Khalil Ismail Aziz Bazawi
ange		International Economy	economy	Asst. Prof. Dr. Ibrahim Abdullah Jassim Issa
ange		Macroeconomics	economy	A.M.D. Anmar Ghaleb Kleib Mutlaq
ange		Public Finance	economy	Asst. Prof. Dr. Amer Sami Munir Dawood Al-Ani
ange		Economic development	economy	A.M.D. Fouad Farhan Hussein Mukhlef
ange		International Economy	economy	A.M.D. Khattab Imran Saleh Daman
ange		Macroeconomics	economy	Asst. Prof. Dr. Ziad Ezz El-Din Taha Talib
ange		International Economy	economy	Asst. Prof. Dr. Yasra Salem Nayef Abdul Janabi
ange		Monetary policies	economy	Asst. Prof. Dr. Omar Abdullah Mohammed Hejeij
ange		Finance and Banking	economy	Asst. Prof. Dr. Kilan Ismail Abdullah Mohammed
ange		Macroeconomics	economy	Dr. Khader Jassim Hamad Fahal Al- Jabouri
ange		Finance and Credit	economy	Dr. Alaa Abdul Jabbar Hussein Hamad
ange		Public Finance	economy	Dr. Jamal Hussein Ali Abdullah
ange		International Economy	economy	Dr. Mustafa Mahmoud Mahdi Saleh
ange		Standard Economics	economy	A.M. Bushra Abdel-Bari Ahmed Abdullah
ange		Critical	economy	Hamid Hassan Khalaf .أ Mashaal
ange		Critical	economy	Asst. Prof. Dr. Ghassan Ibrahim Ahmed

ange		Financial policies	economy	A.M. Mohamed Emad Abdel Aziz Mahdi
ange		Standard Economics	economy	A.M. Samer Mohammed Fakhri Darar
ange		Public Finance	economy	A.M. Muthanna Mayouf Mahmoud Alawi
ange		International Economy	economy	Dr. Mohammed Ahmed Mohammed Hassan Al-Jabouri
ange		International Economy	economy	M. Bilal Abdel Haq Abdel Karim Mustafa
ange		Standard Economics	economy	Dr. Zuhair Hamed Turki Zaiter
ange		International Economy	economy	A.M. Mustafa Ismail Khalil Abdel
ange		International Economy	economy	Mr. Bakr Hamid Jasoum Aziz
ange		Macroeconomics	economy	M. Naaman Munther Younis Fadel
ange		Economic development	economy	M. Hamoud Saad Muhaimid Al-Helou
ange		Macroeconomics	economy	Ms. Zeina Tariq Ali Ne'meh
ange		economy	economy	M.M. Abeer Abbas Hammadi Saleh
ange		economy	economy	Mr. Adi Tais Ibrahim Musa
ange		economy	economy	M.M. Lujain Aref Ali Mustafa
ange		economy	economy	M.M. Reem Saeed Shihab Ahmed Al- Dulaimi
ange		economy	economy	Mr. Hassan Zidane Khalaf Hamad
ange		economy	economy	M.M. Jihad Badou Hamad Hussein Al- Jabouri
ange		economy	economy	Mr. Ghazwane Shaker Ismail Ibrahim
ecturer		English language	English language	A.M. Abdul Khalaf Saleh
ecturer		Educational and psychological	Educational and	Dr. Louay Karim Latif

			sciences	psychological sciences	
ecturer			English language	English language	M. Alaa Ahmed Abdullah
ecturer			English language	English language	Mr. Osama Mohammed Abdullah
ecturer			English language	English language	Mr. Marwan Abdel Moneim Tawfik
ecturer			Educational and psychological sciences	Educational and psychological sciences	M.M. Duaa Turki Abdel
Professional development					
Orientation of new faculty members					
mining the needs of the university and the department:	The needs of the university and the department are determined in terms of the required educational cadres.And preferred majors. -١				
n Programs:	Customized orientation programs are designed for new, visiting, full-time and part-time members based on their needs and specialties. -٢				
uction to the University Environment:	A comprehensive introduction is provided about the university and the department.General Administration, includingAbout the DepartmentAnd the visionAnd the messageThe objectives and services available. -٣				
g support resources:	New members are provided with the necessary resources and support, including training courses, workshops, and technical assistance. -٤				
ademic Orientation:	New members are oriented regarding the curricula, research areas and teaching methods used in the department. -٥				
ative Orientation:	New members are oriented to administrative procedures, responsibilities, university policies and code of conduct. -٦				
oing Support:	Ongoing support is provided to new, visiting, full-time and part-time faculty members through advisory sessions, workshops and periodic evaluations. -٧				
Professional development for faculty members					
ing needs and setting goals:	Faculty needs are identified through surveys and performance evaluations, and then specific goals to be achieved within the program are identified. .١				

development Program Design: Based on the specific needs and objectives, a comprehensive	.٢
ment program is designed that includes a set of activities, training courses, workshops, and	
educational resources.	
ram implementation: The development program is implemented in a regular and organized	.٣
er, including organizing workshops, conducting training courses, and providing appropriate	
educational resources.	
effective teaching strategies: Faculty members learn to use and apply modern and effective	.٤
aching strategies, such as cooperative learning, active learning, and educational technology.	
ation of learning outcomes: The effectiveness of the development program is evaluated by	.٥
evaluating the learning outcomes of faculty members, such as increased levels of knowledge,	
teaching skills, and interaction with students.	
s Development: Ongoing feedback and support is provided to faculty members to promote	.٦
ongoing professional and academic development.	
on in scientific research and publication: Faculty members are encouraged to participate in	.٧
scientific research and publish the results in prestigious academic journals, which enhances their	
academic standing and contributes to the development of knowledge in their fields.	
12. Acceptance Criteria	
	Central acceptance. -١
exceptions (martyrs' families, children of faculty, distinguished employees, top students in	-٢
institutes, foreign students).	
Private government education	-٣
Accepting evening studies.	-٤
13. The most important sources of information about the program	
	University, college and electronic department website. -١
	Priorities for establishing the department. -٢
to develop and update the curricula of the faculties of management and economics in Iraqi	-٣
universities for the year 2017.	
14. Program Development Plan	
	Developing curricula for each subject by the instructor. -١
a branch of the third stage (economic teachers) and opening postgraduate studies, a higher diploma	-٢
equivalent to a master's and doctorate.	

Developing teaching and administrative staff through courses, seminars and workshops in areas of specialization. -۳															
Encouraging scientific research efforts by encouraging faculty members to publish, especially in international journals. -۴															
Organizing training programs to develop students' capabilities in technical and information technology fields. -۵															
Organizing field visits and scientific trips for students to government institutions. -۶															
Program Skills Chart															
Required learning outcomes of the program															
4	A	Values			Skills			Knowledge				Essential or optional?	Course name	Course code	Year/Lev
		A2	A1	B4	B3	B2	B1	A4	A3	A2	A1				
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Management principles		First year
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Statistics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Arabic		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human rights and democracy		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings1English		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of mathematics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Accounting principles		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings 2English		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 2		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic theory1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Baath crimes		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic statistics1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic facts history		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economics of money		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human Resource Economics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematics for Economists		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic		

													Theory 2				
													Economic Statistics 2				
													English language				
													History of Economic Thought 2				
													Banking Economics				
													Mathematics for Economists 2				
													National Accounts2				
													Computer2				
													Mathematical Economics 1				
													International Economy				
													Economic development				
													Public Finance				
													Macroeconomics 1				
													Agricultural economics				
													Environmental Economics				
													Industrial economy				
													Knowledge Economics				
													English language				
													Development policy				
													Financial policy				
													Industrial policy				
													Agricultural policy				
													International Policy				
													Mathematical Economics 2				
													Macroeconomics 2				
													Economic development				
													Sports economics				
													Public Finance				
													Industrial economy				
													Educational guidance				

	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational management		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		psychology		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational foundations		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Critical theory		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Econometrics 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic systems		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Search methods		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Finance		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations Research 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic feasibility studies		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Oil Economics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic planning		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Monetary policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Econometrics2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer applications(EV)		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Project Evaluation		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial institutions		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations Research 2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Planning policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Energy Economics		

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

Course Description Form

1. Course name	
International financing	
2. Course code	
3. Semester/Year	
2025-2026	
4. Date this description was prepared	
1/9/2025	
5. Available forms of attendance	
Approval of attendance list	
6. Number of study hours (total) / Number of units (total)	
Number of hours 30 / Number of units 30	
7. Name of the course supervisor (if more than one name is mentioned)	
Dr. Alaa Abdul Jabbar Hussein	
8. Course objectives	
1- Increase students' experience and knowledge in the field of Domestic and international financing And its importance to the economy 2- Introducing the student to the importance of International Finance from the Perspective of International Economic Relations And his role In financing the movement of international trade in goods and services And its impact on the economy 3- Introducing the student to finance and its role in Supporting development programs and plans no Economic and unless Social 4- Introducing the student to the importance and functions of financing for donor and financing-holding countries and its repercussions on the economy. 5- Urging students to take an interest in finance and Instilling confidence in students and giving them the opportunity to solve problems related to financing at the internal and external (international) levels. 6- Introducing the student to international	Subject objectives

financing, its sources, the foundations on which it is based, and its effects on achieving economic and monetary stability in the country.	

9. Teaching and learning strategies

Delivering in-person and online lectures - Discussions with students - Oral questions for students - Blended learning (classroom) -	Strategy

10. Course Structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
Oral questions	Giving the lecture	The concept of international finance and its elements	theoretical knowledge	2 hours	the first
Questions and share	Lecture/Discussions	The development of international finance and the international monetary system	theoretical knowledge	2 hours	the second
Oral questions	Lecture/Discussions	International Financial Institutions	theoretical knowledge	2 hours	the third
Student participation	Lecture/Discussions	Concept of international liquidity and special drawing rights	theoretical knowledge	2 hours	Fourth
Oral questions	Lecture/Discussions	Balance of payments and mechanisms for correcting its imbalance	theoretical knowledge	2 hours	Fifth
Oral questions	Oral questions	International funding sources	theoretical knowledge	2 hours	Sixth
Oral questions	Lecture/Discussions	Official international financing	theoretical knowledge	2 hours	Seventh
Oral questions	Lecture/Discussions	Informal (private) international finance(	theoretical knowledge	2 hours	The eighth
Questions and share	Lecture/Discussions	Medium and long-term international financing techniques	theoretical knowledge	2 hours	Ninth
Oral questions	Lecture/Discussions	Settlement techniques in international exchanges	theoretical knowledge	2 hours	tenth
Oral questions	Lecture/Discussions	Exchange rate systems	theoretical knowledge	2 hours	eleventh
Questions and share	Lecture/Discussions	Foreign exchange markets, their types and operations	theoretical knowledge	2 hours	twelfth
Oral questions	Lecture/Discussions	Risks associated with exchange operations and hedging techniques	theoretical knowledge	2 hours	thirteenth
Oral questions	Lecture/Discussions	Derivatives in Foreign Exchange Markets	theoretical knowledge	2 hours	fourteenth
Questions	Lecture with oral	Comprehensive review	theoretical	2 hours	fifteenth

and share	questions		knowledge		

11. Course Evaluation

The final grade for the evaluation is 100 points, and the minimum for success is 50 points, and the grade is distributedEvaluation on the end of the course is 30 points and the end of the course exam is 70 points.As follows:

- First month exam 10 marks •
- Second month exam 10 marks •
- Daily preparation 5 degrees •
- Posts 5 points •
- End of course exam 70 points

12. Learning and teaching resources

International FinanceIntroduction to Structures, Processes and Tools/Dr. Sarmed Kawkab Al-Jamil/University of Mosul	Required books
International Finance: Theoretical Foundations and Analytical Methods/Professor Dr. Mayeh Shabib Al-Shammari, Assistant Professor Dr. Hassan Karim Hamza/University of Kufa	Main References
All master's theses, doctoral dissertations, research and critical studies in the field of monetary policy, finance and credit	Supporting books and references
allLocationsThe main approved electronic, especially the website of the Central Bank of IraqthroughInternet networks	Electronic references, websites

Academic Program Description Form

For the academic year 2025–2026

University name: University Tikrit

College/Institute: College Management and Economics

Scientific Department: Department Economy

Name of academic or professional program: Department of Economics

Final Certificate Name: Bachelor Sciences in Economics

Academic system: Course system

Stage: fourth

Article: Economic feasibility studies

Description preparation date: 1/9/2025

Date of filling the file: 1/9/2025



Signature

Assistant Professor Dr. Omar Abdullah Mohammed

Head of Department's Name

2025/9/1



Signature

Assistant Professor Dr. Khattab Imran Saleh

Name of the Assistant Dean for Scientific Affairs

2025/9/1



Signature

The file was audited by

Khaldoun Abdullah Khalaf

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

2025/9/1



Approval of the Dean

1. Program Vision

Effective contribution to building an advanced economy based on sound planning in accordance with appropriate economic policies. Reality and following an advanced scientific approach in preparing economic curricula

2. Program message

The objective need of the public and private sectors requires the formulation of economic plans and programmes at the micro and macro levels and the development of policies to achieve a set of economic and social objectives according to priorities embodied by the necessities and available capabilities. Here, it is necessary to prepare specialised cadres to conduct economic research and studies in a way that contributes to deepening economic awareness and maximising the economic and social benefits of available resources.

3. Program objectives

1. Graduating specialized cadres in the field of planning and building economic policies, capable of integrating into the labor market and economic life.
2. Developing students' skills to enable them to Integration into the labor market.
3. Motivating and supporting the faculty in the department to conduct studies and provide consultations. Economic For public and private entities in Iraq.
4. Effective contribution to preparing training and continuing education programs to develop expertise and skills in public and private sector institutions.

4. Program accreditation

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

5. Other external influences

Is there a sponsor? ForprogramYes, the Ministry of Higher Education and Scientific Research, the Presidency of Tikrit University, and the Deanship of the College of Administration and Economics.

6. Program Structure

comments	percentage	Study unit	Number of courses	Program Structure
	6.9%	10	5	Institutional

				Requirements
	7.5%	11	4	College Requirements
	85.6%	125	55	Department Requirements
	Completed			Summer training
				Other

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

7. Program Description / Curriculum of the Department of Economics

Credit hours	Course name	Course code	Year/Level
theoretical			
3	Management principles		First
3	Principles of Economics 1		
2	Principles of Statistics		
1	Computer 1		
2	Arabic		
2	Human rights and democracy		
3	Economic Readings1English		
2	Principles of mathematics		
3	Accounting principles		
2	Economic Readings 2English		
3	Principles of Economics 2		
2	English language		
3	Microeconomic theory1		Second
2	Baath crimes		
2	Economic statistics1		
2	National Accounts1		
2	Economic facts history		
2	Economics of money		

		2	Human Resource Economics		
		3	Computer 1		
		2	Mathematics for Economists		
		3	Microeconomic Theory 2		
		2	Economic Statistics 2		
		2	English language		
		2	History of Economic Thought 2		
		2	Banking Economics		
		2	National Accounts2		
		1	Computer2		
		2	Mathematics for Economists 2		
		3	Mathematical Economics 1		Third / General Economics
		2	International Economy		
		2	Economic development		
		3	Public Finance		
		3	Macroeconomics 1		
		2	Agricultural economics		
		2	Environmental Economics		
		2	Industrial economy		
		2	Knowledge Economics		
		2	English language		
		2	Development policy		
		2	Financial policy		
		2	Industrial policy		
		2	Agricultural policy		
		2	International Policy		
		3	Mathematical Economics 2		Third / Economic Teachers Branch
		3	Macroeconomics 2		
		2	Economic development		
		3	Sports economics		
		3	Public Finance		
		2	Industrial economy		
		2	Educational guidance		
		3	Macroeconomics 1		
		2	English language		

		2	Educational management		
		2	Development policy		
		3	International Economy		
		3	Agricultural economics		
		1	Computer		
		2	psychology		
		3	Macroeconomics 2		
		2	Educational foundations		
		2	Financial policy		
		3	Critical theory		Fourth
		3	Econometrics 1		
		3	Economic systems		
		2	Search methods		
		2	International Finance		
		2	Operations Research 1		
		3	Economic feasibility studies		
		2	Oil Economics		
		2	Economic planning		
		3	Monetary policy		
		3	Econometrics2		
		2	Computer applications (EV)		
		3	Economic Project Evaluation		
		2	Financial institutions		
		2	Operations Research 2		
		2	English language		
		2	Planning policy		
		2	Energy Economics		
8. Expected learning outcomes of the program					
Knowledge					
ing the labor market with the necessary	-	skills from human resources.	Providing graduates who are able to perform	-	
			economic analysis and predict economic		
			variables.		
			Disseminating knowledge in government	-	
			institutions to achieve the aspirations of society.		

			Skills
Ability of economics graduates to conduct economic feasibility studies and economic analysis.	-	The ability to solve economic problems that economic activity suffers from, such as inflation and recession. Exchange of experiences and data with ministries with economic decision-making powers	-
Outputs should be knowledgeable and how to accomplish the tasks assigned to them.	-	Providing economic advice to the public and private sectors.	-
			Values
Ability to professional ethics and the ability to demonstrate high professional competence.	-	Establishing social and ethical responsibility. Serving the community and meeting its requirements.	-
Students must believe in the principles of integrity and transparency, and have the ability to apply the concepts of quality management.	-	Integrity and transparency. Quality.	-
9. Teaching and learning strategies			
Learning Activities:	Encouraging students' active participation in learning processes, such as discussions, and problem solving, to enhance their deep understanding of mathematical concepts.	1.	
Learning Strategies:	Cooperative learning: Encouraging students to work together in small groups to solve problems related to their studies and sharing ideas, which contributes to enhancing interaction and knowledge exchange between them.	2.	
Technology:	Leveraging technology to provide interactive learning tools such as computer software and online resources to enhance student understanding and motivation.	3.	
Problem-based learning:	presenting specific problems and motivating students to think critically and use skills to solve it.	4.	
Instructional Strategies:	Providing a variety of instructional strategies, such as interactive lectures, practical lessons, and hands-on exercises, to meet the diverse needs of students.	5.	
Thinking Skills:	Encourage students to develop thinking skills. Such as	6.	

analysis, planning and inference, by providing stimulating questions and applied problems.

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

10. Evaluation methods

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

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

Assignments: Students may be given regular tests and assessment assignments to assess problem solving skills related to their field of expertise and their understanding of the concepts presented.

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

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

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

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

11. Faculty

Faculty members

Faculty member	Requirements/Skills (if any)	Specialization		Academic Rank
		private	general	
		International Economy	economy	Prof. Dr. Abdul Razzaq Hamad Hussein Khalaf

ange		Economic development	economy	Prof. Dr. Makhif Jassim Hamad Ali
ange		Public Finance	economy	Prof. Dr. Khalaf Mohammed Hamad Abdul-Jubouri
ange		Monetary policies	economy	Asst. Prof. Dr. Khalil Ismail Aziz Bazawi
ange		International Economy	economy	Asst. Prof. Dr. Ibrahim Abdullah Jassim Issa
ange		Macroeconomics	economy	A.M.D. Anmar Ghaleb Kleib Mutlaq
ange		Public Finance	economy	Asst. Prof. Dr. Amer Sami Munir Dawood Al-Ani
ange		Economic development	economy	A.M.D. Fouad Farhan Hussein Mukhlef
ange		International Economy	economy	A.M.D. Khattab Imran Saleh Daman
ange		Macroeconomics	economy	Asst. Prof. Dr. Ziad Ezz El-Din Taha Talib
ange		International Economy	economy	Asst. Prof. Dr. Yasra Salem Nayef Abdul Janabi
ange		Monetary policies	economy	Asst. Prof. Dr. Omar Abdullah Mohammed Hejeij
ange		Finance and Banking	economy	Asst. Prof. Dr. Kilan Ismail Abdullah Mohammed
ange		Macroeconomics	economy	Dr. Khader Jassim Hamad Fahal Al-Jabouri
ange		Finance and Credit	economy	Dr. Alaa Abdul Jabbar Hussein Hamad
ange		Public Finance	economy	Dr. Jamal Hussein Ali Abdullah
ange		International Economy	economy	Dr. Mustafa Mahmoud Mahdi Saleh
ange		Standard Economics	economy	A.M. Bushra Abdel-Bari Ahmed Abdullah
ange		Critical	economy	Hamid Hassan Khalaf .أ Mashaal

ange		Critical	economy	Asst. Prof. Dr. Ghassan Ibrahim Ahmed
ange		Financial policies	economy	A.M. Mohamed Emad Abdel Aziz Mahdi
ange		Standard Economics	economy	A.M. Samer Mohammed Fakhri Darar
ange		Public Finance	economy	A.M. Muthanna Mayouf Mahmoud Alawi
ange		International Economy	economy	Dr. Mohammed Ahmed Mohammed Hassan Al-Jabouri
ange		International Economy	economy	M. Bilal Abdel Haq Abdel Karim Mustafa
ange		Standard Economics	economy	Dr. Zuhair Hamed Turki Zaiter
ange		International Economy	economy	A.M. Mustafa Ismail Khalil Abdel
ange		International Economy	economy	Mr. Bakr Hamid Jasoum Aziz
ange		Macroeconomics	economy	M. Naaman Munther Younis Fadel
ange		Economic development	economy	M. Hamoud Saad Muhaimid Al-Helou
ange		Macroeconomics	economy	Ms. Zeina Tariq Ali Ne'meh
ange		economy	economy	M.M. Abeer Abbas Hammadi Saleh
ange		economy	economy	Mr. Adi Tais Ibrahim Musa
ange		economy	economy	M.M. Lujain Aref Ali Mustafa
ange		economy	economy	M.M. Reem Saeed Shihab Ahmed Al- Dulaimi
ange		economy	economy	Mr. Hassan Zidane Khalaf Hamad
ange		economy	economy	M.M. Jihad Badou Hamad Hussein Al- Jabouri
ange		economy	economy	Mr. Ghazwane Shaker Ismail Ibrahim
ecturer		English language	English language	A.M. Abdul Khalaf Saleh

ecturer		Educational and psychological sciences	Educational and psychological sciences	Dr. Louay Karim Latif
ecturer		English language	English language	M. Alaa Ahmed Abdullah
ecturer		English language	English language	Mr. Osama Mohammed Abdullah
ecturer		English language	English language	Mr. Marwan Abdel Moneim Tawfik
ecturer		Educational and psychological sciences	Educational and psychological sciences	M.M. Duaa Turki Abdel
Professional development				
Orientation of new faculty members				
Determining the needs of the university and the department: The needs of the university and the department are determined in terms of the required educational cadres.And preferred majors. -١				
In Programs: Customized orientation programs are designed for new, visiting, full-time and part-time members based on their needs and specialties. -٢				
Introduction to the University Environment: A comprehensive introduction is provided about the university and the department.General Administration, includingAbout the DepartmentAnd the visionAnd the messageThe objectives and services available. -٣				
Ongoing support resources: New members are provided with the necessary resources and support, including training courses, workshops, and technical assistance. -٤				
Academic Orientation: New members are oriented regarding the curricula, research areas and teaching methods used in the department. -٥				
Administrative Orientation: New members are oriented to administrative procedures, responsibilities, university policies and code of conduct. -٦				
Ongoing Support: Ongoing support is provided to new, visiting, full-time and part-time faculty members through advisory sessions, workshops and periodic evaluations. -٧				
Professional development for faculty members				

ing needs and setting goals: Faculty needs are identified through surveys and performance .١	evaluations, and then specific goals to be achieved within the program are identified.
development Program Design: Based on the specific needs and objectives, a comprehensive .٢	development program is designed that includes a set of activities, training courses, workshops, and educational resources.
ram implementation: The development program is implemented in a regular and organized .٣	er, including organizing workshops, conducting training courses, and providing appropriate educational resources.
effective teaching strategies: Faculty members learn to use and apply modern and effective .٤	teaching strategies, such as cooperative learning, active learning, and educational technology.
ation of learning outcomes: The effectiveness of the development program is evaluated by .٥	evaluating the learning outcomes of faculty members, such as increased levels of knowledge, teaching skills, and interaction with students.
s Development: Ongoing feedback and support is provided to faculty members to promote .٦	ongoing professional and academic development.
on in scientific research and publication: Faculty members are encouraged to participate in .٧	scientific research and publish the results in prestigious academic journals, which enhances their academic standing and contributes to the development of knowledge in their fields.

12. Acceptance Criteria

	Central acceptance. -١
exceptions (martyrs' families, children of faculty, distinguished employees, top students in -٢	institutes, foreign students).
	Private government education -٣
	Accepting evening studies. -٤

13. The most important sources of information about the program

	University, college and electronic department website. -١
	Priorities for establishing the department. -٢
to develop and update the curricula of the faculties of management and economics in Iraqi -٣	universities for the year 2017.

14. Program Development Plan

	Developing curricula for each subject by the instructor. -١

a branch of the third stage (economic teachers) and opening postgraduate studies, a higher diploma	-٢
equivalent to a master's and doctorate.	
Developing teaching and administrative staff through courses, seminars and workshops in areas of	-٣
specialization.	
ng scientific research efforts by encouraging faculty members to publish, especially in international	-٤
journals.	
g training programs to develop students' capabilities in technical and information technology fields.	-٥
Organizing field visits and scientific trips for students to government institutions.	-٦

Program Skills Chart

Required learning outcomes of the program

4	A	Values			Skills			Knowledge				Essential or optional?	Course name	Course code	Year/Level
		A2	A1	B4	B3	B2	B1	A4	A3	A2	A1				
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Management principles		First year
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Statistics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Arabic		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human rights and democracy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings1English		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of mathematics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Accounting principles		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings 2English		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 2		Second year
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic theory1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Baath crimes		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic statistics1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic facts history		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economics of money		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human Resource Economics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		

	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematics for Economists			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic Theory 2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Statistics 2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		History of Economic Thought 2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Banking Economics			
													Mathematics for Economists 2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 1			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Environmental Economics			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Knowledge Economics			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial policy			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural policy			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Policy			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Sports economics			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial			

														economy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Educational guidance				
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Macroeconomics 1				
			✓	✓	✓	✓	✓	✓	✓	✓	✓			English language				
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Educational management				
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Development policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓			International Economy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Agricultural economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Computer				
			✓	✓	✓	✓	✓	✓	✓	✓	✓			psychology				
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Macroeconomics 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Educational foundations				
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Financial policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Critical theory				
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Econometrics 1				
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Economic systems				
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Search methods				
			✓	✓	✓	✓	✓	✓	✓	✓	✓			International Finance				
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Operations Research 1				
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Economic feasibility studies				
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Oil Economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Economic planning				
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Monetary policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Econometrics2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Computer applications(EV)				
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Economic Project Evaluation				
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Financial institutions				
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Operations Research 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓			English language				
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Planning policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Energy Economics				

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

Course Description Form

1. Course name	
Economic feasibility studies	
2. Course code	
ECB417	
3. Semester/Year	
2025-2026	
4. Date this description was prepared	
1/9/2025	
5. Available forms of attendance	
Approval of attendance list	
6. Number of study hours (total) / Number of units (total)	
Number of hours 30 / Number of units 30	
7. Name of the course supervisor (if more than one name is mentioned)	
M. Naaman Munther Younis	
8. Course objectives	
1-The course aims to introduce the student to the important elements in economic feasibility studies, as well as their concept, importance, objectives, and specifications of good feasibility studies, in addition to their functional classifications. 2- Student definitionHow to prepare feasibility studies according to scientific standards and in a manner consistent with the possibility of practical and scientific application 3-Enabling the student to decide whether or not to invest in the proposed project 4-IdentificationOn the most important procedures and stages of economic feasibility studies 6- Student definitionThe most important difficulties that may be faced when conducting economic feasibility studies, which may prevent their implementation	Subject objectives

9. Teaching and learning strategies

- Delivering in-person and online lectures -
- Discussions with students -
- Oral questions and quizzes for students -
- Blended learning (classroom) -

Strategy

10. Course Structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
Oral questions	Giving the lecture	Investment concept, types and importance	theoretical knowledge	3 hours	the first
Questions and share	Lecture/Discussions	The environment suitable for investment and the motives for local and foreign investment	theoretical knowledge	3 hours	the second
Oral questions	Lecture/Discussions	Project concept, objectives and importance	theoretical knowledge	3 hours	the third
Student participation	Lecture/Discussions	Project components, characteristics and life cycle	theoretical knowledge	3 hours	Fourth
Oral questions	Lecture/Discussions	Economic feasibility study concept, importance and stages	theoretical knowledge	3 hours	Fifth
-	-	Monthly exam	-	3 hours	Sixth
Oral questions	Lecture/Discussions	Sources of generating project ideas, characteristics and components of investment decisions, and types of feasibility studies	theoretical knowledge	3 hours	Seventh
Oral questions	Lecture/Discussions	Preliminary and detailed feasibility studies and the content of each	theoretical knowledge	3 hours	The eighth
Questions and share	Lecture/Discussions	Technical feasibility study and its contents	theoretical knowledge	3 hours	Ninth
Oral questions	Lecture/Discussions	Other feasibility studies: legal, environmental, marketing, administrative and organizational	theoretical knowledge	3 hours	tenth
Oral questions	Lecture/Discussions	Market, Marketing, Demand and Supply Factors	theoretical knowledge	3 hours	eleventh
Questions and share	Lecture/Discussions	Sources and methods of collecting information and estimating future demand	theoretical knowledge	3 hours	twelfth
Oral questions	Lecture/Discussions	Financing and costing methods for	theoretical knowledge	3 hours	thirteenth

		project operation			
-	-	Monthly exam	-	3 hours	fourteenth
Questions and share	Lecture with oral questions	Comprehensive review	theoretical knowledge	3 hours	fifteenth

11. Course Evaluation

The final grade for the evaluation is 100 points, and the minimum for success is 50 points, and the grade is distributedEvaluation on the end of the course is 30 points and the end of the course exam is 70 points.As follows:

- First month exam 10 marks •
- Second month exam 10 marks •
- Daily preparation 5 degrees •
- Posts 5 points •
- End of course exam 70 points

12. Learning and teaching resources

Project Evaluation and Economic Feasibility Studies - Abdul Wahab Matar Al-Dahri	Required textbooks (methodology if any)
1- Thaer Mahmoud Rashid Al-Ani, (Preparing and Planning Feasibility Studies and Evaluating the Performance of Investment Projects), First Edition 2018. 2- Abdel Aziz Mustafa Abdel Karim and Talal Mahmoud Kadawi, (Evaluation of Economic Projects: A Study in the Analysis of Economic Feasibility and Performance Efficiency), Second Edition 1999. 3- Kazem Al-Issawi, (Economic Feasibility Studies and Project Evaluation).	Main References (Sources)
Feasibility Study and Project Evaluation / Abdul Aziz Mustafa Abdul Karim	Recommended supporting books and references (scientific journals, reports...)
Reviewing scientific websites through the web	Electronic references, websites

Academic Program Description Form

For the academic year 2025–2026

University name: University Tikrit

College/Institute: College Management and Economics

Scientific Department: Department Economy

Name of academic or professional program: Department of Economics

Final Certificate Name: Bachelor Sciences in Economics

Academic system: Course system

Description preparation date: 1/9/2025

Date of filling the file: 1/9/2025



Signature
Assistant Professor Dr. Omar Abdullah Mohammed
Head of Department's Name
2025/9/1



Signature
Assistant Professor Dr. Khattab Imran Saleh
Name of the Assistant Dean for Scientific Affairs
2025/9/1



Signature
The file was audited by
Khaldoon Abdullah Khalaf
Name of the Director of the Quality Assurance and
University Performance Division
2025/9/1



Approval of the Dean

1. Program Vision

Effective contribution to building an advanced economy based on sound planning ♦
in accordance with appropriate economic policies. Reality and following an
advanced scientific approach in preparing economic curricula

2. Program message

The objective need of the public and private sectors requires the formulation of ♦
economic plans and programmes at the micro and macro levels and the
development of policies to achieve a set of economic and social objectives
according to priorities embodied by the necessities and available capabilities.
Here, it is necessary to prepare specialised cadres to conduct economic research
and studies in a way that contributes to deepening economic awareness and
maximising the economic and social benefits of available resources.

3. Program objectives

1. Graduating specialized cadres in the field of planning and building economic policies, capable of integrating into the labor market and economic life.
2. Developing students' skills to enable them to Integration into the labor market.
3. Motivating and supporting the faculty in the department to conduct studies and provide consultations. Economic For public and private entities in Iraq.
4. Effective contribution to preparing training and continuing education programs to develop expertise and skills in public and private sector institutions.

4. Program accreditation

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

5. Other external influences

Is there a sponsor? ForprogramYes, the Ministry of Higher Education and .°
Scientific Research, the Presidency of Tikrit University, and the Deanship of the
College of Administration and Economics.

6. Program Structure

comments	percentage	Study unit	Number of courses	Program Structure
	6.9%	10	5	Institutional Requirements
	7.5%	11	4	College

				Requirements
	85.6%	125	55	Department Requirements
	Completed			Summer training
				Other

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

7. Program Description / Curriculum of the Department of Economics

Credit hours	Course name	Course code	Year/Level
theoretical			
3	Management principles		First
3	Principles of Economics 1		
2	Principles of Statistics		
1	Computer 1		
2	Arabic		
2	Human rights and democracy		
3	Economic Readings1English		
2	Principles of mathematics		
3	Accounting principles		
2	Economic Readings 2English		
3	Principles of Economics 2		
2	English language		
3	Microeconomic theory1		Second
2	Baath crimes		
2	Economic statistics1		
2	National Accounts1		
2	Economic facts history		
2	Economics of money		
2	Human Resource Economics		
3	Computer 1		

		2	Mathematics for Economists		
		3	Microeconomic Theory 2		
		2	Economic Statistics 2		
		2	English language		
		2	History of Economic Thought 2		
		2	Banking Economics		
		2	National Accounts2		
		1	Computer2		
		2	Mathematics for Economists 2		
		3	Mathematical Economics 1		Third / General Economics
		2	International Economy		
		2	Economic development		
		3	Public Finance		
		3	Macroeconomics 1		
		2	Agricultural economics		
		2	Environmental Economics		
		2	Industrial economy		
		2	Knowledge Economics		
		2	English language		
		2	Development policy		
		2	Financial policy		
		2	Industrial policy		
		2	Agricultural policy		
		2	International Policy		
		3	Mathematical Economics 2		
		3	Macroeconomics 2		
		2	Economic development		Third / Economic Teachers Branch
		3	Sports economics		
		3	Public Finance		
		2	Industrial economy		
		2	Educational guidance		
		3	Macroeconomics 1		
		2	English language		
		2	Educational management		
		2	Development policy		

		3	International Economy		
		3	Agricultural economics		
		1	Computer		
		2	psychology		
		3	Macroeconomics 2		
		2	Educational foundations		
		2	Financial policy		
		3	Critical theory		
		3	Econometrics 1		
		3	Economic systems		
		2	Search methods		
		2	International Finance		
		2	Operations Research 1		
		3	Economic feasibility studies		
		2	Oil Economics		
		2	Economic planning		
		3	Monetary policy		
		3	Econometrics2		
		2	Computer applications (EV)		
		3	Economic Project Evaluation		
		2	Financial institutions		
		2	Operations Research 2		
		2	English language		
		2	Planning policy		
		2	Energy Economics		
8. Expected learning outcomes of the program					
Knowledge					
ing the labor market with the necessary	-	skills from human resources.	Providing graduates who are able to perform	-	economic analysis and predict economic variables.
			Disseminating knowledge in government	-	institutions to achieve the aspirations of society.
Skills					
ty of economics graduates to conduct	-		The ability to solve economic problems that	-	

economic feasibility studies and economic analysis.	-	economic activity suffers from, such as inflation and recession. Exchange of experiences and data with ministries with economic decision-making powers	-
outputs should be knowledgeable and how to accomplish the tasks assigned to them.	-	Providing economic advice to the public and private sectors.	-
Values			
professional ethics and the ability to demonstrate high professional competence.	-	Establishing social and ethical responsibility. Serving the community and meeting its requirements.	- -
It must believe in the principles of integrity and transparency, and have the ability to apply the concepts of quality management.	-	Integrity and transparency. Quality.	- -
9. Teaching and learning strategies			
Learning Activities:	Encouraging students' active participation in learning processes, such as discussions, and problem solving, to enhance their deep understanding of mathematical concepts.		
Learning Strategies:	Cooperative learning: Encouraging students to work together in small groups to solve problems related to their studies and sharing ideas, which contributes to enhancing interaction and knowledge exchange between them.		
Technology:	Leveraging technology to provide interactive learning tools such as computer software and online resources to enhance student understanding and motivation.		
Problem-based learning:	presenting specific problems and motivating students to think critically and use skillsAdministrativeTo solve it.		
Instructional Strategies:	Providing a variety of instructional strategies, such as interactive lectures, practical lessons, and hands-on exercises, to meet the diverse needs of students.		
Thinking Skills:	Encourage students to develop thinking skills.AdministrativeSuch as analysis, planning and inference, by providing stimulating questions and applied problems.		
Immediate feedback:	Provide mechanisms to provide immediate feedback to students on		

their performance and understanding of concepts. Administrative, whether through periodic assessments or direct interaction with the teacher.

10. Evaluation methods

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

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

nd assignments: Students may be given regular tests and assessment assignments to assess .3
problem solving skills.related to their field of expertiseAnd their understanding of the concepts
presented.

ing participation in research: The extent to which students participate in research activities .4
ntific projects can be assessed, and an evaluation can be provided of their presentation style
and analysis of their results and conclusions.

Practical Performance Evaluation: Students can be evaluated in practical performance .5
through:VisitsProcess and participation in applied activities.

n of external participation: This includes evaluation of the extent of students' participation .6
in external activities such as conferences, seminars, and sports competitions.

of Personal and Professional Development: Students' personal, professional and academic .7
development can be evaluated during their participation in the faculty mentoring program.

11. Faculty

Faculty members

ty tion ange ange ange	Requirements/Skills (if any)	Specialization		Academic Rank
		private	general	
		International Economy	economy	Prof. Dr. Abdul Razzaq Hamad Hussein Khalaf
		Economic development	economy	Prof. Dr. Makhif Jassim Hamad Ali

ange		Public Finance	economy	Prof. Dr. Khalaf Mohammed Hamad Abdul-Jubouri
ange		Monetary policies	economy	Asst. Prof. Dr. Khalil Ismail Aziz Bazawi
ange		International Economy	economy	Asst. Prof. Dr. Ibrahim Abdullah Jassim Issa
ange		Macroeconomics	economy	A.M.D. Anmar Ghaleb Kleib Mutlaq
ange		Public Finance	economy	Asst. Prof. Dr. Amer Sami Munir Dawood Al-Ani
ange		Economic development	economy	A.M.D. Fouad Farhan Hussein Mukhlef
ange		International Economy	economy	A.M.D. Khattab Imran Saleh Daman
ange		Macroeconomics	economy	Asst. Prof. Dr. Ziad Ezz El-Din Taha Talib
ange		International Economy	economy	Asst. Prof. Dr. Yasra Salem Nayef Abdul Janabi
ange		Monetary policies	economy	Asst. Prof. Dr. Omar Abdullah Mohammed Hejeij
ange		Finance and Banking	economy	Asst. Prof. Dr. Kilan Ismail Abdullah Mohammed
ange		Macroeconomics	economy	Dr. Khader Jassim Hamad Fahal Al- Jabouri
ange		Finance and Credit	economy	Dr. Alaa Abdul Jabbar Hussein Hamad
ange		Public Finance	economy	Dr. Jamal Hussein Ali Abdullah
ange		International Economy	economy	Dr. Mustafa Mahmoud Mahdi Saleh
ange		Standard Economics	economy	A.M. Bushra Abdel-Bari Ahmed Abdullah
ange		Critical	economy	Hamid Hassan Khalaf .أ Mashaal
ange		Critical	economy	Asst. Prof. Dr. Ghassan Ibrahim Ahmed

ange		Financial policies	economy	A.M. Mohamed Emad Abdel Aziz Mahdi
ange		Standard Economics	economy	A.M. Samer Mohammed Fakhri Darar
ange		Public Finance	economy	A.M. Muthanna Mayouf Mahmoud Alawi
ange		International Economy	economy	Dr. Mohammed Ahmed Mohammed Hassan Al-Jabouri
ange		International Economy	economy	M. Bilal Abdel Haq Abdel Karim Mustafa
ange		Standard Economics	economy	Dr. Zuhair Hamed Turki Zaiter
ange		International Economy	economy	A.M. Mustafa Ismail Khalil Abdel
ange		International Economy	economy	Mr. Bakr Hamid Jasoum Aziz
ange		Macroeconomics	economy	M. Naaman Munther Younis Fadel
ange		Economic development	economy	M. Hamoud Saad Muhaimid Al-Helou
ange		Macroeconomics	economy	Ms. Zeina Tariq Ali Ne'meh
ange		economy	economy	M.M. Abeer Abbas Hammadi Saleh
ange		economy	economy	Mr. Adi Tais Ibrahim Musa
ange		economy	economy	M.M. Lujain Aref Ali Mustafa
ange		economy	economy	M.M. Reem Saeed Shihab Ahmed Al- Dulaimi
ange		economy	economy	Mr. Hassan Zidane Khalaf Hamad
ange		economy	economy	M.M. Jihad Badou Hamad Hussein Al- Jabouri
ange		economy	economy	Mr. Ghazwane Shaker Ismail Ibrahim
ecturer		English language	English language	A.M. Abdul Khalaf Saleh
ecturer		Educational and psychological	Educational and	Dr. Louay Karim Latif

			sciences	psychological sciences	
ecturer			English language	English language	M. Alaa Ahmed Abdullah
ecturer			English language	English language	Mr. Osama Mohammed Abdullah
ecturer			English language	English language	Mr. Marwan Abdel Moneim Tawfik
ecturer			Educational and psychological sciences	Educational and psychological sciences	M.M. Duaa Turki Abdel
Professional development					
Orientation of new faculty members					
mining the needs of the university and the department:	The needs of the university and the department are determined in terms of the required educational cadres.And preferred majors. -١				
n Programs:	Customized orientation programs are designed for new, visiting, full-time and part-time members based on their needs and specialties. -٢				
uction to the University Environment:	A comprehensive introduction is provided about the university and the department.General Administration, includingAbout the DepartmentAnd the visionAnd the messageThe objectives and services available. -٣				
g support resources:	New members are provided with the necessary resources and support, including training courses, workshops, and technical assistance. -٤				
ademic Orientation:	New members are oriented regarding the curricula, research areas and teaching methods used in the department. -٥				
ative Orientation:	New members are oriented to administrative procedures, responsibilities, university policies and code of conduct. -٦				
oing Support:	Ongoing support is provided to new, visiting, full-time and part-time faculty members through advisory sessions, workshops and periodic evaluations. -٧				
Professional development for faculty members					
ing needs and setting goals:	Faculty needs are identified through surveys and performance evaluations, and then specific goals to be achieved within the program are identified. .١				

development Program Design: Based on the specific needs and objectives, a comprehensive	.٢
ment program is designed that includes a set of activities, training courses, workshops, and	
educational resources.	
ram implementation: The development program is implemented in a regular and organized	.٣
er, including organizing workshops, conducting training courses, and providing appropriate	
educational resources.	
effective teaching strategies: Faculty members learn to use and apply modern and effective	.٤
aching strategies, such as cooperative learning, active learning, and educational technology.	
ation of learning outcomes: The effectiveness of the development program is evaluated by	.٥
evaluating the learning outcomes of faculty members, such as increased levels of knowledge,	
teaching skills, and interaction with students.	
s Development: Ongoing feedback and support is provided to faculty members to promote	.٦
ongoing professional and academic development.	
on in scientific research and publication: Faculty members are encouraged to participate in	.٧
scientific research and publish the results in prestigious academic journals, which enhances their	
academic standing and contributes to the development of knowledge in their fields.	
12. Acceptance Criteria	
	Central acceptance. -١
exceptions (martyrs' families, children of faculty, distinguished employees, top students in	-٢
institutes, foreign students).	
Private government education	-٣
Accepting evening studies.	-٤
13. The most important sources of information about the program	
	University, college and electronic department website. -١
	Priorities for establishing the department. -٢
to develop and update the curricula of the faculties of management and economics in Iraqi	-٣
universities for the year 2017.	
14. Program Development Plan	
	Developing curricula for each subject by the instructor. -١
a branch of the third stage (economic teachers) and opening postgraduate studies, a higher diploma	-٢
equivalent to a master's and doctorate.	

Developing teaching and administrative staff through courses, seminars and workshops in areas of specialization. -۳															
Encouraging scientific research efforts by encouraging faculty members to publish, especially in international journals. -۴															
Organizing training programs to develop students' capabilities in technical and information technology fields. -۵															
Organizing field visits and scientific trips for students to government institutions. -۶															
Program Skills Chart															
Required learning outcomes of the program															
4	A	Values			Skills			Knowledge				Essential or optional?	Course name	Course code	Year/Level
		A2	A1	B4	B3	B2	B1	A4	A3	A2	A1				
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Management principles		First year
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Statistics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Arabic		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human rights and democracy		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings1English		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of mathematics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Accounting principles		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings 2English		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 2		Second year
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic theory1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Baath crimes		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic statistics1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic facts history		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economics of money		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human Resource Economics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematics for Economists		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic		

													Theory 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Statistics 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		English language				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		History of Economic Thought 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Banking Economics				
													Mathematics for Economists 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 1				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Environmental Economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Knowledge Economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		English language				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		International Policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Sports economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational guidance				

	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational management		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		psychology		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational foundations		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Critical theory		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Econometrics 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic systems		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Search methods		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Finance		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations Research 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic feasibility studies		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Oil Economics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic planning		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Monetary policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Econometrics2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer applications(EV)		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Project Evaluation		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial institutions		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations Research 2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Planning policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Energy Economics		

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

Course Description Form

1. Course name					
Economic planning policies					
2. Course code					
3. Semester/Year					
2025-2026					
4. Date this description was prepared					
1/9/2025					
5. Available forms of attendance					
Approval of attendance list					
6. Number of study hours (total) / Number of units (total)					
Number of hours 30 / Number of units 30					
7. Name of the course supervisor (if more than one name is mentioned)					
Mr. Hamoud Saad Muhaimid					
8. Course objectives					
stripThe student has a 1- conceptEconomic planningThrough the historical developments it has gone through Student definitionThe importance of 2- project planning identificationStudent in 3- relationshipPlanningWith economic development theLearn about the importance 4- ofplanningTo develop economic sectors Introducing the student to the most 5- important sources of collectingData and information about realityEconomic planning Introducing the student to how to 6- solve problemswhich suffers fromEconomy			Subject objectives		
9. Teaching and learning strategies					
Delivering in-person and online lectures - Discussions with students - Oral questions for students - Blended learning (classroom) -			Strategy		
10. Course Structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning	Watches	The week

			outcomes		
Oral questions	Giving the lecture	Conceptual Framework for Economic Planning	theoretical knowledge	2 hours	the first
Questions and share	Lecture/Discussions		theoretical knowledge	2 hours	the second
Oral questions	Lecture/Discussions	Justifications for economic planning	theoretical knowledge	2 hours	the third
Student participation	Lecture/Discussions	Types of economic planning	theoretical knowledge	2 hours	Fourth
Oral questions	Lecture/Discussions	Planning Theories	theoretical knowledge	2 hours	Fifth
-	-	Planning components and principles	-	2 hours	Sixth
Oral questions	Lecture/Discussions	Stages of the planning process	theoretical knowledge	2 hours	Seventh
Oral questions	Lecture/Discussions	General framework for the planning process	theoretical knowledge	2 hours	The eighth
Questions and share	Lecture/Discussions	Manpower Planning	theoretical knowledge	2 hours	Ninth
Oral questions	Lecture/Discussions	Partial and total productivity	theoretical knowledge	2 hours	tenth
Oral questions	Lecture/Discussions	Technical methods of economic planning process	theoretical knowledge	2 hours	eleventh
Questions and share	Lecture/Discussions	commodity physical balances	theoretical knowledge	2 hours	twelfth
Oral questions	Lecture/Discussions		theoretical knowledge	2 hours	thirteenth
-	-	Economic aggregate balances	-	2 hours	fourteenth
Questions and share	Lecture with oral questions	User Product Table	theoretical knowledge	2 hours	fifteenth

11. Course Evaluation

The final grade for the evaluation is 100 points, and the minimum for success is 50 points, and the grade is distributedEvaluation on the end of the course is 30 points and the end of the course exam is 70 points.As follows:

First month exam 10 marks •

Second month exam 10 marks •

Daily preparation 5 degrees •

Posts 5 points •

End of course exam 70 points

12. Learning and teaching resources

Economic Planning Authored by: Dr. Jamal Daoud Salman, Dr. Taher Fadel Hassoun, House of Wisdom, 1989	Required textbooks (methodology if any)
Economic Planning Authored by: Dr. Jamal Daoud Salman, Dr. Taher Fadel Hassoun, House of Wisdom, 1989	Main References (Sources)

Economic Planning, Dr. Mukhtar Baloul, King Saud University, College of Administrative Sciences, Department of Economics, 2005.	Recommended supporting books and references (scientific journals, reports...)
2- National development plans in Iraq for the years 2008- 2010, 2013-2017 and 2018-2022.	Electronic references, websites

Academic Program Description Form

For the academic year 2025–2026

University name: University Tikrit

College/Institute: College Management and Economics

Scientific Department: Department Economy

Name of academic or professional program: Department of Economics

Final Certificate Name: Bachelor Sciences in Economics

Academic system: Course system

Description preparation date: 1/9/2025

File filling date: 1/9/2025



Signature

Assistant Professor Dr. Omar Abdullah Mohammed

Head of Department's Name

2025/9/1



Signature

Assistant Professor Dr. Khattab Imran Saleh

Name of the Assistant Dean for Scientific Affairs

2025/9/1



Signature

The file was audited by

Khaldoon Abdullah Khalaf

Name of the Director of the Quality Assurance and

University Performance Division

2025/9/1



Approval of the Dean

1. Program Vision

Effective contribution to building an advanced economy based on sound planning ♦
in accordance with appropriate economic policies. Reality and following an
advanced scientific approach in preparing economic curricula

2. Program message

The objective need of the public and private sectors requires the formulation of ♦
economic plans and programmes at the micro and macro levels and the
development of policies to achieve a set of economic and social objectives
according to priorities embodied by the necessities and available capabilities.
Here, it is necessary to prepare specialised cadres to conduct economic research
and studies in a way that contributes to deepening economic awareness and
maximising the economic and social benefits of available resources.

