

## Academic Program Description Form

For the academic year 2023–2024

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: 9/17/2023

Date of filling the file: 9/17/2023

التوقيع:

اسم المعاون العلمي: د. أشرف هاشم

فارس العبدون

التاريخ:

التوقيع:

اسم رئيس القسم: د. إبراهيم

عبدالله جاسم

التاريخ:

دقق الملف من قبل

شعبة ضمان الجودة والأداء الجامعي

اسم مدير شعبة ضمان الجودة والأداء الجامعي: أسامة موسى فرحان

التوقيع:

/ / التاريخ

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

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
	<b>85.6%</b>	<b>125</b>	<b>55</b>	Department Requirements
	<b>Completed</b>			Summer training
				Other

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

<b>7. Program Description / Curriculum of the Department of Economics</b>				
<b>Credit hours</b>		<b>Course name</b>	<b>Course code</b>	<b>Year/Level</b>
<b>practical</b>	<b>theoretical</b>			
	3	Management principles		<b>First</b>
	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		
	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		
	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		
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	

### 8. 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.<br>- Disseminating knowledge in government institutions to achieve the aspirations of society. |
|--|--|

#### Skills

- |   |   |
|---|---|
| - The 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.<br>- 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.<br>- 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.<br>- 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 Administrative 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 thinkingAdministrativeEncourage students to develop thinking skills.AdministrativeSuch 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.

#### 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 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.

#### 11. Faculty

##### Faculty members

Lecturer	Faculty preparation	Requirements/Skills (if any)	Specialization		Academic Rank
	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 Bazaw
	angel		International Economy	economy	Asst. Prof. Dr. Ibrahim Abdullah Jassir Issa
	angel		Macroeconomics	economy	A.M.D. Anmar Ghaleb Kleib Mutlaq
	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 Abdou 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 Fahal 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 Aziz Mahdi
	angel		Standard Economics	economy	A.M. Samer Mohammed Fakhri Dara
	angel		Public Finance	economy	A.M. Muthanna Mayouf Mahmoud Alawi
	angel		International Economy	economy	Dr. Mohammed Ahmed Mohammed Hassan Al-Jabouri
	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 Fadel
	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 Hussein Al-Jabouri
	angel		economy	economy	Mr. Ghazwane Shaker Ismail Ibrahim
	lecturer		English language	English language	A.M. Abdul Khalaf Saleh
	lecturer		Educational and psychological sciences	Educational and psychological sciences	Dr. Louay Karim Latif
	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, 