3. Program objectives

1. Graduating specialized cadres in the field of planning and building economic policies, capable of integrating into the labor market and economic life.
2. Developing students' skills to enable them to Integration into the labor market.
3. Motivating and supporting the faculty in the department to conduct studies and provide consultations. Economic For public and private entities in Iraq.
4. Effective contribution to preparing training and continuing education programs to develop expertise and skills in public and private sector institutions.

4. Program accreditation

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

5. Other external influences

Is there a sponsor? ForprogramYes, the Ministry of Higher Education and .°
Scientific Research, the Presidency of Tikrit University, and the Deanship of the
College of Administration and Economics.

6. Program Structure

comments	percentage	Study unit	Number of courses	Program Structure
	6.9%	10	5	Institutional Requirements
	7.5%	11	4	College

				Requirements
	85.6%	125	55	Department Requirements
	Completed			Summer training
				Other

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

7. Program Description / Curriculum of the Department of Economics

Credit hours	Course name	Course code	Year/Level
theoretical			
3	Management principles		First
3	Principles of Economics 1		
2	Principles of Statistics		
1	Computer 1		
2	Arabic		
2	Human rights and democracy		
3	Economic Readings1English		
2	Principles of mathematics		
3	Accounting principles		
2	Economic Readings 2English		
3	Principles of Economics 2		
2	English language		
3	Microeconomic theory1		Second
2	Baath crimes		
2	Economic statistics1		
2	National Accounts1		
2	Economic facts history		
2	Economics of money		
2	Human Resource Economics		
3	Computer 1		

		2	Mathematics for Economists		
		3	Microeconomic Theory 2		
		2	Economic Statistics 2		
		2	English language		
		2	History of Economic Thought 2		
		2	Banking Economics		
		2	National Accounts2		
		1	Computer2		
		2	Mathematics for Economists 2		
		3	Mathematical Economics 1		Third / General Economics
		2	International Economy		
		2	Economic development		
		3	Public Finance		
		3	Macroeconomics 1		
		2	Agricultural economics		
		2	Environmental Economics		
		2	Industrial economy		
		2	Knowledge Economics		
		2	English language		
		2	Development policy		
		2	Financial policy		
		2	Industrial policy		
		2	Agricultural policy		
		2	International Policy		
		3	Mathematical Economics 2		
		3	Macroeconomics 2		
		2	Economic development		Third / Economic Teachers Branch
		3	Sports economics		
		3	Public Finance		
		2	Industrial economy		
		2	Educational guidance		
		3	Macroeconomics 1		
		2	English language		
		2	Educational management		
		2	Development policy		

		3	International Economy		
		3	Agricultural economics		
		1	Computer		
		2	psychology		
		3	Macroeconomics 2		
		2	Educational foundations		
		2	Financial policy		
		3	Critical theory		
		3	Econometrics 1		
		3	Economic systems		
		2	Search methods		
		2	International Finance		
		2	Operations Research 1		
		3	Economic feasibility studies		
		2	Oil Economics		
		2	Economic planning		
		3	Monetary policy		
		3	Econometrics2		
		2	Computer applications (EV)		
		3	Economic Project Evaluation		
		2	Financial institutions		
		2	Operations Research 2		
		2	English language		
		2	Planning policy		
		2	Energy Economics		
8. Expected learning outcomes of the program					
Knowledge					
ing the labor market with the necessary	-	Providing graduates who are able to perform	-		
skills from human resources.		economic analysis and predict economic			
		variables.			
		Disseminating knowledge in government	-		
		institutions to achieve the aspirations of society.			
Skills					
ty of economics graduates to conduct	-	The ability to solve economic problems that	-		

economic feasibility studies and economic analysis.	-	economic activity suffers from, such as inflation and recession. Exchange of experiences and data with ministries with economic decision-making powers	-
outputs should be knowledgeable and how to accomplish the tasks assigned to them.	-	Providing economic advice to the public and private sectors.	-
Values			
professional ethics and the ability to demonstrate high professional competence.	-	Establishing social and ethical responsibility. Serving the community and meeting its requirements.	-
It must believe in the principles of integrity and transparency, and have the ability to apply the concepts of quality management.	-	Integrity and transparency. Quality.	-
9. Teaching and learning strategies			
Learning Activities:	Encouraging students' active participation in learning processes, such as discussions, and problem solving, to enhance their deep understanding of mathematical concepts.	1	
Cooperative learning:	Encouraging students to work together in small groups to solve problems related to their studies and sharing ideas, which contributes to enhancing interaction and knowledge exchange between them.	2	
Technology:	Leveraging technology to provide interactive learning tools such as computer software and online resources to enhance student understanding and motivation.	3	
Problem-based learning:	presenting specific problems and motivating students to think critically and use skills to solve it.	4	
Instructional Strategies:	Providing a variety of instructional strategies, such as interactive lectures, practical lessons, and hands-on exercises, to meet the diverse needs of students.	5	
Thinking Skills:	Encourage students to develop thinking skills. Such as analysis, planning and inference, by providing stimulating questions and applied problems.	6	
Immediate feedback:	Provide mechanisms to provide immediate feedback to students on	7	

their performance and understanding of concepts. Administrative, whether through periodic assessments or direct interaction with the teacher.

10. Evaluation methods

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

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

nd assignments: Students may be given regular tests and assessment assignments to assess .3
problem solving skills.related to their field of expertiseAnd their understanding of the concepts
presented.

ing participation in research: The extent to which students participate in research activities .4
ntific projects can be assessed, and an evaluation can be provided of their presentation style
and analysis of their results and conclusions.

Practical Performance Evaluation: Students can be evaluated in practical performance .5
through:VisitsProcess and participation in applied activities.

n of external participation: This includes evaluation of the extent of students' participation .6
in external activities such as conferences, seminars, and sports competitions.

of Personal and Professional Development: Students' personal, professional and academic .7
development can be evaluated during their participation in the faculty mentoring program.

11. Faculty

Faculty members

ty tion ange ange ange	Requirements/Skills (if any)	Specialization		Academic Rank
		private	general	
		International Economy	economy	Prof. Dr. Abdul Razzaq Hamad Hussein Khalaf
		Economic development	economy	Prof. Dr. Makhif Jassim Hamad Ali

ange		Public Finance	economy	Prof. Dr. Khalaf Mohammed Hamad Abdul-Jubouri
ange		Critical theory	economy	prof. Hamid Hassan Khalaf Mishaal
ange		International Economy	economy	Asst. Prof. Dr. Ibrahim Abdullah Jassim Issa
ange		Macroeconomics	economy	A.M.D. Anmar Ghaleb Kleib Mutlaq
ange		Public Finance	economy	Asst. Prof. Dr. Amer Sami Munir Dawood Al-Ani
ange		Economic development	economy	A.M.D. Fouad Farhan Hussein Mukhlef
ange		International Economy	economy	A.M.D. Khattab Imran Saleh Daman
ange		Macroeconomics	economy	Asst. Prof. Dr. Ziad Ezz El-Din Taha Talib
ange		International Economy	economy	Asst. Prof. Dr. Yasra Salem Nayef Abdul Janabi
ange		Monetary policies	economy	Asst. Prof. Dr. Omar Abdullah Mohammed Hejeij
ange		Finance and Banking	economy	Asst. Prof. Dr. Kilan Ismail Abdullah Mohammed
ange		Macroeconomics	economy	Dr. Khader Jassim Hamad Fahal Al- Jabouri
ange		Finance and Credit	economy	Dr. Alaa Abdul Jabbar Hussein Hamad
ange		Public Finance	economy	Dr. Jamal Hussein Ali Abdullah
ange		International Economy	economy	Dr. Mustafa Mahmoud Mahdi Saleh
ange		Standard Economics	economy	A.M. Bushra Abdel-Bari Ahmed Abdullah
ange		Monetary policy	economy	Asst. Prof. Dr. Khalil Ismail Aziz Bazawi
ange		Critical	economy	Asst. Prof. Dr. Ghassan Ibrahim Ahmed
ange		Financial policies	economy	A.M. Mohamed Emad Abdel Aziz

				Mahdi
ange		Standard Economics	economy	A.M. Samer Mohammed Fakhri Darar
ange		Public Finance	economy	A.M. Muthanna Mayouf Mahmoud Alawi
ange		International Economy	economy	Dr. Mohammed Ahmed Mohammed Hassan Al-Jabouri
ange		International Economy	economy	M. Bilal Abdel Haq Abdel Karim Mustafa
ange		Standard Economics	economy	Dr. Zuhair Hamed Turki Zaiter
ange		International Economy	economy	A.M. Mustafa Ismail Khalil Abdel
ange		International Economy	economy	Mr. Bakr Hamid Jasoum Aziz
ange		Macroeconomics	economy	M. Naaman Munther Younis Fadel
ange		Economic development	economy	M. Hamoud Saad Muhaimid Al-Helou
ange		Macroeconomics	economy	Ms. Zeina Tariq Ali Ne'meh
ange		economy	economy	M.M. Abeer Abbas Hammadi Saleh
ange		economy	economy	Mr. Adi Tais Ibrahim Musa
ange		economy	economy	M.M. Lujain Aref Ali Mustafa
ange		economy	economy	M.M. Reem Saeed Shihab Ahmed Al- Dulaimi
ange		economy	economy	Mr. Hassan Zidane Khalaf Hamad
ange		economy	economy	M.M. Jihad Badou Hamad Hussein Al- Jabouri
ange		economy	economy	Mr. Ghazwane Shaker Ismail Ibrahim
ecturer		English language	English language	A.M. Abdul Khalaf Saleh
ecturer		Educational and psychological sciences	Educational and psychological	Dr. Louay Karim Latif

			sciences	
ecturer		English language	English language	M. Alaa Ahmed Abdullah
ecturer		English language	English language	Mr. Osama Mohammed Abdullah
ecturer		English language	English language	Mr. Marwan Abdel Moneim Tawfik
ecturer		Educational and psychological sciences	Educational and psychological sciences	M.M. Duaa Turki Abdel
Professional development				
Orientation of new faculty members				
mining the needs of the university and the department:	The needs of the university and the department are determined in terms of the required educational cadres.And preferred majors. -١			
n Programs:	Customized orientation programs are designed for new, visiting, full-time and part-time members based on their needs and specialties. -٢			
uction to the University Environment:	A comprehensive introduction is provided about the university and the department.General Administration, includingAbout the DepartmentAnd the visionAnd the messageThe objectives and services available. -٣			
g support resources:	New members are provided with the necessary resources and support, including training courses, workshops, and technical assistance. -٤			
ademic Orientation:	New members are oriented regarding the curricula, research areas and teaching methods used in the department. -٥			
ative Orientation:	New members are oriented to administrative procedures, responsibilities, university policies and code of conduct. -٦			
oing Support:	Ongoing support is provided to new, visiting, full-time and part-time faculty members through advisory sessions, workshops and periodic evaluations. -٧			
Professional development for faculty members				
ing needs and setting goals:	Faculty needs are identified through surveys and performance evaluations, and then specific goals to be achieved within the program are identified. .١			
velopment Program Design:	Based on the specific needs and objectives, a comprehensive .٢			

development program is designed that includes a set of activities, training courses, workshops, and educational resources.	
Program Implementation: The development program is implemented in a regular and organized manner, including organizing workshops, conducting training courses, and providing appropriate educational resources.	٣.
Effective teaching strategies: Faculty members learn to use and apply modern and effective teaching strategies, such as cooperative learning, active learning, and educational technology.	٤.
Evaluation of learning outcomes: The effectiveness of the development program is evaluated by evaluating the learning outcomes of faculty members, such as increased levels of knowledge, teaching skills, and interaction with students.	٥.
Continuous Development: Ongoing feedback and support is provided to faculty members to promote ongoing professional and academic development.	٦.
Encouragement in scientific research and publication: Faculty members are encouraged to participate in scientific research and publish the results in prestigious academic journals, which enhances their academic standing and contributes to the development of knowledge in their fields.	٧.
12. Acceptance Criteria	
Central acceptance.	١-
Exceptions (martyrs' families, children of faculty, distinguished employees, top students in institutes, foreign students).	٢-
Private government education	٣-
Accepting evening studies.	٤-
13. The most important sources of information about the program	
University, college and electronic department website.	١-
Priorities for establishing the department.	٢-
to develop and update the curricula of the faculties of management and economics in Iraqi universities for the year 2017.	٣-
14. Program Development Plan	
Developing curricula for each subject by the instructor.	١-
opening a branch of the third stage (economic teachers) and opening postgraduate studies, a higher diploma equivalent to a master's and doctorate.	٢-
Developing teaching and administrative staff through courses, seminars and workshops in areas of	٣-

specialization.														
ng scientific research efforts by encouraging faculty members to publish, especially in international -٤														
journals.														
g training programs to develop students' capabilities in technical and information technology fields. -٥														
Organizing field visits and scientific trips for students to government institutions. -٦														
Program Skills Chart														
Required learning outcomes of the program														
Values		Skills			Knowledge				Essential or optional?	Course name	Course code	Year/Lev		
A2	A1	B4	B3	B2	B1	A4	A3	A2					A1	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Management principles		First year	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 1			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Statistics			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Arabic			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human rights and democracy			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings1English			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of mathematics			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Accounting principles			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings 2English			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 2			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic theory1		Second year	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Baath crimes			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic statistics1			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts1			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic facts history			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economics of money			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human Resource Economics			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematics for Economists			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic Theory 2			

		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Statistics 2				
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language				
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		History of Economic Thought 2				
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Banking Economics				
													Mathematics for Economists 2				
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts2				
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer2				
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 1				
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy				
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development				
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance				
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1				
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics				
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Environmental Economics				
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy				
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Knowledge Economics				
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language				
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy				
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy				
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial policy				
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural policy				
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Policy				
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 2				
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2				
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development				
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Sports economics				
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance				
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy				
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational guidance				
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics				

													1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational management		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		psychology		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational foundations		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Critical theory		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Econometrics 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic systems		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Search methods		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Finance		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations Research 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic feasibility studies		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Oil Economics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic planning		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Monetary policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Econometrics2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer applications(EV)		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Project Evaluation		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial institutions		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations Research 2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Planning policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Energy Economics		

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

Course Description Form

1. Course name	
Monetary policy	
2. Course code	
3. Semester/Year	
2025-2026	
4. Date this description was prepared	
1/9/2025	
5. Available forms of attendance	
Approval of attendance list	
6. Number of study hours (total) / Number of units (total)	
Number of hours 30 / Number of units 30	
7. Name of the course supervisor (if more than one name is mentioned)	
prof.Hamid Hassan Khalaf	
8. Course objectives	
Introducing the student to the concept Monetary policy Through the historical developments that have passed T With it Student definition Importantly the Monetary policy and the most important theories that dealt with it, how to deal with it and its impact on the economy 3- Introducing the student to the importance of monetary policy in achieving economic stability Introducing the student to the importance of monetary policy, how to deal with it, and its impact on the economy Introducing the student to the most important sources of collecting data and information about the reality of the economy Add the monetary The most important factors determining the demand for money How to maintain the stability of the exchange rate of the national currency -v	Subject objectives

What are the channels through which monetary policy affects the macroeconomy? Introducing the student to central banks, their objectives, tools and laws, especially the Central Bank of Iraq.	- ^Λ - ⁹

9. Teaching and learning strategies

Delivering in-person and online lectures Discussions with students Oral questions for students Blended learning (classroom)	- - - -	Strategy

10. Course Structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
Oral questions	Giving the lecture	Understand the concept and definition of central banks and their characteristics	theoretical knowledge	3 hours	the first
Questions and share	Lecture/Discussions	Central Banks Tasks + Characteristics	theoretical knowledge	3 hours	the second
Oral questions	Lecture/Discussions	Central Bank Functions + Monetary Issuance Systems	theoretical knowledge	3 hours	the third
Student participation	Lecture/Discussions	Transformations in issuance methods and institutions	theoretical knowledge	3 hours	Fourth
Oral questions	Lecture/Discussions	Issuance mechanism and analysis of the cash issuance process	theoretical knowledge	3 hours	Fifth
-	-	Monthly exam	-	3 hours	Sixth
Oral questions	Lecture/Discussions	Monetary Theories and Policies	theoretical knowledge	3 hours	Seventh
Oral questions	Lecture/Discussions	The importance and objectives of monetary policy + the concept of monetary policy	theoretical knowledge	3 hours	The eighth
Questions and share	Lecture/Discussions	Monetary policy objectives	theoretical knowledge	3 hours	Ninth
Oral questions	Lecture/Discussions	Types of monetary policy	theoretical knowledge	3 hours	tenth
Oral questions	Lecture/Discussions	Monetary policy tools	theoretical knowledge	3 hours	eleventh
Questions and share	Lecture/Discussions	The role and importance of monetary policies in economic theories	theoretical knowledge	2 hours	twelfth
Oral questions	Lecture/Discussions	strategicallyTMonetary policy	theoretical knowledge	2 hours	thirteenth
-	-	Monthly exam	-	3 hours	fourteenth
Questions and share	Lecture with oral questions	Comprehensive review	theoretical knowledge	3 hours	fifteenth

11. Course Evaluation

The final grade for the evaluation is 100 points, and the minimum for success is 50 points, and the grade is distributedEvaluation on the end of the course is 30 points and the end of the course exam is 70 points.As follows:

- First month exam 10 marks •
- Second month exam 10 marks •
- Daily preparation 5 degrees •
- Posts 5 points •
- End of course exam 70 points

12. Learning and teaching resources

Monetary Theories and Policies	Required textbooks (methodology if any)
theMonetary Theory and Policies, Dr. Abdul Hussein Jalil Al-Ghalbi, Dr. Youssef Ali Al-Asadi 2022 AD, 1st ed., Dar Al-Taalim Al-Jami'i, Alexandria	Main References (Sources)
Economics of Money and Banking / Prof. Dr. Sabry Abu Zaid-Prof. Dr. Najah Abdel-Aleem Fundamentals of Money and Banking, Dr. Abdul Hussein Jalil Al-Ghalbi, Dr. Kazim Saad Al-Araji The Role of Monetary Policy in Economic Stability and Development, Dr. Muhammad Daif Allah Al-Qatabri	Recommended supporting books and references (scientific journals, reports...)
Reviewing scientific websites through the web	Electronic references, websites

Academic Program Description Form

For the academic year 2025–2026

University name: University Tikrit

College/Institute: College Management and Economics

Scientific Department: Department Economy

Name of academic or professional program: Department of Economics

Final Certificate Name: Bachelor Sciences in Economics

Academic system: Course system

Description preparation date: 1/9/2025

Date of filling the file: 1/9/2025



Signature

Assistant Professor Dr. Omar Abdullah Mohammed

Head of Department's Name

2025/9/1



Signature

Assistant Professor Dr. Khattab Imran Saleh

Name of the Assistant Dean for Scientific Affairs

2025/9/1



Signature

The file was audited by

Khaldoon Abdullah Khalaf

Name of the Director of the Quality Assurance and

University Performance Division

2025/9/1



Approval of the Dean

1. Program Vision

Effective contribution to building an advanced economy based on sound planning ♦
in accordance with appropriate economic policies. Reality and following an
advanced scientific approach in preparing economic curricula

2. Program message

The objective need of the public and private sectors requires the formulation of ♦
economic plans and programmes at the micro and macro levels and the
development of policies to achieve a set of economic and social objectives
according to priorities embodied by the necessities and available capabilities.
Here, it is necessary to prepare specialised cadres to conduct economic research
and studies in a way that contributes to deepening economic awareness and
maximising the economic and social benefits of available resources.

3. Program objectives

1. Graduating specialized cadres in the field of planning and building economic policies, capable of integrating into the labor market and economic life.
2. Developing students' skills to enable them to Integration into the labor market.
3. Motivating and supporting the faculty in the department to conduct studies and provide consultations. Economic For public and private entities in Iraq.
4. Effective contribution to preparing training and continuing education programs to develop expertise and skills in public and private sector institutions.

4. Program accreditation

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

5. Other external influences

Is there a sponsor? ForprogramYes, the Ministry of Higher Education and .°
Scientific Research, the Presidency of Tikrit University, and the Deanship of the
College of Administration and Economics.

6. Program Structure

comments	percentage	Study unit	Number of courses	Program Structure
	6.9%	10	5	Institutional Requirements
	7.5%	11	4	College

				Requirements
	85.6%	125	55	Department Requirements
	Completed			Summer training
				Other

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

7. Program Description / Curriculum of the Department of Economics

Credit hours	Course name	Course code	Year/Level
theoretical			
3	Management principles		First
3	Principles of Economics 1		
2	Principles of Statistics		
1	Computer 1		
2	Arabic		
2	Human rights and democracy		
3	Economic Readings1English		
2	Principles of mathematics		
3	Accounting principles		
2	Economic Readings 2English		
3	Principles of Economics 2		
2	English language		
3	Microeconomic theory1		Second
2	Baath crimes		
2	Economic statistics1		
2	National Accounts1		
2	Economic facts history		
2	Economics of money		
2	Human Resource Economics		
3	Computer 1		

		2	Mathematics for Economists		
		3	Microeconomic Theory 2		
		2	Economic Statistics 2		
		2	English language		
		2	History of Economic Thought 2		
		2	Banking Economics		
		2	National Accounts2		
		1	Computer2		
		2	Mathematics for Economists 2		
		3	Mathematical Economics 1		Third / General Economics
		2	International Economy		
		2	Economic development		
		3	Public Finance		
		3	Macroeconomics 1		
		2	Agricultural economics		
		2	Environmental Economics		
		2	Industrial economy		
		2	Knowledge Economics		
		2	English language		
		2	Development policy		
		2	Financial policy		
		2	Industrial policy		
		2	Agricultural policy		
		2	International Policy		
		3	Mathematical Economics 2		
		3	Macroeconomics 2		
		2	Economic development		Third / Economic Teachers Branch
		3	Sports economics		
		3	Public Finance		
		2	Industrial economy		
		2	Educational guidance		
		3	Macroeconomics 1		
		2	English language		
		2	Educational management		
		2	Development policy		

		3	International Economy		
		3	Agricultural economics		
		1	Computer		
		2	psychology		
		3	Macroeconomics 2		
		2	Educational foundations		
		2	Financial policy		
		3	Critical theory		
		3	Econometrics 1		
		3	Economic systems		
		2	Search methods		
		2	International Finance		
		2	Operations Research 1		
		3	Economic feasibility studies		
		2	Oil Economics		
		2	Economic planning		
		3	Monetary policy		
		3	Econometrics2		
		2	Computer applications (EV)		
		3	Economic Project Evaluation		
		2	Financial institutions		
		2	Operations Research 2		
		2	English language		
		2	Planning policy		
		2	Energy Economics		
8. Expected learning outcomes of the program					
Knowledge					
ing the labor market with the necessary	-	skills from human resources.	Providing graduates who are able to perform	-	economic analysis and predict economic variables.
			Disseminating knowledge in government	-	institutions to achieve the aspirations of society.
Skills					
ty of economics graduates to conduct	-		The ability to solve economic problems that	-	

economic feasibility studies and economic analysis.	-	economic activity suffers from, such as inflation and recession. Exchange of experiences and data with ministries with economic decision-making powers	-
outputs should be knowledgeable and how to accomplish the tasks assigned to them.	-	Providing economic advice to the public and private sectors.	-
Values			
professional ethics and the ability to demonstrate high professional competence.	-	Establishing social and ethical responsibility. Serving the community and meeting its requirements.	-
It must believe in the principles of integrity and transparency, and have the ability to apply the concepts of quality management.	-	Integrity and transparency. Quality.	-
9. Teaching and learning strategies			
Learning Activities:	Encouraging students' active participation in learning processes, such as discussions, and problem solving, to enhance their deep understanding of mathematical concepts.	1.	
Learning Strategies:	Cooperative learning: Encouraging students to work together in small groups to solve problems related to their studies and sharing ideas, which contributes to enhancing interaction and knowledge exchange between them.	2.	
Technology:	Leveraging technology to provide interactive learning tools such as computer software and online resources to enhance student understanding and motivation.	3.	
Problem-based learning:	presenting specific problems and motivating students to think critically and use skillsAdministrativeTo solve it.	4.	
Instructional Strategies:	Providing a variety of instructional strategies, such as interactive lectures, practical lessons, and hands-on exercises, to meet the diverse needs of students.	5.	
Thinking Skills:	Encourage students to develop thinking skills.AdministrativeSuch as analysis, planning and inference, by providing stimulating questions and applied problems.	6.	
Immediate feedback:	Provide mechanisms to provide immediate feedback to students on	7.	

their performance and understanding of concepts. Administrative, whether through periodic assessments or direct interaction with the teacher.

10. Evaluation methods

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

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

nd assignments: Students may be given regular tests and assessment assignments to assess .3
problem solving skills.related to their field of expertiseAnd their understanding of the concepts
presented.

ing participation in research: The extent to which students participate in research activities .4
ntific projects can be assessed, and an evaluation can be provided of their presentation style
and analysis of their results and conclusions.

Practical Performance Evaluation: Students can be evaluated in practical performance .5
through:VisitsProcess and participation in applied activities.

n of external participation: This includes evaluation of the extent of students' participation .6
in external activities such as conferences, seminars, and sports competitions.

of Personal and Professional Development: Students' personal, professional and academic .7
development can be evaluated during their participation in the faculty mentoring program.

11. Faculty

Faculty members

ty tion ange ange ange	Requirements/Skills (if any)	Specialization		Academic Rank
		private	general	
		International Economy	economy	Prof. Dr. Abdul Razzaq Hamad Hussein Khalaf
		Economic development	economy	Prof. Dr. Makhif Jassim Hamad Ali

ange		Public Finance	economy	Prof. Dr. Khalaf Mohammed Hamad Abdul-Jubouri
ange		Monetary policies	economy	Asst. Prof. Dr. Khalil Ismail Aziz Bazawi
ange		International Economy	economy	Asst. Prof. Dr. Ibrahim Abdullah Jassim Issa
ange		Macroeconomics	economy	A.M.D. Anmar Ghaleb Kleib Mutlaq
ange		Public Finance	economy	Asst. Prof. Dr. Amer Sami Munir Dawood Al-Ani
ange		Economic development	economy	A.M.D. Fouad Farhan Hussein Mukhlef
ange		International Economy	economy	A.M.D. Khattab Imran Saleh Daman
ange		Macroeconomics	economy	Asst. Prof. Dr. Ziad Ezz El-Din Taha Talib
ange		International Economy	economy	Asst. Prof. Dr. Yasra Salem Nayef Abdul Janabi
ange		Monetary policies	economy	Asst. Prof. Dr. Omar Abdullah Mohammed Hejeij
ange		Finance and Banking	economy	Asst. Prof. Dr. Kilan Ismail Abdullah Mohammed
ange		Macroeconomics	economy	Dr. Khader Jassim Hamad Fahal Al- Jabouri
ange		Finance and Credit	economy	Dr. Alaa Abdul Jabbar Hussein Hamad
ange		Public Finance	economy	Dr. Jamal Hussein Ali Abdullah
ange		International Economy	economy	Dr. Mustafa Mahmoud Mahdi Saleh
ange		Standard Economics	economy	A.M. Bushra Abdel-Bari Ahmed Abdullah
ange		Critical	economy	Hamid Hassan Khalaf .أ Mashaal
ange		Critical	economy	Asst. Prof. Dr. Ghassan Ibrahim Ahmed

ange		Financial policies	economy	A.M. Mohamed Emad Abdel Aziz Mahdi
ange		Standard Economics	economy	A.M. Samer Mohammed Fakhri Darar
ange		Public Finance	economy	A.M. Muthanna Mayouf Mahmoud Alawi
ange		International Economy	economy	Dr. Mohammed Ahmed Mohammed Hassan Al-Jabouri
ange		International Economy	economy	M. Bilal Abdel Haq Abdel Karim Mustafa
ange		Standard Economics	economy	Dr. Zuhair Hamed Turki Zaiter
ange		International Economy	economy	A.M. Mustafa Ismail Khalil Abdel
ange		International Economy	economy	Mr. Bakr Hamid Jasoum Aziz
ange		Macroeconomics	economy	M. Naaman Munther Younis Fadel
ange		Economic development	economy	M. Hamoud Saad Muhaimid Al-Helou
ange		Macroeconomics	economy	Ms. Zeina Tariq Ali Ne'meh
ange		economy	economy	M.M. Abeer Abbas Hammadi Saleh
ange		economy	economy	Mr. Adi Tais Ibrahim Musa
ange		economy	economy	M.M. Lujain Aref Ali Mustafa
ange		economy	economy	M.M. Reem Saeed Shihab Ahmed Al- Dulaimi
ange		economy	economy	Mr. Hassan Zidane Khalaf Hamad
ange		economy	economy	M.M. Jihad Badou Hamad Hussein Al- Jabouri
ange		economy	economy	Mr. Ghazwane Shaker Ismail Ibrahim
ecturer		English language	English language	A.M. Abdul Khalaf Saleh
ecturer		Educational and psychological	Educational and	Dr. Louay Karim Latif

			sciences	psychological sciences	
ecturer			English language	English language	M. Alaa Ahmed Abdullah
ecturer			English language	English language	Mr. Osama Mohammed Abdullah
ecturer			English language	English language	Mr. Marwan Abdel Moneim Tawfik
ecturer			Educational and psychological sciences	Educational and psychological sciences	M.M. Duaa Turki Abdel
Professional development					
Orientation of new faculty members					
mining the needs of the university and the department:	The needs of the university and the department are determined in terms of the required educational cadres.And preferred majors. -١				
n Programs:	Customized orientation programs are designed for new, visiting, full-time and part-time members based on their needs and specialties. -٢				
uction to the University Environment:	A comprehensive introduction is provided about the university and the department.General Administration, includingAbout the DepartmentAnd the visionAnd the messageThe objectives and services available. -٣				
g support resources:	New members are provided with the necessary resources and support, including training courses, workshops, and technical assistance. -٤				
ademic Orientation:	New members are oriented regarding the curricula, research areas and teaching methods used in the department. -٥				
ative Orientation:	New members are oriented to administrative procedures, responsibilities, university policies and code of conduct. -٦				
oing Support:	Ongoing support is provided to new, visiting, full-time and part-time faculty members through advisory sessions, workshops and periodic evaluations. -٧				
Professional development for faculty members					
ing needs and setting goals:	Faculty needs are identified through surveys and performance evaluations, and then specific goals to be achieved within the program are identified. .١				

development Program Design: Based on the specific needs and objectives, a comprehensive .٢	
ment program is designed that includes a set of activities, training courses, workshops, and educational resources.	
ram implementation: The development program is implemented in a regular and organized .٣	
er, including organizing workshops, conducting training courses, and providing appropriate educational resources.	
effective teaching strategies: Faculty members learn to use and apply modern and effective .٤	
aching strategies, such as cooperative learning, active learning, and educational technology.	
ation of learning outcomes: The effectiveness of the development program is evaluated by .٥	
evaluating the learning outcomes of faculty members, such as increased levels of knowledge, teaching skills, and interaction with students.	
s Development: Ongoing feedback and support is provided to faculty members to promote .٦	
ngoing professional and academic development.	
on in scientific research and publication: Faculty members are encouraged to participate in .٧	
tific research and publish the results in prestigious academic journals, which enhances their academic standing and contributes to the development of knowledge in their fields.	
	12. Acceptance Criteria
	Central acceptance. -١
exceptions (martyrs' families, children of faculty, distinguished employees, top students in -٢	institutes, foreign students).
	Private government education -٣
	Accepting evening studies. -٤
	13. The most important sources of information about the program
	University, college and electronic department website. -١
	Priorities for establishing the department. -٢
to develop and update the curricula of the faculties of management and economics in Iraqi -٣	universities for the year 2017.
	14. Program Development Plan
	Developing curricula for each subject by the instructor. -١
a branch of the third stage (economic teachers) and opening postgraduate studies, a higher diploma -٢	equivalent to a master's and doctorate.

Developing teaching and administrative staff through courses, seminars and workshops in areas of specialization. -۳															
Encouraging scientific research efforts by encouraging faculty members to publish, especially in international journals. -۴															
Organizing training programs to develop students' capabilities in technical and information technology fields. -۵															
Organizing field visits and scientific trips for students to government institutions. -۶															
Program Skills Chart															
Required learning outcomes of the program															
4	A	Values			Skills			Knowledge				Essential or optional?	Course name	Course code	Year/Lev
		A2	A1	B4	B3	B2	B1	A4	A3	A2	A1				
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Management principles		First year
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Statistics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Arabic		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human rights and democracy		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings1English		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of mathematics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Accounting principles		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings 2English		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 2		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic theory1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Baath crimes		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic statistics1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic facts history		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economics of money		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human Resource Economics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematics for Economists		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic		

													Theory 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Statistics 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		English language				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		History of Economic Thought 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Banking Economics				
													Mathematics for Economists 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 1				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Environmental Economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Knowledge Economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		English language				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		International Policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Sports economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational guidance				

	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational management		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		psychology		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational foundations		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Critical theory		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Econometrics 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic systems		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Search methods		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Finance		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations Research 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic feasibility studies		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Oil Economics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic planning		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Monetary policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Econometrics2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer applications(EV)		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Project Evaluation		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial institutions		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations Research 2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Planning policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Energy Economics		

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

Course Description Form

1. Course name	
Financial institutions	
2. Course code	
3. Semester/Year	
2025-2026	
4. Date this description was prepared	
1/9/2025	
5. Available forms of attendance	
Approval of attendance list	
6. Number of study hours (total) / Number of units (total)	
Number of hours 30 / Number of units 30	
7. Name of the course supervisor (if more than one name is mentioned)	
Dr. Alaa Abdul Jabbar Hussein	
8. Course objectives	
1- Increase students' experience and knowledge in Financial and banking institutions as Part of the financial system that serves society by providing the financial services it needs to carry out its daily activities. And achieve economic development. 2- Introducing the student to the most important topics and theories that dealt with the term financial and banking institutions and the definition With financial risks and Financial intermediation institutions and their role in the economy. 3- Introducing the student to the importance of the financial system, financial and banking institutions, the basic functions provided by financial institutions, and their impact on the economy. 4- Introducing the student to the role you play Financial institutions As it is It plays a vital role in the financial system of every country and is gaining great importance in	Subject objectives

constantly developing economies. 5- Student definition and Highlighting the nature of institutions Finance Its importance and objectives, as well as its types and the services it provides, along with how to manage it to keep pace with the challenges. Urging students to pay attention to the subject of financial and banking system and financial institutions. 6- Definition of consumer and real estate lending institutions and the mechanism for dealing with them and Definition of Islamic banks. 7- Urging students to pay attention to the subject of the financial and banking system and financial institutions, instilling confidence in students and giving them the opportunity to solve problems related to financial and banking institutions as one of the components of the financial and banking system in the country.	

9. Teaching and learning strategies

Delivering in-person and online lectures - Discussions with students - Oral questions for students - Blended learning (classroom) -	Strategy

10. Course Structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
Oral questions	Giving the lecture	Introductory Introduction Definition of financial institutions and their functions	theoretical knowledge	2 hours	the first
Questions and share	Lecture/Discussions	Definition for Regulatory institutions and their functions Definition of financial assets The role of financial	theoretical knowledge	2 hours	the second

		institutions in the national economy			
Oral questions	Lecture/Discussions	Financial intermediation institutions Definition of financial intermediation institutions The role of financial intermediation institutions in the economy	theoretical knowledge	2 hours	the third
Student participation	Lecture/Discussions	Deposit and lending institutions (banks) Definition of banks Banks characteristics Banking objectives	theoretical knowledge	2 hours	Fourth
Oral questions	Lecture/Discussions	Legal legislation for banks Internal organization of banks Bank financial statements Interest rate structure	theoretical knowledge	2 hours	Fifth
Oral questions	Oral questions	Specialized banks Definition of specialized banks Characteristics of specialized banks Specialized banking forms	theoretical knowledgeAnd	2 hours	Sixth
Oral questions	Lecture/Discussions	Bank assets and liabilities management Bank Credit Management Deposit management Equity Management	theoretical knowledge	2 hours	Seventh
Oral questions	Lecture/Discussions	Consumer and real estate lending Nature of consumer loans Nature of mortgage	theoretical knowledge	2 hours	The eighth

		loans			
Questions and share	Lecture/Discussions	Definition of mortgage institutions Mortgage Institutions Jobs Regulation of mortgage institutions Types of mortgage institutions	theoretical knowledge	2 hours	Ninth
Oral questions	Lecture/Discussions	Islamic banks Definition of Islamic banks, their importance and objectives The nature of Islamic banking	theoretical knowledge	2 hours	tenth
Oral questions	Lecture/Discussions	Financing formulas in Islamic banks Challenges facing Islamic banks and ways to overcome them	theoretical knowledge	2 hours	eleventh
Questions and share	Lecture/Discussions	Insurance companies Definition of insurance companies Types of insurance contracts Regulating insurance companies Types of insurance companies Investment strategies in insurance companies Insurance Contract Risks	theoretical knowledge	2 hours	twelfth
Oral questions	Lecture/Discussions	Investment funds Definition of investment funds and their importance Characteristics of investment funds Types of investment	theoretical knowledge	2 hours	thirteenth

		funds			
Oral questions	Lecture/Discussions	Economic Motives for Mutual Funds Mutual Funds and Taxes	theoretical knowledge	2 hours	fourteenth h
Questions and share	Lecture with oral questions	Comprehensive review	theoretical knowledge	2 hours	<u>fifteenth</u>

11. Course Evaluation

The final grade for the evaluation is 100 points, and the minimum for success is 50 points, and the grade is distributedEvaluation on the end of the course is 30 points and the end of the course exam is 70 points.As follows:

- First month exam 10 marks •
- Second month exam 10 marks •
- Daily preparation 5 degrees •
- Posts 5 points •
- End of course exam 70 points

12. Learning and teaching resources

Introduction to Financial Institutions Management Theories and Applications / Professor Dr. Sarmed Kawkab Al-Jamil / University of Mosul	Required Textbooks
Fundamentals of Money and Banking / Abdul Hussein Jalil Al-Ghalibi / University of Kufa	Main References
All master's theses, doctoral dissertations, research and critical studies in the field of monetary policy, money, banking and credit	Supporting books and references
allLocationsThe main approved electronic, especially the website of the Central Bank of IraqthroughInternet networks	Electronic references, websites

Academic Program Description Form

For the academic year 2025–2026

University name: University Tikrit

College/Institute: College Management and Economics

Scientific Department: Department Economy

Name of academic or professional program: Department of Economics

Final Certificate Name: Bachelor Sciences in Economics

Academic system: Course system

Description preparation date: 1/9/2025

Date of filling the file: 1/9/2025



Signature

Assistant Professor Dr. Omar Abdullah Mohammed

Head of Department's Name

2025/9/1



Signature

Assistant Professor Dr. Khattab Imran Saleh

Name of the Assistant Dean for Scientific Affairs

2025/9/1



Signature

The file was audited by

Khaldoon Abdullah Khalaf

Name of the Director of the Quality Assurance and

University Performance Division

2025/9/1



Approval of the Dean

1. Program Vision

Effective contribution to building an advanced economy based on sound planning ♦
in accordance with appropriate economic policies. Reality and following an
advanced scientific approach in preparing economic curricula

2. Program message

The objective need of the public and private sectors requires the formulation of ♦
economic plans and programmes at the micro and macro levels and the
development of policies to achieve a set of economic and social objectives
according to priorities embodied by the necessities and available capabilities.
Here, it is necessary to prepare specialised cadres to conduct economic research
and studies in a way that contributes to deepening economic awareness and
maximising the economic and social benefits of available resources.

3. Program objectives

1. Graduating specialized cadres in the field of planning and building economic policies, capable of integrating into the labor market and economic life.
2. Developing students' skills to enable them to Integration into the labor market.
3. Motivating and supporting the faculty in the department to conduct studies and provide consultations. Economic For public and private entities in Iraq.
4. Effective contribution to preparing training and continuing education programs to develop expertise and skills in public and private sector institutions.

4. Program accreditation

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

5. Other external influences

Is there a sponsor? ForprogramYes, the Ministry of Higher Education and .°
Scientific Research, the Presidency of Tikrit University, and the Deanship of the
College of Administration and Economics.

6. Program Structure

comments	percentage	Study unit	Number of courses	Program Structure
	6.9%	10	5	Institutional Requirements
	7.5%	11	4	College

				Requirements
	85.6%	125	55	Department Requirements
	Completed			Summer training
				Other

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

7. Program Description / Curriculum of the Department of Economics

Credit hours	Course name	Course code	Year/Level
theoretical			
3	Management principles		First
3	Principles of Economics 1		
2	Principles of Statistics		
1	Computer 1		
2	Arabic		
2	Human rights and democracy		
3	Economic Readings1English		
2	Principles of mathematics		
3	Accounting principles		
2	Economic Readings 2English		
3	Principles of Economics 2		
2	English language		
3	Microeconomic theory1		Second
2	Baath crimes		
2	Economic statistics1		
2	National Accounts1		
2	Economic facts history		
2	Economics of money		
2	Human Resource Economics		
3	Computer 1		

		2	Mathematics for Economists		
		3	Microeconomic Theory 2		
		2	Economic Statistics 2		
		2	English language		
		2	History of Economic Thought 2		
		2	Banking Economics		
		2	National Accounts2		
		1	Computer2		
		2	Mathematics for Economists 2		
		3	Mathematical Economics 1		Third / General Economics
		2	International Economy		
		2	Economic development		
		3	Public Finance		
		3	Macroeconomics 1		
		2	Agricultural economics		
		2	Environmental Economics		
		2	Industrial economy		
		2	Knowledge Economics		
		2	English language		
		2	Development policy		
		2	Financial policy		
		2	Industrial policy		
		2	Agricultural policy		
		2	International Policy		
		3	Mathematical Economics 2		
		3	Macroeconomics 2		
		2	Economic development		Third / Economic Teachers Branch
		3	Sports economics		
		3	Public Finance		
		2	Industrial economy		
		2	Educational guidance		
		3	Macroeconomics 1		
		2	English language		
		2	Educational management		
		2	Development policy		

		3	International Economy		
		3	Agricultural economics		
		1	Computer		
		2	psychology		
		3	Macroeconomics 2		
		2	Educational foundations		
		2	Financial policy		
		3	Critical theory		
		3	Econometrics 1		
		3	Economic systems		
		2	Search methods		
		2	International Finance		
		2	Operations Research 1		
		3	Economic feasibility studies		
		2	Oil Economics		
		2	Economic planning		
		3	Monetary policy		
		3	Econometrics2		
		2	Computer applications (EV)		
		3	Economic Project Evaluation		
		2	Financial institutions		
		2	Operations Research 2		
		2	English language		
		2	Planning policy		
		2	Energy Economics		
8. Expected learning outcomes of the program					
Knowledge					
ing the labor market with the necessary	-	Providing graduates who are able to perform	-		
skills from human resources.		economic analysis and predict economic			
		variables.			
		Disseminating knowledge in government	-		
		institutions to achieve the aspirations of society.			
Skills					
ty of economics graduates to conduct	-	The ability to solve economic problems that	-		

economic feasibility studies and economic analysis.	-	economic activity suffers from, such as inflation and recession. Exchange of experiences and data with ministries with economic decision-making powers	-
outputs should be knowledgeable and how to accomplish the tasks assigned to them.	-	Providing economic advice to the public and private sectors.	-
Values			
professional ethics and the ability to demonstrate high professional competence.	-	Establishing social and ethical responsibility. Serving the community and meeting its requirements.	-
It must believe in the principles of integrity and transparency, and have the ability to apply the concepts of quality management.	-	Integrity and transparency. Quality.	-
9. Teaching and learning strategies			
Learning Activities:	Encouraging students' active participation in learning processes, such as discussions, and problem solving, to enhance their deep understanding of mathematical concepts.	1	
Cooperative learning:	Encouraging students to work together in small groups to solve problems related to their studies and sharing ideas, which contributes to enhancing interaction and knowledge exchange between them.	2	
Technology:	Leveraging technology to provide interactive learning tools such as computer software and online resources to enhance student understanding and motivation.	3	
Problem-based learning:	presenting specific problems and motivating students to think critically and use skills to solve it.	4	
Instructional Strategies:	Providing a variety of instructional strategies, such as interactive lectures, practical lessons, and hands-on exercises, to meet the diverse needs of students.	5	
Thinking Skills:	Encourage students to develop thinking skills. Such as analysis, planning and inference, by providing stimulating questions and applied problems.	6	
Immediate feedback:	Provide mechanisms to provide immediate feedback to students on	7	

their performance and understanding of concepts. Administrative, whether through periodic assessments or direct interaction with the teacher.

10. Evaluation methods

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

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

nd assignments: Students may be given regular tests and assessment assignments to assess .3
problem solving skills related to their field of expertise. And their understanding of the concepts
presented.

ing participation in research: The extent to which students participate in research activities .4
scientific projects can be assessed, and an evaluation can be provided of their presentation style
and analysis of their results and conclusions.

Practical Performance Evaluation: Students can be evaluated in practical performance .5
through: Visits Process and participation in applied activities.

n of external participation: This includes evaluation of the extent of students' participation .6
in external activities such as conferences, seminars, and sports competitions.

of Personal and Professional Development: Students' personal, professional and academic .7
development can be evaluated during their participation in the faculty mentoring program.

11. Faculty

Faculty members

ty tion ange ange ange	Requirements/Skills (if any)	Specialization		Academic Rank
		private	general	
		International Economy	economy	Prof. Dr. Abdul Razzaq Hamad Hussein Khalaf
		Economic development	economy	Prof. Dr. Makhif Jassim Hamad Ali

ange		Public Finance	economy	Prof. Dr. Khalaf Mohammed Hamad Abdul-Jubouri
ange		Critical theory	economy	prof. Hamid Hassan Khalaf Mishaal
ange		International Economy	economy	Asst. Prof. Dr. Ibrahim Abdullah Jassim Issa
ange		Macroeconomics	economy	A.M.D. Anmar Ghaleb Kleib Mutlaq
ange		Public Finance	economy	Asst. Prof. Dr. Amer Sami Munir Dawood Al-Ani
ange		Economic development	economy	A.M.D. Fouad Farhan Hussein Mukhlef
ange		International Economy	economy	A.M.D. Khattab Imran Saleh Daman
ange		Macroeconomics	economy	Asst. Prof. Dr. Ziad Ezz El-Din Taha Talib
ange		International Economy	economy	Asst. Prof. Dr. Yasra Salem Nayef Abdul Janabi
ange		Monetary policies	economy	Asst. Prof. Dr. Omar Abdullah Mohammed Hejeij
ange		Finance and Banking	economy	Asst. Prof. Dr. Kilan Ismail Abdullah Mohammed
ange		Macroeconomics	economy	Dr. Khader Jassim Hamad Fahal Al- Jabouri
ange		Finance and Credit	economy	Dr. Alaa Abdul Jabbar Hussein Hamad
ange		Public Finance	economy	Dr. Jamal Hussein Ali Abdullah
ange		International Economy	economy	Dr. Mustafa Mahmoud Mahdi Saleh
ange		Standard Economics	economy	A.M. Bushra Abdel-Bari Ahmed Abdullah
ange		Monetary policy	economy	Asst. Prof. Dr. Khalil Ismail Aziz Bazawi
ange		Critical	economy	Asst. Prof. Dr. Ghassan Ibrahim Ahmed
ange		Financial policies	economy	A.M. Mohamed Emad Abdel Aziz

				Mahdi
ange		Standard Economics	economy	A.M. Samer Mohammed Fakhri Darar
ange		Public Finance	economy	A.M. Muthanna Mayouf Mahmoud Alawi
ange		International Economy	economy	Dr. Mohammed Ahmed Mohammed Hassan Al-Jabouri
ange		International Economy	economy	M. Bilal Abdel Haq Abdel Karim Mustafa
ange		Standard Economics	economy	Dr. Zuhair Hamed Turki Zaiter
ange		International Economy	economy	A.M. Mustafa Ismail Khalil Abdel
ange		International Economy	economy	Mr. Bakr Hamid Jasoum Aziz
ange		Macroeconomics	economy	M. Naaman Munther Younis Fadel
ange		Economic development	economy	M. Hamoud Saad Muhaimid Al-Helou
ange		Macroeconomics	economy	Ms. Zeina Tariq Ali Ne'meh
ange		economy	economy	M.M. Abeer Abbas Hammadi Saleh
ange		economy	economy	Mr. Adi Tais Ibrahim Musa
ange		economy	economy	M.M. Lujain Aref Ali Mustafa
ange		economy	economy	M.M. Reem Saeed Shihab Ahmed Al- Dulaimi
ange		economy	economy	Mr. Hassan Zidane Khalaf Hamad
ange		economy	economy	M.M. Jihad Badou Hamad Hussein Al- Jabouri
ange		economy	economy	Mr. Ghazwane Shaker Ismail Ibrahim
ecturer		English language	English language	A.M. Abdul Khalaf Saleh
ecturer		Educational and psychological sciences	Educational and psychological	Dr. Louay Karim Latif

			sciences	
ecturer		English language	English language	M. Alaa Ahmed Abdullah
ecturer		English language	English language	Mr. Osama Mohammed Abdullah
ecturer		English language	English language	Mr. Marwan Abdel Moneim Tawfik
ecturer		Educational and psychological sciences	Educational and psychological sciences	M.M. Duaa Turki Abdel
Professional development				
Orientation of new faculty members				
mining the needs of the university and the department:	The needs of the university and the department are determined in terms of the required educational cadres.And preferred majors. -١			
n Programs:	Customized orientation programs are designed for new, visiting, full-time and part-time members based on their needs and specialties. -٢			
uction to the University Environment:	A comprehensive introduction is provided about the university and the department.General Administration, includingAbout the DepartmentAnd the visionAnd the messageThe objectives and services available. -٣			
g support resources:	New members are provided with the necessary resources and support, including training courses, workshops, and technical assistance. -٤			
ademic Orientation:	New members are oriented regarding the curricula, research areas and teaching methods used in the department. -٥			
ative Orientation:	New members are oriented to administrative procedures, responsibilities, university policies and code of conduct. -٦			
oing Support:	Ongoing support is provided to new, visiting, full-time and part-time faculty members through advisory sessions, workshops and periodic evaluations. -٧			
Professional development for faculty members				
ing needs and setting goals:	Faculty needs are identified through surveys and performance evaluations, and then specific goals to be achieved within the program are identified. .١			
velopment Program Design:	Based on the specific needs and objectives, a comprehensive .٢			

development program is designed that includes a set of activities, training courses, workshops, and educational resources.	
Program Implementation: The development program is implemented in a regular and organized manner, including organizing workshops, conducting training courses, and providing appropriate educational resources.	٣.
Effective teaching strategies: Faculty members learn to use and apply modern and effective teaching strategies, such as cooperative learning, active learning, and educational technology.	٤.
Evaluation of learning outcomes: The effectiveness of the development program is evaluated by evaluating the learning outcomes of faculty members, such as increased levels of knowledge, teaching skills, and interaction with students.	٥.
Continuous Development: Ongoing feedback and support is provided to faculty members to promote ongoing professional and academic development.	٦.
Encouragement in scientific research and publication: Faculty members are encouraged to participate in scientific research and publish the results in prestigious academic journals, which enhances their academic standing and contributes to the development of knowledge in their fields.	٧.
12. Acceptance Criteria	
Central acceptance.	١-
Exceptions (martyrs' families, children of faculty, distinguished employees, top students in institutes, foreign students).	٢-
Private government education	٣-
Accepting evening studies.	٤-
13. The most important sources of information about the program	
University, college and electronic department website.	١-
Priorities for establishing the department.	٢-
to develop and update the curricula of the faculties of management and economics in Iraqi universities for the year 2017.	٣-
14. Program Development Plan	
Developing curricula for each subject by the instructor.	١-
opening a branch of the third stage (economic teachers) and opening postgraduate studies, a higher diploma equivalent to a master's and doctorate.	٢-
Developing teaching and administrative staff through courses, seminars and workshops in areas of	٣-

specialization.															
ng scientific research efforts by encouraging faculty members to publish, especially in international -٤															
journals.															
g training programs to develop students' capabilities in technical and information technology fields. -٥															
Organizing field visits and scientific trips for students to government institutions. -٦															
Program Skills Chart															
Required learning outcomes of the program															
4	A	Values			Skills			Knowledge				Essential or optional?	Course name	Course code	Year/Lev
		A2	A1	B4	B3	B2	B1	A4	A3	A2	A1				
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Management principles		First year
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Statistics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Arabic		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human rights and democracy		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings1English		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of mathematics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Accounting principles		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings 2English		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 2		Second year
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic theory1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Baath crimes		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic statistics1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic facts history		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economics of money		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human Resource Economics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematics for Economists		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic Theory 2		

		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Statistics 2			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		History of Economic Thought 2			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Banking Economics			
													Mathematics for Economists 2			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts2			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer2			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 1			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Environmental Economics			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Knowledge Economics			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial policy			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural policy			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Policy			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 2			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Sports economics			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational guidance			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics			

													1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational management		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		psychology		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational foundations		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Critical theory		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Econometrics 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic systems		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Search methods		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Finance		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations Research 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic feasibility studies		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Oil Economics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic planning		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Monetary policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Econometrics2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer applications(EV)		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Project Evaluation		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial institutions		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations Research 2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Planning policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Energy Economics		

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

Course Description Form

1. Course name	
Critical theory	
2. Course code	
3. Semester/Year	
2025-2026	
4. Date this description was prepared	
1/9/2025	
5. Available forms of attendance	
Approval of attendance list	
6. Number of study hours (total) / Number of units (total)	
Number of hours 30 / Number of units 30	
7. Name of the course supervisor (if more than one name is mentioned)	
prof.Hamid Hassan Khalaf	
8. Course objectives	
Introducing the student to the 1- conceptCritical theoryThrough the historical developments that have passedTWith it Student 2- definitionImportantlytheMoney and the most important theories that dealt with money, how to deal with it, and its impact on the economy stripThe student has a relationship 3- withMoney BEconomyandWith economic development Introducing the student to the 4- importance of money, how to deal with it, and its impact on the economy Introducing the student to the most 5- important sources of collecting data and information about the reality of the economyAdd themonetary The most important factors determining the demand for money Introducing the student to how to -√ solve problemsCashwhich the economy suffers from	Subject objectives

Introducing the student to central banks, their objectives, tools and laws, especially the Central Bank of Iraq.	

9. Teaching and learning strategies

Delivering in-person and online lectures - Discussions with students - Oral questions for students - Blended learning (classroom) -	Strategy

10. Course Structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
Oral questions	Giving the lecture	Introduction to Money "The reasons that led to the transition from commodity exchange to monetary exchange"	theoretical knowledge	3 hours	the first
Questions and share	Lecture/Discussions	Definition of money, functions of money, characteristics of money	theoretical knowledge	3 hours	the second
Oral questions	Lecture/Discussions	Types of money and quasi-money	theoretical knowledge	3 hours	the third
Student participation	Lecture/Discussions	Money supply concepts m1, m2, m3	theoretical knowledge	3 hours	Fourth
Oral questions	Lecture/Discussions	Liquidity, its types and factors affecting money supply	theoretical knowledge	3 hours	Fifth
-	-	Monthly exam	-	3 hours	Sixth
Oral questions	Lecture/Discussions	Velocity of money, families on velocity of money, stability of velocity of money	theoretical knowledge	3 hours	Seventh
Oral questions	Lecture/Discussions	Monetary system - its rules and elements - types of monetary rules	theoretical knowledge	3 hours	The eighth
Questions and share	Lecture/Discussions	Commercial banks - their characteristics - their role in influencing deposits	theoretical knowledge	3 hours	Ninth
Oral questions	Lecture/Discussions	Types of commercial banks	theoretical knowledge	3 hours	tenth
Oral questions	Lecture/Discussions	Planning in commercial banks	theoretical knowledge	3 hours	eleventh
Questions and share	Lecture/Discussions	Performance evaluation of commercial banks	theoretical knowledge	2 hours	twelfth
Oral questions	Lecture/Discussions	strategically TBanking	theoretical knowledge	2 hours	thirteenth
-	-	Monthly exam	-	3 hours	fourteenth
Questions and share	Lecture with oral questions	Comprehensive review	theoretical knowledge	3 hours	fifteenth

11. Course Evaluation

The final grade for the evaluation is 100 points, and the minimum for success is 50 points, and the grade is distributedEvaluation on the end of the course is 30 points and the end of the course exam is 70 points.As follows:

- First month exam 10 marks •
- Second month exam 10 marks •
- Daily preparation 5 degrees •
- Posts 5 points •
- End of course exam 70 points

12. Learning and teaching resources

Economics of Money and Banking	Required textbooks (methodology if any)
theMonetary Theory and Policies, Dr. Abdul Hussein Jalil Al-Ghalbi, Dr. Youssef Ali Al-Asadi 2022 AD, 1st ed., Dar Al-Taalim Al-Jami'i, Alexandria	Main References (Sources)
Banking management-Applied Introduction / Prof. Dr. Abdul Aziz Shuwaish Abdul Hamid	Recommended supporting books and references (scientific journals, reports...)
Reviewing scientific websites through the web	Electronic references, websites

Academic Program Description Form

For the academic year 2025–2026

University name: University Tikrit

College/Institute: College Management and Economics

Scientific Department: Department Economy

Name of academic or professional program: Department of Economics

Final Certificate Name: Bachelor Sciences in Economics

Academic system: Course system

Description preparation date: 1/9/2025

Date of filling the file: 1/9/2025



Signature

Assistant Professor Dr. Omar Abdullah Mohammed

Head of Department's Name

2025/9/1



Signature

Assistant Professor Dr. Khattab Imran Saleh

Name of the Assistant Dean for Scientific Affairs

2025/9/1



Signature

The file was audited by

Khaldoon Abdullah Khalaf

Name of the Director of the Quality Assurance and

University Performance Division

2025/9/1



Approval of the Dean

1. Program Vision

Effective contribution to building an advanced economy based on sound planning ♦
in accordance with appropriate economic policies. Reality and following an
advanced scientific approach in preparing economic curricula

2. Program message

The objective need of the public and private sectors requires the formulation of ♦
economic plans and programmes at the micro and macro levels and the
development of policies to achieve a set of economic and social objectives
according to priorities embodied by the necessities and available capabilities.
Here, it is necessary to prepare specialised cadres to conduct economic research
and studies in a way that contributes to deepening economic awareness and
maximising the economic and social benefits of available resources.

3. Program objectives

1. Graduating specialized cadres in the field of planning and building economic policies, capable of integrating into the labor market and economic life.
2. Developing students' skills to enable them to Integration into the labor market.
3. Motivating and supporting the faculty in the department to conduct studies and provide consultations. Economic For public and private entities in Iraq.
4. Effective contribution to preparing training and continuing education programs to develop expertise and skills in public and private sector institutions.

4. Program accreditation

DoThe programIs the program accredited? And from which authority? Both .°

5. Other external influences

Is there a sponsor? ForprogramYes, the Ministry of Higher Education and .°
Scientific Research, the Presidency of Tikrit University, and the Deanship of the
College of Administration and Economics.

6. Program Structure

comments	percentage	Study unit	Number of courses	Program Structure
	6.9%	10	5	Institutional Requirements
	7.5%	11	4	College

				Requirements
	85.6%	125	55	Department Requirements
	Completed			Summer training
				Other

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

7. Program Description / Curriculum of the Department of Economics

Credit hours	Course name	Course code	Year/Level
theoretical			
3	Management principles		First
3	Principles of Economics 1		
2	Principles of Statistics		
1	Computer 1		
2	Arabic		
2	Human rights and democracy		
3	Economic Readings1English		
2	Principles of mathematics		
3	Accounting principles		
2	Economic Readings 2English		
3	Principles of Economics 2		
2	English language		
3	Microeconomic theory1		Second
2	Baath crimes		
2	Economic statistics1		
2	National Accounts1		
2	Economic facts history		
2	Economics of money		
2	Human Resource Economics		
3	Computer 1		

		2	Mathematics for Economists		
		3	Microeconomic Theory 2		
		2	Economic Statistics 2		
		2	English language		
		2	History of Economic Thought 2		
		2	Banking Economics		
		2	National Accounts2		
		1	Computer2		
		2	Mathematics for Economists 2		
		3	Mathematical Economics 1		Third / General Economics
		2	International Economy		
		2	Economic development		
		3	Public Finance		
		3	Macroeconomics 1		
		2	Agricultural economics		
		2	Environmental Economics		
		2	Industrial economy		
		2	Knowledge Economics		
		2	English language		
		2	Development policy		
		2	Financial policy		
		2	Industrial policy		
		2	Agricultural policy		
		2	International Policy		
		3	Mathematical Economics 2		
		3	Macroeconomics 2		
		2	Economic development		Third / Economic Teachers Branch
		3	Sports economics		
		3	Public Finance		
		2	Industrial economy		
		2	Educational guidance		
		3	Macroeconomics 1		
		2	English language		
		2	Educational management		
		2	Development policy		

	3	International Economy		
	3	Agricultural economics		
	1	Computer		
	2	psychology		
	3	Macroeconomics 2		
	2	Educational foundations		
	2	Financial policy		
	3	Critical theory		
	3	Econometrics 1		
	3	Economic systems		
	2	Search methods		
	2	International Finance		
	2	Operations Research 1		
	3	Economic feasibility studies		
	2	Oil Economics		
	2	Economic planning		
	3	Monetary policy		
	3	Econometrics2		
	2	Computer applications (EV)		
	3	Economic Project Evaluation		
	2	Financial institutions		
	2	Operations Research 2		
	2	English language		
	2	Planning policy		
	2	Energy Economics		
8. Expected learning outcomes of the program				
Knowledge				
ing the labor market with the necessary skills from human resources.	-	Providing graduates who are able to perform economic analysis and predict economic variables.	-	
		Disseminating knowledge in government institutions to achieve the aspirations of society.	-	
Skills				
ty of economics graduates to conduct	-	The ability to solve economic problems that	-	

economic feasibility studies and economic analysis.	-	economic activity suffers from, such as inflation and recession. Exchange of experiences and data with ministries with economic decision-making powers	-
outputs should be knowledgeable and how to accomplish the tasks assigned to them.	-	Providing economic advice to the public and private sectors.	-
Values			
professional ethics and the ability to demonstrate high professional competence.	-	Establishing social and ethical responsibility. Serving the community and meeting its requirements.	- -
It must believe in the principles of integrity and transparency, and have the ability to apply the concepts of quality management.	-	Integrity and transparency. Quality.	- -
9. Teaching and learning strategies			
Learning Activities: Encouraging students' active participation in learning processes, such as discussions, and problem solving, to enhance their deep understanding of mathematical concepts. Cooperative learning: Encouraging students to work together in small groups to solve problems related to their studies and sharing ideas, which contributes to enhancing interaction and knowledge exchange between them. Technology: Leveraging technology to provide interactive learning tools such as computer software and online resources to enhance student understanding and motivation. Problem-based learning: presenting specific problems and motivating students to think critically and use skills to solve it. Instructional Strategies: Providing a variety of instructional strategies, such as interactive lectures, practical lessons, and hands-on exercises, to meet the diverse needs of students. Thinking Skills: Encourage students to develop thinking skills. Such as analysis, planning and inference, by providing stimulating questions and applied problems. Immediate feedback: Provide mechanisms to provide immediate feedback to students on	.1 .2 .3 .4 .5 .6 .7		

their performance and understanding of concepts. Administrative, whether through periodic assessments or direct interaction with the teacher.

10. Evaluation methods

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

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

nd assignments: Students may be given regular tests and assessment assignments to assess .3
problem solving skills.related to their field of expertiseAnd their understanding of the concepts
presented.

ing participation in research: The extent to which students participate in research activities .4
ntific projects can be assessed, and an evaluation can be provided of their presentation style
and analysis of their results and conclusions.

Practical Performance Evaluation: Students can be evaluated in practical performance .5
through:VisitsProcess and participation in applied activities.

n of external participation: This includes evaluation of the extent of students' participation .6
in external activities such as conferences, seminars, and sports competitions.

of Personal and Professional Development: Students' personal, professional and academic .7
development can be evaluated during their participation in the faculty mentoring program.

11. Faculty

Faculty members

ty tion ange ange ange	Requirements/Skills (if any)	Specialization		Academic Rank
		private	general	
		International Economy	economy	Prof. Dr. Abdul Razzaq Hamad Hussein Khalaf
		Economic development	economy	Prof. Dr. Makhif Jassim Hamad Ali

ange		Public Finance	economy	Prof. Dr. Khalaf Mohammed Hamad Abdul-Jubouri
ange		Monetary policies	economy	Asst. Prof. Dr. Khalil Ismail Aziz Bazawi
ange		International Economy	economy	Asst. Prof. Dr. Ibrahim Abdullah Jassim Issa
ange		Macroeconomics	economy	A.M.D. Anmar Ghaleb Kleib Mutlaq
ange		Public Finance	economy	Asst. Prof. Dr. Amer Sami Munir Dawood Al-Ani
ange		Economic development	economy	A.M.D. Fouad Farhan Hussein Mukhlef
ange		International Economy	economy	A.M.D. Khattab Imran Saleh Daman
ange		Macroeconomics	economy	Asst. Prof. Dr. Ziad Ezz El-Din Taha Talib
ange		International Economy	economy	Asst. Prof. Dr. Yasra Salem Nayef Abdul Janabi
ange		Monetary policies	economy	Asst. Prof. Dr. Omar Abdullah Mohammed Hejeij
ange		Finance and Banking	economy	Asst. Prof. Dr. Kilan Ismail Abdullah Mohammed
ange		Macroeconomics	economy	Dr. Khader Jassim Hamad Fahal Al- Jabouri
ange		Finance and Credit	economy	Dr. Alaa Abdul Jabbar Hussein Hamad
ange		Public Finance	economy	Dr. Jamal Hussein Ali Abdullah
ange		International Economy	economy	Dr. Mustafa Mahmoud Mahdi Saleh
ange		Standard Economics	economy	A.M. Bushra Abdel-Bari Ahmed Abdullah
ange		Critical	economy	Hamid Hassan Khalaf .أ Mashaal
ange		Critical	economy	Asst. Prof. Dr. Ghassan Ibrahim Ahmed

ange		Financial policies	economy	A.M. Mohamed Emad Abdel Aziz Mahdi
ange		Standard Economics	economy	A.M. Samer Mohammed Fakhri Darar
ange		Public Finance	economy	A.M. Muthanna Mayouf Mahmoud Alawi
ange		International Economy	economy	Dr. Mohammed Ahmed Mohammed Hassan Al-Jabouri
ange		International Economy	economy	M. Bilal Abdel Haq Abdel Karim Mustafa
ange		Standard Economics	economy	Dr. Zuhair Hamed Turki Zaiter
ange		International Economy	economy	A.M. Mustafa Ismail Khalil Abdel
ange		International Economy	economy	Mr. Bakr Hamid Jasoum Aziz
ange		Macroeconomics	economy	M. Naaman Munther Younis Fadel
ange		Economic development	economy	M. Hamoud Saad Muhaimid Al-Helou
ange		Macroeconomics	economy	Ms. Zeina Tariq Ali Ne'meh
ange		economy	economy	M.M. Abeer Abbas Hammadi Saleh
ange		economy	economy	Mr. Adi Tais Ibrahim Musa
ange		economy	economy	M.M. Lujain Aref Ali Mustafa
ange		economy	economy	M.M. Reem Saeed Shihab Ahmed Al- Dulaimi
ange		economy	economy	Mr. Hassan Zidane Khalaf Hamad
ange		economy	economy	M.M. Jihad Badou Hamad Hussein Al- Jabouri
ange		economy	economy	Mr. Ghazwane Shaker Ismail Ibrahim
ecturer		English language	English language	A.M. Abdul Khalaf Saleh
ecturer		Educational and psychological	Educational and	Dr. Louay Karim Latif

			sciences	psychological sciences	
ecturer			English language	English language	M. Alaa Ahmed Abdullah
ecturer			English language	English language	Mr. Osama Mohammed Abdullah
ecturer			English language	English language	Mr. Marwan Abdel Moneim Tawfik
ecturer			Educational and psychological sciences	Educational and psychological sciences	M.M. Duaa Turki Abdel
Professional development					
Orientation of new faculty members					
mining the needs of the university and the department:	The needs of the university and the department are determined in terms of the required educational cadres.And preferred majors. -١				
n Programs:	Customized orientation programs are designed for new, visiting, full-time and part-time members based on their needs and specialties. -٢				
uction to the University Environment:	A comprehensive introduction is provided about the university and the department.General Administration, includingAbout the DepartmentAnd the visionAnd the messageThe objectives and services available. -٣				
g support resources:	New members are provided with the necessary resources and support, including training courses, workshops, and technical assistance. -٤				
ademic Orientation:	New members are oriented regarding the curricula, research areas and teaching methods used in the department. -٥				
ative Orientation:	New members are oriented to administrative procedures, responsibilities, university policies and code of conduct. -٦				
oing Support:	Ongoing support is provided to new, visiting, full-time and part-time faculty members through advisory sessions, workshops and periodic evaluations. -٧				
Professional development for faculty members					
ing needs and setting goals:	Faculty needs are identified through surveys and performance evaluations, and then specific goals to be achieved within the program are identified. .١				

development Program Design: Based on the specific needs and objectives, a comprehensive .٢	
ment program is designed that includes a set of activities, training courses, workshops, and educational resources.	
ram implementation: The development program is implemented in a regular and organized .٣	
er, including organizing workshops, conducting training courses, and providing appropriate educational resources.	
effective teaching strategies: Faculty members learn to use and apply modern and effective .٤	
aching strategies, such as cooperative learning, active learning, and educational technology.	
ation of learning outcomes: The effectiveness of the development program is evaluated by .٥	
evaluating the learning outcomes of faculty members, such as increased levels of knowledge, teaching skills, and interaction with students.	
s Development: Ongoing feedback and support is provided to faculty members to promote .٦	
ngoing professional and academic development.	
on in scientific research and publication: Faculty members are encouraged to participate in .٧	
tific research and publish the results in prestigious academic journals, which enhances their academic standing and contributes to the development of knowledge in their fields.	
	12. Acceptance Criteria
	Central acceptance. -١
exceptions (martyrs' families, children of faculty, distinguished employees, top students in -٢	institutes, foreign students).
	Private government education -٣
	Accepting evening studies. -٤
	13. The most important sources of information about the program
	University, college and electronic department website. -١
	Priorities for establishing the department. -٢
to develop and update the curricula of the faculties of management and economics in Iraqi -٣	universities for the year 2017.
	14. Program Development Plan
	Developing curricula for each subject by the instructor. -١
a branch of the third stage (economic teachers) and opening postgraduate studies, a higher diploma -٢	equivalent to a master's and doctorate.

Developing teaching and administrative staff through courses, seminars and workshops in areas of specialization. -۳															
Encouraging scientific research efforts by encouraging faculty members to publish, especially in international journals. -۴															
Organizing training programs to develop students' capabilities in technical and information technology fields. -۵															
Organizing field visits and scientific trips for students to government institutions. -۶															
Program Skills Chart															
Required learning outcomes of the program															
4	A	Values			Skills			Knowledge				Essential or optional?	Course name	Course code	Year/Lev
		A2	A1	B4	B3	B2	B1	A4	A3	A2	A1				
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Management principles		First year
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Statistics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Arabic		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human rights and democracy		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings1English		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of mathematics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Accounting principles		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings 2English		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 2		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic theory1		Second year
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Baath crimes		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic statistics1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic facts history		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economics of money		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human Resource Economics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematics for Economists		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic		

													Theory 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Statistics 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		English language				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		History of Economic Thought 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Banking Economics				
													Mathematics for Economists 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 1				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Environmental Economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Knowledge Economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		English language				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		International Policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Sports economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational guidance				

	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational management		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		psychology		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational foundations		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Critical theory		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Econometrics 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic systems		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Search methods		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Finance		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations Research 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic feasibility studies		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Oil Economics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic planning		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Monetary policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Econometrics2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer applications(EV)		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Project Evaluation		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial institutions		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations Research 2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Planning policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Energy Economics		

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

Course Description Form

1. Course name					
Economic systems					
2. Course code					
3. Semester/Year					
2025-2026					
4. Date this description was prepared					
1/9/2025					
5. Available forms of attendance					
Approval of attendance list					
6. Number of study hours (total) / Number of units (total)					
Number of hours 30 / Number of units 30					
7. Name of the course supervisor (if more than one name is mentioned)					
Asst. Prof. Dr. Fouad Farhan Hussein					
8. Course objectives					
Introducing the student to the stages he goes through History of Economic Systems. 2-Clarification of related concepts and terms By the material. 3-Make the student interested in the scientific subject he is studying. 4-Urging students to pay attention to economics.			Subject objectives		
9. Teaching and learning strategies					
Delivering in-person and online lectures - Discussions with students - Oral questions for students - Blended learning (classroom) -			Strategy		
10. Course Structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
Oral questions	Giving the lecture	Forces affecting the economic system	theoretical knowledge	2 hours	the first
Questions and share	Lecture/Discussions	The relationship between the economic	theoretical knowledge	2 hours	the second

		system and economic development			
Oral questions	Lecture/Discussions	Types of economic systems	theoretical knowledge	2 hours	the third
Student participation	Lecture/Discussions	Capitalist system	theoretical knowledge	2 hours	Fourth
Oral questions	Lecture/Discussions	Socialist system	theoretical knowledge	2 hours	Fifth
-	-	Monthly exam	-	2 hours	Sixth
Oral questions	Lecture/Discussions	Marxist theory	theoretical knowledge	2 hours	Seventh
Oral questions	Lecture/Discussions	concentrated socialism	theoretical knowledge	2 hours	The eighth
Questions and share	Lecture/Discussions	Soviet central model	theoretical knowledge	2 hours	Ninth
Oral questions	Lecture/Discussions	Socialism and international variables	theoretical knowledge	2 hours	tenth
Oral questions	Lecture/Discussions	Mixed economic system	theoretical knowledge	2 hours	eleventh
Questions and share	Lecture/Discussions	Its importance and features	theoretical knowledge	2 hours	twelfth
Oral questions	Lecture/Discussions	The challenges facing him	theoretical knowledge	2 hours	thirteenth
-	-	Monthly exam	-	2 hours	fourteenth
Questions and share	Lecture with oral questions	Comprehensive review	theoretical knowledge	2 hours	fifteenth

11. Course Evaluation

The final grade for the evaluation is 100 points, and the minimum for success is 50 points, and the grade is distributedEvaluation on the end of the course is 30 points and the end of the course exam is 70 points.As follows:

- First month exam 10 marks •
- Second month exam 10 marks •
- Daily preparation 5 degrees •
- Posts 5 points •
- End of course exam 70 points

12. Learning and teaching resources

EconomyCognitive/ Dr. Hamid Jassim Hamid and others	Required textbooks (methodology if any)
	Main References (Sources)
	Recommended supporting books and references (scientific journals, reports...)
Reviewing scientific websites through the	Electronic references, websites

Academic Program Description Form

For the academic year 2025–2026

University name: University Tikrit

College/Institute: College Management and Economics

Scientific Department: **Department Economy-Economic Teachers Branch**

Name of academic or professional program: Department of Economics

Final Certificate Name: Bachelor Sciences in Economics

Academic system: Course system

Stage: fourth

Article: Project Evaluation

Description preparation date: 1/9/2025

Date of filling the file: 1/9/2025



Signature
Assistant Professor Dr. Omar Abdullah Mohammed
Head of Department's Name
2025/9/1



Signature
Assistant Professor Dr. Khattab Imran Saleh
Name of the Assistant Dean for Scientific Affairs
2025/9/1



Signature
The file was audited by
Khaldoun Abdullah Khalaf
Name of the Director of the Quality Assurance and
University Performance Division
2025/9/1



Approval of the Dean

1. Program Vision

Effective contribution to building an advanced economy based on sound planning in accordance with appropriate economic policies. Reality and following an advanced scientific approach in preparing economic curricula

2. Program message

The objective need of the public and private sectors requires the formulation of economic plans and programmes at the micro and macro levels and the development of policies to achieve a set of economic and social objectives according to priorities embodied by the necessities and available capabilities. Here, it is necessary to prepare specialised cadres to conduct economic research and studies in a way that contributes to deepening economic awareness and maximising the economic and social benefits of available resources.

3. Program objectives

1. Graduating specialized cadres in the field of planning and building economic policies, capable of integrating into the labor market and economic life.
2. Developing students' skills to enable them to Integration into the labor market.
3. Motivating and supporting the faculty in the department to conduct studies and provide consultations. Economic For public and private entities in Iraq.
4. Effective contribution to preparing training and continuing education programs to develop expertise and skills in public and private sector institutions.

4. Program accreditation

DoThe programIs the program accredited? And from which authority? Both

5. Other external influences

Is there a sponsor? ForprogramYes, the Ministry of Higher Education and Scientific Research, the Presidency of Tikrit University, and the Deanship of the College of Administration and Economics.

6. Program Structure

Comments	percentage	Study unit	Number of courses	Program Structure
	6.9%	10	5	Institutional

				Requirements
	7.5%	11	4	College Requirements
	85.6%	125	55	Department Requirements
	Completed			Summer training
				Other

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

7. Program Description / Curriculum of the Department of Economics

Credit hours	Course name	Course code	Year/Level
theoretical			
3	Management principles		First
3	Principles of Economics 1		
2	Principles of Statistics		
1	Computer 1		
2	Arabic		
2	Human rights and democracy		
3	Economic Readings1English		
2	Principles of mathematics		
3	Accounting principles		
2	Economic Readings 2English		
3	Principles of Economics 2		
2	English language		
3	Microeconomic theory1		Second
2	Baath crimes		
2	Economic statistics1		
2	National Accounts1		
2	Economic facts history		
2	Economics of money		

		2	Human Resource Economics		
		3	Computer 1		
		2	Mathematics for Economists		
		3	Microeconomic Theory 2		
		2	Economic Statistics 2		
		2	English language		
		2	History of Economic Thought 2		
		2	Banking Economics		
		2	National Accounts2		
		1	Computer2		
		2	Mathematics for Economists 2		
		3	Mathematical Economics 1		Third / General Economics
		2	International Economy		
		2	Economic development		
		3	Public Finance		
		3	Macroeconomics 1		
		2	Agricultural economics		
		2	Environmental Economics		
		2	Industrial economy		
		2	Knowledge Economics		
		2	English language		
		2	Development policy		
		2	Financial policy		
		2	Industrial policy		
		2	Agricultural policy		
		2	International Policy		
		3	Mathematical Economics 2		Third / Economic Teachers Branch
		3	Macroeconomics 2		
		2	Economic development		
		3	Sports economics		
		3	Public Finance		
		2	Industrial economy		
		2	Educational guidance		
		3	Macroeconomics 1		
		2	English language		

		2	Educational management			
		2	Development policy			
		3	International Economy			
		3	Agricultural economics			
		1	Computer			
		2	psychology			
		3	Macroeconomics 2			
		2	Educational foundations			
		2	Financial policy			
		3	Critical theory		Fourth	
		3	Econometrics 1			
		3	Economic systems			
		2	Search methods			
		2	International Finance			
		2	Operations Research 1			
		3	Economic feasibility studies			
		2	Oil Economics			
		2	Economic planning			
		3	Monetary policy			
		3	Econometrics2			
		2	Computer applications (EV)			
		3	Economic Project Evaluation			
		2	Financial institutions			
		2	Operations Research 2			
		2	English language			
		2	Planning policy			
		2	Energy Economics			
8. Expected learning outcomes of the program						
Knowledge						
ing the labor market with the necessary	-	skills from human resources.	Providing graduates who are able to perform	-		
			economic analysis and predict economic			
			variables.			
			Disseminating knowledge in government	-		
			institutions to achieve the aspirations of society.			

			Skills
ty of economics graduates to conduct economic feasibility studies and economic analysis.	-	The ability to solve economic problems that economic activity suffers from, such as inflation and recession. Exchange of experiences and data with ministries with economic decision-making powers	-
outputs should be knowledgeable and how to accomplish the tasks assigned to them.	-	Providing economic advice to the public and private sectors.	-
			Values
e to professional ethics and the ability nstrate high professional competence.	-	Establishing social and ethical responsibility. Serving the community and meeting its requirements.	-
tudent must believe in the principles of and transparency, and have the ability to ly the concepts of quality management.	-	Integrity and transparency. Quality.	-
9. Teaching and learning strategies			
Learning: Encouraging students' active participation in learning processes, such as discussions, activities, and problem solving, to enhance their deep understanding of mathematical concepts.	.1		
Cooperative learning: Encouraging students to work together in small groups to solve ns.related to their studiesAnd sharing ideas, which contributes to enhancing interaction and knowledge exchange between them.	.2		
Technology: Leveraging technology to provide interactive learning tools such as computer software and online resources to enhance student understanding and motivation.	.3		
based learning: presenting specific problems and motivating students to think critically and use skillsAdministrativeTo solve it.	.4		
e Instructional Strategies: Providing a variety of instructional strategies, such as interactive lectures, practical lessons, and hands-on exercises, to meet the diverse needs of students.	.5		
inkingAdministrativeEncourage students to develop thinking skills.AdministrativeSuch as	.6		

analysis, planning and inference, by providing stimulating questions and applied problems.

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

10. Evaluation methods

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

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

Assignments: Students may be given regular tests and assessment assignments to assess problem solving skills related to their field of expertise and their understanding of the concepts presented.

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

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

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

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

11. Faculty

Faculty members

Faculty member	Requirements/Skills (if any)	Specialization		Academic Rank
		private	general	
		International Economy	economy	Prof. Dr. Abdul Razzaq Hamad Hussein Khalaf

ange		Economic development	economy	Prof. Dr. Makhif Jassim Hamad Ali
ange		Public Finance	economy	Prof. Dr. Khalaf Mohammed Hamad Abdul-Jubouri
ange		Monetary policies	economy	Asst. Prof. Dr. Khalil Ismail Aziz Bazawi
ange		International Economy	economy	Asst. Prof. Dr. Ibrahim Abdullah Jassim Issa
ange		Macroeconomics	economy	A.M.D. Anmar Ghaleb Kleib Mutlaq
ange		Public Finance	economy	Asst. Prof. Dr. Amer Sami Munir Dawood Al-Ani
ange		Economic development	economy	A.M.D. Fouad Farhan Hussein Mukhlef
ange		International Economy	economy	A.M.D. Khattab Imran Saleh Daman
ange		Macroeconomics	economy	Asst. Prof. Dr. Ziad Ezz El-Din Taha Talib
ange		International Economy	economy	Asst. Prof. Dr. Yasra Salem Nayef Abdul Janabi
ange		Monetary policies	economy	Asst. Prof. Dr. Omar Abdullah Mohammed Hejeij
ange		Finance and Banking	economy	Asst. Prof. Dr. Kilan Ismail Abdullah Mohammed
ange		Macroeconomics	economy	Dr. Khader Jassim Hamad Fahal Al-Jabouri
ange		Finance and Credit	economy	Dr. Alaa Abdul Jabbar Hussein Hamad
ange		Public Finance	economy	Dr. Jamal Hussein Ali Abdullah
ange		International Economy	economy	Dr. Mustafa Mahmoud Mahdi Saleh
ange		Standard Economics	economy	A.M. Bushra Abdel-Bari Ahmed Abdullah
ange		Critical	economy	Hamid Hassan Khalaf .أ Mashaal

ange		Critical	economy	Asst. Prof. Dr. Ghassan Ibrahim Ahmed
ange		Financial policies	economy	A.M. Mohamed Emad Abdel Aziz Mahdi
ange		Standard Economics	economy	A.M. Samer Mohammed Fakhri Darar
ange		Public Finance	economy	A.M. Muthanna Mayouf Mahmoud Alawi
ange		International Economy	economy	Dr. Mohammed Ahmed Mohammed Hassan Al-Jabouri
ange		International Economy	economy	M. Bilal Abdel Haq Abdel Karim Mustafa
ange		Standard Economics	economy	Dr. Zuhair Hamed Turki Zaiter
ange		International Economy	economy	A.M. Mustafa Ismail Khalil Abdel
ange		International Economy	economy	Mr. Bakr Hamid Jasoum Aziz
ange		Macroeconomics	economy	M. Naaman Munther Younis Fadel
ange		Economic development	economy	M. Hamoud Saad Muhaimid Al-Helou
ange		Macroeconomics	economy	Ms. Zeina Tariq Ali Ne'meh
ange		economy	economy	M.M. Abeer Abbas Hammadi Saleh
ange		economy	economy	Mr. Adi Tais Ibrahim Musa
ange		economy	economy	M.M. Lujain Aref Ali Mustafa
ange		economy	economy	M.M. Reem Saeed Shihab Ahmed Al- Dulaimi
ange		economy	economy	Mr. Hassan Zidane Khalaf Hamad
ange		economy	economy	M.M. Jihad Badou Hamad Hussein Al- Jabouri
ange		economy	economy	Mr. Ghazwane Shaker Ismail Ibrahim
ecturer		English language	English language	A.M. Abdul Khalaf Saleh

ecturer		Educational and psychological sciences	Educational and psychological sciences	Dr. Louay Karim Latif
ecturer		English language	English language	M. Alaa Ahmed Abdullah
ecturer		English language	English language	Mr. Osama Mohammed Abdullah
ecturer		English language	English language	Mr. Marwan Abdel Moneim Tawfik
ecturer		Educational and psychological sciences	Educational and psychological sciences	M.M. Duaa Turki Abdel
Professional development				
Orientation of new faculty members				
etermining the needs of the university and the department: The needs of the university and the department are determined in terms of the required educational cadres.And preferred majors. -١				
n Programs: Customized orientation programs are designed for new, visiting, full-time and part-time members based on their needs and specialties. -٢				
uction to the University Environment: A comprehensive introduction is provided about the university and the department.General Administration, includingAbout the DepartmentAnd the visionAnd the messageThe objectives and services available. -٣				
g support resources: New members are provided with the necessary resources and support, including training courses, workshops, and technical assistance. -٤				
ademic Orientation: New members are oriented regarding the curricula, research areas and teaching methods used in the department. -٥				
ative Orientation: New members are oriented to administrative procedures, responsibilities, university policies and code of conduct. -٦				
oing Support: Ongoing support is provided to new, visiting, full-time and part-time faculty members through advisory sessions, workshops and periodic evaluations. -٧				
Professional development for faculty members				

ing needs and setting goals: Faculty needs are identified through surveys and performance .١	evaluations, and then specific goals to be achieved within the program are identified.
development Program Design: Based on the specific needs and objectives, a comprehensive .٢	development program is designed that includes a set of activities, training courses, workshops, and educational resources.
ram implementation: The development program is implemented in a regular and organized .٣	er, including organizing workshops, conducting training courses, and providing appropriate educational resources.
effective teaching strategies: Faculty members learn to use and apply modern and effective .٤	teaching strategies, such as cooperative learning, active learning, and educational technology.
ation of learning outcomes: The effectiveness of the development program is evaluated by .٥	evaluating the learning outcomes of faculty members, such as increased levels of knowledge, teaching skills, and interaction with students.
s Development: Ongoing feedback and support is provided to faculty members to promote .٦	ongoing professional and academic development.
on in scientific research and publication: Faculty members are encouraged to participate in .٧	scientific research and publish the results in prestigious academic journals, which enhances their academic standing and contributes to the development of knowledge in their fields.
12. Acceptance Criteria	
	Central acceptance. -١
exceptions (martyrs' families, children of faculty, distinguished employees, top students in -٢	institutes, foreign students).
	Private government education -٣
	Accepting evening studies. -٤
13. The most important sources of information about the program	
	University, college and electronic department website. -١
	Priorities for establishing the department. -٢
to develop and update the curricula of the faculties of management and economics in Iraqi -٣	universities for the year 2017.
14. Program Development Plan	
	Developing curricula for each subject by the instructor. -١

a branch of the third stage (economic teachers) and opening postgraduate studies, a higher diploma	-٢
equivalent to a master's and doctorate.	
Developing teaching and administrative staff through courses, seminars and workshops in areas of	-٣
specialization.	
ng scientific research efforts by encouraging faculty members to publish, especially in international	-٤
journals.	
g training programs to develop students' capabilities in technical and information technology fields.	-٥
Organizing field visits and scientific trips for students to government institutions.	-٦

Program Skills Chart

Required learning outcomes of the program

4	A4	Values			Skills			Knowledge				Essential or optional?	Course name	Course code	Year/Level
		A2	A1	B4	B3	B2	B1	A4	A3	A2	A1				
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Management principles		First year
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Statistics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Arabic		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human rights and democracy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings1English		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of mathematics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Accounting principles		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings 2English		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 2		Second year
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic theory1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Baath crimes		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic statistics1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic facts history		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economics of money		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human Resource Economics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		

	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematics for Economists			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic Theory 2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Statistics 2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		History of Economic Thought 2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Banking Economics			
													Mathematics for Economists 2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 1			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Environmental Economics			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Knowledge Economics			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial policy			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural policy			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Policy			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Sports economics			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial			

														economy			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Educational guidance			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Macroeconomics 1			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			English language			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Educational management			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Development policy			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			International Economy			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Agricultural economics			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Computer			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			psychology			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Macroeconomics 2			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Educational foundations			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Financial policy			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Critical theory			Fourth year
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Econometrics 1			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Economic systems			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Search methods			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			International Finance			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Operations Research 1			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Economic feasibility studies			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Oil Economics			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Economic planning			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Monetary policy			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Econometrics2			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Computer applications(EV)			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Economic Project Evaluation			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Financial institutions			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Operations Research 2			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			English language			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Planning policy			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Energy Economics			

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

Course Description Form

1. Course name	
Economic Project Evaluation	
2. Course code	
ECB417	
3. Semester/Year	
2025-2026	
4. Date this description was prepared	
1/9/2025	
5. Available forms of attendance	
Approval of attendance list	
6. Number of study hours (total) / Number of units (total)	
Number of hours 30 / Number of units 30	
7. Name of the course supervisor (if more than one name is mentioned)	
M. Naaman Munther Younis	
8. Course objectives	
- Increase students' experience and knowledge in the field of evaluating economic projects and its importance for the economy in general and the Iraqi economy in particular. -Clarifying concepts and terms related to the evaluation of economic projects -Introducing the student to the concept of project evaluation and the most important stages of the evaluation process. -Introducing the student to the concept of economic performance and the concept of performance evaluation. -Introducing the student to the most important criteria for evaluating the performance of economic projects.	Subject objectives
9. Teaching and learning strategies	
Delivering in-person and online lectures -	Strategy

	Discussions with students - Oral questions and quizzes for students - Blended learning (classroom) -					
	10. Course Structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Introducing the student to the most important criteria for evaluating the performance of economic projects.	The week	
Oral questions	Giving the lecture	The nature and importance of the project evaluation process	theoretical knowledge	3 hours	the first	
Questions and share	Lecture/Discussions	The concept of project evaluation process and its importance	theoretical knowledge	3 hours	the second	
Oral questions	Lecture/Discussions	Project Evaluation Process Objectives	theoretical knowledge	3 hours	the third	
Student participation	Lecture/Discussions	Foundations and principles of project evaluation process	theoretical knowledge	3 hours	Fourth	
Oral questions	Lecture/Discussions	Project Evaluation Process Stages	theoretical knowledge	3 hours	Fifth	
-	-	Monthly exam	-	3 hours	Sixth	
Oral questions	Lecture/Discussions	Project Evaluation Criteria	theoretical knowledge	3 hours	Seventh	
Oral questions	Lecture/Discussions	Standards for measuring undiscounted commercial profitability under certain conditions	theoretical knowledge	3 hours	The eighth	
Questions and share	Lecture/Discussions	First: The payback period standard	theoretical knowledge	3 hours	Ninth	
Oral questions	Lecture/Discussions	Second: Average rate of return standard (accounting standard)	theoretical knowledge	3 hours	tenth	
Oral questions	Lecture/Discussions	Discounted Business Profitability Measurement Criteria (Economic Criteria)	theoretical knowledge	3 hours	eleventh	
Questions and share	Lecture/Discussions	First: The net present value standard and methods of measuring it	theoretical knowledge	3 hours	twelfth	
Oral questions	Lecture/Discussions	Second: Cost/benefit criterion and methods of measuring it	theoretical knowledge	3 hours	thirteenth	
-	-	Monthly exam	-	3 hours	fourteenth	
Questions and share	Lecture with oral questions	Comprehensive review	theoretical knowledge	3 hours	fifteenth	

11. Course Evaluation

The final grade for the evaluation is 100 points, and the minimum for success is 50 points, and the grade is distributedEvaluation on the end of the course is 30 points and the end of the course exam is 70 points.As follows:

- First month exam 10 marks •
- Second month exam 10 marks •
- Daily preparation 5 degrees •
- Posts 5 points •
- End of course exam 70 points

12. Learning and teaching resources

Project Evaluation and Economic Feasibility Studies - Abdul Wahab Matar Al-Dahri	Required textbooks (methodology if any)
1- Thaer Mahmoud Rashid Al-Ani, (Preparing and Planning Feasibility Studies and Evaluating the Performance of Investment Projects), First Edition 2018. 2- Abdel Aziz Mustafa Abdel Karim and Talal Mahmoud Kadawi, (Evaluation of Economic Projects: A Study in the Analysis of Economic Feasibility and Performance Efficiency), Second Edition 1999. 3- Kazem Al-Issawi, (Economic Feasibility Studies and Project Evaluation).	Main References (Sources)
Feasibility Study and Project Evaluation / Abdul Aziz Mustafa Abdul Karim	Recommended supporting books and references (scientific journals, reports...)
Reviewing scientific websites through the web	Electronic references, websites

Academic Program Description Form

For the academic year 2025–2026

University name: University Tikrit

College/Institute: College Management and Economics

Scientific Department: Scientific Department: **Department Economy-Economic Teachers Branch**

Name of academic or professional program: Department of Economics

Final Certificate Name: Bachelor Sciences in Economics

Academic system: Course system

Stage: fourth

Article: Economic feasibility studies

Description preparation date: 1/9/2025

Date of filling the file: 1/9/2025



Signature
Assistant Professor Dr. Omar Abdullah Mohammed
Head of Department's Name
2025/9/1



Signature
Assistant Professor Dr. Khattab Imran Saleh
Name of the Assistant Dean for Scientific Affairs
2025/9/1



Signature
The file was audited by
Khaldoon Abdullah Khalaf
Name of the Director of the Quality Assurance and
University Performance Division
2025/9/1



Approval of the Dean

1. Program Vision

Effective contribution to building an advanced economy based on sound planning in accordance with appropriate economic policies. Reality and following an advanced scientific approach in preparing economic curricula

2. Program message

The objective need of the public and private sectors requires the formulation of economic plans and programmes at the micro and macro levels and the development of policies to achieve a set of economic and social objectives according to priorities embodied by the necessities and available capabilities. Here, it is necessary to prepare specialised cadres to conduct economic research and studies in a way that contributes to deepening economic awareness and maximising the economic and social benefits of available resources.

3. Program objectives

1. Graduating specialized cadres in the field of planning and building economic policies, capable of integrating into the labor market and economic life.
2. Developing students' skills to enable them to Integration into the labor market.
3. Motivating and supporting the faculty in the department to conduct studies and provide consultations. Economic For public and private entities in Iraq.
4. Effective contribution to preparing training and continuing education programs to develop expertise and skills in public and private sector institutions.

4. Program accreditation

Do The program Is the program accredited? And from which authority? both

5. Other external influences

Is there a sponsor? For program Yes, the Ministry of Higher Education and Scientific Research, the Presidency of Tikrit University, and the Deanship of the College of Administration and Economics.

6. Program Structure

comments	percentage	Study unit	Number of courses	Program Structure
	6.9%	10	5	Institutional

				Requirements
	7.5%	11	4	College Requirements
	85.6%	125	55	Department Requirements
	Completed			Summer training
				Other

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

7. Program Description / Curriculum of the Department of Economics

	Credit hours	Course name	Course code	Year/Level
	theoretical			
	3	Management principles		First
	3	Principles of Economics 1		
	2	Principles of Statistics		
	1	Computer 1		
	2	Arabic		
	2	Human rights and democracy		
	3	Economic Readings1English		
	2	Principles of mathematics		
	3	Accounting principles		
	2	Economic Readings 2English		
	3	Principles of Economics 2		
	2	English language		
	3	Microeconomic theory1		Second
	2	Baath crimes		
	2	Economic statistics1		
	2	National Accounts1		
	2	Economic facts history		
	2	Economics of money		

		2	Human Resource Economics		
		3	Computer 1		
		2	Mathematics for Economists		
		3	Microeconomic Theory 2		
		2	Economic Statistics 2		
		2	English language		
		2	History of Economic Thought 2		
		2	Banking Economics		
		2	National Accounts2		
		1	Computer2		
		2	Mathematics for Economists 2		
		3	Mathematical Economics 1		Third / General Economics
		2	International Economy		
		2	Economic development		
		3	Public Finance		
		3	Macroeconomics 1		
		2	Agricultural economics		
		2	Environmental Economics		
		2	Industrial economy		
		2	Knowledge Economics		
		2	English language		
		2	Development policy		
		2	Financial policy		
		2	Industrial policy		
		2	Agricultural policy		
		2	International Policy		
		3	Mathematical Economics 2		Third / Economic Teachers Branch
		3	Macroeconomics 2		
		2	Economic development		
		3	Sports economics		
		3	Public Finance		
		2	Industrial economy		
		2	Educational guidance		
		3	Macroeconomics 1		
		2	English language		

		2	Educational management		
		2	Development policy		
		3	International Economy		
		3	Agricultural economics		
		1	Computer		
		2	psychology		
		3	Macroeconomics 2		
		2	Educational foundations		
		2	Financial policy		
		3	Critical theory		
		3	Econometrics 1		
		3	Economic systems		
		2	Search methods		
		2	International Finance		
		2	Operations Research 1		
		3	Economic feasibility studies		
		2	Oil Economics		
		2	Economic planning		
		3	Monetary policy		
		3	Econometrics2		
		2	Computer applications (EV)		
		3	Economic Project Evaluation		
		2	Financial institutions		
		2	Operations Research 2		
		2	English language		
		2	Planning policy		
		2	Energy Economics		
8. Expected learning outcomes of the program					
Knowledge					
ing the labor market with the necessary	-	skills from human resources.	Providing graduates who are able to perform	-	economic analysis and predict economic variables.
			Disseminating knowledge in government	-	institutions to achieve the aspirations of society.

			Skills
ty of economics graduates to conduct economic feasibility studies and economic analysis.	-	The ability to solve economic problems that economic activity suffers from, such as inflation and recession. Exchange of experiences and data with ministries with economic decision-making powers	-
outputs should be knowledgeable and how to accomplish the tasks assigned to them.	-	Providing economic advice to the public and private sectors.	-
			Values
e to professional ethics and the ability nstrate high professional competence.	-	Establishing social and ethical responsibility. Serving the community and meeting its requirements.	-
tudent must believe in the principles of and transparency, and have the ability to ly the concepts of quality management.	-	Integrity and transparency. Quality.	-
9. Teaching and learning strategies			
Learning: Encouraging students' active participation in learning processes, such as discussions, activities, and problem solving, to enhance their deep understanding of mathematical concepts.	.1		
Cooperative learning: Encouraging students to work together in small groups to solve ns.related to their studiesAnd sharing ideas, which contributes to enhancing interaction and knowledge exchange between them.	.2		
Technology: Leveraging technology to provide interactive learning tools such as computer software and online resources to enhance student understanding and motivation.	.3		
based learning: presenting specific problems and motivating students to think critically and use skillsAdministrativeTo solve it.	.4		
e Instructional Strategies: Providing a variety of instructional strategies, such as interactive lectures, practical lessons, and hands-on exercises, to meet the diverse needs of students.	.5		
inkingAdministrativeEncourage students to develop thinking skills.AdministrativeSuch as	.6		

analysis, planning and inference, by providing stimulating questions and applied problems.

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

10. Evaluation methods

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

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

Assignments: Students may be given regular tests and assessment assignments to assess problem solving skills related to their field of expertise and their understanding of the concepts presented.

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

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

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

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

11. Faculty

Faculty members

Faculty member	Requirements/Skills (if any)	Specialization		Academic Rank
		private	general	
		International Economy	economy	Prof. Dr. Abdul Razzaq Hamad Hussein Khalaf

ange		Economic development	economy	Prof. Dr. Makhif Jassim Hamad Ali
ange		Public Finance	economy	Prof. Dr. Khalaf Mohammed Hamad Abdul-Jubouri
ange		Monetary policies	economy	Asst. Prof. Dr. Khalil Ismail Aziz Bazawi
ange		International Economy	economy	Asst. Prof. Dr. Ibrahim Abdullah Jassim Issa
ange		Macroeconomics	economy	A.M.D. Anmar Ghaleb Kleib Mutlaq
ange		Public Finance	economy	Asst. Prof. Dr. Amer Sami Munir Dawood Al-Ani
ange		Economic development	economy	A.M.D. Fouad Farhan Hussein Mukhlef
ange		International Economy	economy	A.M.D. Khattab Imran Saleh Daman
ange		Macroeconomics	economy	Asst. Prof. Dr. Ziad Ezz El-Din Taha Talib
ange		International Economy	economy	Asst. Prof. Dr. Yasra Salem Nayef Abdul Janabi
ange		Monetary policies	economy	Asst. Prof. Dr. Omar Abdullah Mohammed Hejeij
ange		Finance and Banking	economy	Asst. Prof. Dr. Kilan Ismail Abdullah Mohammed
ange		Macroeconomics	economy	Dr. Khader Jassim Hamad Fahal Al-Jabouri
ange		Finance and Credit	economy	Dr. Alaa Abdul Jabbar Hussein Hamad
ange		Public Finance	economy	Dr. Jamal Hussein Ali Abdullah
ange		International Economy	economy	Dr. Mustafa Mahmoud Mahdi Saleh
ange		Standard Economics	economy	A.M. Bushra Abdel-Bari Ahmed Abdullah
ange		Critical	economy	Hamid Hassan Khalaf .أ Mashaal

ange		Critical	economy	Asst. Prof. Dr. Ghassan Ibrahim Ahmed
ange		Financial policies	economy	A.M. Mohamed Emad Abdel Aziz Mahdi
ange		Standard Economics	economy	A.M. Samer Mohammed Fakhri Darar
ange		Public Finance	economy	A.M. Muthanna Mayouf Mahmoud Alawi
ange		International Economy	economy	Dr. Mohammed Ahmed Mohammed Hassan Al-Jabouri
ange		International Economy	economy	M. Bilal Abdel Haq Abdel Karim Mustafa
ange		Standard Economics	economy	Dr. Zuhair Hamed Turki Zaiter
ange		International Economy	economy	A.M. Mustafa Ismail Khalil Abdel
ange		International Economy	economy	Mr. Bakr Hamid Jasoum Aziz
ange		Macroeconomics	economy	M. Naaman Munther Younis Fadel
ange		Economic development	economy	M. Hamoud Saad Muhaimid Al-Helou
ange		Macroeconomics	economy	Ms. Zeina Tariq Ali Ne'meh
ange		economy	economy	M.M. Abeer Abbas Hammadi Saleh
ange		economy	economy	Mr. Adi Tais Ibrahim Musa
ange		economy	economy	M.M. Lujain Aref Ali Mustafa
ange		economy	economy	M.M. Reem Saeed Shihab Ahmed Al- Dulaimi
ange		economy	economy	Mr. Hassan Zidane Khalaf Hamad
ange		economy	economy	M.M. Jihad Badou Hamad Hussein Al- Jabouri
ange		economy	economy	Mr. Ghazwane Shaker Ismail Ibrahim
ecturer		English language	English language	A.M. Abdul Khalaf Saleh

ecturer		Educational and psychological sciences	Educational and psychological sciences	Dr. Louay Karim Latif
ecturer		English language	English language	M. Alaa Ahmed Abdullah
ecturer		English language	English language	Mr. Osama Mohammed Abdullah
ecturer		English language	English language	Mr. Marwan Abdel Moneim Tawfik
ecturer		Educational and psychological sciences	Educational and psychological sciences	M.M. Duaa Turki Abdel
Professional development				
Orientation of new faculty members				
Determining the needs of the university and the department: The needs of the university and the department are determined in terms of the required educational cadres.And preferred majors. -١				
In Programs: Customized orientation programs are designed for new, visiting, full-time and part-time members based on their needs and specialties. -٢				
Introduction to the University Environment: A comprehensive introduction is provided about the university and the department.General Administration, includingAbout the DepartmentAnd the visionAnd the messageThe objectives and services available. -٣				
Ongoing support resources: New members are provided with the necessary resources and support, including training courses, workshops, and technical assistance. -٤				
Academic Orientation: New members are oriented regarding the curricula, research areas and teaching methods used in the department. -٥				
Administrative Orientation: New members are oriented to administrative procedures, responsibilities, university policies and code of conduct. -٦				
Ongoing Support: Ongoing support is provided to new, visiting, full-time and part-time faculty members through advisory sessions, workshops and periodic evaluations. -٧				
Professional development for faculty members				

ing needs and setting goals: Faculty needs are identified through surveys and performance .١	evaluations, and then specific goals to be achieved within the program are identified.
development Program Design: Based on the specific needs and objectives, a comprehensive .٢	development program is designed that includes a set of activities, training courses, workshops, and educational resources.
ram implementation: The development program is implemented in a regular and organized .٣	er, including organizing workshops, conducting training courses, and providing appropriate educational resources.
effective teaching strategies: Faculty members learn to use and apply modern and effective .٤	teaching strategies, such as cooperative learning, active learning, and educational technology.
ation of learning outcomes: The effectiveness of the development program is evaluated by .٥	evaluating the learning outcomes of faculty members, such as increased levels of knowledge, teaching skills, and interaction with students.
s Development: Ongoing feedback and support is provided to faculty members to promote .٦	ongoing professional and academic development.
on in scientific research and publication: Faculty members are encouraged to participate in .٧	scientific research and publish the results in prestigious academic journals, which enhances their academic standing and contributes to the development of knowledge in their fields.
12. Acceptance Criteria	
exceptions (martyrs' families, children of faculty, distinguished employees, top students in -٢	Central acceptance. -١
	institutes, foreign students).
	Private government education -٣
	Accepting evening studies. -٤
13. The most important sources of information about the program	
to develop and update the curricula of the faculties of management and economics in Iraqi -٣	University, college and electronic department website. -١
	Priorities for establishing the department. -٢
	universities for the year 2017.
14. Program Development Plan	
Developing curricula for each subject by the instructor. -١	

a branch of the third stage (economic teachers) and opening postgraduate studies, a higher diploma	-٢
equivalent to a master's and doctorate.	
Developing teaching and administrative staff through courses, seminars and workshops in areas of	-٣
specialization.	
ng scientific research efforts by encouraging faculty members to publish, especially in international	-٤
journals.	
g training programs to develop students' capabilities in technical and information technology fields.	-٥
Organizing field visits and scientific trips for students to government institutions.	-٦

Program Skills Chart

Required learning outcomes of the program

4	A	Values			Skills			Knowledge				Essential or optional?	Course name	Course code	Year/Level
		A2	A1	B4	B3	B2	B1	A4	A3	A2	A1				
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Management principles		First year
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Statistics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Arabic		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human rights and democracy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings1English		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of mathematics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Accounting principles		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings 2English		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 2		Second year
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic theory1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Baath crimes		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic statistics1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic facts history		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economics of money		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human Resource Economics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		

	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematics for Economists			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic Theory 2			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Statistics 2			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		History of Economic Thought 2			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Banking Economics			
✓													Mathematics for Economists 2			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts2			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer2			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 1			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Environmental Economics			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Knowledge Economics			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial policy			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural policy			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Policy			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 2			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Sports economics			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial			

														economy			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Educational guidance			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Macroeconomics 1			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			English language			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Educational management			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Development policy			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			International Economy			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Agricultural economics			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Computer			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			psychology			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Macroeconomics 2			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Educational foundations			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Financial policy			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Critical theory			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Econometrics 1			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Economic systems			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Search methods			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			International Finance			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Operations Research 1			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Economic feasibility studies			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Oil Economics			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Economic planning			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Monetary policy			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Econometrics2			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Computer applications(EV)			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Economic Project Evaluation			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Financial institutions			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Operations Research 2			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			English language			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Planning policy			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Energy Economics			

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

Course Description Form

1. Course name	
Economic feasibility studies	
2. Course code	
ECB417	
3. Semester/Year	
2025-2026	
4. Date this description was prepared	
1/9/2025	
5. Available forms of attendance	
Approval of attendance list	
6. Number of study hours (total) / Number of units (total)	
Number of hours 30 / Number of units 30	
7. Name of the course supervisor (if more than one name is mentioned)	
M. Naaman Munther Younis	
8. Course objectives	
1-The course aims to introduce the student to the important elements in economic feasibility studies, as well as their concept, importance, objectives, and specifications of good feasibility studies, in addition to their functional classifications. 2- Student definitionHow to prepare feasibility studies according to scientific standards and in a manner consistent with the possibility of practical and scientific application 3-Enabling the student to decide whether or not to invest in the proposed project 4-IdentificationOn the most important procedures and stages of economic feasibility studies 6- Student definitionThe most important difficulties that may be faced when conducting economic feasibility studies, which may prevent their implementation	Subject objectives

9. Teaching and learning strategies

- Delivering in-person and online lectures -
- Discussions with students -
- Oral questions and quizzes for students -
- Blended learning (classroom) -

Strategy

10. Course Structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
Oral questions	Giving the lecture	Investment concept, types and importance	theoretical knowledge	3 hours	the first
Questions and share	Lecture/Discussions	The environment suitable for investment and the motives for local and foreign investment	theoretical knowledge	3 hours	the second
Oral questions	Lecture/Discussions	Project concept, objectives and importance	theoretical knowledge	3 hours	the third
Student participation	Lecture/Discussions	Project components, characteristics and life cycle	theoretical knowledge	3 hours	Fourth
Oral questions	Lecture/Discussions	Economic feasibility study concept, importance and stages	theoretical knowledge	3 hours	Fifth
-	-	Monthly exam	-	3 hours	Sixth
Oral questions	Lecture/Discussions	Sources of generating project ideas, characteristics and components of investment decisions, and types of feasibility studies	theoretical knowledge	3 hours	Seventh
Oral questions	Lecture/Discussions	Preliminary and detailed feasibility studies and the content of each	theoretical knowledge	3 hours	The eighth
Questions and share	Lecture/Discussions	Technical feasibility study and its contents	theoretical knowledge	3 hours	Ninth
Oral questions	Lecture/Discussions	Other feasibility studies: legal, environmental, marketing, administrative and organizational	theoretical knowledge	3 hours	tenth
Oral questions	Lecture/Discussions	Market, Marketing, Demand and Supply Factors	theoretical knowledge	3 hours	eleventh
Questions and share	Lecture/Discussions	Sources and methods of collecting information and estimating future demand	theoretical knowledge	3 hours	twelfth
Oral questions	Lecture/Discussions	Financing and costing methods for	theoretical knowledge	3 hours	thirteenth

		project operation			
-	-	Monthly exam	-	3 hours	fourteenth
Questions and share	Lecture with oral questions	Comprehensive review	theoretical knowledge	3 hours	fifteenth

11. Course Evaluation

The final grade for the evaluation is 100 points, and the minimum for success is 50 points, and the grade is distributedEvaluation on the end of the course is 30 points and the end of the course exam is 70 points.As follows:

- First month exam 10 marks •
- Second month exam 10 marks •
- Daily preparation 5 degrees •
- Posts 5 points •
- End of course exam 70 points

12. Learning and teaching resources

Project Evaluation and Economic Feasibility Studies - Abdul Wahab Matar Al-Dahri	Required textbooks (methodology if any)
1- Thaer Mahmoud Rashid Al-Ani, (Preparing and Planning Feasibility Studies and Evaluating the Performance of Investment Projects), First Edition 2018. 2- Abdel Aziz Mustafa Abdel Karim and Talal Mahmoud Kadawi, (Evaluation of Economic Projects: A Study in the Analysis of Economic Feasibility and Performance Efficiency), Second Edition 1999. 3- Kazem Al-Issawi, (Economic Feasibility Studies and Project Evaluation).	Main References (Sources)
Feasibility Study and Project Evaluation / Abdul Aziz Mustafa Abdul Karim	Recommended supporting books and references (scientific journals, reports...)
Reviewing scientific websites through the web	Electronic references, websites

Academic Program Description Form

For the Academic Year 2025-2026

University Name: Tikrit University

College / Institute: College of Administration and Economics

Scientific Department: Department of Economics / Teachers

Academic or Professional Program Name: Department of Economics / Teachers

Final Degree Awarded: Bachelor of Science in Economics

Academic System: Course System

Date of Description Preparation: 28/1/2026

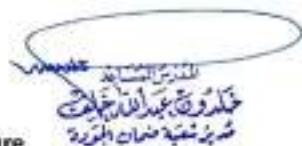
Date of File Completion: 28/1/2026



Signature
Assistant Professor Dr. Omar Abdullah Mohammed
Head of Department's Name
2025/9/1



Signature
Assistant Professor Dr. Khattab Imran Saleh
Name of the Assistant Dean for Scientific Affairs
2052/9/1



Signature
The file was audited by
Khaldoon Abdullah Khalaf
Name of the Director of the Quality Assurance and
University Performance Division
2025/9/1



Approval of the Dean

1. Program Vision

Contributing effectively to building a developed economy based on sound planning and economic policies aligned with reality, and adopting an advanced scientific approach in designing economic curricula.

2. Program Mission

The objective need of both the public and private sectors requires the formulation of economic plans and programs at the micro and macro levels, and the development of policies to achieve economic and social objectives in accordance with priorities shaped by necessities and available resources. This requires preparing specialized cadres capable of conducting economic research and studies, thereby deepening economic awareness and maximizing the economic and social benefits of available resources.

3. Program Objectives

1. Graduating specialized professionals in planning and economic policy formulation capable of integrating into the labor market and economic life.
2. Developing students' skills to enable them to integrate effectively into the labor market.
3. Motivating and supporting faculty members to conduct studies and provide economic consultations to public and private institutions in Iraq.
4. Actively contributing to the preparation of training and continuing education programs to develop expertise and skills in public and private sector institutions.

4. Program Accreditation

1. Is the program accredited? If yes, by which authority? No.

5. Other External Influences

1. Is there a sponsoring body for the program? Yes. The Ministry of Higher Education and Scientific Research, Tikrit University Presidency, and the Deanship of the College of Administration and Economics.

6. Program Structure

Program Structure	Number of Courses	Credit Units	Percentage	Notes
Institution Requirements	5	۱۰	6.9%	
College Requirements	4	۱۱	7.5%	
Department Requirements	55	۱۲۵	85.6%	
Summer Training	Completed			
Other				

* Notes may indicate whether the course is compulsory or elective.

7. Program Description / Department of Economics Curriculum

Theoretical Hours		Course Title	Course code	Year / Level
practical	theory			
	۳	Principles of Management		First Year
	۳	Principles of Economics 1		
	۲	Principles of Statistics		
۲	۱	Computer 1		
	۲	Arabic Language		
	۲	Human Rights and Democracy		
	۳	Economic Readings 1 (English)		
	۲	Principles of Mathematics		
	۳	Principles of Accounting		
	۲	Economic Readings 2 (English)		
	۳	Principles of Economics 2		
	۲	English Language		
	۳	Microeconomic Theory 1		Second Year
	۲	Baath Regime Crimes		
	۲	Economic Statistics 1		
	۲	National Accounts 1		
	۲	History of Economic Events		
	۲	Economics of Money		
	۲	Human Resource Economics		
	۳	Computer 1		
	۲	Mathematics for Economists 1		
	۳	Microeconomic Theory 2		
	۲	Economic Statistics 2		
	۲	English Language		
	۲	History of Economic Thought 2		
	۲	Banking Economics		
	۲	National Accounts 2		
۲	۱	Computer 2		
	۲	Mathematics for Economists 2		
	۳	Mathematical Economics 1		Third Year (General Economics)
	۲	International Economics		
	۲	Economic Development		

	۳	Public Finance		
	۳	Macroeconomics 1		
	۲	Agricultural Economics		
	۲	Environmental Economics		
	۲	Industrial Economics		
	۲	Knowledge Economy		
	۲	English Language		
	۲	Development Policy		
	۲	Fiscal Policy		
	۲	Industrial Policy		
	۲	Agricultural Policy		
	۲	International Policy		
	۳	Mathematical Economics 2		
	۳	Macroeconomics 2		
	۲	Monetary Theory		Third/branch teachers economists
	۳	Econometrics 1		
	۳	Public Finance		
	۲	Industrial Economics		
	۲	Educational guidance		
	۳	Macroeconomics 1		
	۲	English language		
	۲	Educational administration		
	۲	Development Policy		
	۳	International Economics		
	۳	Agricultural Economics		
۲	۱	Computer		
	۲	Psychology		
	۳	Macroeconomics 2		
	۲	Educational foundations		
	۲	Fiscal Policy		
	۳	Monetary Theory		Fourth Year
	۳	Econometrics 1		
	۳	Economic Systems		
	۲	Research Methods		
	۲	International Finance		

	۲	Operations Research 1		
	۳	Economic Feasibility Studies		
	۲	Petroleum Economics		
	۲	Economic Planning		
	۳	Monetary Policy		
	۳	Econometrics 2		
	۲	Computer Applications (EV)		
	۳	Project Evaluation		
	۲	Financial Institutions		
	۲	Operations Research 2		
	۲	English Language		
	۲	Planning Policy		
	۲	Energy Economics		

8. Expected Program Learning Outcomes

		Knowledge	
• Supplying the labor market with the necessary skilled human resources.		• Graduating students capable of economic analysis and forecasting economic variables. • Disseminating knowledge within governmental institutions to meet societal aspirations.	
		Skills	
• Ability of Economics graduates to conduct feasibility studies and perform economic analysis.		• Ability to address economic problems affecting economic activity, such as inflation and recession. • Exchange of expertise and data with ministries responsible for economic decision-making.	
• Ensuring graduates possess the skills required to effectively accomplish assigned tasks.		• Providing economic consultations to the public and private sectors.	
		Values	
• Commitment to professional ethics and high professional competence.		• Promoting social and ethical responsibility. • Serving society and fulfilling its requirements	
• Students should believe in the principles of integrity		• Integrity and transparency.	

and transparency and be capable of applying quality management concepts.

• Quality.

9. Teaching and Learning Strategies

1. Active Learning: Encouraging students' active participation in learning processes such as discussions, group activities, and problem-solving to enhance deep understanding of concepts.
2. Cooperative Learning: Encouraging students to work in small groups to solve subject-related problems and exchange ideas, thereby strengthening interaction and knowledge sharing.
3. Use of Technology: Utilizing technology by providing interactive educational tools such as computer software and online resources to enhance student understanding and motivation.
4. Problem-Based Learning: Presenting specific problems and motivating students to think critically and apply analytical and administrative skills to solve them.
5. Multiple Teaching Strategies: Providing a variety of instructional methods including interactive lectures, practical sessions, and applied exercises to meet diverse student needs.
6. Enhancing Analytical Thinking: Encouraging students to develop analytical and planning skills through stimulating questions and applied case problems.
7. Immediate Feedback: Providing mechanisms for instant feedback regarding student performance and understanding through periodic assessments and direct interaction with instructors.

10. Assessment Methods

1. Classroom Performance Evaluation: Assessing student performance during lectures, seminars, and workshops through written tests and continuous assessment of participation and comprehension.
2. Participation in Discussions and Activities: Evaluating student engagement in classroom discussions, group activities, and individual projects to measure understanding and interaction.
3. Tests and Assignments: Conducting regular examinations and assignments to evaluate problem-solving skills and understanding of subject concepts.
4. Research Participation Assessment: Evaluating student involvement in research activities and scientific projects, including assessment of presentation skills, analysis, and conclusions.
5. Practical Performance Assessment: Assessing students' practical performance through field visits and participation in applied activities.
6. External Participation Assessment: Evaluating student participation in external activities such as conferences, seminars, and competitions.
7. Personal and Professional Development Assessment: Assessing students' personal, professional, and academic development during participation in faculty mentoring programs.

11. Faculty Members

أعضاء هيئة التدريس

Academic Rank	Name	General Specialization	Specific Specialization
Professor	Abdulrazzaq Hamad Hussein Khalaf	Economics	International Economics
Professor	Mukheef Jasim Hamad Ali	Economics	Economic Development
Professor	Khalaf Mohammed Hamad Abduljabouri	Economics	Public Finance
Professor	Hameed Hassan Khalaf Mishal	Economics	Monetary Theory
Professor	Ibrahim Abdullah Jasim Issa	Economics	International Economics

Professor	Anmar Ghalib Kulaib Mutlaq	Economics	Macroeconomics
Associate Professor	Amer Sami Munir Dawood Al-Ani	Economics	Public Finance
Associate Professor	Fouad Farhan Hussein Mukhlif	Economics	Economic Development
Associate Professor	Khattab Omran Saleh Dhamin	Economics	International Economics
Associate Professor	Ziyad Izzaldeen Taha Talib	Economics	Macroeconomics
Associate Professor	Yusra Salem Nayef Abduljanabi	Economics	International Economics
Associate Professor	Omar Abdullah Mohammed Hajeeg	Economics	Monetary Policy
Associate Professor	Kailan Ismail Abdullah Mohammed	Economics	Finance and Banking
Associate Professor	Khudair Jasim Hamad Fahl Al-Jubouri	Economics	Macroeconomics
Associate Professor	Alaa Abduljabbar Hussein Hamad	Economics	Finance and Credit
Associate Professor	Jamal Hussein Ali Abdullah	Economics	Public Finance
Associate Professor	Mustafa Mahmoud Mahdi Saleh	Economics	International Economics
Associate Professor	Bushra Abdulbari Ahmed Abdullah	Economics	Econometrics
Professor	Khalil Ismail Aziz Bazawi	Economics	Monetary Policy
Professor	Ghassan Ibrahim Ahmed	Economics	Monetary Economics
Professor	Samir Mohammed fakhree	Economics	Econometrics
Professor	Muhammed emad abdalazeez	Economics	Public Finance
Associate Professor	Muthanna Maayouf Mahmoud Alawi	Economics	Public Finance
Associate Professor	Mohammed Ahmed Mohammed Hassan Al-Jubouri	Economics	International Economics
Lecturer	Bilal Abdulhaq Abdulkarim Mustafa	Economics	International Economics
Associate Professor	Zuhair Hamid Turki Zaiter	Economics	Econometrics
Associate Professor	Mustafa Ismail Khalil Abdul	Economics	International Economics
Associate Professor	Bakr Hamid Jasoom Aziz	Economics	International Economics
Associate Professor	Numan Mundhir Younis Fadel	Economics	Macroeconomics
Associate Professor	Hamoud Saad Muhaimid Al-Hilu	Economics	Economic Development
Assistant Lecturer	Zainab Tariq Ali Naama	Economics	Macroeconomics
Assistant Lecturer	Abeer Abbas Hamadi Saleh	Economics	Economic

			Development
Assistant Lecturer	Adi Tais Ibrahim Musa	Economics	Economics
Assistant Lecturer	Lujain Aref Ali Mustafa	Economics	Economics
Assistant Lecturer	Reem Saeed Shihab Ahmed Al-Dulaimi	Economics	Economics
Assistant Lecturer	Hassan Zaidan Khalaf Hamad	Economics	Economics
Assistant Lecturer	Jihad Badu Hamad Hussein Al-Jubouri	Economics	Economics
Assistant Lecturer	Ghazwan Shaker Ismail Ibrahim	Economics	Economics
Lecturer	Abd Khalaf Saleh	English Language	English Language
Lecturer	Luay Kareem Latif	Educational & Psychological Sciences	Educational & Psychological Sciences
Lecturer	Alaa Ahmed Abdullah	English Language	English Language
Lecturer	Osama Mohammed Abdullah	English Language	English Language
Lecturer	Duaa Turki Abdul	Educational & Psychological Sciences	Educational & Psychological Sciences

Professional Development

Orientation of New Faculty Members

1. Identifying university and departmental needs in terms of required teaching staff and preferred specializations.
2. Designing tailored orientation programs for new, visiting, full-time, and part-time faculty members according to their needs and specializations.
3. Introducing the university environment by providing a comprehensive overview of the university and the department, including its vision, mission, objectives, and available services.
4. Providing supportive resources such as training courses, workshops, and technical assistance for new faculty members.
5. Academic guidance concerning curricula, research areas, and teaching methods adopted within the department.
6. Administrative guidance regarding university procedures, responsibilities, policies, and codes of conduct.
7. Continuous support through advisory sessions, workshops, and periodic evaluations.

Professional Development of Faculty Members

1. Identifying Needs and Setting Objectives: Faculty needs are identified through surveys and performance evaluations, followed by defining specific objectives to be achieved within the development program framework.
2. Designing the Development Program: Based on identified needs and objectives, a comprehensive development program is designed, including various activities, training courses, workshops, and educational resources.
3. Program Implementation: The development program is implemented regularly and systematically, including organizing workshops, conducting training sessions, and providing appropriate educational resources.
4. Utilizing Effective Teaching Strategies: Faculty members are trained to use and apply modern and effective teaching strategies such as cooperative learning, active learning, and educational technology.

5. Evaluating Learning Outcomes: The effectiveness of the development program is assessed by evaluating improvements in faculty knowledge, teaching skills, and interaction with students.

6. Continuous Development: Ongoing feedback and support are provided to faculty members to enhance continuous professional and academic development.

7. Participation in Research and Scientific Publication: Faculty members are encouraged to engage in scientific research and publish in reputable academic journals, enhancing their academic standing and contributing to knowledge advancement in their fields.

12. Admission Criteria

1. Central Admission.

2. Special Admissions (families of martyrs, children of faculty members, distinguished employees, top institute graduates, and international students).

3. Governmental Private Education Track.

4. Evening Studies Admission.

13. Main Sources of Information about the Program

1. Official university, college, and department websites.

2. Department establishment documentation.

3. Curriculum Development and Modernization Project for Colleges of Administration and Economics in Iraqi Universities (2017).

14. Program Development Plan

1. Continuous development of curricula for each course by faculty members.
2. Expanding the third-year Economic Teachers branch and establishing postgraduate programs (Higher Diploma equivalent to Master's and PhD programs).
3. Developing teaching and administrative staff through specialized courses, seminars, and workshops.
4. Supporting scientific research efforts by encouraging faculty members to publish in international academic databases and journals.

Program Skills Matrix

This table presents the alignment between course learning outcomes and program learning outcomes.

[illegible]

[illegible]

Please tick the boxes corresponding to the individual learning outcomes from the program that are being assessed

Course Description Form

1.course name	
Monetary policy	
2. course code	
3. semester / year	
٢٠٢٦-٢٠٢٥	
4. Date this description was prepared	
٢٠٢٦/١/٢٨	
5. Available Attendance forms	
Attendance & Absence List Approval	
6. Total Study Hours / Total Units	
30 Hours / 30 Units	
7. Name of Course Coordinator (if more than one, mention it)	
Prof.Dr. Ghassan Ibrahim Ahmed	
8. Course objectives	
Course objectives	1. To introduce the student to the concept of monetary policy through its historical developments. 2. To introduce the student to the importance of monetary policy, the most important theories that have addressed it, how to implement it, and its impact on the economy. 3. To introduce the student to the relationship between money, the economy, and economic development. 4. TO introduce the student to the importance of money, how to deal with it, and its impact on the economy. 5. To introduce the student to the most important sources of data and information about the reality of the monetary economy and the most important factors determining the demand for money. • To introduce the student to how to solve the monetary problems that the economy suffers from. • To introduce the student to central banks, their objectives, tools, and laws, with a particular focus on the Central Bank of Iraq.

- To introduce the student to central banks their objectives, tools, and laws, with a particular focus on the Central Bank of Iraq.

9. Teaching and Learning Strategies

Strategy	• Delivering in-person and electronic lectures. • Classroom discussions with students. • Oral questioning. • Blended learning (Google Classroom).

10. Course Structure

Week	Hours	Unit or topic	Required learning outcomes	Learning method	Assessment method
First	3 hours	Introduction to Money – Reasons for the shift from barter to monetary exchange	Theoretical knowledge	Lecture	Oral Questions
Second	3 hours	Definition of Money – Functions and Characteristics	Theoretical knowledge	Lecture / discussions	Questions & Participation
Third	3 hours	Types of Money and Near Money	Theoretical knowledge	Lecture / discussions	Oral Questions
Fourth	3 hours	Money Supply Concepts (M1, M2, M3)	Theoretical knowledge	Lecture / discussions	Student Participation
Fifth	3 hours	Liquidity – Types and Determinants of Money Supply	Theoretical knowledge	Lecture / discussions	Oral Questions
Sixth-	- 3 hours	Monthly Exam	-	-	Exam
Seventh	3 hours	Velocity of Money – Determinants and Stability	Theoretical knowledge	Lecture / discussions	Oral Questions
Eighth	3 hours	Monetary System – Rules, Elements, and Types	Theoretical knowledge	Lecture / discussions	Oral Questions
Ninth	3 hours	Commercial Banks – Characteristics and Role in	Theoretical knowledge	Lecture / discussions	Questions & Participation

		Deposits			
Tenth	3 hours	Types of Commercial Banks	Theoretical knowledge	Lecture / discussions	Oral Questions
Eleventh	3 hours	Planning in Commercial Banks	Theoretical knowledge	Lecture / discussions	Oral Questions
Twelfth	3 hours	Performance Evaluation of Commercial Banks	Theoretical knowledge	Lecture / discussions	Questions & Participation
Thirteenth	3 hours	Banking Strategies	Theoretical knowledge	Lecture / discussions	Oral Questions
- Fourteenth	- 3 hours	Monthly Exam	-	-	Exam
Fifteenth	3 hours	Comprehensive Review	Theoretical knowledge	Lecture with oral questions	Questions & Participation

11. Course Assessment

The final grade is out of 100 marks. The minimum passing mark is 50. The grade distribution is as follows:

- First Monthly Exam: 10 marks
- Second Monthly Exam: 10 marks
- Daily Attendance: 5 marks
- Participation: 5 marks
- Final Exam: 70 marks

12. Learning and Teaching Resources

Category	Details
Required Textbook (if applicable)	Economics of Money and Banking
Main References (Sources)	Monetary Theory and Policies, Dr. Abdul Hussein Jaleel Al-Ghalibi & Dr. Yousif Ali Al-Asadi, 2022, 1st Edition, University Education Publishing House, Alexandria.
Recommended Supporting References (Journals, Reports...)	Bank Management – An Applied Approach, Prof. Dr. Abdul Aziz Shweish Abdulhamid.
Electronic References, Websites	Review of academic and scientific websites via the Internet.

Academic Program Description Form

For the Academic Year 2025-2026

1. General Information

University: Tikrit University

College: College of Administration and Economics

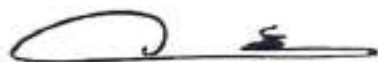
Department: Department of Economics

Degree Awarded: Bachelor of Science in Economics

Academic System: Course System

Academic Year 17 / 9 / 2025

Date of Preparation: 17/9/2025



Signature

Assistant Professor Dr. Omar Abdullah Mohammed
Head of Department's Name

2025/9/1



Signature

Assistant Professor Dr. Khattab Imran Saleh
Name of the Assistant Dean for Scientific Affairs

2025/9/1



Signature

The file was audited by
Khaldoon Abdullah Khalaf
Name of the Director of the Quality Assurance and
University Performance Division

2025/9/1



Approval of the Dean

2. Program Vision

The program aspires to actively contribute to building a developed national economy based on sound scientific planning and well-designed economic policies aligned with realistic conditions, while adopting advanced academic curricula in economics.

3. Program Mission

The program seeks to prepare qualified economic professionals capable of designing economic plans and programs at both micro and macro levels, formulating policies that achieve economic and social objectives in accordance with national priorities and available resources, and enhancing economic awareness to maximize societal benefits.

4. Program Objectives

1. Graduate specialized professionals in economic planning and policy formulation.
2. Develop students' analytical and practical skills for effective labor market integration.
3. Promote research and provide economic consultancy services to public and private sectors.
4. Contribute to continuous education and professional training programs.

5. Program Accreditation

The program is not currently accredited by any external accreditation body.

6. other external influences

Supervising Authority: Ministry of Higher Education and Scientific Research, Tikrit University Presidency, and the Deanship of the College of Administration and Economics.

6. Program Structure

Program Structure	Number of Courses	Credit Units	Percentage	Notes
Institution Requirements	5	10	6.9%	
College Requirements	4	11	7.5%	
Department Requirements	55	120	85.6%	
Summer Training	Completed			
Other				

* Notes may indicate whether the course is compulsory or elective.

7. Program Description / Department of Economics Curriculum

Theoretical Hours		Course Title	Course code	Year / Level
practical	theory			
	۳	Principles of Management		First Year
	۳	Principles of Economics 1		
	۲	Principles of Statistics		
۲	۱	Computer 1		
	۲	Arabic Language		
	۲	Human Rights and Democracy		
	۳	Economic Readings 1 (English)		
	۲	Principles of Mathematics		
	۳	Principles of Accounting		
	۲	Economic Readings 2 (English)		
	۳	Principles of Economics 2		
	۲	English Language		
	۳	Microeconomic Theory 1		Second Year
	۲	Baath Regime Crimes		
	۲	Economic Statistics 1		
	۲	National Accounts 1		
	۲	History of Economic Events		
	۲	Economics of Money		
	۲	Human Resource Economics		
	۳	Computer 1		
	۲	Mathematics for Economists 1		
	۳	Microeconomic Theory 2		
	۲	Economic Statistics 2		
	۲	English Language		
	۲	History of Economic Thought 2		
	۲	Banking Economics		
	۲	National Accounts 2		
۲	۱	Computer 2		

	۲	Mathematics for Economists 2		
	۳	Mathematical Economics 1		Third Year (General Economics)
	۲	International Economics		
	۲	Economic Development		
	۳	Public Finance		
	۳	Macroeconomics 1		
	۲	Agricultural Economics		
	۲	Environmental Economics		
	۲	Industrial Economics		
	۲	Knowledge Economy		
	۲	English Language		
	۲	Development Policy		
	۲	Fiscal Policy		
	۲	Industrial Policy		
	۲	Agricultural Policy		
	۲	International Policy		
	۳	Mathematical Economics 2		
	۳	Macroeconomics 2		
	۲	Monetary Theory		Third/branch teachers economists
	۳	Econometrics 1		
	۳	Public Finance		
	۲	Industrial Economics		
	۲	Educational guidance		
	۳	Macroeconomics 1		
	۲	English language		
	۲	Educational administration		
	۲	Development Policy		
	۳	International Economics		
	۳	Agricultural Economics		
۲	۱	Computer		
	۲	Psychology		
	۳	Macroeconomics 2		

	۲	Educational foundations		
	۲	Fiscal Policy		
	۲	Monetary Theory		Fourth Year
	۲	Econometrics 1		
	۲	Economic Systems		
	۲	Research Methods		
	۲	International Finance		
	۲	Operations Research 1		
	۲	Economic Feasibility Studies		
	۲	Petroleum Economics		
	۲	Economic Planning		
	۲	Monetary Policy		
	۲	Econometrics 2		
	۲	Computer Applications (EV)		
	۲	Project Evaluation		
	۲	Financial Institutions		
	۲	Operations Research 2		
	۲	English Language		
	۲	Planning Policy		
	۲	Energy Economics		

8. Expected Program Learning Outcomes

Knowledge			
• Supplying the labor market with the necessary skilled human resources.		• Graduating students capable of economic analysis and forecasting economic variables. Disseminating knowledge within governmental institutions to meet societal aspirations.	
Skills			
• Ability of Economics graduates to conduct feasibility studies and perform economic analysis.		• Ability to address economic problems affecting economic activity, such as inflation and recession.	

	• Exchange of expertise and data with ministries responsible for economic decision-making.
• Ensuring graduates possess the skills required to effectively accomplish assigned tasks.	• Providing economic consultations to the public and private sectors.
Values	
Commitment to professional ethics and high professional competence.	• Promoting social and ethical responsibility. • Serving society and fulfilling its requirements
• Students should believe in the principles of integrity and transparency and be capable of applying quality management concepts.	• Integrity and transparency. • Quality.

9. Teaching and Learning Strategies

1. Active Learning: Encouraging students' active participation in learning processes such as discussions, group activities, and problem-solving to enhance deep understanding of concepts.
2. Cooperative Learning: Encouraging students to work in small groups to solve subject-related problems and exchange ideas, thereby strengthening interaction and knowledge sharing.
3. Use of Technology: Utilizing technology by providing interactive educational tools such as computer software and online resources to enhance student understanding and motivation.
4. Problem-Based Learning: Presenting specific problems and motivating students to think critically and apply analytical and administrative skills to solve them.
5. Multiple Teaching Strategies: Providing a variety of instructional methods including interactive lectures, practical sessions, and applied exercises to meet diverse student needs.
6. Enhancing Analytical Thinking: Encouraging students to develop analytical and planning skills through stimulating questions and applied case problems.
7. Immediate Feedback: Providing mechanisms for instant feedback regarding student performance and understanding through periodic assessments and direct interaction with instructors.

10. Assessment Methods

1. Classroom Performance Evaluation: Assessing student performance during lectures, seminars, and workshops through written tests and continuous assessment of participation and comprehension.
2. Participation in Discussions and Activities: Evaluating student engagement in classroom discussions, group activities, and individual projects to measure understanding and interaction.
3. Tests and Assignments: Conducting regular examinations and assignments to evaluate problem-solving skills and understanding of subject concepts.
4. Research Participation Assessment: Evaluating student involvement in research activities and scientific projects, including assessment of presentation skills, analysis, and conclusions.
5. Practical Performance Assessment: Assessing students' practical performance through field visits and participation in applied activities.
6. External Participation Assessment: Evaluating student participation in external activities such as conferences, seminars, and competitions.
7. Personal and Professional Development Assessment: Assessing students' personal, professional, and academic development during participation in faculty mentoring programs.

11. Faculty Members

أعضاء هيئة التدريس

Academic Rank	Name	General Specialization	Specific Specialization
Professor	Abdulrazzaq Hamad Hussein Khalaf	Economics	International Economics
Professor	Mukheef Jasim Hamad Ali	Economics	Economic Development
Professor	Khalaf Mohammed Hamad Abduljabouri	Economics	Public Finance
Professor	Hameed Hassan Khalaf Mishal	Economics	Monetary Theory
Professor	Ibrahim Abdullah Jasim Issa	Economics	International Economics
Professor	Anmar Ghalib Kulaib Mutlaq	Economics	Macroeconomics
Associate Professor	Amer Sami Munir Dawood Al-Ani	Economics	Public Finance
Associate Professor	Fouad Farhan Hussein Mukhlif	Economics	Economic Development
Associate Professor	Khattab Omran Saleh Dhamin	Economics	International Economics
Associate Professor	Ziyad Izzaldeen Taha Talib	Economics	Macroeconomics
Associate Professor	Yusra Salem Nayef Abduljanabi	Economics	International Economics
Associate Professor	Omar Abdullah Mohammed Hajeeg	Economics	Monetary Policy
Associate Professor	Kailan Ismail Abdullah Mohammed	Economics	Finance and Banking
Associate Professor	Khudair Jasim Hamad Fahl Al-Jubouri	Economics	Macroeconomics
Associate Professor	Alaa Abduljabbar Hussein Hamad	Economics	Finance and Credit
Associate Professor	Jamal Hussein Ali Abdullah	Economics	Public Finance
Associate Professor	Mustafa Mahmoud Mahdi Saleh	Economics	International Economics
Associate Professor	Bushra Abdulbari Ahmed Abdullah	Economics	Econometrics
Professor	Khalil Ismail Aziz Bazawi	Economics	Monetary Policy
Professor	Ghassan Ibrahim Ahmed	Economics	Monetary Economics
Professor	Samir Mohammed fakhree	Economics	Econometrics

Professor	Muhammed emad abdalazeez	Economics	Public Finance
Associate Professor	Muthanna Maayouf Mahmoud Alawi	Economics	Public Finance
Associate Professor	Mohammed Ahmed Mohammed Hassan Al-Jubouri	Economics	International Economics
Lecturer	Bilal Abdulhaq Abdulkarim Mustafa	Economics	International Economics
Associate Professor	Zuhair Hamid Turki Zaiter	Economics	Econometrics
Associate Professor	Mustafa Ismail Khalil Abdul	Economics	International Economics
Associate Professor	Bakr Hamid Jasoom Aziz	Economics	International Economics
Associate Professor	Numan Mundhir Younis Fadel	Economics	Macroeconomics
Associate Professor	Hamoud Saad Muhaimid Al-Hilu	Economics	Economic Development
Assistant Lecturer	Zainab Tariq Ali Naama	Economics	Macroeconomics
Assistant Lecturer	Abeer Abbas Hamadi Saleh	Economics	Economic Development
Assistant Lecturer	Adi Tais Ibrahim Musa	Economics	Economics
Assistant Lecturer	Lujain Aref Ali Mustafa	Economics	Economics
Assistant Lecturer	Reem Saeed Shihab Ahmed Al-Dulaimi	Economics	Economics
Assistant Lecturer	Hassan Zaidan Khalaf Hamad	Economics	Economics
Assistant Lecturer	Jihad Badu Hamad Hussein Al-Jubouri	Economics	Economics
Assistant Lecturer	Ghazwan Shaker Ismail Ibrahim	Economics	Economics
Lecturer	Abd Khalaf Saleh	English Language	English Language
Lecturer	Luay Kareem Latif	Educational & Psychological Sciences	Educational & Psychological Sciences
Lecturer	Alaa Ahmed Abdullah	English Language	English Language
Lecturer	Osama Mohammed Abdullah	English Language	English Language
Lecturer	Duaa Turki Abdul	Educational & Psychological Sciences	Educational & Psychological Sciences

Professional Development

Orientation of New Faculty Members

1. Identifying university and departmental needs in terms of required teaching staff and preferred specializations.
2. Designing tailored orientation programs for new, visiting, full-time, and part-time faculty members according to their needs and specializations.
3. Introducing the university environment by providing a comprehensive overview of the university and the department, including its vision, mission, objectives, and available services.
4. Providing supportive resources such as training courses, workshops, and technical assistance for new faculty members.
5. Academic guidance concerning curricula, research areas, and teaching methods adopted within the department.
6. Administrative guidance regarding university procedures, responsibilities, policies, and codes of conduct.
7. Continuous support through advisory sessions, workshops, and periodic evaluations.

Professional Development of Faculty Members

1. Identifying Needs and Setting Objectives: Faculty needs are identified through surveys and performance evaluations, followed by defining specific objectives to be achieved within the development program framework.
2. Designing the Development Program: Based on identified needs and objectives, a comprehensive development program is designed, including various activities, training courses, workshops, and educational resources.
3. Program Implementation: The development program is implemented regularly and systematically, including organizing workshops, conducting training sessions, and providing appropriate educational resources.
4. Utilizing Effective Teaching Strategies: Faculty members are trained to use and apply modern and effective teaching strategies such as cooperative learning, active learning, and educational technology.
5. Evaluating Learning Outcomes: The effectiveness of the development program is assessed by evaluating improvements in faculty knowledge, teaching skills, and interaction with students.
6. Continuous Development: Ongoing feedback and support are provided to faculty members to enhance continuous professional and academic development.
7. Participation in Research and Scientific Publication: Faculty members are encouraged to engage in scientific research and publish in reputable academic journals, enhancing their academic standing and contributing to knowledge advancement in their fields.

12. Admission Criteria

1. Central Admission.
2. Special Admissions (families of martyrs, children of faculty members, distinguished employees, top institute graduates, and international students).
3. Governmental Private Education Track.
4. Evening Studies Admission.

13. Main Sources of Information about the Program

1. Official university, college, and department websites.
2. Department establishment documentation.
3. Curriculum Development and Modernization Project for Colleges of Administration and Economics in Iraqi Universities (2017).

14. Program Development Plan

1. Continuous development of curricula for each course by faculty members.
2. Expanding the third-year Economic Teachers branch and establishing postgraduate programs (Higher Diploma equivalent to Master's and PhD programs).
3. Developing teaching and administrative staff through specialized courses, seminars, and workshops.
4. Supporting scientific research efforts by encouraging faculty members to publish in international academic databases and journals.

Program Skills Matrix

This table presents the alignment between course learning outcomes and program learning outcomes.

[illegible]

[illegible]

[illegible]

* Please tick the boxes corresponding to the individual learning outcomes from the program that are being assessed.

Course description template

1. Course name	
Monetary theory	
2. Course code	
3. Semester / year	
2025 / 2026	
4. Date this description was prepared	
17 / 9 / 2025	
5. Available Attendance Forms	
Approval of Attendance & absence list	
6. Total number of study hours / Total number of units	
30 hours / 30 units	
7. Name of course coordinator (if more than one, mention it)	
Prof. Dr. Ghassan Ibrahim Ahmed	
8. Course objectives	
Course objectives	1. To student to the concept of monetary theory through its historical developments. 2. To introduce the student to the importance of money, the most important theories that have addressed money, how to deal with it, and its impact on the economy. 3. To introduce the student to the relationship between money, the economy, and economic development. 4. TO introduce the student to the importance of money, how to deal with it, and its impact on the economy. 5. To introduce the student to the most important sources of data and information about the reality of the monetary economy and the most important factors determining the demand for money. 6. To introduce the student to how to solve the monetary problems that the economy suffers from. 7. To introduce the student to central banks, their objectives, tools, and laws, with a particular focus on the Central Bank of Iraq.

9. Teaching and Learning Strategies

Strategy	• Delivering in-person and electronic lectures. • Classroom discussions with students. • Oral questioning. • Blended learning (Google Classroom).

10. Course Structure

Week	Hours	Unit or topic	Required learning outcomes	Learning method	Assessment method
First	3 hours	Introduction to Money – Reasons for the shift from barter to monetary exchange	Theoretical knowledge	lecture	Oral Questions
Second	3 hours	Definition of Money – Functions and Characteristics	Theoretical knowledge	Lecture / discussions	Questions & Participation
Third	3 hours	Types of Money and Near Money	Theoretical knowledge	Lecture / discussions	Oral Questions
Fourth	3 hours	Money Supply Concepts (M1, M2, M3)	Theoretical knowledge	Lecture / discussions	Student Participation
Fifth	3 hours	Liquidity – Types and Determinants of Money Supply	Theoretical knowledge	Lecture / discussions	Oral Questions
Sixth-	- 3 hours	Monthly Exam	-	-	Exam
Seventh	3 hours	Velocity of Money – Determinants and Stability	Theoretical knowledge	Lecture / discussions	Oral Questions
Eighth		Monetary System – Rules,	Theoretical	Lecture /	Oral Questions

	3 hours	Elements, and Types	knowledge	discussions	
Ninth	3 hours	Commercial Banks – Characteristics and Role in Deposits	Theoretical knowledge	Lecture / discussions	Questions & Participation
Tenth	3 hours	Types of Commercial Banks	Theoretical knowledge	Lecture / discussions	Oral Questions
Eleventh	3 hours	Planning in Commercial Banks	Theoretical knowledge	Lecture / discussions	Oral Questions
Twelfth	3 hours	Performance Evaluation of Commercial Banks	Theoretical knowledge	Lecture / discussions	Questions & Participation
Thirteenth	3 hours	Banking Strategies	Theoretical knowledge	Lecture / discussions	Oral Questions
- Fourteenth	- 3 hours	Monthly Exam	-	-	Exam
Fifteenth	3 hours	Comprehensive Review	Theoretical knowledge	Lecture with oral questions	Questions & Participation

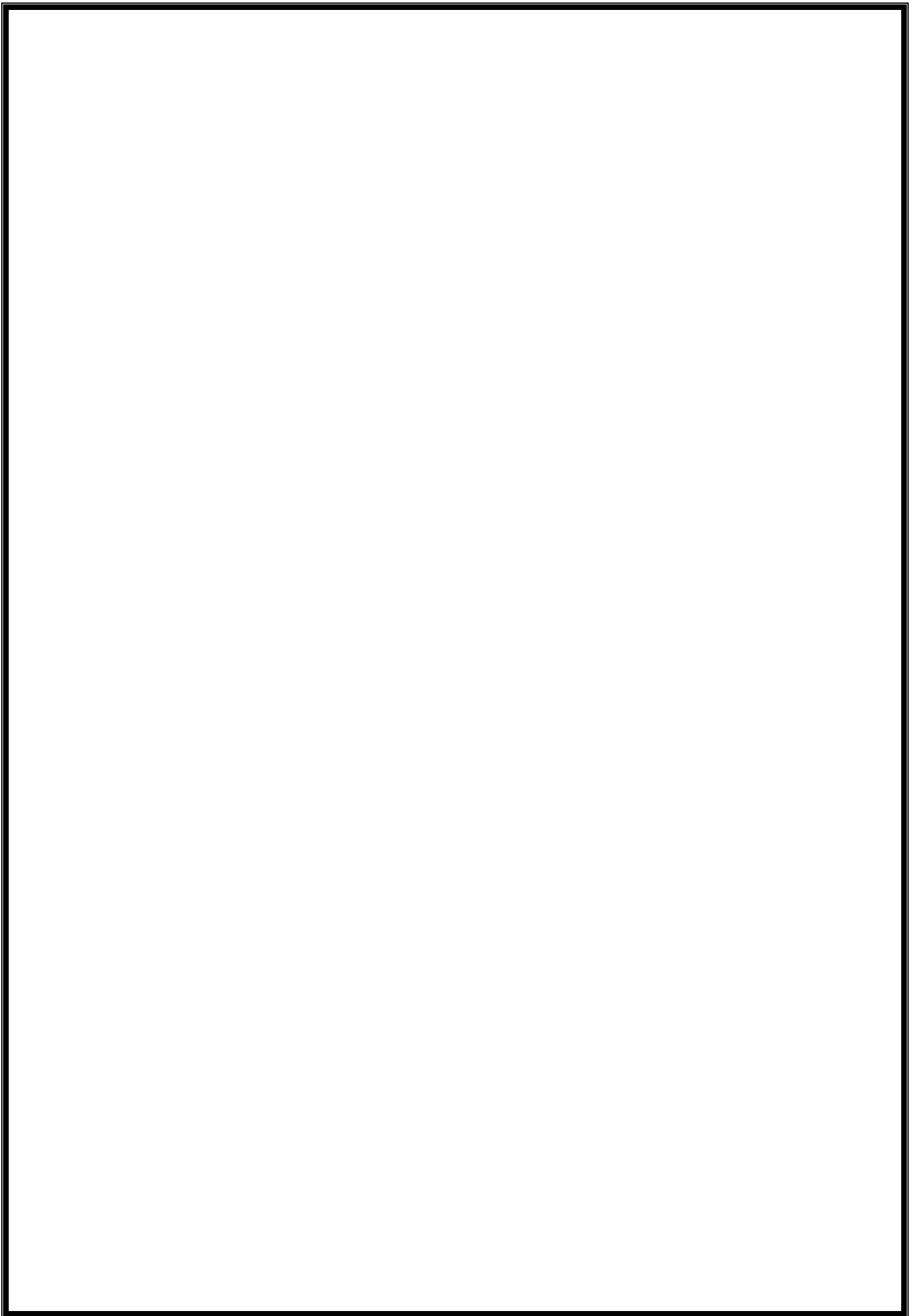
11. Course Assessment

The final grade is out of 100 marks. The minimum passing mark is 50. The grade distribution is as follows:

- First Monthly Exam: 10 marks
- Second Monthly Exam: 10 marks
- Daily Attendance: 5 marks
- Participation: 5 marks
- Final Exam: 70 marks

12. Learning and Teaching Resources

Required Textbook (if applicable)	Economics of Money and Banking
Main References (Sources)	Monetary Theory and Policies, Dr. Abdul Hussein Jaleel Al-Ghalibi & Dr. Yousif Ali Al-Asadi, 2022, 1st Edition, University Education Publishing House, Alexandria.
Recommended Supporting References (Journals, Reports...)	Bank Management – An Applied Approach, Prof. Dr. Abdul Aziz Shweish Abdulhamid.
Electronic References, Websites	Review of academic and scientific websites via the Internet.



Academic Program Description Form
For the academic year 2025-2026

University Name : Tikrit University

College/Institute: College of Business and Economics

Scientific Department : Department of Economics / Teachers Branch

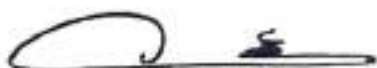
Academic or Professional Program Name: Department of Economics

Final Certificate Name : Bachelor of Science in Economics

Curriculum: Courses

Description Preparation Date : 1/9/2025

File Filling Date: 1/9/2025



Signature

Assistant Professor Dr. Omar Abdullah Mohammed

Head of Department's Name

2025/9/1

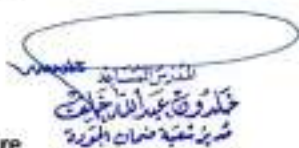


Signature

Assistant Professor Dr. Khattab Imran Saleh

Name of the Assistant Dean for Scientific Affairs

2025/9/1



Signature

The file was audited by

Khaldoon Abdullah Khalaf

Name of the Director of the Quality Assurance and

University Performance Division

2025/9/1



Approval of the Dean

1. Program Vision				
❖ Effective contribution to building a developed economy based on sound planning according to economic policies that suit reality and following an advanced scientific approach in the preparation of economic curricula				
2. Program Mission				
❖ The objective need of the public and private sectors requires the formulation of economic plans and programs at the micro and macro levels and the development of policies to achieve a number of economic and social goals according to priorities embodied by the available necessities and capabilities.				
3. Program Objectives				
1. Graduating specialized cadres in the field of planning and building economic policies capable of integrating into the labor market and economic life.				
2. Developing students' skills to enable them to integrate into the labor market.				
3. Motivating and supporting the faculty in the department to conduct studies and provide economic consultations to public and private entities in Iraq.				
4. Actively contributing to the preparation of training and continuing education programs to develop expertise and skills in public and private sector institutions.				
4. Program Accreditation				
5. Is the program programmaidized? And from which side? Nope.				
5. Other external influences				
6. Is there a sponsor of the program ? Yes, the Ministry of Higher Education and Scientific Research, the Presidency of Tikrit University, and the Deanship of the Faculty of Administration and Economics.				
6. Program Structure				
Notes	Percentage	Study Unit	Number of Courses	Program Structure
	6.9%	10	5	Enterprise Requirements
	7.5%	11	4	College Requirements
	85.6%	125	55	Department Requirements
	Fulfilled			Summer Training
				Other

* It is possible to include notes on whether the course is basic or elective.

7 . Program Description /Curriculum Department of Economics				
Credit Hours		Course or course name	Course or course code	Year/Level
practical	theoretical			
	3	Management Principles		The first
	3	Principles of Economics1		

	2	Principles of Statistics		
2	1	Computer 1		
	2	Arabic Language		
	2	Human Rights and Democracy		
	3	Economic Readings1 English		
	2	Principles of mathematics		
	3	Accounting Principles		
	2	Economic Readings 2English		
	3	Principles of Economics2		
	2	English		
	3	Partial economic theory1		The second
	2	Baath crimes		
	2	Economic Statistics1		
	2	National Accounts1		
	2	Economic History		
	2	Economics of Money		
	2	Human Resource Economics		
	3	Computer 1		
	2	Mathematics for Economists		
	3	Partial Economic Theory 2		
	2	Economic Statistics2		
	2	English		
	2	History of Economic Thought2		
	2	Banking Economics		
	2	National Accounts2		
2	1	Computer2		
	2	Math for Economists 2		
	3	Mathematical Economics 1		Third: General Economics
	2	International Economy		
	2	Economic development		
	3	Public Finance		
	3	Macroeconomics 1		
	2	Agricultural economy		
	2	Environmental Economics		
	2	Industrial economy		
	2	Knowledge Economics		
	2	English		
	2	Development Policy		
	2	Fiscal Policy		
	2	Industrial Policy		
	2	Agricultural Policy		
	2	International Politics		
	3	Mathematical Economics2		
	3	Macroeconomics2		
	2	Economic development		Third/ Economic Teachers Branch
	3	Mathematical Economics		
	3	Public Finance		
	2	Industrial economy		
	2	Educational Counseling		
	3	Macroeconomics 1		
	2	English		
	2	Educational Administration		

	2	Development Policy		
	3	International Economy		
	3	Agricultural economy		
2	1	Computer		
	2	Psychology		
	3	Macroeconomics2		
	2	Educational foundations		
	2	Fiscal Policy		
	3	Critical Theory		Fourth
	3	Standard Economy 1		
	3	Economic Systems		
	2	Research Methods		
	2	International Finance		
	2	Operations Research 1		
	3	Economic Feasibility Studies		
	2	Oil Economics		
	2	Economic Planning		
	3	Monetary policy		
	3	Economy 2		
	2	Computer Applications (EV)		
	3	Economic Projects Evaluation		
	2	Financial Institutions		
	2	Operations Research2		
	2	English		
	2	Planning Policy		
	2	Energy Economics		
		Econometrics 1		Fourth Teachers Branch
		Oil and Energy Economics		
		Economic Planning		
		Economic Feasibility Studies		
		Scientific Research Methods		
		Mental Health Guidance		
		Teaching Methods		
		English		
		Econometrics2		
		Operations Research2		
		Economic Planning Methods		
		Economic Projects Evaluation		
		Computer Applications		
		Measurement and Evaluation		
		View and School App		

8. Expected Learning Outcomes of the Program

Knowledge

- Providing the labor market with the necessary skills of human resources.	- To provide graduates capable of economic analysis and prediction of economic variables. - Disseminate knowledge in government institutions in order to achieve the aspirations of the community.

Skills

- The ability of the graduates of the	- The ability to solve economic problems that economic activity suffers from, such as

Department of Economics to carry out economic feasibility studies and economic analysis.	inflation and recession. - Exchange of experiences and data with ministries with economic decisions
- Our outputs should be knowledgeable and skilled in how to accomplish the tasks assigned to them.	- Providing economic advice to the public and private sectors.
Values	
- Adherence to professional ethics and the ability to demonstrate high professionalism.	- Consolidating social and moral responsibility. - Serving the community and meeting its requirements.
- The student must be a believer in the principles of integrity and transparency, and have the ability to apply the concepts of quality management.	- Integrity and transparency. - Quality.
9. Teaching and Learning Strategies	
1. Active Learning: Encourage active participation of students in learning processes, such as discussions, group activities, and problem-solving, to enhance their deep understanding of mathematical concepts. 2. Collaborative Learning: Students are encouraged to work together in small groups to solve problems related to their studies and share ideas, which contributes to enhancing interaction and knowledge exchange between them. 3. Use of technology: Leveraging technology to provide interactive learning tools such as computer programs and online resources to enhance students' understanding and motivation. 4. Problem-Based Learning: Introducing specific problems and motivating students to think critically and use managerial skills to solve them. 5. Multiple Instructional Strategies: Providing a variety of instructional strategies, such as interactive lectures, hands-on lessons, and hands-on exercises, to meet the diverse needs of students. 6. Promoting managerial thinking: Encouraging students to develop managerial thinking skills such as analysis, planning, and conclusion, by providing motivational questions and practical problems. 7. Provide immediate feedback: Provide mechanisms to provide immediate feedback to students on their performance and understanding of management concepts, whether through periodic assessments or direct interaction with the instructor.	
10. Evaluation Methods	
1. Classroom Performance Assessment: It involves evaluating students' performance during lessons, lectures, and workshops, whether through written tests or continuous assessment of their participation and understanding of the material.	

2. Participation in discussions and activities: Students can be assessed for their involvement in class discussions, group activities, and individual projects, to assess their understanding and interaction with the material.
3. Tests and assignments: Students may be given regular quizzes and assessment assignments to assess their problem-solving skills related to their area of specialization and their understanding of the concepts presented.
4. Evaluation of Research Participation: The extent of students' participation in research activities and scientific projects can be assessed, and their presentation style can be evaluated and their findings and conclusions analyzed.
5. Practical Performance Assessment: Students can be assessed in practical performance through hands-on visits and participation in hands-on activities.
6. External Participation Assessment: It includes an assessment of the extent to which students participate in outdoor activities such as conferences, seminars, and sports competitions.
7. Personal and Professional Development Assessment: Students' personal, professional, and academic development can be assessed during their participation in the Faculty Mentoring Program.

11. Faculty

Faculty Members

Preparing the teaching staff		Requirements/skills (if applicable)	Specialization		Academic Rank
Lecturer	Angel		Special	General	
	Angel		International Economy	Economy	Prof. Dr. Abdulrazaq Hamad Hussein Khalaf
	Angel		Economic development	Economy	Prof. Dr. Makheef Jassim Hamad Ali
	Angel		Public Finance	Economy	Prof. Dr. Khalaf Mohamed Hamad Abdel Jabouri
	Angel		Monetary policies	Economy	Assoc. Prof. Dr. Khalil Ismail Aziz Bazawi
	Angel		International Economy	Economy	Assoc. Prof. Dr. Ibrahim Abdullah Jassim Issa
	Angel		Macroeconomics	Economy	Assoc. Prof. Dr. Anmar Ghaleb Kulaib Mutlak
	Angel		Public Finance	Economy	Assoc. Prof. Dr. Amer Sami Munir Daoud Al-Ani
	Angel		Economic development	Economy	Assoc. Prof. Dr. Fouad Farhan Hussein Makhlef
	Angel		International Economy	Economy	Assoc. Prof. Dr. Khattab Omran Saleh Damin
	Angel		Macroeconomics	Economy	Assoc. Prof. Dr. Ziad Ezzeddin Taha Taleb
	Angel		International Economy	Economy	Assoc. Prof. Dr. Yousra Salem Nayef Abdel Janabi
	Angel		Monetary policies	Economy	Assoc. Prof. Dr. Omar Abdullah Mohammed Hajij
	Angel		Finance & Banking	Economy	Assoc. Prof. Dr. Kelan Ismail Abdullah Mohamed
	Angel		Macroeconomics	Economy	Eng. Dr. Khader Jassim Hamad Fahal Al-Jubouri
	Angel		Economic	Economy	Eng. Dr. Munqith Ibrahim

			development		Saleh Hamad
	Angel		Finance & Credit	Economy	Assoc. Prof. Dr. Alaa Abdul-Jabbar Hussain Hamad
	Angel		Public Finance	Economy	Eng. Dr. Jamal Hussein Ali Abdullah
	Angel		International Economy	Economy	Prof. Dr. Mostafa Mahmoud Mahdi Saleh
	Angel		Econometrics	Economy	Prof. Bushra Abdulbari Ahmed Abdullah
	Angel		Cash	Economy	A. Hamid Hassan Khalaf Meshaal
	Angel		Cash	Economy	Assoc. Prof. Dr. Ghassan Ibrahim Ahmed
	Angel		Fiscal Policies	Economy	Prof. Mohamed Emad Abdulaziz Mahdi
	Angel		Econometrics	Economy	Prof. Samer Mohamed Fakhri Dirar
	Angel		Public Finance	Economy	Prof. Muthanna Mayouf Mahmoud Allawi
	Angel		International Economy	Economy	Eng. Dr. Mohamed Ahmed Mohamed Hassan Al-Jubouri
	Angel		International Economy	Economy	Eng. Bilal Abdel Haq Abdulkareem Mustafa
	Angel		Econometrics	Economy	Eng. Dr. Zuhair Hamed Turki Zuaier
	Angel		International Economy	Economy	Prof. Mustafa Ismail Khalil Abd
	Angel		International Economy	Economy	Eng. Bakr Hamid Jassoum Aziz
	Angel		Macroeconomic s	Economy	Eng. Noman Munther Younis Fadel
	Angel		Economic development	Economy	Eng. Hamoud Saad Muhaimed Al-Helou
	Angel		Macroeconomic s	Economy	Eng. Zeina Tarek Ali Nehmeh
	Angel		Economy	Economy	Eng. Abeer Abbas Hamadi Saleh
	Angel		Economy	Economy	Eng. Adi Tays Ibrahim Moussa
	Angel		Economy	Economy	Eng. Eng. Loujain Aref Ali Mustafa
	Angel		Economy	Economy	Eng. Reem Saeed Shehab Ahmed Al-Dulaimi
	Angel		Economy	Economy	Eng. Hassan Zeidan Khalaf Hamad
	Angel		Economy	Economy	Eng. Jihad Bedou Hamad Hussein Al-Jubouri
	Angel		Economy	Economy	Eng. Ghazwan Shaker Ismail Ibrahim
	Lecture r		English	English	Prof. Abd Khalaf Saleh
	Lecture r		Educational and psychological sciences	Educational and psychological sciences	Assoc. Prof. Dr. Louay Karim Latif
	Lecture r		English	English	Eng. Alaa Ahmed Abdullah
	Lecture r		English	English	Eng. Osama Mohammed Abdulla
	Lecture r		English	English	Eng. Marwan Abdel Moneim Tawfiq

	Lecture r		Educational and psychological sciences	Educational and psychologica l sciences	Eng. Doaa Turki Abed

Professional Development

Mentoring new faculty members

- 1- Determining the needs of the university and the department: The needs of the university and the department are determined in terms of the required teaching staff and preferred specializations.
- 2- Preparation of Mentoring Programs: Customized mentoring programs are designed to target new, visitor, full-time, and part-time members based on their needs and specializations.
- 3- Introduction to the University Environment: A comprehensive introduction is provided about the University and the Department of Public Administration, including an overview of the Department, Vision, Mission, Objectives, and Available Services.
- 4- Providing Supporting Resources: Resources and support are provided to new members, including training courses, hands-on workshops, and technical assistance.
- 5- Academic Orientation: New members are guided in relation to the curriculum, research areas, and teaching methods used in the department.
- 6- Administrative Orientation: New members are guided around administrative procedures, responsibilities, university policies, and codes of conduct.
- 7- Ongoing support: Ongoing support is provided to new, visitor, full-time, and part-time faculty through counseling sessions, workshops, and periodic assessments.

Faculty Professional Development

1. Identifying needs and setting goals: Faculty needs are identified through surveys and performance appraisals, and then specific goals to be achieved within the program.
2. Development Program Design: Based on the specific needs and specific goals, a comprehensive development program is designed that includes a range of activities, training courses, workshops, and educational resources.
3. Program Implementation: The development program is implemented on a regular and structured basis, including organizing workshops, conducting training courses, and providing appropriate educational resources.
4. Use effective teaching strategies: Faculty members learn to use and apply modern and effective teaching strategies, such as collaborative learning, active learning, and instructional technology.
5. Learning Outcomes Assessment: The effectiveness of the development program is evaluated by evaluating the learning outcomes of faculty members, such as increasing the level of knowledge and teaching skills and interaction with students.
6. Continuous Development: Feedback and ongoing support is provided to faculty members to promote continuous professional and academic development.
7. Participation in research and scientific publishing: Faculty members are

encouraged to participate in scientific research and publish results in prestigious academic journals, which enhances their academic standing and contributes to the development of knowledge in their fields.

12. Acceptance Standard

- 1- Central admission.
- 2- Accepting exceptions (relatives of martyrs, children of faculty members, distinguished employees, first in institutes, expatriate students).
- 3- Private public education
- 4- Accept evening studies.

13. The most important sources of information about the program

- 1- University, college and department website.
- 2- Priorities for the establishment of the department.
- 3- Project to develop and update the curricula of the faculties of administration and economics in Iraqi universities for the year 2017.

14. Program Development Plan

- 1- Developing the curriculum for each subject by the teacher.
- 2- Opening a branch of the third stage (economic teachers) and opening postgraduate studies with a higher diploma equivalent to a master's and a doctorate.
- 3- Developing the teaching and administrative staff through courses, seminars, and workshops in the fields of specialization.
- 4- Supporting scientific research efforts by encouraging faculty members to publish, especially in international repositories.
- 5- Establishing training programs to develop students' capabilities in the fields of technology and information technology.
- 6- Conducting field visits and scientific trips for students to government institutions.

Program Skills Outline

Learning Outcomes Required from the Program

Values					Skills			Knowledge				Basic or optional	Course Name	Course Code	Year/Level
C4	C3	C2	A1	B4	B3	B2	B1	A4	A3	A2	A1				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Management Principles		First Year
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics1		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Statistics		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Arabic Language		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human Rights and Democracy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings1 English		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of mathematics		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Accounting Principles		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings 2English		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English		

✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Partial economic theory1		Second Year
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Baath crimes		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Statistics1		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts1		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic History		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economics of Money		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human Resource Economics		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematics for Economists		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Partial Economic Theory 2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Statistics2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		History of Economic Thought2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Banking Economics		
													Math for Economists 2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 1		Third Year/ General Economics
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Environmental Economics		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Knowledge Economics		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Development Policy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Fiscal Policy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial Policy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural Policy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Politics		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development		Third Year/ Economics
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical		

													Economics		teachers
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational Counseling		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational Administration		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Development Policy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Psychology		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational foundations		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Fiscal Policy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Critical Theory		Fourth Year
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Standard Economy 1		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Systems		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Research Methods		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Finance		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations Research 1		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Feasibility Studies		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Oil Economics		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Planning		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Monetary policy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economy 2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer Applications (EV)		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Projects Evaluation		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial Institutions		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations Research2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Planning Policy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Energy Economics		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Econometrics 1		Year Four Teachers Branch
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Oil and Energy Economics		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Planning		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Feasibility Studies		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Scientific Research		

														Methods		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mental Health Guidance		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Teaching Methods		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Econometrics2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations Research2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Planning Methods		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Project Evaluation		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer Applications		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Measurement and Evaluation		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		View and School App		

*Please indicate the boxes corresponding to the individual learning outcomes from the program being assessed.

Course Description Form

1. Course Name					
Standard Economy / K1					
2. Course Code: ECO					
3. Semester/Year					
2025-2026					
4. Date this description is prepared					
1/9/2025					
5. Available Forms of Attendance					
Approval of the attendance and absence list					
6. Number of study hours (total) / number of units (total)					
Number of Hours 45 / Number of Units 45					
7. Name of the course administrator (if more than one name mentions)					
Assoc. Prof. Dr. Qutaiba Maher Mahmoud					
8. Course Objectives					
1- Student Definition The Physical Basis of the Econometric 2- Student Definition The Historical Introduction to Econometrics 3-Student Definition with the theoretical approach and familiarity with the standard methodology 4- Introduction Stages of Preparing the Standard Model 5- Student Definition The importance of studying regression equations Simple Linear 6 -					Course Objectives
9. Teaching and Learning Strategies					
- Delivering in-person and electronic lectures - Discussions with students - Oral Questions for Students - Blended Learning (Classroom) - Exercises/Practical Applications					Strategy
10. Course Structure					
Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Oral Questions	Lecture	Identify the concept of hard economics and its relationship to other sciences	Theoretical Knowledge	3 hours	First
Questions & Shares	Lecture/Discussions	Knowledge of the nature of the standard methodology	Theoretical/practical knowledge	3 hours	The second
Oral Questions	Lecture/Discussions	Know the most important objectives of econometrics	Theoretical Knowledge	3 hours	The third
Student Engagement	Lecture/Discussions	Identifying the most important types of	Theoretical Knowledge	3 hours	Fourth

		economic variables			
Oral Questions	Lecture/Discussions	Know the evolution of the stages of preparing the standard model	Theoretical/practical knowledge	3 hours	Fifth
-	-	Monthly exam	-	3 hours	Sixth
Oral Questions	Lecture/Discussions	Know the importance of adding a random variable	Theoretical Knowledge	3 hours	Seventh
Oral Questions	Lecture/Discussions	Knowledge of the most important standard methods	Theoretical/practical knowledge	3 hours	Eighth
Questions & Shares	Lecture/Discussions	Understanding the hypotheses of the OLS method	Theoretical Knowledge/Application	3 hours	Ninth
Oral Questions	Lecture/Discussions	Identifying the most important statistical tests	Theoretical/practical knowledge	3 hours	Tenth
Oral Questions	Lecture/Discussions	Pearson Test / For Quantitative Variables	Theoretical/practical knowledge	3 hours	Eleventh
Questions & Shares	Lecture/Discussions	Spearman Test / Specific Variables	Theoretical/practical knowledge	3 hours	XII
Oral Questions	Lecture/Discussions	Learn how to calculate the simple linear regression equation	Theoretical Knowledge	3 hours	Thirteenth
-	-	Monthly exam	-	3 hours	Fourteenth
Questions & Shares	Lecture with oral questions	Comprehensive Review/Open Lecture	Practical Applications	3 hours	Fifteenth

11. Course Evaluation

The final grade of the evaluation is 100 marks, and the minimum pass rate is 50 marks, and the evaluation score is distributed on a quest of 30 marks, and the final exam of the course is 70 marks, as follows :

- The exam is in the first month 10 marks
- Second Month Exam 10 Marks
- Daily preparation 5 degrees
- Posts 5 marks

Course End Exam 70 marks

12. Learning and Teaching Resources

The Harsh Economy / Dr. Hussein Al-Bakhit and Sahar Fathalla / 2002	Required Textbooks (Methodology, if any)
Khaled Sawai / Econometrics between Theory and Practice, Cograti (2019) Translated by Maha Zaki	Main Reference(s)
Internet / Modern Standard Studies	Recommended books and supporting references (scientific journals, reports...)
Review scientific websites through the web	References, Websites

Academic Program Description Form
For the academic year 2025-2026

University Name : Tikrit University

College/Institute: College of Business and Economics

Scientific Department : Department of Economics / Teachers Branch

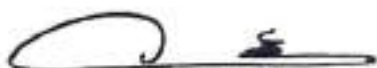
Academic or Professional Program Name: Department of Economics

Final Certificate Name : Bachelor of Science in Economics

Curriculum: Courses

Description Preparation Date : 1/9/2025

File Filling Date: 1/9/2025



Signature

Assistant Professor Dr. Omar Abdullah Mohammed

Head of Department's Name

2025/9/1

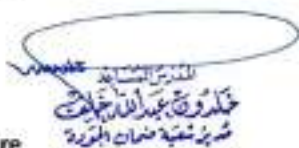


Signature

Assistant Professor Dr. Khattab Imran Saleh

Name of the Assistant Dean for Scientific Affairs

2025/9/1



Signature

The file was audited by

Khaldoon Abdullah Khalaf

Name of the Director of the Quality Assurance and

University Performance Division

2025/9/1



Approval of the Dean

1. Program Vision

- ❖ Effective contribution to building a developed economy based on sound planning according to economic policies that suit reality and following an advanced scientific approach in the preparation of economic curricula

2. Program Mission

- ❖ The objective need of the public and private sectors requires the formulation of economic plans and programs at the micro and macro levels and the development of policies to achieve a number of economic and social goals according to priorities embodied by the available necessities and capabilities.

3. Program Objectives

1. Graduating specialized cadres in the field of planning and building economic policies capable of integrating into the labor market and economic life.
2. Developing students' skills to enable them to integrate into the labor market.
3. Motivating and supporting the faculty in the department to conduct studies and provide economic consultations to public and private entities in Iraq.
4. Actively contributing to the preparation of training and continuing education programs to develop expertise and skills in public and private sector institutions.

4. Program Accreditation

5. Is the program programaidized? And from which side? Nope.

5. Other external influences

6. Is there a sponsor of the program? Yes, the Ministry of Higher Education and Scientific Research, the Presidency of Tikrit University, and the Deanship of the Faculty of Administration and Economics.

6. Program Structure

Notes	Percentage	Study Unit	Number of Courses	Program Structure
	6.9%	10	5	Enterprise Requirements
	7.5%	11	4	College Requirements
	85.6%	125	55	Department Requirements
	Fulfilled			Summer Training
				Other

* It is possible to include notes on whether the course is basic or elective.

7. Program Description /Curriculum Department of Economics

Credit Hours		Course or course name	Course or course code	Year/Level
practical	theoretical			
	3	Management Principles		The first
	3	Principles of Economics1		
	2	Principles of Statistics		
2	1	Computer 1		

	2	Arabic Language		
	2	Human Rights and Democracy		
	3	Economic Readings1 English		
	2	Principles of mathematics		
	3	Accounting Principles		
	2	Economic Readings 2English		
	3	Principles of Economics2		
	2	English		
	3	Partial economic theory1		The second
	2	Baath crimes		
	2	Economic Statistics1		
	2	National Accounts1		
	2	Economic History		
	2	Economics of Money		
	2	Human Resource Economics		
	3	Computer 1		
	2	Mathematics for Economists		
	3	Partial Economic Theory 2		
	2	Economic Statistics2		
	2	English		
	2	History of Economic Thought2		
	2	Banking Economics		
	2	National Accounts2		
2	1	Computer2		
	2	Math for Economists 2		
	3	Mathematical Economics 1		Third: General Economics
	2	International Economy		
	2	Economic development		
	3	Public Finance		
	3	Macroeconomics 1		
	2	Agricultural economy		
	2	Environmental Economics		
	2	Industrial economy		
	2	Knowledge Economics		
	2	English		
	2	Development Policy		
	2	Fiscal Policy		
	2	Industrial Policy		
	2	Agricultural Policy		
	2	International Politics		
	3	Mathematical Economics2		
	3	Macroeconomics2		
	2	Economic development		Third/ Economic Teachers Branch
	3	Mathematical Economics		
	3	Public Finance		
	2	Industrial economy		
	2	Educational Counseling		
	3	Macroeconomics 1		
	2	English		
	2	Educational Administration		
	2	Development Policy		
	3	International Economy		
	3	Agricultural economy		
2	1	Computer		
	2	Psychology		
	3	Macroeconomics2		
	2	Educational foundations		
	2	Fiscal Policy		
	3	Critical Theory		Fourth
	3	Standard Economy 1		
	3	Economic Systems		
	2	Research Methods		

	2	International Finance		
	2	Operations Research 1		
	3	Economic Feasibility Studies		
	2	Oil Economics		
	2	Economic Planning		
	3	Monetary policy		
	3	Economy 2		
	2	Computer Applications (EV)		
	3	Economic Projects Evaluation		
	2	Financial Institutions		
	2	Operations Research2		
	2	English		
	2	Planning Policy		
	2	Energy Economics		
		Econometrics 1		Fourth Teachers Branch
		Oil and Energy Economics		
		Economic Planning		
		Economic Feasibility Studies		
		Scientific Research Methods		
		Mental Health Guidance		
		Teaching Methods		
		English		
		Econometrics2		
		Operations Research2		
		Economic Planning Methods		
		Economic Projects Evaluation		
		Computer Applications		
		Measurement and Evaluation		
		View and School App		

8. Expected Learning Outcomes of the Program

Knowledge

- Providing the labor market with the necessary skills of human resources.	- To provide graduates capable of economic analysis and prediction of economic variables. - Disseminate knowledge in government institutions in order to achieve the aspirations of the community.

Skills

- The ability of the graduates of the Department of Economics to carry out economic feasibility studies and economic analysis.	- The ability to solve economic problems that economic activity suffers from, such as inflation and recession. - Exchange of experiences and data with ministries with economic decisions
- Our outputs should be knowledgeable and skilled in how to accomplish the tasks assigned to them.	- Providing economic advice to the public and private sectors.

Values

- Adherence to professional ethics and the ability to demonstrate high	- Consolidating social and moral responsibility. - Serving the community and meeting its requirements.

professionalism.	
- The student must be a believer in the principles of integrity and transparency, and have the ability to apply the concepts of quality management.	- Integrity and transparency. - Quality.

9. Teaching and Learning Strategies

1. Active Learning: Encourage active participation of students in learning processes, such as discussions, group activities, and problem-solving, to enhance their deep understanding of mathematical concepts.
2. Collaborative Learning: Students are encouraged to work together in small groups to solve problems related to their studies and share ideas, which contributes to enhancing interaction and knowledge exchange between them.
3. Use of technology: Leveraging technology to provide interactive learning tools such as computer programs and online resources to enhance students' understanding and motivation.
4. Problem-Based Learning: Introducing specific problems and motivating students to think critically and use managerial skills to solve them.
5. Multiple Instructional Strategies: Providing a variety of instructional strategies, such as interactive lectures, hands-on lessons, and hands-on exercises, to meet the diverse needs of students.
6. Promoting managerial thinking: Encouraging students to develop managerial thinking skills such as analysis, planning, and conclusion, by providing motivational questions and practical problems.
7. Provide immediate feedback: Provide mechanisms to provide immediate feedback to students on their performance and understanding of management concepts, whether through periodic assessments or direct interaction with the instructor.

10. Evaluation Methods

1. Classroom Performance Assessment: It involves evaluating students' performance during lessons, lectures, and workshops, whether through written tests or continuous assessment of their participation and understanding of the material.
2. Participation in discussions and activities: Students can be assessed for their involvement in class discussions, group activities, and individual projects, to assess their understanding and interaction with the material.
3. Tests and assignments: Students may be given regular quizzes and assessment assignments to assess their problem-solving skills related to their area of specialization and their understanding of the concepts presented.
4. Evaluation of Research Participation: The extent of students' participation in research activities and scientific projects can be assessed, and their presentation style can be evaluated and their findings and conclusions analyzed.
5. Practical Performance Assessment: Students can be assessed in practical performance through hands-on visits and participation in hands-on activities.
6. External Participation Assessment: It includes an assessment of the extent to which students participate in outdoor activities such as conferences, seminars,

and sports competitions.

7. Personal and Professional Development Assessment: Students' personal, professional, and academic development can be assessed during their participation in the Faculty Mentoring Program.

11. Faculty

Faculty Members

Preparing the teaching staff		Requirements/skills (if applicable)	Specialization		Academic Rank
Lecturer	Angel		Special	General	
	Angel		International Economy	Economy	Prof. Dr. Abdulrazaq Hamad Hussein Khalaf
	Angel		Economic development	Economy	Prof. Dr. Makheef Jassim Hamad Ali
	Angel		Public Finance	Economy	Prof. Dr. Khalaf Mohamed Hamad Abdel Jabouri
	Angel		Monetary policies	Economy	Assoc. Prof. Dr. Khalil Ismail Aziz Bazawi
	Angel		International Economy	Economy	Assoc. Prof. Dr. Ibrahim Abdullah Jassim Issa
	Angel		Macroeconomics	Economy	Assoc. Prof. Dr. Anmar Ghaleb Kulaib Mutlak
	Angel		Public Finance	Economy	Assoc. Prof. Dr. Amer Sami Munir Daoud Al-Ani
	Angel		Economic development	Economy	Assoc. Prof. Dr. Fouad Farhan Hussein Makhlef
	Angel		International Economy	Economy	Assoc. Prof. Dr. Khattab Omran Saleh Damin
	Angel		Macroeconomics	Economy	Assoc. Prof. Dr. Ziad Ezzeddin Taha Taleb
	Angel		International Economy	Economy	Assoc. Prof. Dr. Yousra Salem Nayef Abdel Janabi
	Angel		Monetary policies	Economy	Assoc. Prof. Dr. Omar Abdullah Mohammed Hajjij
	Angel		Finance & Banking	Economy	Assoc. Prof. Dr. Kelan Ismail Abdullah Mohamed
	Angel		Macroeconomics	Economy	Eng. Dr. Khader Jassim Hamad Fahal Al-Jubouri
	Angel		Economic development	Economy	Eng. Dr. Munqith Ibrahim Saleh Hamad
	Angel		Finance & Credit	Economy	Assoc. Prof. Dr. Alaa Abdul-Jabbar Hussain Hamad
	Angel		Public Finance	Economy	Eng. Dr. Jamal Hussein Ali Abdullah
	Angel		International Economy	Economy	Prof. Dr. Mostafa Mahmoud Mahdi Saleh
	Angel		Econometrics	Economy	Prof. Bushra Abdulbari Ahmed Abdullah
	Angel		Cash	Economy	A. Hamid Hassan Khalaf Meshaal
	Angel		Cash	Economy	Assoc. Prof. Dr. Ghassan Ibrahim Ahmed
	Angel		Fiscal Policies	Economy	Prof. Mohamed Emad Abdulaziz Mahdi
	Angel		Econometrics	Economy	Prof. Samer Mohamed

					Fakhri Dirar
	Angel		Public Finance	Economy	Prof. Muthanna Mayouf Mahmoud Allawi
	Angel		International Economy	Economy	Eng. Dr. Mohamed Ahmed Mohamed Hassan Al- Jubouri
	Angel		International Economy	Economy	Eng. Bilal Abdel Haq Abdulkareem Mustafa
	Angel		Econometrics	Economy	Eng. Dr. Zuhair Hamed Turki Zuaier
	Angel		International Economy	Economy	Prof. Mustafa Ismail Khalil Abd
	Angel		International Economy	Economy	Eng. Bakr Hamid Jassoum Aziz
	Angel		Macroeconomic s	Economy	Eng. Noman Munther Younis Fadel
	Angel		Economic development	Economy	Eng. Hamoud Saad Muhaimed Al-Helou
	Angel		Macroeconomic s	Economy	Eng. Zeina Tarek Ali Nehmeh
	Angel		Economy	Economy	Eng. Abeer Abbas Hamadi Saleh
	Angel		Economy	Economy	Eng. Adi Tays Ibrahim Moussa
	Angel		Economy	Economy	Eng. Eng. Loujain Aref Ali Mustafa
	Angel		Economy	Economy	Eng. Reem Saeed Shehab Ahmed Al-Dulaimi
	Angel		Economy	Economy	Eng. Hassan Zeidan Khalaf Hamad
	Angel		Economy	Economy	Eng. Jihad Bedou Hamad Hussein Al-Jubouri
	Angel		Economy	Economy	Eng. Ghazwan Shaker Ismail Ibrahim
	Lecture r		English	English	Prof. Abd Khalaf Saleh
	Lecture r		Educational and psychological sciences	Educational and psychologica l sciences	Assoc. Prof. Dr. Louay Karim Latif
	Lecture r		English	English	Eng. Alaa Ahmed Abdullah
	Lecture r		English	English	Eng. Osama Mohammed Abdulla
	Lecture r		English	English	Eng. Marwan Abdel Moneim Tawfiq
	Lecture r		Educational and psychological sciences	Educational and psychologica l sciences	Eng. Doaa Turki Abed

Professional Development

Mentoring new faculty members

- 1- Determining the needs of the university and the department: The needs of the university and the department are determined in terms of the required teaching staff and preferred specializations.
- 2- Preparation of Mentoring Programs: Customized mentoring programs are designed to target new, visitor, full-time, and part-time members based on their needs and specializations.

- 3- Introduction to the University Environment: A comprehensive introduction is provided about the University and the Department of Public Administration, including an overview of the Department, Vision, Mission, Objectives, and Available Services.
- 4- Providing Supporting Resources: Resources and support are provided to new members, including training courses, hands-on workshops, and technical assistance.
- 5- Academic Orientation: New members are guided in relation to the curriculum, research areas, and teaching methods used in the department.
- 6- Administrative Orientation: New members are guided around administrative procedures, responsibilities, university policies, and codes of conduct.
- 7- Ongoing support: Ongoing support is provided to new, visitor, full-time, and part-time faculty through counseling sessions, workshops, and periodic assessments.

Faculty Professional Development

1. Identifying needs and setting goals: Faculty needs are identified through surveys and performance appraisals, and then specific goals to be achieved within the program.
2. Development Program Design: Based on the specific needs and specific goals, a comprehensive development program is designed that includes a range of activities, training courses, workshops, and educational resources.
3. Program Implementation: The development program is implemented on a regular and structured basis, including organizing workshops, conducting training courses, and providing appropriate educational resources.
4. Use effective teaching strategies: Faculty members learn to use and apply modern and effective teaching strategies, such as collaborative learning, active learning, and instructional technology.
5. Learning Outcomes Assessment: The effectiveness of the development program is evaluated by evaluating the learning outcomes of faculty members, such as increasing the level of knowledge and teaching skills and interaction with students.
6. Continuous Development: Feedback and ongoing support is provided to faculty members to promote continuous professional and academic development.
7. Participation in research and scientific publishing: Faculty members are encouraged to participate in scientific research and publish results in prestigious academic journals, which enhances their academic standing and contributes to the development of knowledge in their fields.

12. Acceptance Standard

- 1- Central admission.
- 2- Accepting exceptions (relatives of martyrs, children of faculty members, distinguished employees, first in institutes, expatriate students).
- 3- Private public education
- 4- Accept evening studies.

13. The most important sources of information about the program

- 1- University, college and department website.

- 2- Priorities for the establishment of the department.
- 3- Project to develop and update the curricula of the faculties of administration and economics in Iraqi universities for the year 2017.

14. Program Development Plan

- 1- Developing the curriculum for each subject by the teacher.
- 2- Opening a branch of the third stage (economic teachers) and opening postgraduate studies with a higher diploma equivalent to a master's and a doctorate.
- 3- Developing the teaching and administrative staff through courses, seminars, and workshops in the fields of specialization.
- 4- Supporting scientific research efforts by encouraging faculty members to publish, especially in international repositories.
- 5- Establishing training programs to develop students' capabilities in the fields of technology and information technology.
- 6- Conducting field visits and scientific trips for students to government institutions.

Program Skills Outline

Learning Outcomes Required from the Program

Values				Skills				Knowledge				Basic or optiona l	Course Name	Course Code	Year/Level
C4	C3	C2	A1	B4	B3	B2	B1	A4	A3	A2	A1				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Management Principles		First Year
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics1		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Statistics		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Arabic Language		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human Rights and Democracy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings1 English		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of mathematics		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Accounting Principles		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings 2English		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Partial economic theory1		Second Year
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Baath crimes		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Statistics1		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts1		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic History		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economics of Money		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human Resource Economics		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		

✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematics for Economists		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Partial Economic Theory 2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Statistics2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		History of Economic Thought2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Banking Economics		
													Math for Economists 2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 1		Third Year/ General Economics
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Environmental Economics		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Knowledge Economics		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Development Policy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Fiscal Policy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial Policy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural Policy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Politics		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development		Third Year/ Economics teachers
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational Counseling		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational Administration		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Development Policy		

✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Psychology		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational foundations		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Fiscal Policy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Critical Theory		Fourth Year
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Standard Economy 1		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Systems		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Research Methods		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Finance		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations Research 1		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Feasibility Studies		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Oil Economics		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Planning		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Monetary policy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economy 2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer Applications (EV)		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Projects Evaluation		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial Institutions		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations Research2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Planning Policy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Energy Economics		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Econometrics 1		Fourth Year Teachers Branch
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Oil and Energy Economics		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Planning		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Feasibility Studies		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Scientific Research Methods		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mental Health Guidance		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Teaching Methods		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Econometrics2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations Research2		

✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Planning Methods		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Project Evaluation		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer Applications		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Measurement and Evaluation		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		View and School App		

*Please indicate the boxes corresponding to the individual learning outcomes from the program being assessed.

Course Description Form

1. Course Name	
Econometrics / 2	
2. ECO Course Code	
3. Semester/Year	
2025-2026	
4. Date this description is prepared	
1/9/2025	
5. Available Forms of Attendance	
Approval of the attendance and absence list	
6. Number of study hours (total) / number of units (total)	
Number of Hours 45 / Number of Units 45	
7. Name of the course administrator (if more than one name mentions)	
Assoc. Prof. Dr. Qutaiba Maher Mahmoud	
8. Course Objectives	
1- Student Definition The Physical Basis of the Econometric 2- Student Definition Introduction Standard Tools and Methods 3-Student Definition Study of multiple linear regression 4- Introduction on Standard Model Assessment Tests 5- Student Definition Study of Standard Problems 6- Introduce the student to how to solve problems Economic forecasting	Course Objectives
9. Teaching and Learning Strategies	
- Delivering in-person and electronic lectures - Discussions with students - Oral Questions for Students - Blended Learning (Classroom) - Standard Exercises and Practical Applications	Strategy

10. Course Structure					
Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Oral Questions	Lecture	Study of the Variance Analysis Table	Theoretical Knowledge	3 hours	First
Questions & Shares	Lecture/Discussions	Study of multiple linear regression	Theoretical Knowledge	3 hours	The second
Oral Questions	Lecture/Discussions	Practical/Exercise Applications	Theoretical Knowledge	3 hours	The third
Student Engagement	Lecture/Discussions	Study of Standard Problems	Theoretical Knowledge	3 hours	Fourth
Oral Questions	Lecture/Discussions	The Problem of Self-Attachment	Theoretical Knowledge	3 hours	Fifth
-	-	Monthly exam	-	3 hours	Sixth
Oral Questions	Lecture/Discussions	D-W Test Study	Theoretical Knowledge	3 hours	Seventh
Oral Questions	Lecture/Discussions	The problem of	Theoretical	3 hours	Eighth

		multiple linear correlation	Knowledge		
Questions & Shares	Lecture/Discussions	Study the VIF test	Theoretical Knowledge	3 hours	Ninth
Oral Questions	Lecture/Discussions	The problem of contrast heterogeneity	Theoretical Knowledge	3 hours	Tenth
Oral Questions	Lecture/Discussions	PARK Test Study	Theoretical Knowledge	3 hours	Eleventh
Questions & Shares	Lecture/Discussions	Evaluating the model Standard/Standard & Statistical	Theoretical Knowledge	3 hours	XII
Oral Questions	Lecture/Discussions	Economic forecasting	Theoretical Knowledge	3 hours	Thirteenth
-	-	Monthly exam	-	3 hours	Fourteenth
Questions & Shares	Lecture with oral questions	Comprehensive Review	Practical Applications	3 hours	Fifteenth

11. Course Evaluation

The final grade of the evaluation is 100 marks, and the minimum pass rate is 50 marks, and the evaluation score is distributed on a quest of 30 marks, and the final exam of the course is 70 marks, as follows :

- The exam is in the first month 10 marks
- Second Month Exam 10 Marks
- Daily preparation 5 degrees
- Posts 5 marks

Course End Exam 70 marks

12. Learning and Teaching Resources

The Harsh Economy / Dr. Hussein Al-Bakhit and Sahar Fathalla / 2002	Required Textbooks (Methodology, if any)
Econometrics between Theory and Practice / Dr. Abdel Qader Mohamed / 2005	Main Reference(s)
Practical/Standard Research and Studies	Recommended books and supporting references (scientific journals, reports...)
Review scientific websites through the web	References, Websites

Academic Program Description Form

For the academic year 2025–2026

University name: University Tikrit

College/Institute: College Management and Economics

Scientific Department: Department Economy

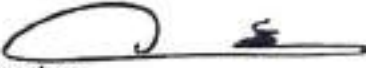
Name of academic or professional program: Department of Economics

Final Certificate Name: Bachelor Sciences in Economics

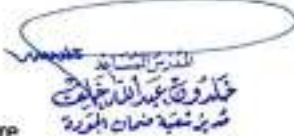
Academic system: Course system

Description preparation date: 8/28/2025

Date of filling the file: 8/28/2025


Signature
Assistant Professor Dr. Omar Abdullah Mohammed
Head of Department's Name
2025/9/1


Signature
Assistant Professor Dr. Khattab Imran Saleh
Name of the Assistant Dean for Scientific Affairs
2052/9/1


Signature
The file was audited by
Khaldoon Abdullah Khalaf
Name of the Director of the Quality Assurance and
University Performance Division
2025/9/1


Approval of the Dean

1. Program Vision

Effective contribution to building an advanced economy based on sound planning in accordance with appropriate economic policies. Reality and following an advanced scientific approach in preparing economic curricula

2. Program message

The objective need of the public and private sectors requires the formulation of economic plans and programmes at the micro and macro levels and the development of policies to achieve a set of economic and social objectives according to priorities embodied by the necessities and available capabilities. Here, it is necessary to prepare specialised cadres to conduct economic research and studies in a way that contributes to deepening economic awareness and maximising the economic and social benefits of available resources.

3. Program objectives

1. Graduating specialized cadres in the field of planning and building economic policies, capable of integrating into the labor market and economic life.
2. Developing students' skills to enable them to Integration into the labor market.
3. Motivating and supporting the faculty in the department to conduct studies and provide consultations. Economic For public and private entities in Iraq.
4. Effective contribution to preparing training and continuing education programs to develop expertise and skills in public and private sector institutions.

4. Program accreditation

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

5. Other external influences

Is there a sponsor? ForprogramYes, the Ministry of Higher Education and Scientific Research, the Presidency of Tikrit University, and the Deanship of the College of Administration and Economics.

6. Program Structure

comments	percentage	Study unit	Number of courses	Program Structure
	6.9%	10	5	Institutional

				Requirements
	7.5%	11	4	College Requirements
	85.6%	125	55	Department Requirements
	Completed			Summer training
				Other

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

7. Program Description / Curriculum of the Department of Economics

Credit hours	Course name	Course code	Year/Level
theoretical			
3	Management principles		First
3	Principles of Economics 1		
2	Principles of Statistics		
1	Computer 1		
2	Arabic		
2	Human rights and democracy		
3	Economic Readings1English		
2	Principles of mathematics		
3	Accounting principles		
2	Economic Readings 2English		
3	Principles of Economics 2		
2	English language		
3	Microeconomic theory1		Second
2	Baath crimes		
2	Economic statistics1		
2	National Accounts1		
2	Economic facts history		
2	Economics of money		

		2	Human Resource Economics		
		3	Computer 1		
		2	Mathematics for Economists		
		3	Microeconomic Theory 2		
		2	Economic Statistics 2		
		2	English language		
		2	History of Economic Thought 2		
		2	Banking Economics		
		2	National Accounts2		
		1	Computer2		
		2	Mathematics for Economists 2		
		3	Mathematical Economics 1		Third / General Economics
		2	International Economy		
		2	Economic development		
		3	Public Finance		
		3	Macroeconomics 1		
		2	Agricultural economics		
		2	Environmental Economics		
		2	Industrial economy		
		2	Knowledge Economics		
		2	English language		
		2	Development policy		
		2	Financial policy		
		2	Industrial policy		
		2	Agricultural policy		
		2	International Policy		
		3	Mathematical Economics 2		
		3	Macroeconomics 2		
		2	Economic development		Third / Economic Teachers Branch
		3	Sports economics		
		3	Public Finance		
		2	Industrial economy		
		2	Educational guidance		
		3	Macroeconomics 1		
		2	English language		

		2	Educational management			
		2	Development policy			
		3	International Economy			
		3	Agricultural economics			
		1	Computer			
		2	psychology			
		3	Macroeconomics 2			
		2	Educational foundations			
		2	Financial policy			
		3	Critical theory		Fourth	
		3	Econometrics 1			
		3	Economic systems			
		2	Search methods			
		2	International Finance			
		2	Operations Research 1			
		3	Economic feasibility studies			
		2	Oil Economics			
		2	Economic planning			
		3	Monetary policy			
		3	Econometrics2			
		2	Computer applications (EV)			
		3	Economic Project Evaluation			
		2	Financial institutions			
		2	Operations Research 2			
		2	English language			
		2	Planning policy			
		2	Energy Economics			
8. Expected learning outcomes of the program						
Knowledge						
ing the labor market with the necessary	-	skills from human resources.	Providing graduates who are able to perform	-		
			economic analysis and predict economic			
			variables.			
			Disseminating knowledge in government	-		
			institutions to achieve the aspirations of society.			

			Skills
ty of economics graduates to conduct economic feasibility studies and economic analysis.	-	The ability to solve economic problems that economic activity suffers from, such as inflation and recession. Exchange of experiences and data with ministries with economic decision-making powers	-
outputs should be knowledgeable and how to accomplish the tasks assigned to them.	-	Providing economic advice to the public and private sectors.	-
			Values
e to professional ethics and the ability nstrate high professional competence.	-	Establishing social and ethical responsibility. Serving the community and meeting its requirements.	-
tudent must believe in the principles of and transparency, and have the ability to ly the concepts of quality management.	-	Integrity and transparency. Quality.	-
9. Teaching and learning strategies			
Learning: Encouraging students' active participation in learning processes, such as discussions, activities, and problem solving, to enhance their deep understanding of mathematical concepts.	.1		
Cooperative learning: Encouraging students to work together in small groups to solve ns.related to their studiesAnd sharing ideas, which contributes to enhancing interaction and knowledge exchange between them.	.2		
Technology: Leveraging technology to provide interactive learning tools such as computer software and online resources to enhance student understanding and motivation.	.3		
based learning: presenting specific problems and motivating students to think critically and use skillsAdministrativeTo solve it.	.4		
e Instructional Strategies: Providing a variety of instructional strategies, such as interactive lectures, practical lessons, and hands-on exercises, to meet the diverse needs of students.	.5		
inkingAdministrativeEncourage students to develop thinking skills.AdministrativeSuch as	.6		

analysis, planning and inference, by providing stimulating questions and applied problems.

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

10. Evaluation methods

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

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

Assignments: Students may be given regular tests and assessment assignments to assess problem solving skills related to their field of expertise and their understanding of the concepts presented.

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

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

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

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

11. Faculty

Faculty members

Faculty member	Requirements/Skills (if any)	Specialization		Academic Rank
		private	general	
Dr. Abdul Razzaq Hamad Hussein Khalaf		International Economy	economy	Prof. Dr. Abdul Razzaq Hamad Hussein Khalaf

ange		Economic development	economy	Prof. Dr. Makhif Jassim Hamad Ali
ange		Public Finance	economy	Prof. Dr. Khalaf Mohammed Hamad Abdul-Jubouri
ange		Monetary policies	economy	Asst. Prof. Dr. Khalil Ismail Aziz Bazawi
ange		International Economy	economy	Asst. Prof. Dr. Ibrahim Abdullah Jassim Issa
ange		Macroeconomics	economy	A.M.D. Anmar Ghaleb Kleib Mutlaq
ange		Public Finance	economy	Asst. Prof. Dr. Amer Sami Munir Dawood Al-Ani
ange		Economic development	economy	A.M.D. Fouad Farhan Hussein Mukhlef
ange		International Economy	economy	A.M.D. Khattab Imran Saleh Daman
ange		Macroeconomics	economy	Asst. Prof. Dr. Ziad Ezz El-Din Taha Talib
ange		International Economy	economy	Asst. Prof. Dr. Yasra Salem Nayef Abdul Janabi
ange		Monetary policies	economy	Asst. Prof. Dr. Omar Abdullah Mohammed Hejeij
ange		Finance and Banking	economy	Asst. Prof. Dr. Kilan Ismail Abdullah Mohammed
ange		Macroeconomics	economy	Dr. Khader Jassim Hamad Fahal Al-Jabouri
ange		Finance and Credit	economy	Dr. Alaa Abdul Jabbar Hussein Hamad
ange		Public Finance	economy	Dr. Jamal Hussein Ali Abdullah
ange		International Economy	economy	Dr. Mustafa Mahmoud Mahdi Saleh
ange		Standard Economics	economy	A.M. Bushra Abdel-Bari Ahmed Abdullah
ange		Critical	economy	Hamid Hassan Khalaf .أ Mashaal

ange		Critical	economy	Asst. Prof. Dr. Ghassan Ibrahim Ahmed
ange		Financial policies	economy	A.M. Mohamed Emad Abdel Aziz Mahdi
ange		Standard Economics	economy	A.M. Samer Mohammed Fakhri Darar
ange		Public Finance	economy	A.M. Muthanna Mayouf Mahmoud Alawi
ange		International Economy	economy	Dr. Mohammed Ahmed Mohammed Hassan Al-Jabouri
ange		International Economy	economy	M. Bilal Abdel Haq Abdel Karim Mustafa
ange		Standard Economics	economy	Dr. Zuhair Hamed Turki Zaiter
ange		International Economy	economy	A.M. Mustafa Ismail Khalil Abdel
ange		International Economy	economy	Mr. Bakr Hamid Jasoum Aziz
ange		Macroeconomics	economy	M. Naaman Munther Younis Fadel
ange		Economic development	economy	M. Hamoud Saad Muhaimid Al-Helou
ange		Macroeconomics	economy	Ms. Zeina Tariq Ali Ne'meh
ange		economy	economy	M.M. Abeer Abbas Hammadi Saleh
ange		economy	economy	Mr. Adi Tais Ibrahim Musa
ange		economy	economy	M.M. Lujain Aref Ali Mustafa
ange		economy	economy	M.M. Reem Saeed Shihab Ahmed Al- Dulaimi
ange		economy	economy	Mr. Hassan Zidane Khalaf Hamad
ange		economy	economy	M.M. Jihad Badou Hamad Hussein Al- Jabouri
ange		economy	economy	Mr. Ghazwane Shaker Ismail Ibrahim
ecturer		English language	English language	A.M. Abdul Khalaf Saleh

ecturer		Educational and psychological sciences	Educational and psychological sciences	Dr. Louay Karim Latif
ecturer		English language	English language	M. Alaa Ahmed Abdullah
ecturer		English language	English language	Mr. Osama Mohammed Abdullah
ecturer		English language	English language	Mr. Marwan Abdel Moneim Tawfik
ecturer		Educational and psychological sciences	Educational and psychological sciences	M.M. Duaa Turki Abdel
Professional development				
Orientation of new faculty members				
Determining the needs of the university and the department: The needs of the university and the department are determined in terms of the required educational cadres.And preferred majors. -١				
In Programs: Customized orientation programs are designed for new, visiting, full-time and part-time members based on their needs and specialties. -٢				
Introduction to the University Environment: A comprehensive introduction is provided about the university and the department.General Administration, includingAbout the DepartmentAnd the visionAnd the messageThe objectives and services available. -٣				
Ongoing support resources: New members are provided with the necessary resources and support, including training courses, workshops, and technical assistance. -٤				
Academic Orientation: New members are oriented regarding the curricula, research areas and teaching methods used in the department. -٥				
Administrative Orientation: New members are oriented to administrative procedures, responsibilities, university policies and code of conduct. -٦				
Ongoing Support: Ongoing support is provided to new, visiting, full-time and part-time faculty members through advisory sessions, workshops and periodic evaluations. -٧				
Professional development for faculty members				

ing needs and setting goals: Faculty needs are identified through surveys and performance .١	evaluations, and then specific goals to be achieved within the program are identified.
development Program Design: Based on the specific needs and objectives, a comprehensive .٢	development program is designed that includes a set of activities, training courses, workshops, and educational resources.
ram implementation: The development program is implemented in a regular and organized .٣	er, including organizing workshops, conducting training courses, and providing appropriate educational resources.
effective teaching strategies: Faculty members learn to use and apply modern and effective .٤	teaching strategies, such as cooperative learning, active learning, and educational technology.
ation of learning outcomes: The effectiveness of the development program is evaluated by .٥	evaluating the learning outcomes of faculty members, such as increased levels of knowledge, teaching skills, and interaction with students.
s Development: Ongoing feedback and support is provided to faculty members to promote .٦	ongoing professional and academic development.
on in scientific research and publication: Faculty members are encouraged to participate in .٧	scientific research and publish the results in prestigious academic journals, which enhances their academic standing and contributes to the development of knowledge in their fields.

12. Acceptance Criteria

	Central acceptance. -١
exceptions (martyrs' families, children of faculty, distinguished employees, top students in -٢	institutes, foreign students).
	Private government education -٣
	Accepting evening studies. -٤

13. The most important sources of information about the program

	University, college and electronic department website. -١
	Priorities for establishing the department. -٢
to develop and update the curricula of the faculties of management and economics in Iraqi -٣	universities for the year 2017.

14. Program Development Plan

	Developing curricula for each subject by the instructor. -١

a branch of the third stage (economic teachers) and opening postgraduate studies, a higher diploma	-٢
equivalent to a master's and doctorate.	
Developing teaching and administrative staff through courses, seminars and workshops in areas of	-٣
specialization.	
ng scientific research efforts by encouraging faculty members to publish, especially in international	-٤
journals.	
g training programs to develop students' capabilities in technical and information technology fields.	-٥
Organizing field visits and scientific trips for students to government institutions.	-٦

Program Skills Chart

Required learning outcomes of the program

4	A	Values			Skills			Knowledge				Essential or optional?	Course name	Course code	Year/Level
		A2	A1	B4	B3	B2	B1	A4	A3	A2	A1				
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Management principles		First year
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Statistics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Arabic		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human rights and democracy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings1English		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of mathematics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Accounting principles		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings 2English		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 2		Second year
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic theory1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Baath crimes		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic statistics1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic facts history		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economics of money		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human Resource Economics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		

	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematics for Economists			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic Theory 2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Statistics 2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		History of Economic Thought 2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Banking Economics			
													Mathematics for Economists 2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 1			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Environmental Economics			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Knowledge Economics			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial policy			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural policy			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Policy			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Sports economics			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial			

														economy			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Educational guidance			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Macroeconomics 1			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			English language			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Educational management			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Development policy			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			International Economy			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Agricultural economics			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Computer			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			psychology			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Macroeconomics 2			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Educational foundations			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Financial policy			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Critical theory			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Econometrics 1			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Economic systems			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Search methods			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			International Finance			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Operations Research 1			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Economic feasibility studies			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Oil Economics			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Economic planning			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Monetary policy			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Econometrics2			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Computer applications(EV)			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Economic Project Evaluation			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Financial institutions			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Operations Research 2			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			English language			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Planning policy			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Energy Economics			

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

Course Description Form

1. Course name	
Oil economy	
2. Course code	
3. Semester/Year	
2025-2026	
4. Date this description was prepared	
7/10/2025	
5. Available forms of attendance	
Approval of attendance list	
6. Number of study hours (total) / Number of units (total)	
Number of hours 30 / Number of units 30	
7. Name of the course supervisor (if more than one name is mentioned)	
AHMED Rashid Ajrash ALMUAIN	
8. Course objectives	
Increase students' experience and knowledge in the field of energy in general and renewable energy in particular. -١ Introducing the student to the future of renewable energy and its role in the stage of economic development and progress -٢ Introducing the student to the most important characteristics of renewable energy -٣ Introducing the student to the most important factors determining the consumption of renewable energy -٤ Introducing the student to the importance of energy in the field of economic development -٥	Subject objectives
9. Teaching and learning strategies	

Delivering in-person and online lectures - Discussions with students - Oral questions for students - Blended learning (classroom) -	Strategy

10. Course Structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
Oral questions	Giving the lecture	Introduction to Energy Economics	theoretical knowledge	2 hours	the first
Questions and share	Lecture/Discussions	Economic analysis of the global energy market	theoretical knowledge	2 hours	the second
Oral questions	Lecture/Discussions	Energy resource prices and factors affecting their pricing	theoretical knowledge	2 hours	the third
Student participation	Lecture/Discussions	Renewable energy sources and types	theoretical knowledge	2 hours	Fourth
Oral questions	Lecture/Discussions	Nature of investments in renewable energy sources	theoretical knowledge	2 hours	Fifth
-	-	Monthly exam	-	2 hours	Sixth
Oral questions	Lecture/Discussions	Downstream oil and gas utilization industry	theoretical knowledge	2 hours	Seventh
Oral questions	Lecture/Discussions	Analysis of exhaustible resources and the theories of Hotelling and Haronic	theoretical knowledge	2 hours	The eighth
Questions and share	Lecture/Discussions	Introduction to Energy Economics	theoretical knowledge	2 hours	Ninth
Oral questions	Lecture/Discussions	Different sources of energy and the development of supply and demand	theoretical knowledge	2 hours	tenth
Oral questions	Lecture/Discussions	Energy sources and environmental pollution problem	theoretical knowledge	2 hours	eleventh
Questions and share	Lecture/Discussions	Energy Security and Energy Policy	theoretical knowledge	2 hours	twelfth
Oral questions	Lecture/Discussions	Future prospects for depleting resources	theoretical knowledge	2 hours	thirteenth
-	-	Monthly exam	-	2 hours	fourteenth
Questions and share	Lecture with oral questions	Comprehensive review	theoretical knowledge	2 hours	fifteenth

11. Course Evaluation

The final grade for the evaluation is 100 points, and the minimum for success is 50 points, and the grade is distributed. Evaluation on the end of the course is 30 points and the end of the course exam is 70 points. As follows:

- First month exam 10 marks •
- Second month exam 10 marks •

Daily preparation 5 degrees •

Posts 5 points •

End of course exam 70 points

12. Learning and teaching resources

Oil and Energy Economics/Dr.Mohammed Azhar Al Samak	Required textbooks (methodology if any)
Lectures in Energy Economics/Dr. Rahim Hassouni	Main References (Sources)
OPEC, OAPEC and IEA reports and statistics	Recommended supporting books and references (scientific journals, reports...)
Reviewing scientific websites through the web	Electronic references, websites

Academic Program Description Form

For the academic year 2025–2026

University name: University Tikrit

College/Institute: College Management and Economics

Scientific Department: Department Economy

Name of academic or professional program: Department of Economics

Final Certificate Name: Bachelor Sciences in Economics

Academic system: Course system

Description preparation date: 8/17/2025

Date of filling the file: 8/17/2025



Signature

Assistant Professor Dr. Omar Abdullah Mohammed
Head of Department's Name

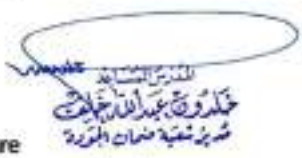
2025/9/1



Signature

Assistant Professor Dr. Khattab Imran Saleh
Name of the Assistant Dean for Scientific Affairs

2052/9/1



Signature

The file was audited by
Khaldoon Abdullah Khalaf
Name of the Director of the Quality Assurance and
University Performance Division

2025/9/1



Approval of the Dean

1. Program Vision

Effective contribution to building an advanced economy based on sound planning in accordance with appropriate economic policies. Reality and following an advanced scientific approach in preparing economic curricula

2. Program message

The objective need of the public and private sectors requires the formulation of economic plans and programmes at the micro and macro levels and the development of policies to achieve a set of economic and social objectives according to priorities embodied by the necessities and available capabilities. Here, it is necessary to prepare specialised cadres to conduct economic research and studies in a way that contributes to deepening economic awareness and maximising the economic and social benefits of available resources.

3. Program objectives

Graduating specialized cadres in the field of planning and building economic policies, capable of integrating into the labor market and economic life. .1

Developing students' skills to enable them to Integration into the labor market. .2

Motivating and supporting the faculty in the department to conduct studies and provide consultations. Economic For public and private entities in Iraq. .3

Effective contribution to preparing training and continuing education programs to develop expertise and skills in public and private sector institutions. .4

4. Program accreditation

DoThe programIs the program accredited? And from which authority? both .5

5. Other external influences

Is there a sponsor? ForprogramYes, the Ministry of Higher Education and Scientific Research, the Presidency of Tikrit University, and the Deanship of the College of Administration and Economics. .6

6. Program Structure

comments	percentage	Study unit	Number of courses	Program Structure
	6.9%	10	5	Institutional Requirements
	7.5%	11	4	College Requirements
	85.6%	125	55	Department

				Requirements
	Completed			Summer training
				Other

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

7. Program Description / Curriculum of the Department of Economics

Credit hours	Course name	Course code	Year/Level
theoretical			
3	Management principles		First
3	Principles of Economics 1		
2	Principles of Statistics		
1	Computer 1		
2	Arabic		
2	Human rights and democracy		
3	Economic Readings1English		
2	Principles of mathematics		
3	Accounting principles		
2	Economic Readings 2English		
3	Principles of Economics 2		
2	English language		
3	Microeconomic theory1		Second
2	Baath crimes		
2	Economic statistics1		
2	National Accounts1		
2	Economic facts history		
2	Economics of money		
2	Human Resource Economics		
3	Computer 1		
2	Mathematics for Economists		
3	Microeconomic Theory 2		
2	Economic Statistics 2		

		2	English language		
		2	History of Economic Thought 2		
		2	Banking Economics		
		2	National Accounts2		
		1	Computer2		
		2	Mathematics for Economists 2		
		3	Mathematical Economics 1		Third / General Economics
		2	International Economy		
		2	Economic development		
		3	Public Finance		
		3	Macroeconomics 1		
		2	Agricultural economics		
		2	Environmental Economics		
		2	Industrial economy		
		2	Knowledge Economics		
		2	English language		
		2	Development policy		
		2	Financial policy		
		2	Industrial policy		
		2	Agricultural policy		
		2	International Policy		
		3	Mathematical Economics 2		
		3	Macroeconomics 2		
		2	Economic development		Third / Economic Teachers Branch
		3	Sports economics		
		3	Public Finance		
		2	Industrial economy		
		2	Educational guidance		
		3	Macroeconomics 1		
		2	English language		
		2	Educational management		
		2	Development policy		
		3	International Economy		
		3	Agricultural economics		
		1	Computer		

	2	psychology		
	3	Macroeconomics 2		
	2	Educational foundations		
	2	Financial policy		
	3	Critical theory		
	3	Econometrics 1		
	3	Economic systems		
	2	Search methods		
	2	International Finance		
	2	Operations Research 1		
	3	Economic feasibility studies		
	2	Oil Economics		
	2	Economic planning		
	3	Monetary policy		
	3	Econometrics2		
	2	Computer applications (EV)		
	3	Economic Project Evaluation		
	2	Financial institutions		
	2	Operations Research 2		
	2	English language		
	2	Planning policy		
	2	Energy Economics		
8. Expected learning outcomes of the program				
Knowledge				
ing the labor market with the necessary skills from human resources.	-	Providing graduates who are able to perform economic analysis and predict economic variables.	-	
		Disseminating knowledge in government institutions to achieve the aspirations of society.	-	
Skills				
ty of economics graduates to conduct economic feasibility studies and economic analysis.	-	The ability to solve economic problems that economic activity suffers from, such as inflation and recession.	-	

		Exchange of experiences and data with ministries with economic decision-making powers	-
outputs should be knowledgeable and how to accomplish the tasks assigned to them.		Providing economic advice to the public and private sectors.	-
		Values	
to professional ethics and the ability to demonstrate high professional competence.		Establishing social and ethical responsibility. Serving the community and meeting its requirements.	- -
student must believe in the principles of integrity and transparency, and have the ability to apply the concepts of quality management.		Integrity and transparency. Quality.	- -
		9. Teaching and learning strategies	
Learning Activities: Encouraging students' active participation in learning processes, such as discussions, and problem solving, to enhance their deep understanding of mathematical concepts. Cooperative learning: Encouraging students to work together in small groups to solve problems related to their studies and sharing ideas, which contributes to enhancing interaction and knowledge exchange between them. Technology: Leveraging technology to provide interactive learning tools such as computer software and online resources to enhance student understanding and motivation. Problem-based learning: presenting specific problems and motivating students to think critically and use skills to solve it. Instructional Strategies: Providing a variety of instructional strategies, such as interactive lectures, practical lessons, and hands-on exercises, to meet the diverse needs of students. Thinking Skills: Encourage students to develop thinking skills. Such as analysis, planning and inference, by providing stimulating questions and applied problems. Immediate feedback: Provide mechanisms to provide immediate feedback to students on their performance and understanding of concepts. Administrative, whether through periodic assessments or direct interaction with the teacher.			.1 .2 .3 .4 .5 .6 .7

10. Evaluation methods

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

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

3. **Assignments:** Students may be given regular tests and assessment assignments to assess their problem-solving skills related to their field of expertise and their understanding of the concepts presented.

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

5. **Practical Performance Evaluation:** Students can be evaluated in practical performance through visits, process and participation in applied activities.

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

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

11. Faculty

Faculty members

Faculty member	Requirements/Skills (if any)	Specialization		Academic Rank
		private	general	
Dr. Abdul Razzaq Hamad Hussein Khalaf		International Economy	economy	Prof. Dr. Abdul Razzaq Hamad Hussein Khalaf
Dr. Makhif Jassim Hamad Ali		Economic development	economy	Prof. Dr. Makhif Jassim Hamad Ali
Dr. Khalaf Mohammed Hamad Abdul-Jubouri		Public Finance	economy	Prof. Dr. Khalaf Mohammed Hamad Abdul-Jubouri

ange		Monetary policies	economy	Asst. Prof. Dr. Khalil Ismail Aziz Bazawi
ange		International Economy	economy	Asst. Prof. Dr. Ibrahim Abdullah Jassim Issa
ange		Macroeconomics	economy	A.M.D. Anmar Ghaleb Kleib Mutlaq
ange		Public Finance	economy	Asst. Prof. Dr. Amer Sami Munir Dawood Al-Ani
ange		Economic development	economy	A.M.D. Fouad Farhan Hussein Mukhlef
ange		International Economy	economy	A.M.D. Khattab Imran Saleh Daman
ange		Macroeconomics	economy	Asst. Prof. Dr. Ziad Ezz El-Din Taha Talib
ange		International Economy	economy	Asst. Prof. Dr. Yasra Salem Nayef Abdul Janabi
ange		Monetary policies	economy	Asst. Prof. Dr. Omar Abdullah Mohammed Hejeij
ange		Finance and Banking	economy	Asst. Prof. Dr. Kilan Ismail Abdullah Mohammed
ange		Macroeconomics	economy	Dr. Khader Jassim Hamad Fahal Al- Jabouri
ange		Finance and Credit	economy	Dr. Alaa Abdul Jabbar Hussein Hamad
ange		Public Finance	economy	Dr. Jamal Hussein Ali Abdullah
ange		International Economy	economy	Dr. Mustafa Mahmoud Mahdi Saleh
ange		Standard Economics	economy	A.M. Bushra Abdel-Bari Ahmed Abdullah
ange		Critical	economy	Hamid Hassan Khalaf .أ Mashaal
ange		Critical	economy	Asst. Prof. Dr. Ghassan Ibrahim Ahmed
ange		Financial policies	economy	A.M. Mohamed Emad Abdel Aziz Mahdi

ange		Standard Economics	economy	A.M. Samer Mohammed Fakhri Darar
ange		Public Finance	economy	A.M. Muthanna Mayouf Mahmoud Alawi
ange		International Economy	economy	Dr. Mohammed Ahmed Mohammed Hassan Al-Jabouri
ange		International Economy	economy	M. Bilal Abdel Haq Abdel Karim Mustafa
ange		Standard Economics	economy	Dr. Zuhair Hamed Turki Zaiter
ange		International Economy	economy	A.M. Mustafa Ismail Khalil Abdel
ange		International Economy	economy	Mr. Bakr Hamid Jasoum Aziz
ange		Macroeconomics	economy	M. Naaman Munther Younis Fadel
ange		Economic development	economy	M. Hamoud Saad Muhaimid Al-Helou
ange		Macroeconomics	economy	Ms. Zeina Tariq Ali Ne'meh
ange		economy	economy	M.M. Abeer Abbas Hammadi Saleh
ange		economy	economy	Mr. Adi Tais Ibrahim Musa
ange		economy	economy	M.M. Lujain Aref Ali Mustafa
ange		economy	economy	M.M. Reem Saeed Shihab Ahmed Al-Dulaimi
ange		economy	economy	Mr. Hassan Zidane Khalaf Hamad
ange		economy	economy	M.M. Jihad Badou Hamad Hussein Al-Jabouri
ange		economy	economy	Mr. Ghazwane Shaker Ismail Ibrahim
ecturer		English language	English language	A.M. Abdul Khalaf Saleh
ecturer		Educational and psychological sciences	Educational and psychological sciences	Dr. Louay Karim Latif

ecturer		English language	English language	M. Alaa Ahmed Abdullah
ecturer		English language	English language	Mr. Osama Mohammed Abdullah
ecturer		English language	English language	Mr. Marwan Abdel Moneim Tawfik
ecturer		Educational and psychological sciences	Educational and psychological sciences	M.M. Duaa Turki Abdel
	Professional development			
	Orientation of new faculty members			
mining the needs of the university and the department: The needs of the university and the department are determined in terms of the required educational cadres.And preferred majors.	-١			
n Programs: Customized orientation programs are designed for new, visiting, full-time and part-time members based on their needs and specialties.	-٢			
uction to the University Environment: A comprehensive introduction is provided about the university and the department.General Administration, includingAbout the DepartmentAnd the visionAnd the messageThe objectives and services available.	-٣			
g support resources: New members are provided with the necessary resources and support, including training courses, workshops, and technical assistance.	-٤			
ademic Orientation: New members are oriented regarding the curricula, research areas and teaching methods used in the department.	-٥			
ative Orientation: New members are oriented to administrative procedures, responsibilities, university policies and code of conduct.	-٦			
oing Support: Ongoing support is provided to new, visiting, full-time and part-time faculty members through advisory sessions, workshops and periodic evaluations.	-٧			
	Professional development for faculty members			
ing needs and setting goals: Faculty needs are identified through surveys and performance evaluations, and then specific goals to be achieved within the program are identified.	.١			
velopment Program Design: Based on the specific needs and objectives, a comprehensive program is designed that includes a set of activities, training courses, workshops, and	.٢			

	educational resources.	
Program implementation: The development program is implemented in a regular and organized manner, including organizing workshops, conducting training courses, and providing appropriate educational resources.	.٣	
Effective teaching strategies: Faculty members learn to use and apply modern and effective teaching strategies, such as cooperative learning, active learning, and educational technology.	.٤	
Evaluation of learning outcomes: The effectiveness of the development program is evaluated by evaluating the learning outcomes of faculty members, such as increased levels of knowledge, teaching skills, and interaction with students.	.٥	
Continuous Development: Ongoing feedback and support is provided to faculty members to promote ongoing professional and academic development.	.٦	
Contribution to scientific research and publication: Faculty members are encouraged to participate in scientific research and publish the results in prestigious academic journals, which enhances their academic standing and contributes to the development of knowledge in their fields.	.٧	
	12. Acceptance Criteria	
	Central acceptance. -١	
Exceptions (martyrs' families, children of faculty, distinguished employees, top students in institutes, foreign students).	-٢	
Private government education	-٣	
Accepting evening studies.	-٤	
	13. The most important sources of information about the program	
	University, college and electronic department website. -١	
	Priorities for establishing the department. -٢	
to develop and update the curricula of the faculties of management and economics in Iraqi universities for the year 2017.	-٣	
	14. Program Development Plan	
	Developing curricula for each subject by the instructor. -١	
a branch of the third stage (economic teachers) and opening postgraduate studies, a higher diploma equivalent to a master's and doctorate.	-٢	
Developing teaching and administrative staff through courses, seminars and workshops in areas of specialization.	-٣	
Encouraging scientific research efforts by encouraging faculty members to publish, especially in international	-٤	

journals.															
g training programs to develop students' capabilities in technical and information technology fields. -٥															
Organizing field visits and scientific trips for students to government institutions. -٦															
Program Skills Chart															
Required learning outcomes of the program															
4	A	Values			Skills			Knowledge				Essential or optional?	Course name	Course code	Year/Level
		A2	A1	B4	B3	B2	B1	A4	A3	A2	A1				
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Management principles		First year
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Statistics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Arabic		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human rights and democracy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings1English		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of mathematics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Accounting principles		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings 2English		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 2		Second year
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic theory1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Baath crimes		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic statistics1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic facts history		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economics of money		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human Resource Economics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematics for Economists		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic Theory 2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Statistics 2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		

	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		History of Economic Thought 2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Banking Economics			
												Mathematics for Economists 2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 1			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Environmental Economics			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Knowledge Economics			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial policy			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural policy			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Policy			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Sports economics			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational guidance			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational			

													management		
			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Development policy		
			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	International Economy		
			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Agricultural economics		
			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Computer		
			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	psychology		
			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Macroeconomics 2		
			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Educational foundations		
			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Financial policy		
			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Critical theory		
			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Econometrics 1		
			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Economic systems		
			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Search methods		
			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	International Finance		
			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Operations Research 1		
			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Economic feasibility studies		
			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Oil Economics		
			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Economic planning		
			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Monetary policy		
			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Econometrics2		
			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Computer applications(EV)		
			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Economic Project Evaluation		
			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Financial institutions		
			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Operations Research 2		
			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	English language		
			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Planning policy		
			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Energy Economics		

Fourth year

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

Course Description Form

1. Course name

Oil economy

2. Course code

3. Semester/Year

2023-2024

4. Date this description was prepared

9/17/2023

5. Available forms of attendance

Approval of attendance list

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

Number of hours 30 / Number of units 30

7. Name of the course supervisor (if more than one name is mentioned)

A. M. Bilal Abdul Haq Abdul Karim

8. Course objectives

Increase students' experience and knowledge in the field of crude oil, its industry, and its importance to the economy in general and the Iraqi economy in particular. -١

Introducing the student to the theories of crude oil formation and the most important stages of this industry -٢

Introducing the student to the most important characteristics of the oil industry -٣

Introducing the student to the most important factors determining crude oil consumption -٤

Introducing the student to the importance of crude oil as a major source of energy -٥

Subject objectives

9. Teaching and learning strategies

Delivering in-person and online lectures -

Discussions with students -

Oral questions for students -

Blended learning (classroom) -

Strategy

10. Course Structure

Evaluation method	Learning method	Name of the unit or topic	Required learning	Watches	The week

			outcomes		
Oral questions	Giving the lecture	Introduction to Oil Economics	theoretical knowledge	2 hours	the first
Questions and share	Lecture/Discussions	Economic analysis of the global oil market	theoretical knowledge	2 hours	the second
Oral questions	Lecture/Discussions	Oil prices and factors affecting pricing	theoretical knowledge	2 hours	the third
Student participation	Lecture/Discussions	Oil storage and its effects on the oil market	theoretical knowledge	2 hours	Fourth
Oral questions	Lecture/Discussions	The nature and development of oil investments	theoretical knowledge	2 hours	Fifth
-	-	Monthly exam	-	2 hours	Sixth
Oral questions	Lecture/Discussions	Downstream oil and gas utilization industry	theoretical knowledge	2 hours	Seventh
Oral questions	Lecture/Discussions	Analysis of exhaustible resources and the theories of Hotelling and Haronik	theoretical knowledge	2 hours	The eighth
Questions and share	Lecture/Discussions	Introduction to Energy Economics	theoretical knowledge	2 hours	Ninth
Oral questions	Lecture/Discussions	Different sources of energy and the development of supply and demand	theoretical knowledge	2 hours	tenth
Oral questions	Lecture/Discussions	Energy sources and environmental pollution problem	theoretical knowledge	2 hours	eleventh
Questions and share	Lecture/Discussions	Energy Security and Energy Policy	theoretical knowledge	2 hours	twelfth
Oral questions	Lecture/Discussions	Possibility of substitution between depleted and renewable alternative sources	theoretical knowledge	2 hours	thirteenth
-	-	Monthly exam	-	2 hours	fourteenth
Questions and share	Lecture with oral questions	Comprehensive review	theoretical knowledge	2 hours	fifteenth

11. Course Evaluation

The final grade for the evaluation is 100 points, and the minimum for success is 50 points, and the grade is distributed. Evaluation on the end of the course is 30 points and the end of the course exam is 70 points. As follows:

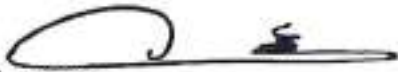
- First month exam 10 marks •
- Second month exam 10 marks •
- Daily preparation 5 degrees •
- Posts 5 points •
- End of course exam 70 points

12. Learning and teaching resources

EconomyOil/Dr.Ahmed Hussein Al-Hiti	Required textbooks (methodology if any)
EconomicsCrude oil/Dr.Nabil Abdul Sahib	Main References (Sources)
Lectures on Oil Economics/Dr. Rahim Hassouni	Recommended supporting books and references (scientific journals, reports...)
Reviewing scientific websites through the web	Electronic references, websites

MODULE DESCRIPTION FORM

نموذج وصف المادة الدراسية



Signature

Assistant Professor Dr. Omar Abdullah Mohammed

Head of Department's Name

2025/9/1

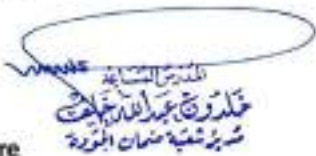


Signature

Assistant Professor Dr. Khattab Imran Saleh

Name of the Assistant Dean for Scientific Affairs

2052/9/1



Signature

The file was audited by

Khaldoon Abdullah Khalaf

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

2025/9/1



Approval of the Dean

Module Information

معلومات المادة الدراسية

Module Information			
معلومات المادة الدراسية			
Module Title	قياس والتقويم	Module Delivery	
Module Type		☒ Theory ☒ Lecture ☐ Lab ☐ Tutorial ☐ Practical ☐ Seminar	
Module Code			
ECTS Credits	٢		
SWL (hr/sem)	٢٦		
Module Level	1		
Administering Department	Economics	College	College of Administration and Economics
Module Leader	MOHAMMED KHALEEL GHAFAR	e-mail	mohammedkalil6333@tu.edu.iq
Module Leader's Acad. Title	Assistant Lecturer	Module Leader's Qualification	Master's
Module Tutor	MOHAMMED KHALEEL GHAFAR	e-mail	mohammedkalil6333@tu.edu.iq
Peer Reviewer Name	Prof. Dr. Ibrahim Abdullah Jassim	e-mail	rPid7012@tu.edu.iq
تاريخ موافقة اللجنة العلمية	٢٠٢٥/٩/١	Version Number	1.0

Relation with other Modules			
العلاقة مع المواد الدراسية الأخرى			
Prerequisite module	None	Semester	
Co-requisites module	None	Semester	

Module Aims, Learning Outcomes and Indicative Contents

أهداف المادة الدراسية ونتائج التعلم والمحتويات الإرشادية

Module Objectives أهداف المادة الدراسية	1. Definition of assessment – measurement and evaluation, and distinguishing between them. 2. Identifying the specifications of general assessment. 3. Classifying different types of assessment, their uses, and distinguishing between them. 4. Determining the purposes and importance of evaluation. 5. Defining educational objectives. 6. Distinguishing between types of learning objectives and their levels. 7. Defining the principles, characteristics, and features of authentic assessment. 8. Defining effective classroom assessment, its indicators, and characteristics. 9. Identifying the elements of evaluating the learning situation / learning scenarios and assessment. 10. Distinguishing assessor competencies. 11. Using assessment strategies and tools. 12. Distinguishing question types in terms of format and their uses.
Module Learning Outcomes مخرجات التعلم للمادة الدراسية	Knowledge and Understanding: 1. Understand general and authentic assessment, types of objectives, their levels, and assessor competencies. 2. Familiarize with assessment strategies, tools, and their uses. 3. Understand the reality of the Lebanese curricula. Cognitive Skills: 1. Discuss the benefits of each type of assessment and select the appropriate one. 2. Explain the difference between assessment and levels of objectives. Professional and Practical Skills: 1. Ability to choose the appropriate assessment and analyze its results. 2. Manage classroom sessions based on assessment outcomes. 3. Prepare a comprehensive assessment. General and Transferable Skills: 1. Plan and organize oral and written tests. 2. Manage time, space, and use assessment tools effectively.
Indicative Contents المحتويات الإرشادية	Course Structure: Measurement and Evaluation Week 1 (2 hours) • Topic: Concept of measurement and evaluation, and their relationship • Learning Method: Lecture

- **Assessment Method:** Oral questions

Week 2 (2 hours)

- **Topic:** Assessment techniques and types
- **Learning Method:** Lecture and discussions
- **Assessment Method:** Questions and participation

Week 3 (2 hours)

- **Topic:** Educational objectives
- **Learning Method:** Lecture and discussions
- **Assessment Method:** Oral questions

Week 4 (2 hours)

- **Topic:** Sources of formulating educational objectives
- **Learning Method:** Lecture and discussions
- **Assessment Method:** Student participation

Week 5 (2 hours)

- **Topic:** Dimensions of learning and educational objectives
- **Learning Method:** Lecture and discussions
- **Assessment Method:** Oral questions

Week 6 (2 hours)

- **Topic:** First monthly exam
- **Learning Method:** –
- **Assessment Method:** –

Week 7 (2 hours)

- **Topic:** Assessment strategies and tools
- **Learning Method:** Lecture and discussions
- **Assessment Method:** Oral questions

Week 8 (2 hours)

- **Topic:** Authentic assessment
- **Learning Method:** Lecture and discussions
- **Assessment Method:** Oral questions

Week 9 (2 hours)

- **Topic:** Classroom assessment
- **Learning Method:** Lecture and discussions
- **Assessment Method:** Questions and participation

	Week 10 (2 hours) • Topic: Concept of judgment and evaluation of general and specific outcomes • Learning Method: Lecture and discussions • Assessment Method: Oral questions Week 11 (2 hours) • Topic: Paper-and-pencil assessment strategy • Learning Method: Lecture and discussions • Assessment Method: Oral questions Week 12 (2 hours) • Topic: Continuation of paper-and-pencil assessment strategy • Learning Method: Lecture and discussions • Assessment Method: Questions and participation Week 13 (2 hours) • Topic: Observation strategy and self-assessment strategy • Learning Method: Lecture and discussions • Assessment Method: Oral questions Week 14 (2 hours) • Topic: Second monthly exam • Learning Method: – • Assessment Method: – Week 15 (2 hours) • Topic: Comprehensive review • Learning Method: Lecture with oral questions • Assessment Method: Questions and participation

Learning and Teaching Strategies استراتيجيات التعلم والتعليم	
Strategies	Teaching and Learning Methods: 1. Delivering lectures inside the classroom. 2. Encouraging students to engage in group thinking through discussion sessions.

3. Expanding students' critical thinking skills through report writing.
4. Conducting daily quizzes.
5. Administering pre-scheduled tests.
6. Teaching students how to broaden their use of resources and not limit themselves to a specific topic.

Student Workload (SWL)

الحمل الدراسي للطالب محسوب لـ ١٥ أسبوعاً

Structured SWL (h/sem) الحمل الدراسي المنتظم للطالب خلال الفصل	٩٠	Structured SWL (h/w) الحمل الدراسي المنتظم للطالب أسبوعياً	6
Unstructured SWL (h/sem) الحمل الدراسي غير المنتظم للطالب خلال الفصل	132	Unstructured SWL (h/w) الحمل الدراسي غير المنتظم للطالب أسبوعياً	8.8
Total SWL (h/sem) الحمل الدراسي الكلي للطالب خلال الفصل	225		

Module Evaluation

تقييم المادة الدراسية

As		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	الامتحانات اليومية	1hr/ 2	10% (5)	3-7	الفصل الثالث والسابع
	المهام الواجبات	1hr/ 1	10% (10)	5	الفصل الخامس
	المناقشات	1hr/ 5	10% (2)	4-6-9-10-11	الرابع والخامس
	التقرير	11hr/ 1	10% (10)	15	كل الفصول
Summative assessment	اختبار نصف الفصل	2/hr	10% (10)	10	الفصل الأول والثاني والثالث والرابع والخامس والسادس والسابع والثامن
	الامتحان النهائي	3/hr	50% (50)	15	الفصل الأول والثاني والثالث والرابع والخامس والسادس والسابع والثامن والتاسع والعاشر والحادي عشر والثاني عشر والثالث عشر والرابع عشر والخامس عشر
التقييم الإجمالي			100% (100 Marks)		

Delivery Plan (Weekly Syllabus)

المنهاج الاسبوعي النظري

	Material Covered
Week 1	Concept of measurement and evaluation, and their relationship
Week 2	Assessment techniques (types
Week 3	Educational objectives
Week 4	Sources of formulating educational objectives
Week 5	Dimensions of learning and educational objectives
Week 6	First monthly exam
Week 7	Assessment strategies and tools (assessment instruments)
Week 8	Authentic assessment
Week 9	Classroom assessment
Week 10	Concept of judgment and evaluation of general and specific outcomes
Week 11	Paper-and-pencil assessment strategy
Week 12	Continuation of paper-and-pencil assessment strategy
Week 13	Observation strategy and self-assessment strategy
Week 14	Second monthly exam
Week 15	Comprehensive review
Week 16	reparatory week before the final exam

Delivery Plan (Weekly Lab. Syllabus)

المنهاج الاسبوعي للمختبر

	المواد المغطاة
Week 1	لا يوجد
Week 2	لا يوجد
Week 3	لا يوجد
Week 4	لا يوجد
Week 5	لا يوجد
Week 6	لا يوجد
Week 7	لا يوجد

Learning and Teaching Resources

مصادر التعلم والتدريس

	Text	Available in the Library?
Required texts النصوص المطلوبة	References / Sources: First Source: Assessment Strategies and Tools Second Source: <i>Modern Educational Assessment Strategy and Its Tools</i> – Prof. Mustafa Nimer Daaas – 2008 Third Source: <i>Planning in Teaching and Learning</i>	YES
Recommended texts النصوص الموصى بها		NO
Websites المواقع الإلكترونية	Link to the first source (website) https://kenanaonline.com File link https://url-shortener.me/EIBF	

Grading Scheme

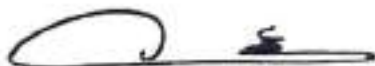
مخطط الدرجات

Group	Grade	التقدير	Marks %	Definition
Success Group (50 - 100)	A - Excellent	امتياز	90 - 100	Outstanding performance
	B - Very Good	جيد جدا	80 - 89	Above average with some errors
	C - Good	جيد	70 - 79	Competent work with noticeable errors
	D - Satisfactory	متوسط	60 - 69	Fair but with significant flaws
	E - Sufficient	مقبول	50 - 59	Work meets the minimum standards
Fail Group (0 – 49)	FX – Fail	راسب (قيد المعالجة)	(45-49)	More work required, but credit granted
	F – Fail	راسب	(0-44)	Large amount of work required

Note: Decimal grades that are 0.5 or higher will be rounded up to the next whole number, while decimals below 0.5 will be rounded down (for example, a grade of 54.5 will be rounded to 55, whereas a grade of 54.4 will be rounded to 54). The university has a policy of not overlooking a “near-fail,” and therefore, the only adjustment to grades awarded based on the original grade(s) will be the automatic rounding described above..

**Academic Program Description Form
For the academic year 2025-2026**

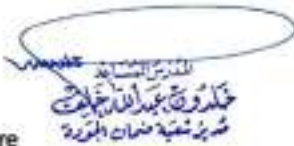
University Name : Tikrit University
College/Institute: College of Business and Economics
Scientific Department: Department of Economics
Academic or Professional Program Name: Department of Economics
Final Certificate Name : Bachelor of Science in Economics
Curriculum: Courses
Description Preparation Date : 1/9/2025
File Filling Date: 1/9/2025



Signature
Assistant Professor Dr. Omar Abdullah Mohammed
Head of Department's Name
2025/9/1



Signature
Assistant Professor Dr. Khattab Imran Saleh
Name of the Assistant Dean for Scientific Affairs
2052/9/1



Signature
The file was audited by
Khaldoon Abdullah Khalaf
Name of the Director of the Quality Assurance and
University Performance Division
2025/9/1



Approval of the Dean

1. Program Vision				
❖ Effective contribution to building a developed economy based on sound planning according to economic policies that suit reality and following an advanced scientific approach in the preparation of economic curricula				
2. Program Mission				
❖ The objective need of the public and private sectors requires the formulation of economic plans and programs at the micro and macro levels and the development of policies to achieve a number of economic and social goals according to priorities embodied by the available necessities and capabilities.				
3. Program Objectives				
1. Graduating specialized cadres in the field of planning and building economic policies capable of integrating into the labor market and economic life.				
2. Developing students' skills to enable them to integrate into the labor market.				
3. Motivating and supporting the faculty in the department to conduct studies and provide economic consultations to public and private entities in Iraq.				
4. Actively contributing to the preparation of training and continuing education programs to develop expertise and skills in public and private sector institutions.				
4. Program Accreditation				
5. Is the program programmaidized? And from which side? Nope.				
5. Other external influences				
6. Is there a sponsor of the program ? Yes, the Ministry of Higher Education and Scientific Research, the Presidency of Tikrit University, and the Deanship of the Faculty of Administration and Economics.				
6. Program Structure				
Program Structure	Number of Courses	Study Unit	Percentage	Notes
Enterprise Requirements	5	10	6.9%	
College Requirements	4	11	7.5%	
Department Requirements	55	125	85.6%	
Summer Training	Fulfilled			
Other				

* It is possible to include notes on whether the course is basic or elective.

7 . Program Description /Curriculum Department of Economics				
Year/Level	Course or course code	Course or course name	Credit Hours	
			theoretical	practical
The first		Management Principles	3	
		Principles of Economics1	3	
		Principles of Statistics	2	
		Computer 1	1	2
		Arabic Language	2	
		Human Rights and Democracy	2	
		Economic Readings1 English	3	
		Principles of mathematics	2	
		Accounting Principles	3	
		Economic Readings 2English	2	
		Principles of Economics2	3	

		English	2	
The second		Partial economic theory1	3	
		Baath crimes	2	
		Economic Statistics1	2	
		National Accounts1	2	
		Economic History	2	
		Economics of Money	2	
		Human Resource Economics	2	
		Computer 1	3	
		Mathematics for Economists	2	
		Partial Economic Theory 2	3	
		Economic Statistics2	2	
		English	2	
		History of Economic Thought2	2	
		Banking Economics	2	
		National Accounts2	2	
		Computer2	1	2
		Math for Economists 2	2	
Third: General Economics		Mathematical Economics 1	3	
		International Economy	2	
		Economic development	2	
		Public Finance	3	
		Macroeconomics 1	3	
		Agricultural economy	2	
		Environmental Economics	2	
		Industrial economy	2	
		Knowledge Economics	2	
		English	2	
		Development Policy	2	
		Fiscal Policy	2	
		Industrial Policy	2	
		Agricultural Policy	2	
		International Politics	2	
		Mathematical Economics2	3	
		Macroeconomics2	3	
Third/ Economic Teachers Branch		Economic development	2	
		Mathematical Economics	3	
		Public Finance	3	
		Industrial economy	2	
		Educational Counseling	2	
		Macroeconomics 1	3	
		English	2	
		Educational Administration	2	
		Development Policy	2	
		International Economy	3	
		Agricultural economy	3	
		Computer	1	2
		Psychology	2	
		Macroeconomics2	3	
		Educational foundations	2	
		Fiscal Policy	2	
Fourth		Critical Theory	3	
		Standard Economy 1	3	
		Economic Systems	3	
		Research Methods	2	
		International Finance	2	
		Operations Research 1	2	
		Economic Feasibility Studies	3	
		Oil Economics	2	
		Economic Planning	2	
		Monetary policy	3	
		Economy 2	3	

		Computer Applications (EV)	2	
		Economic Projects Evaluation	3	
		Financial Institutions	2	
		Operations Research2	2	
		English	2	
		Planning Policy	2	
		Energy Economics	2	
Fourth Teachers Branch		Econometrics 1		
		Oil and Energy Economics		
		Economic Planning		
		Economic Feasibility Studies		
		Scientific Research Methods		
		Mental Health Guidance		
		Teaching Methods		
		English		
		Econometrics2		
		Operations Research2		
		Economic Planning Methods		
		Economic Projects Evaluation		
		Computer Applications		
		Measurement and Evaluation		
		View and School App		

8. Expected Learning Outcomes of the Program

Knowledge

- To provide graduates capable of economic analysis and prediction of economic variables. - Disseminate knowledge in government institutions in order to achieve the aspirations of the community.	- Providing the labor market with the necessary skills of human resources.

Skills

- The ability to solve economic problems that economic activity suffers from, such as inflation and recession. - Exchange of experiences and data with ministries with economic decisions	- The ability of the graduates of the Department of Economics to carry out economic feasibility studies and economic analysis.
- Providing economic advice to the public and private sectors.	- Our outputs should be knowledgeable and skilled in how to accomplish the tasks assigned to them.

Values

- Consolidating social and moral responsibility. - Serving the community and meeting its requirements.	- Adherence to professional ethics and the ability to demonstrate high professionalism.
- Integrity and transparency. - Quality.	- The student must be a believer in the principles of integrity and transparency, and have the ability to apply the concepts of quality management.

9. Teaching and Learning Strategies

1. **Active Learning:** Encourage active participation of students in learning processes, such as discussions, group activities, and problem-solving, to enhance their deep understanding of mathematical concepts.
2. **Collaborative Learning:** Students are encouraged to work together in small groups to solve problems related to their studies and share ideas, which contributes to enhancing interaction and knowledge exchange between them.
3. **Use of technology:** Leveraging technology to provide interactive learning tools such as computer programs and online resources to enhance students' understanding and motivation.
4. **Problem-Based Learning:** Introducing specific problems and motivating students to think critically and use managerial skills to solve them.
5. **Multiple Instructional Strategies:** Providing a variety of instructional strategies, such as interactive lectures, hands-on lessons, and hands-on exercises, to meet the diverse needs of students.
6. **Promoting managerial thinking:** Encouraging students to develop managerial thinking skills such as analysis, planning, and conclusion, by providing motivational questions and practical problems.
7. **Provide immediate feedback:** Provide mechanisms to provide immediate feedback to students on their performance and understanding of management concepts, whether through periodic assessments or direct interaction with the instructor.

10. Evaluation Methods

1. **Classroom Performance Assessment:** It involves evaluating students' performance during lessons, lectures, and workshops, whether through written tests or continuous assessment of their participation and understanding of the material.
2. **Participation in discussions and activities:** Students can be assessed for their involvement in class discussions, group activities, and individual projects, to assess their understanding and interaction with the material.
3. **Tests and assignments:** Students may be given regular quizzes and assessment assignments to assess their problem-solving skills related to their area of specialization and their understanding of the concepts presented.
4. **Evaluation of Research Participation:** The extent of students' participation in research activities and scientific projects can be assessed, and their presentation style can be evaluated and their findings and conclusions analyzed.
5. **Practical Performance Assessment:** Students can be assessed in practical performance through hands-on visits and participation in hands-on activities.
6. **External Participation Assessment:** It includes an assessment of the extent to which students participate in outdoor activities such as conferences, seminars, and sports competitions.
7. **Personal and Professional Development Assessment:** Students' personal, professional, and academic development can be assessed during their participation in the Faculty Mentoring Program.

11. Faculty

Faculty Members					
Academic Rank	Specialization		Requirements/skills (if applicable)	Preparing the teaching staff	
	General	Special		Angel	Lecturer
Prof. Dr. Abdulrazaq Hamad Hussein Khalaf	Economy	International Economy		Angel	
Prof. Dr. Makheef Jassim Hamad Ali	Economy	Economic development		Angel	
Prof. Dr. Khalaf Mohamed Hamad Abdel Jabouri	Economy	Public Finance		Angel	
Assoc. Prof. Dr. Khalil Ismail Aziz Bazawi	Economy	Monetary policies		Angel	
Assoc. Prof. Dr. Ibrahim Abdullah Jassim Issa	Economy	International Economy		Angel	
Assoc. Prof. Dr. Anmar Ghaleb Kulaib Mutlak	Economy	Macroeconomics		Angel	
Assoc. Prof. Dr. Amer Sami Munir Daoud Al-Ani	Economy	Public Finance		Angel	
Assoc. Prof. Dr. Fouad Farhan Hussein Makhlif	Economy	Economic development		Angel	
Assoc. Prof. Dr. Khattab Omran Saleh Damin	Economy	International Economy		Angel	
Assoc. Prof. Dr. Ziad Ezzeddin Taha Taleb	Economy	Macroeconomics		Angel	
Assoc. Prof. Dr. Yousra Salem Nayef Abdel Janabi	Economy	International Economy		Angel	
Assoc. Prof. Dr. Omar Abdullah Mohammed Hajj	Economy	Monetary policies		Angel	
Assoc. Prof. Dr. Kelan Ismail Abdullah Mohamed	Economy	Finance & Banking		Angel	
Eng. Dr. Khader Jassim Hamad Fahal Al-Jubouri	Economy	Macroeconomics		Angel	
Assoc. Prof. Dr. Alaa Abdul-Jabbar Hussain Hamad	Economy	Finance & Credit		Angel	
Eng. Dr. Jamal Hussein Ali Abdullah	Economy	Public Finance		Angel	
Prof. Dr. Mostafa Mahmoud Mahdi Saleh	Economy	International Economy		Angel	
Prof. Bushra Abdulbari Ahmed Abdullah	Economy	Econometrics		Angel	
A. Hamid Hassan Khalaf Meshaal	Economy	Cash		Angel	
Assoc. Prof. Dr. Ghassan Ibrahim Ahmed	Economy	Cash		Angel	
Prof. Mohamed Emad Abdulaziz Mahdi	Economy	Fiscal Policies		Angel	
Prof. Samer Mohamed Fakhri Dirar	Economy	Econometrics		Angel	
Prof. Muthanna Mayouf Mahmoud Allawi	Economy	Public Finance		Angel	
Eng. Dr. Mohamed Ahmed Mohamed Hassan Al-Jubouri	Economy	International Economy		Angel	
Eng. Bilal Abdel Haq Abdulkareem Mustafa	Economy	International Economy		Angel	
Eng. Dr. Zuhair Hamed Turki Zuaiter	Economy	Econometrics		Angel	
Assoc. Prof. Dr. Qutaiba Maher Mahmoud	Economy	Economic development		Angel	

Prof. Mustafa Ismail Khalil Abd	Economy	International Economy		Angel	
Eng. Bakr Hamid Jassoum Aziz	Economy	International Economy		Angel	
Eng. Noman Munther Younis Fadel	Economy	Macroeconomic s		Angel	
Eng. Hamoud Saad Muhaimed Al-Helou	Economy	Economic development		Angel	
Eng. Zeina Tarek Ali Nehmeh	Economy	Macroeconomic s		Angel	
Eng. Abeer Abbas Hamadi Saleh	Economy	Economy		Angel	
Eng. Adi Tayes Ibrahim Moussa	Economy	Economy		Angel	
Eng. Eng. Loujain Aref Ali Mustafa	Economy	Economy		Angel	
Eng. Reem Saeed Shehab Ahmed Al-Dulaimi	Economy	Economy		Angel	
Eng. Hassan Zeidan Khalaf Hamad	Economy	Economy		Angel	
Eng. Jihad Bedou Hamad Hussein Al-Jubouri	Economy	Economy		Angel	
Eng. Ghazwan Shaker Ismail Ibrahim	Economy	Economy		Angel	
Prof. Abd Khalaf Saleh	English	English		Lecture r	
Assoc. Prof. Dr. Louay Karim Latif	Educational and psychological sciences	Educational and psychological sciences		Lecture r	
Eng. Alaa Ahmed Abdullah	English	English		Lecture r	
Eng. Osama Mohammed Abdulla	English	English		Lecture r	
Eng. Marwan Abdel Moneim Tawfiq	English	English		Lecture r	
Eng. Doaa Turki Abed	Educational and psychological sciences	Educational and psychological sciences		Lecture r	

Professional Development

Mentoring new faculty members

- 1- Determining the needs of the university and the department: The needs of the university and the department are determined in terms of the required teaching staff and preferred specializations.
- 2- Preparation of Mentoring Programs: Customized mentoring programs are designed to target new, visitor, full-time, and part-time members based on their needs and specializations.
- 3- Introduction to the University Environment: A comprehensive introduction is provided about the University and the Department of Public Administration, including an overview of the Department, Vision, Mission, Objectives, and Available Services.
- 4- Providing Supporting Resources: Resources and support are provided to new members, including training courses, hands-on workshops, and technical assistance.
- 5- Academic Orientation: New members are guided in relation to the curriculum,

research areas, and teaching methods used in the department.

- 6- Administrative Orientation: New members are guided around administrative procedures, responsibilities, university policies, and codes of conduct.
- 7- Ongoing support: Ongoing support is provided to new, visitor, full-time, and part-time faculty through counseling sessions, workshops, and periodic assessments.

Faculty Professional Development

1. Identifying needs and setting goals: Faculty needs are identified through surveys and performance appraisals, and then specific goals to be achieved within the program.
2. Development Program Design: Based on the specific needs and specific goals, a comprehensive development program is designed that includes a range of activities, training courses, workshops, and educational resources.
3. Program Implementation: The development program is implemented on a regular and structured basis, including organizing workshops, conducting training courses, and providing appropriate educational resources.
4. Use effective teaching strategies: Faculty members learn to use and apply modern and effective teaching strategies, such as collaborative learning, active learning, and instructional technology.
5. Learning Outcomes Assessment: The effectiveness of the development program is evaluated by evaluating the learning outcomes of faculty members, such as increasing the level of knowledge and teaching skills and interaction with students.
6. Continuous Development: Feedback and ongoing support is provided to faculty members to promote continuous professional and academic development.
7. Participation in research and scientific publishing: Faculty members are encouraged to participate in scientific research and publish results in prestigious academic journals, which enhances their academic standing and contributes to the development of knowledge in their fields.

12. Acceptance Standard

- 1- Central admission.
- 2- Accepting exceptions (relatives of martyrs, children of faculty members, distinguished employees, first in institutes, expatriate students).
- 3- Private public education
- 4- Accept evening studies.

13. The most important sources of information about the program

- 1- University, college and department website.
- 2- Priorities for the establishment of the department.
- 3- Project to develop and update the curricula of the faculties of administration and economics in Iraqi universities for the year 2017.

14. Program Development Plan

- 1- Developing the curriculum for each subject by the teacher.
- 2- Opening a branch of the third stage (economic teachers) and opening postgraduate studies with a higher diploma equivalent to a master's and a doctorate.
- 3- Developing the teaching and administrative staff through courses, seminars, and workshops in the fields of specialization.

- 4- **Supporting scientific research efforts by encouraging faculty members to publish, especially in international repositories.**
- 5- **Establishing training programs to develop students' capabilities in the fields of technology and information technology.**
- 6- **Conducting field visits and scientific trips for students to government institutions.**

[illegible]

[illegible]

		Research Methods		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		International Finance		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Operations Research 1		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Economic Feasibility Studies		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Oil Economics		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Economic Planning		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Monetary policy		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Economy 2		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Computer Applications (EV)		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Economic Projects Evaluation		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Financial Institutions		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Operations Research2		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		English		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Planning Policy		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Energy Economics		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Fourth Year Teachers Branch		Econometrics 1		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Oil and Energy Economics		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Economic Planning		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Economic Feasibility Studies		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Scientific Research Methods		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Mental Health Guidance		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Teaching Methods		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		English		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Econometrics2		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Operations Research2		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Planning Methods		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Project Evaluation		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Computer Applications		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Measurement and Evaluation		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		View and School App		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

*Please indicate the boxes corresponding to the individual learning outcomes from the program being assessed.

Course Description Form

1. Course Name	
Computer/ Databases (Access)	
2. Course Code	
3. Semester/Year	
2025-2026	
4. Date this description is prepared	
1/9/2025	
5. Available Forms of Attendance	
Approval of the attendance and absence list	
6. Number of study hours (total) / number of units (total)	
Number of Hours 45 / Number of Units 60	
7. Name of the course administrator (if more than one name mentions)	
Assoc. Prof. Dr. Qutaiba Maher Mahmoud	
8. Course Objectives	
Course Objectives	1. Building the student's abilities in the field of computers. 2. Acquire various information in different specializations 3- The student will gain experience in the field of practical learning on modern economic applications and systems. 4. Acquire experience in the field of information technology
9. Teaching and Learning Strategies	
Strategy	- Delivering in-person and electronic lectures - Discussions with students - Oral Questions for Students - Blended Learning (Classroom) - Practicality

10. Course Structure					
The week	Watches	Required Learning Outcomes	Unit Name or Subject	Learning method	Evaluation Method
First	3 hours	Theoretical Knowledge The Process	The concept of program definition (access)	Lecture	Oral Questions
The second	3 hours	Theoretical Knowledge The Process	Ready-made template software (Access)	Lecture/Discussions	Questions & Shares
The third	3 hours	Theoretical Knowledge The Process	Databases	Lecture/Discussions	Oral Questions
Fourth	3 hours	Theoretical Knowledge The Process	Objects that help the user to enter and extract data	Lecture/Discussions	Student Engagement
Fifth	3 hours	Theoretical Knowledge The Process	Database Combinations by Type of Mathematical Relationships	Lecture/Discussions	Oral Questions
Sixth	3 hours	-	Monthly exam	-	-
Seventh	3 hours	Theoretical Knowledge The Process	Database Components	Lecture/Discussions	Oral Questions

Eighth	3 hours	Theoretical Knowledge The Process	Relationship:	Lecture/Discussions	Oral Questions
Ninth	3 hours	Theoretical Knowledge The Process	Designing a Database with Access	Lecture/Discussions	Questions & Shares
Tenth	3 hours	Theoretical Knowledge The Process	Use of tables within database systems	Lecture/Discussions	Oral Questions
Eleventh	3 hours	Theoretical Knowledge The Process	Link Databases	Lecture/Discussions	Oral Questions
XII	3 hours	Theoretical Knowledge The Process	Explain how to perform a query in databases using a computer	Lecture/Discussions	Questions & Shares
Thirteenth	3 hours	Theoretical Knowledge The Process	Issuance and Reporting	Lecture/Discussions	Oral Questions
Fourteenth	3 hours	-	Monthly exam	-	-
Fifteenth	3 hours	Theoretical Knowledge	Comprehensive Review	Lecture with oral questions	Questions & Shares

11. Course Evaluation

12 marks (first month exam (theoretical + practical)

12 marks (second month exam (theoretical + practical)

6 grades (attendance, participation for students and daily exams)

70 final exam marks (theoretical + practical)

12. Learning and Teaching Resources

1 Johnson, S.: 'Access 2013 on demand' (Que Publishing, 2013. 2013)	Required Textbooks (Methodology, if any)
Levesque, J.-F., Harris, M.F., and Russell, G.: 'Patient-centred access to health care: conceptualising access at the interface of health systems and populations', International journal for equity in health, 2013, 12, (1), pp. 1-	Main Reference(s)
Program (2010-Access), Khaled Mohamed Madi, 2015, Faculty of Commerce, Kafr El-Sheikh University.	Recommended books and supporting references (scientific journals, reports...)
Review scientific websites through the web	References, Websites

Academic Program Description Form

For the academic year 2025–2026

University name: University Tikrit

College/Institute: College Management and Economics

Scientific Department: Department Economy

Name of academic or professional program: Department of Economics

Final Certificate Name: Bachelor Sciences in Economics

Academic system: Course system

Description preparation date: 1/9/2025

Date of filling the file: 1/9/2025



Signature

Assistant Professor Dr. Omar Abdullah Mohammed

Head of Department's Name

2025/9/1



Signature

Assistant Professor Dr. Khattab Imran Saleh

Name of the Assistant Dean for Scientific Affairs

2025/9/1



Signature

The file was audited by

Khaldoon Abdullah Khalaf

Name of the Director of the Quality Assurance and

University Performance Division

2025/9/1



Approval of the Dean

1. Program Vision

Effective contribution to building an advanced economy based on sound planning ♦
in accordance with appropriate economic policies. Reality and following an
advanced scientific approach in preparing economic curricula

2. Program message

The objective need of the public and private sectors requires the formulation of ♦
economic plans and programmes at the micro and macro levels and the
development of policies to achieve a set of economic and social objectives
according to priorities embodied by the necessities and available capabilities.
Here, it is necessary to prepare specialised cadres to conduct economic research
and studies in a way that contributes to deepening economic awareness and
maximising the economic and social benefits of available resources.

3. Program objectives

1. Graduating specialized cadres in the field of planning and building economic policies, capable of integrating into the labor market and economic life.
2. Developing students' skills to enable them to Integration into the labor market.
3. Motivating and supporting the faculty in the department to conduct studies and provide consultations. Economic For public and private entities in Iraq.
4. Effective contribution to preparing training and continuing education programs to develop expertise and skills in public and private sector institutions.

4. Program accreditation

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

5. Other external influences

Is there a sponsor? ForprogramYes, the Ministry of Higher Education and .°
Scientific Research, the Presidency of Tikrit University, and the Deanship of the
College of Administration and Economics.

6. Program Structure

comments	percentage	Study unit	Number of courses	Program Structure
	6.9%	10	5	Institutional Requirements
	7.5%	11	4	College

				Requirements
	85.6%	125	55	Department Requirements
	Completed			Summer training
				Other

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

7. Program Description / Curriculum of the Department of Economics

Credit hours	Course name	Course code	Year/Level
theoretical			
3	Management principles		First
3	Principles of Economics 1		
2	Principles of Statistics		
1	Computer 1		
2	Arabic		
2	Human rights and democracy		
3	Economic Readings1English		
2	Principles of mathematics		
3	Accounting principles		
2	Economic Readings 2English		
3	Principles of Economics 2		
2	English language		
3	Microeconomic theory1		Second
2	Baath crimes		
2	Economic statistics1		
2	National Accounts1		
2	Economic facts history		
2	Economics of money		
2	Human Resource Economics		
3	Computer 1		

		2	Mathematics for Economists		
		3	Microeconomic Theory 2		
		2	Economic Statistics 2		
		2	English language		
		2	History of Economic Thought 2		
		2	Banking Economics		
		2	National Accounts2		
		1	Computer2		
		2	Mathematics for Economists 2		
		3	Mathematical Economics 1		Third / General Economics
		2	International Economy		
		2	Economic development		
		3	Public Finance		
		3	Macroeconomics 1		
		2	Agricultural economics		
		2	Environmental Economics		
		2	Industrial economy		
		2	Knowledge Economics		
		2	English language		
		2	Development policy		
		2	Financial policy		
		2	Industrial policy		
		2	Agricultural policy		
		2	International Policy		
		3	Mathematical Economics 2		
		3	Macroeconomics 2		
		2	Economic development		Third / Economic Teachers Branch
		3	Sports economics		
		3	Public Finance		
		2	Industrial economy		
		2	Educational guidance		
		3	Macroeconomics 1		
		2	English language		
		2	Educational management		
		2	Development policy		

		3	International Economy		
		3	Agricultural economics		
		1	Computer		
		2	psychology		
		3	Macroeconomics 2		
		2	Educational foundations		
		2	Financial policy		
		3	Critical theory		
		3	Econometrics 1		
		3	Economic systems		
		2	Search methods		
		2	International Finance		
		2	Operations Research 1		
		3	Economic feasibility studies		
		2	Oil Economics		
		2	Economic planning		
		3	Monetary policy		
		3	Econometrics2		
		2	Computer applications (EV)		
		3	Economic Project Evaluation		
		2	Financial institutions		
		2	Operations Research 2		
		2	English language		
		2	Planning policy		
		2	Energy Economics		
8. Expected learning outcomes of the program					
Knowledge					
ing the labor market with the necessary	-	skills from human resources.	Providing graduates who are able to perform	-	economic analysis and predict economic variables.
			Disseminating knowledge in government	-	institutions to achieve the aspirations of society.
Skills					
ty of economics graduates to conduct	-		The ability to solve economic problems that	-	

economic feasibility studies and economic analysis.	-	economic activity suffers from, such as inflation and recession. Exchange of experiences and data with ministries with economic decision-making powers	-
outputs should be knowledgeable and how to accomplish the tasks assigned to them.	-	Providing economic advice to the public and private sectors.	-
Values			
professional ethics and the ability to demonstrate high professional competence.	-	Establishing social and ethical responsibility. Serving the community and meeting its requirements.	- -
It must believe in the principles of integrity and transparency, and have the ability to apply the concepts of quality management.	-	Integrity and transparency. Quality.	- -
9. Teaching and learning strategies			
Learning Activities: Encouraging students' active participation in learning processes, such as discussions, and problem solving, to enhance their deep understanding of mathematical concepts. Cooperative learning: Encouraging students to work together in small groups to solve problems related to their studies and sharing ideas, which contributes to enhancing interaction and knowledge exchange between them. Technology: Leveraging technology to provide interactive learning tools such as computer software and online resources to enhance student understanding and motivation. Problem-based learning: presenting specific problems and motivating students to think critically and use skills to solve it. Instructional Strategies: Providing a variety of instructional strategies, such as interactive lectures, practical lessons, and hands-on exercises, to meet the diverse needs of students. Thinking Skills: Encourage students to develop thinking skills. Such as analysis, planning and inference, by providing stimulating questions and applied problems. Immediate feedback: Provide mechanisms to provide immediate feedback to students on	.1 .2 .3 .4 .5 .6 .7		

their performance and understanding of concepts. Administrative, whether through periodic assessments or direct interaction with the teacher.

10. Evaluation methods

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

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

nd assignments: Students may be given regular tests and assessment assignments to assess .3
blem solving skills.related to their field of expertiseAnd their understanding of the concepts
presented.

ing participation in research: The extent to which students participate in research activities .4
ntific projects can be assessed, and an evaluation can be provided of their presentation style
and analysis of their results and conclusions.

Practical Performance Evaluation: Students can be evaluated in practical performance .5
through:VisitsProcess and participation in applied activities.

n of external participation: This includes evaluation of the extent of students' participation .6
in external activities such as conferences, seminars, and sports competitions.

of Personal and Professional Development: Students' personal, professional and academic .7
development can be evaluated during their participation in the faculty mentoring program.

11. Faculty

Faculty members

ty tion ange ange ange	Requirements/Skills (if any)	Specialization		Academic Rank
		private	general	
		International Economy	economy	Prof. Dr. Abdul Razzaq Hamad Hussein Khalaf
		Economic development	economy	Prof. Dr. Makhif Jassim Hamad Ali

ange		Public Finance	economy	Prof. Dr. Khalaf Mohammed Hamad Abdul-Jubouri
ange		Monetary policies	economy	Asst. Prof. Dr. Khalil Ismail Aziz Bazawi
ange		International Economy	economy	Asst. Prof. Dr. Ibrahim Abdullah Jassim Issa
ange		Macroeconomics	economy	A.M.D. Anmar Ghaleb Kleib Mutlaq
ange		Public Finance	economy	Asst. Prof. Dr. Amer Sami Munir Dawood Al-Ani
ange		Economic development	economy	A.M.D. Fouad Farhan Hussein Mukhlef
ange		International Economy	economy	A.M.D. Khattab Imran Saleh Daman
ange		Macroeconomics	economy	Asst. Prof. Dr. Ziad Ezz El-Din Taha Talib
ange		International Economy	economy	Asst. Prof. Dr. Yasra Salem Nayef Abdul Janabi
ange		Monetary policies	economy	Asst. Prof. Dr. Omar Abdullah Mohammed Hejeij
ange		Finance and Banking	economy	Asst. Prof. Dr. Kilan Ismail Abdullah Mohammed
ange		Macroeconomics	economy	Dr. Khader Jassim Hamad Fahal Al- Jabouri
ange		Finance and Credit	economy	Dr. Alaa Abdul Jabbar Hussein Hamad
ange		Public Finance	economy	Dr. Jamal Hussein Ali Abdullah
ange		International Economy	economy	Dr. Mustafa Mahmoud Mahdi Saleh
ange		Standard Economics	economy	A.M. Bushra Abdel-Bari Ahmed Abdullah
ange		Critical	economy	Hamid Hassan Khalaf .أ Mashaal
ange		Critical	economy	Asst. Prof. Dr. Ghassan Ibrahim Ahmed

ange		Financial policies	economy	A.M. Mohamed Emad Abdel Aziz Mahdi
ange		Standard Economics	economy	A.M. Samer Mohammed Fakhri Darar
ange		Public Finance	economy	A.M. Muthanna Mayouf Mahmoud Alawi
ange		International Economy	economy	Dr. Mohammed Ahmed Mohammed Hassan Al-Jabouri
ange		International Economy	economy	M. Bilal Abdel Haq Abdel Karim Mustafa
ange		Standard Economics	economy	Dr. Zuhair Hamed Turki Zaiter
ange		International Economy	economy	A.M. Mustafa Ismail Khalil Abdel
ange		International Economy	economy	Mr. Bakr Hamid Jasoum Aziz
ange		Macroeconomics	economy	M. Naaman Munther Younis Fadel
ange		Economic development	economy	M. Hamoud Saad Muhaimid Al-Helou
ange		Macroeconomics	economy	Ms. Zeina Tariq Ali Ne'meh
ange		economy	economy	M.M. Abeer Abbas Hammadi Saleh
ange		economy	economy	Mr. Adi Tais Ibrahim Musa
ange		economy	economy	M.M. Lujain Aref Ali Mustafa
ange		economy	economy	M.M. Reem Saeed Shihab Ahmed Al- Dulaimi
ange		economy	economy	Mr. Hassan Zidane Khalaf Hamad
ange		economy	economy	M.M. Jihad Badou Hamad Hussein Al- Jabouri
ange		economy	economy	Mr. Ghazwane Shaker Ismail Ibrahim
ecturer		English language	English language	A.M. Abdul Khalaf Saleh
ecturer		Educational and psychological	Educational and	Dr. Louay Karim Latif

			sciences	psychological sciences	
ecturer			English language	English language	M. Alaa Ahmed Abdullah
ecturer			English language	English language	Mr. Osama Mohammed Abdullah
ecturer			English language	English language	Mr. Marwan Abdel Moneim Tawfik
ecturer			Educational and psychological sciences	Educational and psychological sciences	M.M. Duaa Turki Abdel
Professional development					
Orientation of new faculty members					
mining the needs of the university and the department:	The needs of the university and the department are determined in terms of the required educational cadres.And preferred majors. -١				
n Programs:	Customized orientation programs are designed for new, visiting, full-time and part-time members based on their needs and specialties. -٢				
uction to the University Environment:	A comprehensive introduction is provided about the university and the department.General Administration, includingAbout the DepartmentAnd the visionAnd the messageThe objectives and services available. -٣				
g support resources:	New members are provided with the necessary resources and support, including training courses, workshops, and technical assistance. -٤				
ademic Orientation:	New members are oriented regarding the curricula, research areas and teaching methods used in the department. -٥				
ative Orientation:	New members are oriented to administrative procedures, responsibilities, university policies and code of conduct. -٦				
oing Support:	Ongoing support is provided to new, visiting, full-time and part-time faculty members through advisory sessions, workshops and periodic evaluations. -٧				
Professional development for faculty members					
ing needs and setting goals:	Faculty needs are identified through surveys and performance evaluations, and then specific goals to be achieved within the program are identified. .١				

development Program Design: Based on the specific needs and objectives, a comprehensive	.٢
ment program is designed that includes a set of activities, training courses, workshops, and	
educational resources.	
ram implementation: The development program is implemented in a regular and organized	.٣
er, including organizing workshops, conducting training courses, and providing appropriate	
educational resources.	
effective teaching strategies: Faculty members learn to use and apply modern and effective	.٤
aching strategies, such as cooperative learning, active learning, and educational technology.	
ation of learning outcomes: The effectiveness of the development program is evaluated by	.٥
evaluating the learning outcomes of faculty members, such as increased levels of knowledge,	
teaching skills, and interaction with students.	
s Development: Ongoing feedback and support is provided to faculty members to promote	.٦
ongoing professional and academic development.	
on in scientific research and publication: Faculty members are encouraged to participate in	.٧
scientific research and publish the results in prestigious academic journals, which enhances their	
academic standing and contributes to the development of knowledge in their fields.	
12. Acceptance Criteria	
	Central acceptance. -١
exceptions (martyrs' families, children of faculty, distinguished employees, top students in	-٢
institutes, foreign students).	
Private government education	-٣
Accepting evening studies.	-٤
13. The most important sources of information about the program	
	University, college and electronic department website. -١
	Priorities for establishing the department. -٢
to develop and update the curricula of the faculties of management and economics in Iraqi	-٣
universities for the year 2017.	
14. Program Development Plan	
	Developing curricula for each subject by the instructor. -١
a branch of the third stage (economic teachers) and opening postgraduate studies, a higher diploma	-٢
equivalent to a master's and doctorate.	

Developing teaching and administrative staff through courses, seminars and workshops in areas of specialization. -۳															
Encouraging scientific research efforts by encouraging faculty members to publish, especially in international journals. -۴															
Organizing training programs to develop students' capabilities in technical and information technology fields. -۵															
Organizing field visits and scientific trips for students to government institutions. -۶															
Program Skills Chart															
Required learning outcomes of the program															
4	A	Values			Skills			Knowledge				Essential or optional?	Course name	Course code	Year/Lev
		A2	A1	B4	B3	B2	B1	A4	A3	A2	A1				
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Management principles		First year
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Statistics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Arabic		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human rights and democracy		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings1English		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of mathematics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Accounting principles		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings 2English		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 2		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic theory1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Baath crimes		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic statistics1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic facts history		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economics of money		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human Resource Economics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematics for Economists		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic		

													Theory 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Statistics 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		English language				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		History of Economic Thought 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Banking Economics				
													Mathematics for Economists 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 1				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Environmental Economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Knowledge Economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		English language				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		International Policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Sports economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational guidance				

	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational management		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		psychology		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational foundations		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Critical theory		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Econometrics 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic systems		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Search methods		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Finance		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations Research 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic feasibility studies		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Oil Economics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic planning		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Monetary policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Econometrics2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer applications(EV)		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Project Evaluation		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial institutions		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations Research 2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Planning policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Energy Economics		

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

Course Description Form

1. Course name					
Economic planning					
2. Course code					
3. Semester/Year					
2025-2026					
4. Date this description was prepared					
1/9/2025					
5. Available forms of attendance					
Approval of attendance list					
6. Number of study hours (total) / Number of units (total)					
Number of hours 30 / Number of units 30					
7. Name of the course supervisor (if more than one name is mentioned)					
Mr. Hamoud Saad Muhaimid					
8. Course objectives					
stripThe student has a 1- conceptEconomic planningThrough the historical developments it has gone through Student definitionThe importance of 2- project planning identificationStudent in 3- relationshipPlanningWith economic development theLearn about the importance 4- ofplanningTo develop economic sectors Introducing the student to the most 5- important sources of collectingData and information about realityEconomic planning Introducing the student to how to 6- solve problemswhich suffers fromEconomy			Subject objectives		
9. Teaching and learning strategies					
Delivering in-person and online lectures - Discussions with students - Oral questions for students - Blended learning (classroom) -			Strategy		
10. Course Structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning	Watches	The week

			outcomes		
Oral questions	Giving the lecture	Conceptual Framework for Economic Planning	theoretical knowledge	2 hours	the first
Questions and share	Lecture/Discussions		theoretical knowledge	2 hours	the second
Oral questions	Lecture/Discussions	Justifications for economic planning	theoretical knowledge	2 hours	the third
Student participation	Lecture/Discussions	Types of economic planning	theoretical knowledge	2 hours	Fourth
Oral questions	Lecture/Discussions	Planning Theories	theoretical knowledge	2 hours	Fifth
-	-	Planning components and principles	-	2 hours	Sixth
Oral questions	Lecture/Discussions	Stages of the planning process	theoretical knowledge	2 hours	Seventh
Oral questions	Lecture/Discussions	General framework for the planning process	theoretical knowledge	2 hours	The eighth
Questions and share	Lecture/Discussions	Manpower Planning	theoretical knowledge	2 hours	Ninth
Oral questions	Lecture/Discussions	Partial and total productivity	theoretical knowledge	2 hours	tenth
Oral questions	Lecture/Discussions	Technical methods of economic planning process	theoretical knowledge	2 hours	eleventh
Questions and share	Lecture/Discussions	commodity physical balances	theoretical knowledge	2 hours	twelfth
Oral questions	Lecture/Discussions		theoretical knowledge	2 hours	thirteenth
-	-	Economic aggregate balances	-	2 hours	fourteenth
Questions and share	Lecture with oral questions	User Product Table	theoretical knowledge	2 hours	fifteenth

11. Course Evaluation

The final grade for the evaluation is 100 points, and the minimum for success is 50 points, and the grade is distributedEvaluation on the end of the course is 30 points and the end of the course exam is 70 points.As follows:

First month exam 10 marks •

Second month exam 10 marks •

Daily preparation 5 degrees •

Posts 5 points •

End of course exam 70 points

12. Learning and teaching resources

Economic Planning Authored by: Dr. Jamal Daoud Salman, Dr. Taher Fadel Hassoun, House of Wisdom, 1989	Required textbooks (methodology if any)
Economic Planning Authored by: Dr. Jamal Daoud Salman, Dr. Taher Fadel Hassoun, House of Wisdom, 1989	Main References (Sources)

Economic Planning, Dr. Mukhtar Baloul, King Saud University, College of Administrative Sciences, Department of Economics, 2005.	Recommended supporting books and references (scientific journals, reports...)
2- National development plans in Iraq for the years 2008- 2010, 2013-2017 and 2018-2022.	Electronic references, websites

مصادقة السيد العميد

1. Program Vision

Effective contribution to building an advanced economy based on sound planning in accordance with appropriate economic policies. Reality and following an advanced scientific approach in preparing economic curricula

2. Program message

The objective need of the public and private sectors requires the formulation of economic plans and programmes at the micro and macro levels and the development of policies to achieve a set of economic and social objectives according to priorities embodied by the necessities and available capabilities. Here, it is necessary to prepare specialised cadres to conduct economic research and studies in a way that contributes to deepening economic awareness and maximising the economic and social benefits of available resources.

3. Program objectives

1. Graduating specialized cadres in the field of planning and building economic policies, capable of integrating into the labor market and economic life.
2. Developing students' skills to enable them to Integration into the labor market.
3. Motivating and supporting the faculty in the department to conduct studies and provide consultations. Economic For public and private entities in Iraq.
4. Effective contribution to preparing training and continuing education programs to develop expertise and skills in public and private sector institutions.

4. Program accreditation

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

5. Other external influences

Is there a sponsor? ForprogramYes, the Ministry of Higher Education and Scientific Research, the Presidency of Tikrit University, and the Deanship of the College of Administration and Economics.

6. Program Structure

comments	percentage	Study unit	Number of courses	Program Structure
	6.9%	10	5	Institutional

				Requirements
	7.5%	11	4	College Requirements
	85.6%	125	55	Department Requirements
	Completed			Summer training
				Other

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

7. Program Description / Curriculum of the Department of Economics

Credit hours	Course name	Course code	Year/Level
theoretical			
3	Management principles		First
3	Principles of Economics 1		
2	Principles of Statistics		
1	Computer 1		
2	Arabic		
2	Human rights and democracy		
3	Economic Readings1English		
2	Principles of mathematics		
3	Accounting principles		
2	Economic Readings 2English		
3	Principles of Economics 2		
2	English language		
3	Microeconomic theory1		Second
2	Baath crimes		
2	Economic statistics1		
2	National Accounts1		
2	Economic facts history		
2	Economics of money		

		2	Human Resource Economics		
		1	Computer 1		
		2	Mathematics for Economists		
		3	Microeconomic Theory 2		
		2	Economic Statistics 2		
		2	English language		
		2	History of Economic Thought 2		
		2	Banking Economics		
		2	National Accounts2		
		1	Computer2		
		2	Mathematics for Economists 2		
		3	Mathematical Economics 1		Third / General Economics
		2	International Economy		
		2	Economic development		
		3	Public Finance		
		3	Macroeconomics 1		
		2	Agricultural economics		
		2	Environmental Economics		
		2	Industrial economy		
		2	Knowledge Economics		
		2	English language		
		2	Development policy		
		2	Financial policy		
		2	Industrial policy		
		2	Agricultural policy		
		2	International Policy		
		3	Mathematical Economics 2		
		3	Macroeconomics 2		
		2	Economic development		Third / Economic Teachers Branch
		3	Sports economics		
		3	Public Finance		
		2	Industrial economy		
		2	Educational guidance		
		3	Macroeconomics 1		
		2	English language		

		2	Educational management		
		2	Development policy		
		3	International Economy		
		3	Agricultural economics		
		1	Computer		
		2	psychology		
		3	Macroeconomics 2		
		2	Educational foundations		
		2	Financial policy		
		3	Critical theory		
		3	Econometrics 1		
		3	Economic systems		
		2	Search methods		
		2	International Finance		
		2	Operations Research 1		
		3	Economic feasibility studies		
		2	Oil Economics		
		2	Economic planning		
		3	Monetary policy		
		3	Econometrics2		
		2	Computer applications (EV)		
		3	Economic Project Evaluation		
		2	Financial institutions		
		2	Operations Research 2		
		2	English language		
		2	Planning policy		
		2	Energy Economics		
8. Expected learning outcomes of the program					
Knowledge					
ing the labor market with the necessary	-	skills from human resources.	Providing graduates who are able to perform	-	
			economic analysis and predict economic		
			variables.		
			Disseminating knowledge in government	-	
			institutions to achieve the aspirations of society.		

			Skills
Ability of economics graduates to conduct economic feasibility studies and economic analysis.	-	The ability to solve economic problems that economic activity suffers from, such as inflation and recession. Exchange of experiences and data with ministries with economic decision-making powers	-
Outputs should be knowledgeable and how to accomplish the tasks assigned to them.	-	Providing economic advice to the public and private sectors.	-
			Values
Ability to professional ethics and the ability to demonstrate high professional competence.	-	Establishing social and ethical responsibility. Serving the community and meeting its requirements.	-
Students must believe in the principles of integrity and transparency, and have the ability to apply the concepts of quality management.	-	Integrity and transparency. Quality.	-
9. Teaching and learning strategies			
Learning Activities:	Encouraging students' active participation in learning processes, such as discussions, and problem solving, to enhance their deep understanding of mathematical concepts.	1.	
Cooperative learning:	Encouraging students to work together in small groups to solve problems related to their studies and sharing ideas, which contributes to enhancing interaction and knowledge exchange between them.	2.	
Technology:	Leveraging technology to provide interactive learning tools such as computer software and online resources to enhance student understanding and motivation.	3.	
Problem-based learning:	presenting specific problems and motivating students to think critically and use skills to solve it.	4.	
Instructional Strategies:	Providing a variety of instructional strategies, such as interactive lectures, practical lessons, and hands-on exercises, to meet the diverse needs of students.	5.	
Thinking Skills:	Encourage students to develop thinking skills. Such as	6.	

analysis, planning and inference, by providing stimulating questions and applied problems.

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

10. Evaluation methods

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

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

Assignments: Students may be given regular tests and assessment assignments to assess problem solving skills related to their field of expertise and their understanding of the concepts presented.

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

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

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

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

11. Faculty

Faculty members

Faculty member	Requirements/Skills (if any)	Specialization		Academic Rank
		private	general	
Dr. Abdul Razzaq Hamad Hussein Khalaf		International Economy	economy	Prof. Dr. Abdul Razzaq Hamad Hussein Khalaf

ange		Economic development	economy	Prof. Dr. Makhif Jassim Hamad Ali
ange		Public Finance	economy	Prof. Dr. Khalaf Mohammed Hamad Abdul-Jubouri
ange		Monetary policies	economy	Asst. Prof. Dr. Khalil Ismail Aziz Bazawi
ange		International Economy	economy	Asst. Prof. Dr. Ibrahim Abdullah Jassim Issa
ange		Macroeconomics	economy	A.M.D. Anmar Ghaleb Kleib Mutlaq
ange		Public Finance	economy	Asst. Prof. Dr. Amer Sami Munir Dawood Al-Ani
ange		Economic development	economy	A.M.D. Fouad Farhan Hussein Mukhlef
ange		International Economy	economy	A.M.D. Khattab Imran Saleh Daman
ange		Macroeconomics	economy	Asst. Prof. Dr. Ziad Ezz El-Din Taha Talib
ange		International Economy	economy	Asst. Prof. Dr. Yasra Salem Nayef Abdul Janabi
ange		Monetary policies	economy	Asst. Prof. Dr. Omar Abdullah Mohammed Hejeij
ange		Finance and Banking	economy	Asst. Prof. Dr. Kilan Ismail Abdullah Mohammed
ange		Macroeconomics	economy	Dr. Khader Jassim Hamad Fahal Al-Jabouri
ange		Finance and Credit	economy	Dr. Alaa Abdul Jabbar Hussein Hamad
ange		Public Finance	economy	Dr. Jamal Hussein Ali Abdullah
ange		International Economy	economy	Dr. Mustafa Mahmoud Mahdi Saleh
ange		Standard Economics	economy	A.M. Bushra Abdel-Bari Ahmed Abdullah
ange		Critical	economy	Hamid Hassan Khalaf .أ Mashaal

ange		Critical	economy	Asst. Prof. Dr. Ghassan Ibrahim Ahmed
ange		Financial policies	economy	A.M. Mohamed Emad Abdel Aziz Mahdi
ange		Standard Economics	economy	A.M. Samer Mohammed Fakhri Darar
ange		Public Finance	economy	A.M. Muthanna Mayouf Mahmoud Alawi
ange		International Economy	economy	Dr. Mohammed Ahmed Mohammed Hassan Al-Jabouri
ange		International Economy	economy	M. Bilal Abdel Haq Abdel Karim Mustafa
ange		Standard Economics	economy	Dr. Zuhair Hamed Turki Zaiter
ange		International Economy	economy	A.M. Mustafa Ismail Khalil Abdel
ange		International Economy	economy	Mr. Bakr Hamid Jasoum Aziz
ange		Macroeconomics	economy	M. Naaman Munther Younis Fadel
ange		Economic development	economy	M. Hamoud Saad Muhaimid Al-Helou
ange		Macroeconomics	economy	Ms. Zeina Tariq Ali Ne'meh
ange		economy	economy	M.M. Abeer Abbas Hammadi Saleh
ange		economy	economy	Mr. Adi Tais Ibrahim Musa
ange		economy	economy	M.M. Lujain Aref Ali Mustafa
ange		economy	economy	M.M. Reem Saeed Shihab Ahmed Al- Dulaimi
ange		economy	economy	Mr. Hassan Zidane Khalaf Hamad
ange		economy	economy	M.M. Jihad Badou Hamad Hussein Al- Jabouri
ange		economy	economy	Mr. Ghazwane Shaker Ismail Ibrahim
ecturer		English language	English language	A.M. Abdul Khalaf Saleh

ecturer		Educational and psychological sciences	Educational and psychological sciences	Dr. Louay Karim Latif
ecturer		English language	English language	M. Alaa Ahmed Abdullah
ecturer		English language	English language	Mr. Osama Mohammed Abdullah
ecturer		English language	English language	Mr. Marwan Abdel Moneim Tawfik
ecturer		Educational and psychological sciences	Educational and psychological sciences	M.M. Duaa Turki Abdel
Professional development				
Orientation of new faculty members				
Determining the needs of the university and the department: The needs of the university and the department are determined in terms of the required educational cadres.And preferred majors. -١				
In Programs: Customized orientation programs are designed for new, visiting, full-time and part-time members based on their needs and specialties. -٢				
Introduction to the University Environment: A comprehensive introduction is provided about the university and the department.General Administration, includingAbout the DepartmentAnd the visionAnd the messageThe objectives and services available. -٣				
Providing support resources: New members are provided with the necessary resources and support, including training courses, workshops, and technical assistance. -٤				
Academic Orientation: New members are oriented regarding the curricula, research areas and teaching methods used in the department. -٥				
Administrative Orientation: New members are oriented to administrative procedures, responsibilities, university policies and code of conduct. -٦				
Ongoing Support: Ongoing support is provided to new, visiting, full-time and part-time faculty members through advisory sessions, workshops and periodic evaluations. -٧				
Professional development for faculty members				

ing needs and setting goals: Faculty needs are identified through surveys and performance .١	evaluations, and then specific goals to be achieved within the program are identified.
development Program Design: Based on the specific needs and objectives, a comprehensive .٢	development program is designed that includes a set of activities, training courses, workshops, and educational resources.
ram implementation: The development program is implemented in a regular and organized .٣	er, including organizing workshops, conducting training courses, and providing appropriate educational resources.
effective teaching strategies: Faculty members learn to use and apply modern and effective .٤	teaching strategies, such as cooperative learning, active learning, and educational technology.
ation of learning outcomes: The effectiveness of the development program is evaluated by .٥	evaluating the learning outcomes of faculty members, such as increased levels of knowledge, teaching skills, and interaction with students.
s Development: Ongoing feedback and support is provided to faculty members to promote .٦	ongoing professional and academic development.
on in scientific research and publication: Faculty members are encouraged to participate in .٧	scientific research and publish the results in prestigious academic journals, which enhances their academic standing and contributes to the development of knowledge in their fields.

12. Acceptance Criteria

	Central acceptance. -١
exceptions (martyrs' families, children of faculty, distinguished employees, top students in -٢	institutes, foreign students).
	Private government education -٣
	Accepting evening studies. -٤

13. The most important sources of information about the program

	University, college and electronic department website. -١
	Priorities for establishing the department. -٢
to develop and update the curricula of the faculties of management and economics in Iraqi -٣	universities for the year 2017.

14. Program Development Plan

	Developing curricula for each subject by the instructor. -١

a branch of the third stage (economic teachers) and opening postgraduate studies, a higher diploma	-٢
equivalent to a master's and doctorate.	
Developing teaching and administrative staff through courses, seminars and workshops in areas of	-٣
specialization.	
ng scientific research efforts by encouraging faculty members to publish, especially in international	-٤
journals.	
g training programs to develop students' capabilities in technical and information technology fields.	-٥
Organizing field visits and scientific trips for students to government institutions.	-٦

Program Skills Chart

Required learning outcomes of the program

4	A	Values			Skills			Knowledge				Essential or optional?	Course name	Course code	Year/Level
		A2	A1	B4	B3	B2	B1	A4	A3	A2	A1				
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Management principles		First year
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Statistics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Arabic		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human rights and democracy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings1English		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of mathematics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Accounting principles		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings 2English		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 2		Second year
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic theory1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Baath crimes		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic statistics1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic facts history		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economics of money		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human Resource Economics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		

	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematics for Economists			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic Theory 2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Statistics 2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		History of Economic Thought 2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Banking Economics			
													Mathematics for Economists 2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 1			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Environmental Economics			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Knowledge Economics			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial policy			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural policy			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Policy			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Sports economics			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial			

														economy			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Educational guidance			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Macroeconomics 1			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			English language			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Educational management			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Development policy			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			International Economy			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Agricultural economics			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Computer			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			psychology			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Macroeconomics 2			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Educational foundations			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Financial policy			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Critical theory			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Econometrics 1			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Economic systems			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Search methods			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			International Finance			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Operations Research 1			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Economic feasibility studies			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Oil Economics			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Economic planning			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Monetary policy			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Econometrics2			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Computer applications(EV)			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Economic Project Evaluation			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Financial institutions			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Operations Research 2			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			English language			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Planning policy			
			✓	✓	✓	✓	✓	✓	✓	✓	✓			Energy Economics			

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

Course Description Form

1. Course name	
Computer applications	
2. Course code	
3. Semester/Year	
2026-2025 / Second course	
4. Date this description was prepared	
٢٠٢٥/٩/١	
5. Available forms of attendance	
Approval of attendance list	
6. Number of study hours (total) / Number of units (total)	
Number of hours 30 / Number of units 30	
7. Name of the course supervisor (if more than one name is mentioned)	
D. Mohamed Ahmed Mohamed	
8. Course objectives	
Introducing the student to the concept of economicsEnvironmentalThrough the historical developments it has gone through Student definitionImportantly Environmental economics Introducing the student to the relationship of economicsEnvironmentalWith economic development Understand the importance of economicsEnvironmentalTo develop economic sectors Introducing the student to the most important sources of collecting data and information about the reality of the economyEnvironmental Introducing the student to how to solve the problems facing the economyEnvironmental	Subject objectives
9. Teaching and learning strategies	
Delivering in-person and online lectures - Discussions with students -	Strategy

Oral questions for students -
Blended learning (classroom) -

10. Course Structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
Oral questions	Giving the lecture	Introduction to the Eviews Program	theoretical knowledge	2 hours	the first
Questions and share	Lecture/Discussions	Explanation of the Eviews Program's Main Menus	theoretical knowledge	2 hours	the second
Oral questions	Lecture/Discussions	Methods for Entering Data into the Eviews Program	theoretical knowledge	2 hours	the third
Student participation	Lecture/Discussions	How to Extract and Analyze Descriptive Statistics	theoretical knowledge	2 hours	Fourth
Oral questions	Lecture/Discussions	How to Represent Data	theoretical knowledge	2 hours	Fifth
-	-	Monthly Exam	-	2 hours	Sixth
Oral questions	Lecture/Discussions	Explanation of Data Transformation Methods	theoretical knowledge	2 hours	Seventh
Oral questions	Lecture/Discussions	Explanation of Regression Equation Estimation Methods	theoretical knowledge	2 hours	The eighth
Questions and share	Lecture/Discussions	Methods for Detecting Standard Problems	theoretical knowledge	2 hours	Ninth
Oral questions	Lecture/Discussions	Unit Root Testing	theoretical knowledge	2 hours	tenth
Oral questions	Lecture/Discussions	Explanation of Determining the Optimal Lag Period	theoretical knowledge	2 hours	eleventh
Questions and share	Lecture/Discussions	Explanation of Cointegration Methodology	theoretical knowledge	2 hours	twelfth
Oral questions	Lecture/Discussions	Explanation of the ARDL Model	theoretical knowledge	2 hours	thirteenth
-	-	Monthly Exam	-	2 hours	fourteenth
Questions and share	Lecture with oral questions	Comprehensive Review	theoretical knowledge	2 hours	fifteenth

11. Course Evaluation

The final grade for the evaluation is 100 points, and the minimum for success is 50 points, and the grade is distributedEvaluation on the end of the course is 30 points and the end of the course exam is 70 points.As follows:

- First month exam 10 marks •
- Second month exam 10 marks •
- Daily preparation 5 degrees •
- Posts 5 points •

12. Learning and teaching resources

Econometric Applications Using EViews / Ammar Hamad Khalaf	Required textbooks (methodology if any)
EViews and Econometrics / Khaled Al- Sawa'i	Main References (Sources)
Steps for implementing ARDL technology / Abdul Razzaq Bin Amra	Recommended supporting books and references (scientific journals, reports...)
Reviewing scientific websites through the web	Electronic references, websites

Academic Program Description Form

For the academic year 2025–2026

University name: University Tikrit

College/Institute: College Management and Economics

Scientific Department: Department Economy

Name of academic or professional program: Department of Economics

Final Certificate Name: Bachelor Sciences in Economics

Academic system: Course system

Description preparation date: 1/9/2025

Date of filling the file: 1/9/2025



Signature
Assistant Professor Dr. Omar Abdullah Mohammed
Head of Department's Name
2025/9/1



Signature
Assistant Professor Dr. Khattab Imran Saleh
Name of the Assistant Dean for Scientific Affairs
2025/9/1



Signature
The file was audited by
Khaldoon Abdullah Khalaf
Name of the Director of the Quality Assurance and
University Performance Division
2025/9/1



Approval of the Dean

1. Program Vision

Effective contribution to building an advanced economy based on sound planning ♦
in accordance with appropriate economic policies. Reality and following an
advanced scientific approach in preparing economic curricula

2. Program message

The objective need of the public and private sectors requires the formulation of ♦
economic plans and programmes at the micro and macro levels and the
development of policies to achieve a set of economic and social objectives
according to priorities embodied by the necessities and available capabilities.
Here, it is necessary to prepare specialised cadres to conduct economic research
and studies in a way that contributes to deepening economic awareness and
maximising the economic and social benefits of available resources.

3. Program objectives

1. Graduating specialized cadres in the field of planning and building economic policies, capable of integrating into the labor market and economic life.
2. Developing students' skills to enable them to Integration into the labor market.
3. Motivating and supporting the faculty in the department to conduct studies and provide consultations. Economic For public and private entities in Iraq.
4. Effective contribution to preparing training and continuing education programs to develop expertise and skills in public and private sector institutions.

4. Program accreditation

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

5. Other external influences

Is there a sponsor? ForprogramYes, the Ministry of Higher Education and .°
Scientific Research, the Presidency of Tikrit University, and the Deanship of the
College of Administration and Economics.

6. Program Structure

comments	percentage	Study unit	Number of courses	Program Structure
	6.9%	10	5	Institutional Requirements
	7.5%	11	4	College

				Requirements
	85.6%	125	55	Department Requirements
	Completed			Summer training
				Other

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

7. Program Description / Curriculum of the Department of Economics

Credit hours	Course name	Course code	Year/Level
theoretical			
3	Management principles		First
3	Principles of Economics 1		
2	Principles of Statistics		
1	Computer 1		
2	Arabic		
2	Human rights and democracy		
3	Economic Readings1English		
2	Principles of mathematics		
3	Accounting principles		
2	Economic Readings 2English		
3	Principles of Economics 2		
2	English language		
3	Microeconomic theory1		Second
2	Baath crimes		
2	Economic statistics1		
2	National Accounts1		
2	Economic facts history		
2	Economics of money		
2	Human Resource Economics		
3	Computer 1		

		2	Mathematics for Economists		
		3	Microeconomic Theory 2		
		2	Economic Statistics 2		
		2	English language		
		2	History of Economic Thought 2		
		2	Banking Economics		
		2	National Accounts2		
		1	Computer2		
		2	Mathematics for Economists 2		
		3	Mathematical Economics 1		Third / General Economics
		2	International Economy		
		2	Economic development		
		3	Public Finance		
		3	Macroeconomics 1		
		2	Agricultural economics		
		2	Environmental Economics		
		2	Industrial economy		
		2	Knowledge Economics		
		2	English language		
		2	Development policy		
		2	Financial policy		
		2	Industrial policy		
		2	Agricultural policy		
		2	International Policy		
		3	Mathematical Economics 2		
		3	Macroeconomics 2		
		2	Economic development		Third / Economic Teachers Branch
		3	Sports economics		
		3	Public Finance		
		2	Industrial economy		
		2	Educational guidance		
		3	Macroeconomics 1		
		2	English language		
		2	Educational management		
		2	Development policy		

	3	International Economy		
	3	Agricultural economics		
	1	Computer		
	2	psychology		
	3	Macroeconomics 2		
	2	Educational foundations		
	2	Financial policy		
	3	Critical theory		
	3	Econometrics 1		
	3	Economic systems		
	2	Search methods		
	2	International Finance		
	2	Operations Research 1		
	3	Economic feasibility studies		
	2	Oil Economics		
	2	Economic planning		
	3	Monetary policy		
	3	Econometrics2		
	2	Computer applications (EV)		
	3	Economic Project Evaluation		
	2	Financial institutions		
	2	Operations Research 2		
	2	English language		
	2	Planning policy		
	2	Energy Economics		
8. Expected learning outcomes of the program				
Knowledge				
ing the labor market with the necessary skills from human resources.	-	Providing graduates who are able to perform economic analysis and predict economic variables.	-	
		Disseminating knowledge in government institutions to achieve the aspirations of society.	-	
Skills				
ty of economics graduates to conduct	-	The ability to solve economic problems that	-	

economic feasibility studies and economic analysis.	-	economic activity suffers from, such as inflation and recession. Exchange of experiences and data with ministries with economic decision-making powers	-
outputs should be knowledgeable and how to accomplish the tasks assigned to them.	-	Providing economic advice to the public and private sectors.	-
Values			
professional ethics and the ability to demonstrate high professional competence.	-	Establishing social and ethical responsibility. Serving the community and meeting its requirements.	-
It must believe in the principles of integrity and transparency, and have the ability to apply the concepts of quality management.	-	Integrity and transparency. Quality.	-
9. Teaching and learning strategies			
Learning Activities:	Encouraging students' active participation in learning processes, such as discussions, and problem solving, to enhance their deep understanding of mathematical concepts.	1.	
Learning Strategies:	Cooperative learning: Encouraging students to work together in small groups to solve problems related to their studies And sharing ideas, which contributes to enhancing interaction and knowledge exchange between them.	2.	
Technology:	Leveraging technology to provide interactive learning tools such as computer software and online resources to enhance student understanding and motivation.	3.	
Problem-based learning:	presenting specific problems and motivating students to think critically and use skillsAdministrativeTo solve it.	4.	
Instructional Strategies:	Providing a variety of instructional strategies, such as interactive lectures, practical lessons, and hands-on exercises, to meet the diverse needs of students.	5.	
Thinking Skills:	Encourage students to develop thinking skills.AdministrativeSuch as analysis, planning and inference, by providing stimulating questions and applied problems.	6.	
Immediate feedback:	Provide mechanisms to provide immediate feedback to students on	7.	

their performance and understanding of concepts. Administrative, whether through periodic assessments or direct interaction with the teacher.

10. Evaluation methods

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

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

nd assignments: Students may be given regular tests and assessment assignments to assess .3
problem solving skills.related to their field of expertiseAnd their understanding of the concepts
presented.

ing participation in research: The extent to which students participate in research activities .4
ntific projects can be assessed, and an evaluation can be provided of their presentation style
and analysis of their results and conclusions.

Practical Performance Evaluation: Students can be evaluated in practical performance .5
through:VisitsProcess and participation in applied activities.

n of external participation: This includes evaluation of the extent of students' participation .6
in external activities such as conferences, seminars, and sports competitions.

of Personal and Professional Development: Students' personal, professional and academic .7
development can be evaluated during their participation in the faculty mentoring program.

11. Faculty

Faculty members

ty tion ange ange ange	Requirements/Skills (if any)	Specialization		Academic Rank
		private	general	
		International Economy	economy	Prof. Dr. Abdul Razzaq Hamad Hussein Khalaf
		Economic development	economy	Prof. Dr. Makhif Jassim Hamad Ali

ange		Public Finance	economy	Prof. Dr. Khalaf Mohammed Hamad Abdul-Jubouri
ange		Monetary policies	economy	Asst. Prof. Dr. Khalil Ismail Aziz Bazawi
ange		International Economy	economy	Asst. Prof. Dr. Ibrahim Abdullah Jassim Issa
ange		Macroeconomics	economy	A.M.D. Anmar Ghaleb Kleib Mutlaq
ange		Public Finance	economy	Asst. Prof. Dr. Amer Sami Munir Dawood Al-Ani
ange		Economic development	economy	A.M.D. Fouad Farhan Hussein Mukhlef
ange		International Economy	economy	A.M.D. Khattab Imran Saleh Daman
ange		Macroeconomics	economy	Asst. Prof. Dr. Ziad Ezz El-Din Taha Talib
ange		International Economy	economy	Asst. Prof. Dr. Yasra Salem Nayef Abdul Janabi
ange		Monetary policies	economy	Asst. Prof. Dr. Omar Abdullah Mohammed Hejeij
ange		Finance and Banking	economy	Asst. Prof. Dr. Kilan Ismail Abdullah Mohammed
ange		Macroeconomics	economy	Dr. Khader Jassim Hamad Fahal Al- Jabouri
ange		Finance and Credit	economy	Dr. Alaa Abdul Jabbar Hussein Hamad
ange		Public Finance	economy	Dr. Jamal Hussein Ali Abdullah
ange		International Economy	economy	Dr. Mustafa Mahmoud Mahdi Saleh
ange		Standard Economics	economy	A.M. Bushra Abdel-Bari Ahmed Abdullah
ange		Critical	economy	Hamid Hassan Khalaf .أ Mashaal
ange		Critical	economy	Asst. Prof. Dr. Ghassan Ibrahim Ahmed

ange		Financial policies	economy	A.M. Mohamed Emad Abdel Aziz Mahdi
ange		Standard Economics	economy	A.M. Samer Mohammed Fakhri Darar
ange		Public Finance	economy	A.M. Muthanna Mayouf Mahmoud Alawi
ange		International Economy	economy	Dr. Mohammed Ahmed Mohammed Hassan Al-Jabouri
ange		International Economy	economy	M. Bilal Abdel Haq Abdel Karim Mustafa
ange		Standard Economics	economy	Dr. Zuhair Hamed Turki Zaiter
ange		International Economy	economy	A.M. Mustafa Ismail Khalil Abdel
ange		International Economy	economy	Mr. Bakr Hamid Jasoum Aziz
ange		Macroeconomics	economy	M. Naaman Munther Younis Fadel
ange		Economic development	economy	M. Hamoud Saad Muhaimid Al-Helou
ange		Macroeconomics	economy	Ms. Zeina Tariq Ali Ne'meh
ange		economy	economy	M.M. Abeer Abbas Hammadi Saleh
ange		economy	economy	Mr. Adi Tais Ibrahim Musa
ange		economy	economy	M.M. Lujain Aref Ali Mustafa
ange		economy	economy	M.M. Reem Saeed Shihab Ahmed Al- Dulaimi
ange		economy	economy	Mr. Hassan Zidane Khalaf Hamad
ange		economy	economy	M.M. Jihad Badou Hamad Hussein Al- Jabouri
ange		economy	economy	Mr. Ghazwane Shaker Ismail Ibrahim
ecturer		English language	English language	A.M. Abdul Khalaf Saleh
ecturer		Educational and psychological	Educational and	Dr. Louay Karim Latif

			sciences	psychological sciences	
ecturer			English language	English language	M. Alaa Ahmed Abdullah
ecturer			English language	English language	Mr. Osama Mohammed Abdullah
ecturer			English language	English language	Mr. Marwan Abdel Moneim Tawfik
ecturer			Educational and psychological sciences	Educational and psychological sciences	M.M. Duaa Turki Abdel
Professional development					
Orientation of new faculty members					
mining the needs of the university and the department:	The needs of the university and the department are determined in terms of the required educational cadres.And preferred majors. -١				
n Programs:	Customized orientation programs are designed for new, visiting, full-time and part-time members based on their needs and specialties. -٢				
uction to the University Environment:	A comprehensive introduction is provided about the university and the department.General Administration, includingAbout the DepartmentAnd the visionAnd the messageThe objectives and services available. -٣				
g support resources:	New members are provided with the necessary resources and support, including training courses, workshops, and technical assistance. -٤				
ademic Orientation:	New members are oriented regarding the curricula, research areas and teaching methods used in the department. -٥				
ative Orientation:	New members are oriented to administrative procedures, responsibilities, university policies and code of conduct. -٦				
oing Support:	Ongoing support is provided to new, visiting, full-time and part-time faculty members through advisory sessions, workshops and periodic evaluations. -٧				
Professional development for faculty members					
ing needs and setting goals:	Faculty needs are identified through surveys and performance evaluations, and then specific goals to be achieved within the program are identified. .١				

development Program Design: Based on the specific needs and objectives, a comprehensive .٢	
ment program is designed that includes a set of activities, training courses, workshops, and educational resources.	
ram implementation: The development program is implemented in a regular and organized .٣	
er, including organizing workshops, conducting training courses, and providing appropriate educational resources.	
effective teaching strategies: Faculty members learn to use and apply modern and effective .٤	
aching strategies, such as cooperative learning, active learning, and educational technology.	
ation of learning outcomes: The effectiveness of the development program is evaluated by .٥	
evaluating the learning outcomes of faculty members, such as increased levels of knowledge, teaching skills, and interaction with students.	
s Development: Ongoing feedback and support is provided to faculty members to promote .٦	
ongoing professional and academic development.	
on in scientific research and publication: Faculty members are encouraged to participate in .٧	
scientific research and publish the results in prestigious academic journals, which enhances their academic standing and contributes to the development of knowledge in their fields.	
	12. Acceptance Criteria
	Central acceptance. -١
exceptions (martyrs' families, children of faculty, distinguished employees, top students in -٢	institutes, foreign students).
	Private government education -٣
	Accepting evening studies. -٤
	13. The most important sources of information about the program
	University, college and electronic department website. -١
	Priorities for establishing the department. -٢
to develop and update the curricula of the faculties of management and economics in Iraqi -٣	universities for the year 2017.
	14. Program Development Plan
	Developing curricula for each subject by the instructor. -١
a branch of the third stage (economic teachers) and opening postgraduate studies, a higher diploma -٢	equivalent to a master's and doctorate.

Developing teaching and administrative staff through courses, seminars and workshops in areas of specialization. -۳															
Encouraging scientific research efforts by encouraging faculty members to publish, especially in international journals. -۴															
Organizing training programs to develop students' capabilities in technical and information technology fields. -۵															
Organizing field visits and scientific trips for students to government institutions. -۶															
Program Skills Chart															
Required learning outcomes of the program															
4	A	Values			Skills			Knowledge				Essential or optional?	Course name	Course code	Year/Lev
		A2	A1	B4	B3	B2	B1	A4	A3	A2	A1				
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Management principles		First year
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Statistics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Arabic		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human rights and democracy		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings1English		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of mathematics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Accounting principles		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings 2English		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 2		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic theory1		Second year
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Baath crimes		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic statistics1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic facts history		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economics of money		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human Resource Economics		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematics for Economists		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic		

													Theory 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Statistics 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		English language				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		History of Economic Thought 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Banking Economics				
													Mathematics for Economists 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 1				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Environmental Economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Knowledge Economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		English language				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		International Policy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Sports economics				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy				
			✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational guidance				

	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational management		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		psychology		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational foundations		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Critical theory		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Econometrics 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic systems		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Search methods		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Finance		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations Research 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic feasibility studies		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Oil Economics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic planning		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Monetary policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Econometrics2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer applications(EV)		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Project Evaluation		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial institutions		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations Research 2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Planning policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Energy Economics		

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

Course Description Form

1. Course name					
Economic planning policies					
2. Course code					
3. Semester/Year					
2025-2026					
4. Date this description was prepared					
1/9/2025					
5. Available forms of attendance					
Approval of attendance list					
6. Number of study hours (total) / Number of units (total)					
Number of hours 30 / Number of units 30					
7. Name of the course supervisor (if more than one name is mentioned)					
Mr. Hamoud Saad Muhaimid					
8. Course objectives					
stripThe student has a 1- conceptEconomic planningThrough the historical developments it has gone through Student definitionThe importance of 2- project planning identificationStudent in 3- relationshipPlanningWith economic development theLearn about the importance 4- ofplanningTo develop economic sectors Introducing the student to the most 5- important sources of collectingData and information about realityEconomic planning Introducing the student to how to 6- solve problemswhich suffers fromEconomy			Subject objectives		
9. Teaching and learning strategies					
Delivering in-person and online lectures - Discussions with students - Oral questions for students - Blended learning (classroom) -			Strategy		
10. Course Structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning	Watches	The week

			outcomes		
Oral questions	Giving the lecture	Conceptual Framework for Economic Planning	theoretical knowledge	2 hours	the first
Questions and share	Lecture/Discussions		theoretical knowledge	2 hours	the second
Oral questions	Lecture/Discussions	Justifications for economic planning	theoretical knowledge	2 hours	the third
Student participation	Lecture/Discussions	Types of economic planning	theoretical knowledge	2 hours	Fourth
Oral questions	Lecture/Discussions	Planning Theories	theoretical knowledge	2 hours	Fifth
-	-	Planning components and principles	-	2 hours	Sixth
Oral questions	Lecture/Discussions	Stages of the planning process	theoretical knowledge	2 hours	Seventh
Oral questions	Lecture/Discussions	General framework for the planning process	theoretical knowledge	2 hours	The eighth
Questions and share	Lecture/Discussions	Manpower Planning	theoretical knowledge	2 hours	Ninth
Oral questions	Lecture/Discussions	Partial and total productivity	theoretical knowledge	2 hours	tenth
Oral questions	Lecture/Discussions	Technical methods of economic planning process	theoretical knowledge	2 hours	eleventh
Questions and share	Lecture/Discussions	commodity physical balances	theoretical knowledge	2 hours	twelfth
Oral questions	Lecture/Discussions		theoretical knowledge	2 hours	thirteenth
-	-	Economic aggregate balances	-	2 hours	fourteenth
Questions and share	Lecture with oral questions	User Product Table	theoretical knowledge	2 hours	fifteenth

11. Course Evaluation

The final grade for the evaluation is 100 points, and the minimum for success is 50 points, and the grade is distributedEvaluation on the end of the course is 30 points and the end of the course exam is 70 points.As follows:

First month exam 10 marks •

Second month exam 10 marks •

Daily preparation 5 degrees •

Posts 5 points •

End of course exam 70 points

12. Learning and teaching resources

Economic Planning Authored by: Dr. Jamal Daoud Salman, Dr. Taher Fadel Hassoun, House of Wisdom, 1989	Required textbooks (methodology if any)
Economic Planning Authored by: Dr. Jamal Daoud Salman, Dr. Taher Fadel Hassoun, House of Wisdom, 1989	Main References (Sources)

Economic Planning, Dr. Mukhtar Baloul, King Saud University, College of Administrative Sciences, Department of Economics, 2005.	Recommended supporting books and references (scientific journals, reports...)
2- National development plans in Iraq for the years 2008- 2010, 2013-2017 and 2018-2022.	Electronic references, websites

مصادقة السيد العميد

1. Program Vision

- ❖ Effective contribution to building an advanced economy based on sound planning in accordance with appropriate economic policies. Reality and following an advanced scientific approach in preparing economic curricula

2. Program message

- ❖ The objective need of the public and private sectors requires the Iraqi schools formulation of economic plans and programmes at the micro and macro levels and the development of policies to achieve a set of economic and social objectives according to priorities embodied by the necessities and available capabilities. Here, it is necessary to prepare specialised cadres to conduct economic research and studies in a way that contributes to deepening economic awareness and maximising the economic and social benefits of available resources.

3. Program objectives

1. Graduating specialized cadres in the field of planning and economic policy-making, capable of integrating into the labor market and economic life, as well as the requirements of school education.
2. Developing students' skills to enable them to integrate into the labor market and public and private schools.
3. Motivating and supporting the department's faculty to conduct studies and provide economic consultations to public and private entities in Iraq.
4. Effectively contribute to preparing training and continuing education programs to develop expertise and skills in public and private sector institutions.

4. Program accreditation

5. DoThe programIs the program accredited? And from which authority? Both

5. Other external influences

6. Is there a sponsor for the program? Yes, the Ministry of Higher Education and Scientific Research, the Presidency of Tikrit University, the Deanship of the College of Administration and Economics, and the Department of Economics, Teachers Branch.

6. Program Structure

comments	percentage	Study unit	Number of courses	Program Structure

	6.9%	10	5	Institutional Requirements
	7.5%	11	4	College Requirements
	85.6%	125	55	Department Requirements
	In public and private schools			Summer training
				Other

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

7. Program Description / Curriculum of the Department of Economics

	Credit hours		Course name	Course code	Year/Level
	practical	theoretical			
		3	Management principles		First
		3	Principles of Economics 1		
		2	Principles of Statistics		
		1	Computer 1		
		2	Arabic		
		2	Human rights and democracy		
		3	Economic Readings1English		
		2	Principles of mathematics		
		3	Accounting principles		
		2	Economic Readings 2English		
		3	Principles of Economics 2		Second
		2	English language		
		3	Microeconomic theory1		
		2	Baath crimes		
		2	Economic statistics1		
		2	National Accounts1		
		2	Economic facts history		
		2	Economics of money		
		2	Human Resource Economics		
		3	Computer 1		

	2	Mathematics for Economists		
	3	Microeconomic Theory 2		
	2	Economic Statistics 2		
	2	English language		
	2	History of Economic Thought 2		
	2	Banking Economics		
	2	National Accounts2		
	1	Computer2		
	2	Mathematics for Economists 2		
	3	Mathematical Economics 1		Third / General Economics
	2	International Economy		
	2	Economic development		
	3	Public Finance		
	3	Macroeconomics 1		
	2	Agricultural economics		
	2	Environmental Economics		
	2	Industrial economy		
	2	Knowledge Economics		
	2	English language		
	2	Development policy		
	2	Financial policy		
	2	Industrial policy		
	2	Agricultural policy		
	2	International Policy		
	3	Mathematical Economics 2		Third / Economic Teachers Branch
	3	Macroeconomics 2		
	2	Economic development		
	3	Sports economics		
	3	Public Finance		
	2	Industrial economy		
	2	Educational guidance		
	3	Macroeconomics 1		
	2	English language		
	2	Educational management		
	2	Development policy		

		3	International Economy		
		3	Agricultural economics		
		1	Computer		
		2	psychology		
		3	Macroeconomics 2		
		2	Educational foundations		
		2	Financial policy		
		3	Critical theory		Fourth
		3	Econometrics 1		
		3	Economic systems		
		2	Search methods		
		2	International Finance		
		2	Operations Research 1		
		3	Economic feasibility studies		
		2	Oil Economics		
		2	Economic planning		
		3	Monetary policy		
		3	Econometrics2		
		2	Computer applications (EV)		
		3	Economic Project Evaluation		
		2	Financial institutions		
		2	Operations Research 2		
		2	English language		
		2	Planning policy		
		2	Energy Economics		
	8. Expected learning outcomes of the program				
	Knowledge				
market with the necessary skills of human ers.			- Providing graduates capable of economic analysis, forecasting economic variables, and teaching in schools. - Disseminating knowledge within government institutions to achieve societal aspirations and benefit society.		
	Skills				

The ability of economics graduates to conduct studies and economic analysis, as well as teach in schools..	- The ability to solve economic problems that economic activity suffers from, such as inflation and recession. - Exchange of experiences and data with ministries with economic decision-making powers
be knowledgeable and skilled in how to tasks assigned to them.	- Providing economic advice to the public and private sectors.
Values	
Professional ethics and the ability to demonstrate high competence.	- Establishing social and ethical responsibility. - Serving the community and meeting its requirements.
believe in the principles of integrity and transparency, to apply the concepts of quality management.	Integrity and transparency. - Quality. -
9. Teaching and learning strategies	
Encouraging students' active participation in learning processes, such as discussions, group activities, and problem solving, to enhance their deep understanding of mathematical concepts.	. ¹
Strategy: Encouraging students to work together in small groups to solve problems related to their learning ideas, which contributes to enhancing interaction and knowledge exchange between them.	. ²
Leveraging technology to provide interactive learning tools such as computer software and online resources to enhance student understanding and motivation.	. ³
Problem-based learning: presenting specific problems and motivating students to think critically and use skills to solve it.	. ⁴
Instructional Strategies: Providing a variety of instructional strategies, such as interactive lectures, practical lessons, and hands-on exercises, to meet the diverse needs of students.	. ⁵
Administrative: Encourage students to develop thinking skills. Such as analysis, planning and inference, by providing stimulating questions and applied problems.	. ⁶
Feedback: Provide mechanisms to provide immediate feedback to students on their performance on concepts. Administrative, whether through periodic assessments or direct interaction with the	. ⁷

teacher.

10. Evaluation methods

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

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

Tests: Students may be given regular tests and assessment assignments to assess their problem-solving skills related to their field of expertise and their understanding of the concepts presented.

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

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

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

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

11. Faculty

Faculty members

Requirements/Skills (if any)	Specialization		Academic Rank
	private	general	
	International Economy	economy	Prof. Dr. Abdul Razzaq Hamad Hussein Khalaf
	Economic development	economy	Prof. Dr. Makhif Jassim Hamad Ali
	Public Finance	economy	Prof. Dr. Khalaf Mohammed Hamad Abdul-Jubouri
	Monetary	economy	Asst. Prof. Dr. Khalil Ismail Aziz Bazawi

		policies		
		International Economy	economy	Asst. Prof. Dr. Ibrahim Abdullah Jassim Issa
		Macroeconomics	economy	A.M.D. Anmar Ghaleb Kleib Mutlaq
		Public Finance	economy	Asst. Prof. Dr. Amer Sami Munir Dawood Al-Ani
		Economic development	economy	A.M.D. Fouad Farhan Hussein Mukhlef
		International Economy	economy	A.M.D. Khattab Imran Saleh Daman
		Macroeconomics	economy	Asst. Prof. Dr. Ziad Ezz El-Din Taha Talib
		International Economy	economy	Asst. Prof. Dr. Yasra Salem Nayef Abdul Janabi
		Monetary policies	economy	Asst. Prof. Dr. Omar Abdullah Mohammed Hejeij
		Finance and Banking	economy	Asst. Prof. Dr. Kilan Ismail Abdullah Mohammed
		Macroeconomics	economy	Dr. Khader Jassim Hamad Fahal Al-Jabouri
		Economic development	economy	Asst. Prof. D. FEKRI AHMED LAHMOOD
		Finance and Credit	economy	Dr. Alaa Abdul Jabbar Hussein Hamad
		Public Finance	economy	Dr. Jamal Hussein Ali Abdullah
		International Economy	economy	Dr. Mustafa Mahmoud Mahdi Saleh
		Standard Economics	economy	A.M. Bushra Abdel-Bari Ahmed Abdullah
		Critical	economy	Hamid Hassan Khalaf Mashaal
		Critical	economy	Asst. Prof. Dr. Ghassan Ibrahim Ahmed
		Financial policies	economy	A.M. Mohamed Emad Abdel Aziz Mahdi
		Standard Economics	economy	A.M. Samer Mohammed Fakhri Darar
		Public Finance	economy	A.M. Muthanna Mayouf Mahmoud Alawi

		International Economy	economy	Dr. Mohammed Ahmed Mohammed Hassan Al-Jabouri
		International Economy	economy	M. Bilal Abdel Haq Abdel Karim Mustafa
		Standard Economics	economy	Dr. Zuhair Hamed Turki Zaiter
		International Economy	economy	A.M. Mustafa Ismail Khalil Abdel
		International Economy	economy	Mr. Bakr Hamid Jasoum Aziz
		Macroeconomics	economy	M. Naaman Munther Younis Fadel
		Economic development	economy	M. Hamoud Saad Muhaimid Al-Helou
		Macroeconomics	economy	Ms. Zeina Tariq Ali Ne'meh
		economy	economy	M.M. Abeer Abbas Hammadi Saleh
		economy	economy	Mr. Adi Tais Ibrahim Musa
		economy	economy	M.M. Lujain Aref Ali Mustafa
		economy	economy	M.M. Reem Saeed Shihab Ahmed Al-Dulaimi
		economy	economy	Mr. Hassan Zidane Khalaf Hamad
		economy	economy	M.M. Jihad Badou Hamad Hussein Al-Jabouri
		economy	economy	Mr. Ghazwane Shaker Ismail Ibrahim
		English language	English language	A.M. Abdul Khalaf Saleh
		Educational and psychological sciences	Educational and psychological sciences	Dr. Louay Karim Latif
		English language	English language	M. Alaa Ahmed Abdullah
		English language	English language	Mr. Osama Mohammed Abdullah
		English language	English language	Mr. Marwan Abdel Moneim Tawfik
		Educational and psychological sciences	Educational and psychological sciences	M.M. Duaa Turki Abdel

		Professional development
		Orientation of new faculty members
Needs of the university and the department:	The needs of the university and the department are determined in terms of the required educational cadres. And preferred majors.	-١
Programs:	Customized orientation programs are designed for new, visiting, full-time and part-time members based on their needs and specialties.	-٢
University Environment:	A comprehensive introduction is provided about the university and the Administration, including About the Department And the vision And the message The objectives and services available.	-٣
Resources:	New members are provided with the necessary resources and support, including training courses, workshops, and technical assistance.	-٤
Orientation:	New members are oriented regarding the curricula, research areas and teaching methods used in the department.	-٥
Orientation:	New members are oriented to administrative procedures, responsibilities, university policies and code of conduct.	-٦
Ongoing support:	Ongoing support is provided to new, visiting, full-time and part-time faculty members through advisory sessions, workshops and periodic evaluations.	-٧
		Professional development for faculty members
Setting goals:	Faculty needs are identified through surveys and performance evaluations, and then specific goals to be achieved within the program are identified.	.١
Design:	Based on the specific needs and objectives, a comprehensive development program is designed that includes a set of activities, training courses, workshops, and educational resources.	.٢
Implementation:	The development program is implemented in a regular and organized manner, including conducting workshops, conducting training courses, and providing appropriate educational resources.	.٣
Strategies:	Faculty members learn to use and apply modern and effective teaching strategies, such as cooperative learning, active learning, and educational technology.	.٤
Evaluating outcomes:	The effectiveness of the development program is evaluated by evaluating the faculty members, such as increased levels of knowledge, teaching skills, and interaction with students.	.٥
Follow-up:	Ongoing feedback and support is provided to faculty members to promote ongoing professional and academic development.	.٦

scientific research and publication: Faculty members are encouraged to participate in scientific .٧ publish the results in prestigious academic journals, which enhances their academic standing and contributes to the development of knowledge in their fields.												
12. Acceptance Criteria												
Central acceptance. -١ s (martyrs' families, children of faculty, distinguished employees, top students in institutes, -٢ foreign students). Private government education -٣ Accepting evening studies. -٤ Transfer to the teachers' branch -٥												
13. The most important sources of information about the program												
University, college and electronic department website. -١ Priorities for establishing the department. -٢ I update the curricula of the faculties of management and economics in Iraqi universities for -٣ the year 2017.												
14. Program Development Plan												
Developing curricula for each subject by the instructor.-١ the third stage (economic teachers) and opening postgraduate studies, a higher diploma equivalent to a -٢ master's and doctorate. teaching and administrative staff through courses, seminars and workshops in areas of specialization.-٣ scientific research efforts by encouraging faculty members to publish, especially in international journals.-٤ training programs to develop students' capabilities in technical and information technology fields.-٥ Organizing field visits and scientific trips for students to government institutions.-٦												
Program Skills Chart												
Required learning outcomes of the program												
Values	Skills					Knowledge				Essential or optional?	Course name	Course code
A2	A1	B4	B3	B2	B1	A4	A3	A2	A1			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Management principles	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 1	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Statistics	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Arabic	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human rights and democracy	

✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Economic Readings1English		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Principles of mathematics		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Accounting principles		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Economic Readings 2English		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Principles of Economics 2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	English language		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Microeconomic theory1		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Baath crimes		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Economic statistics1		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	National Accounts1		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Economic facts history		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Economics of money		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Human Resource Economics		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Computer 1		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Mathematics for Economists		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Microeconomic Theory 2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Economic Statistics 2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	English language		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	History of Economic Thought 2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Banking Economics		
											Mathematics for Economists 2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	National Accounts2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Computer2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Mathematical Economics 1		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	International Economy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Economic development		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Public Finance		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Macroeconomics 1		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Agricultural		

✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	International Finance	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Operations Research 1	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Economic feasibility studies	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Oil Economics	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Economic planning	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Monetary policy	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Econometrics2	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Computer applications(EV)	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Economic Project Evaluation	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Financial institutions	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Operations Research 2	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	English language	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Planning policy	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Energy Economics	

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

Course Description Form

1. Course name
Economic systems
2. Course code
3. Semester/Year
2025-2026 / First course
4. Date this description was prepared
1/9/2025
5. Available forms of attendance
Approval of attendance list
6. Number of study hours (total) / Number of units (total)
Number of hours 30 / Number of units 30
7. Name of the course supervisor (if more than one name is mentioned)

8. Course objectives

- 1 -Introduction to the study of economic systems.
- 2 -The concept and importance of economic systems.
- 3 -Forces influencing economic systems.
- 4 -Elements that make up economic systems.
- 5 -The process of forming economic systems.
- 7-The relationship between the economic system, economic theory, and the political system.
- 8-Types of economic systems.
- 9-Capitalist systems: their origins and development.
- 10-The socialist system, its concept, and theories.
- 11-The centralized Soviet model.
- 12-Socialism and new international variables.
- 13-The mixed economic system.

Subject objectives

9. Teaching and learning strategies

- Delivering in-person and online lectures -
- Discussions with students -
- Oral questions for students -
- Blended Learning (Classroom) -

Strategy

10. Course Structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
Oral questions	Giving the lecture	An introduction to the study of economic systems	theoretical knowledge	2 hours	the first
Questions and share	Lecture/Discussions	The concept and importance of economic systems	theoretical knowledge	2 hours	the second
Oral questions	Lecture/Discussions	Forces affecting economic systems	theoretical knowledge	2 hours	the third
Student participation	Lecture/Discussions	Elements of economic systems	theoretical knowledge	2 hours	Fourth
Oral questions	Lecture/Discussions	The process of forming economic systems	theoretical knowledge	2 hours	Fifth
-	-	Monthly exam	-	2 hours	Sixth
Oral questions	Lecture/Discussions	The relationship between the economic system, economic	theoretical knowledge	2 hours	Seventh

		theory, and the political .system			
Oral questions	Lecture/Discussions	Types of economic .systems	theoretical knowledge	2 hours	The eighth
Questions and share	Lecture/Discussions	Capitalist systems, its origins and .development	theoretical knowledge	2 hours	Ninth
Oral questions	Lecture/Discussions	The socialist system, its .concept and theories	theoretical knowledge	2 hours	tenth
Oral questions	Lecture/Discussions	Centralized Soviet .model	theoretical knowledge	2 hours	eleventh
Questions and share	Lecture/Discussions	Socialism and new .international variables	theoretical knowledge	2 hours	twelfth
Oral questions	Lecture/Discussions	.Mixed economic system	theoretical knowledge	2 hours	thirteenth
-	-	Monthly exam	-	2 hours	fourteenth
Questions and share	Lecture with oral questions	Comprehensive review	theoretical knowledge	2 hours	fifteenth

11. Course Evaluation

The final grade for the evaluation is 100 points, and the minimum for success is 50 points, and the grade is distributedEvaluation on the end of the course is 30 points and the end of the course exam is 70 points. As follows:

- First month exam 10 marks •
- Second month exam 10 marks •
- Daily preparation 5 degrees •
- Posts 5 points •
- End of course exam 70 points.

12. Learning and teaching resources

Economic Systems / Dr. Abdul Rahman Kanana (Amman)	Required textbooks (methodology if any)
Economic Systems / Dr. Rafat Al-Awady (Cairo)	Main References (Sources)
Finance General And politics Finance and their developments Modern/ Dr. Amrou Hisham MohammedAl-Omari	Recommended supporting books and references (scientific journals, reports...)
Reviewing scientific websites through the web	Electronic references, websites

Republic of Iraq
Ministry of Higher Education & Scientific Research
Supervision and Scientific Evaluation Directorate
Quality Assurance and Academic Accreditation

Academic Program Specification Form for The Academic

*University: **Tikrit***
*College: **Administration and Economics***
*Department: **Department of Economics***
*Date Of Form Completion: **1/9/2025***

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the programme.

1. Teaching Institution	Tikrit University - College of Administration and Economics
2. University Department/Centre	Department of Economics
3. Programme Title	Operation Research
4. Title of Final Award	Primary Certificate: Bachelor of Economic Sciences
5. Modes of Attendance offered	Other (courses)
6. Accreditation	Paper lectures + electronic lectures pdf
7. Other external influences	Training courses for students to develop students' professional skills / field visits / summer training
8. Date of production/revision of this specification	1/9/2025
9. Aims of the Programme	
Increasing the experience and knowledge of students in the field of operations research related to statistical and standard packages and its importance for the economy in general and the Iraqi economy in particular	
Introducing the student to the application of methodology of operation research	
Introducing the student to the most important characteristics of operation research	
Introducing students to the most important tools of operation research	

10. Learning Outcomes, Teaching, Learning and Assessment Methods
A. Knowledge and Understanding A1. Familiarize students with the principles of applying operation research A2. Clarification of concepts and terminology related to the application of operation research. A3. Making the student interested in the scientific material he is studying. A4. Encouraging students to pay attention to the application of operation research. A5. Cultivate confidence in the same students and provide them with the opportunity to learn the application of operation research and ways to use it.
B Subject-specific skills B1. Training students to apply what they have learned and apply it practically to economic variables. B2. Empowering students with the skills of scientific analysis and interpretation. B3. Developing the student's strength of skill, conclusion and decision-making.
Teaching and Learning Methods
1) attraction. 2) Brainstorm. 3) The lecture.
Assessment methods
1) Daily exams. 2) Monthly exams. 3) Final exams. 4) Writing reports.
C Thinking Skills C1. Observation, perception, analysis, interpretation and conclusion of economic events. C2. Enable students to continue self-development. C3. Providing the student with information and linking the study to reality by developing solutions to economic problems.
Teaching and Learning Methods
1) Explanation, clarification and giving applied exercises through scientific lectures. 2) Theoretical, practical, daily, semester and final exams. 3) Guiding students to websites.
Assessment methods
1) Daily exams. 2) Weekly exams. 3) Monthly exams. 4) Quarterly exams. 5) Final exams.

D. General and Transferable Skills (other skills relevant to employability and personal development) D1. Develop students' ability to analyze and interpret economic events and problems. D2. Developing the student's ability to perform the assigned duties on time. D3. Develop students' ability to dialogue and discussion.				
Teaching and Learning Methods				
1) attraction. 2) Brainstorm. 3) The lecture.				
Assessment Methods				
1) Daily exams. 2) Monthly exams. 3) Final exams. 4) Writing reports.				
11. Programme Structure				12. Awards and Credits
Level/Year	Course or Module Code	Course or Module Title	Credit rating	
Fourth		operation research	Theoretical 2 Practical 2	

13. Personal Development Planning

- 1) SKILLS :Student able to speak and understand other languages.
- 2) NEGOTIATING & PERSUADING :Student able to influence and convince others, to discuss and reach agreement.
- 3) LEADERSHIP :Student able to motivate and direct others.
- 4) INDEPENDENCE :Accepts responsibility for views & actions and able to work under their own direction & initiative.

14. Admission criteria .

(Developing regulations related to joining a college or institute) ... central

15. Key sources of information about the programme

- The website of the college and university.
- University Directory.
- The most important books and resources for the department.

Curriculum Skills Map																			
please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed																			
				Programme Learning Outcomes															
Year / Level	Course Code	CourseTitle	Core (C)Title or Option(O)	Knowledge and understanding				Subject-specific skills				Thinking Skills				General and Transferable Skills (or) Other skills relevant to employability and personal development			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
2024/2023		operation research	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

TEMPLATE FOR COURSE SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

COURSE SPECIFICATION

This Course Specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It should be cross-referenced with the programme specification.

1. Teaching Institution	Tikrit University - College of Administration and Economics
2. University Department/Centre	Department of Economics
3. Course title/code	operation research
4. Programme (s) to which it contributes	
5. Modes of Attendance offered	Attendance
6. Semester/Year	Courses (second course)
7. Number of hours tuition (total)	30
8. Date of production/revision of this specification	1/9/2025
9. Aims of the Course	
Increasing students' experience and knowledge in the field of applying operation research and its importance for the economy in general and the Iraqi economy in particular	
Introducing the student to the application of operation research	
Introducing the student to the most important features of the operation research application	
Introducing students to the most important variables of applying operation research	
Introducing students to the importance of applying operation research	

10• Learning Outcomes, Teaching ,Learning and Assessment Method
A- Knowledge and Understanding A1. Introducing students to the importance of applying operation research among other subjects. A2. Introducing the student to the application of operation research . A3. Introducing students to the importance of applying operation research and its relationship to the economy and how to predict economic policies. A4. Find ways to make the most of this article.
B. Subject-specific skills B1. Enable the student to know the real reasons behind using the operation research application. B2. Enable the student to have the skills of sound scientific analysis and thinking. B3. Developing the strength of skill, conclusion and observation of the student.
Teaching and Learning Methods
1) Interrogation 2) Brainstorm 3) The lecture
Assessment methods
1) Daily exams 2) Monthly exams 3) Final exams
D. Thinking Skills C1. Observation, management, analysis, interpretation and conclusion of economic units. C2. Enable students to develop themselves even after graduation. C3. Providing the student with information in the field of applying operation research , which enables the student to develop solutions to the economic problems that Iraq is going through.
Teaching and Learning Methods
1) Explanation and clarification through scientific lectures and new explanatory methods (Data Show). 2) Guide the students to some websites. 3) Daily, semester and final theoretical and practical exams
Assessment methods
1) Daily exams 2) Monthly exams 3) Quarterly exams 4) Final exams

D. General and Transferable Skills (other skills relevant to employability and personal development)

D1. Develop students' ability to discuss and debate.

D2. The ability to analyze and interpret economic events and problems.

D3. Developing the student's ability to perform the assigned duties on time.

11. Course Structure

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
the first	2	Learn about the operation research and the reasons of study	Introduction about the operation research	theory	Follow up on homework
the second	2	Introduction to the linear programming model	Define the linear programming model	practical	Follow up on homework
the third	2	Understanding and knowing the formulas and types of linear programming	Linear programming formulas	theory	Follow up on homework
the fourth	2	Learn how to use the graph method in determining the best solution	Graph method	practical	Follow up on homework
Fifth	2	Learn how to use the Simplex method to solve linear programming problems	Simplex method	theory	Follow up on homework
VI	2	Know and understand some special cases in linear programming	special cases in linear programming	practical	Follow up on homework
VII	2	Learn about transportation models	transportation models	theory	Follow up on homework
VIII	2	Learn how to find the basic solution to the transportation model	Methods for finding the accepted basic solution of the transport model	practical	Follow up on homework
ninth	2	Recognize the northwest corner method	the northwest corner method	theory	Follow up on homework
The tenth	2	Learn about a less expensive method	a less expensive method	practical	Follow up on homework
eleventh	2	Learn about Vogel's approximation method	Vogel's approximation method	theory	Follow up on homework
twelfth	2	Learn how to choose the best solution for the transportation model	Methods for selecting the optimal solution for the transportation model	practical	Follow up on homework
Thirteenth	2	Learn the zigzag path method	Zigzag path method	practical	Follow up on homework
fourteenth	2	Learn the zigzag path method	Zigzag path method	practical	Follow up on homework
Fifteenth	2		Review and Exam	theory + practical	Final exam results

12. Infrastructure	
Required reading: · CORE TEXTS · COURSE MATERIALS · OTHER	1) Operation research, Dr. Abed Theyab Alajeely. 2) Operations research and its economic applications: Dr. Ali Makeed 3) Introduction to Operation Research, Dr. Mohammed Al-Tarawna 4)
Special requirements (include for example workshops, periodicals, IT software, websites)	
Community-based facilities (include for example, guest Lectures , internship , field studies)	1) Encourage writing research and reports on Operation research . 2) Urging students to visit the college library and the central library at Tikrit University and other universities. 3) Adopting modern technology in searching for documents and sources in revealing scientific facts.

13. Admissions : central	
Pre-requisites	
Minimum number of students	
Maximum number of students	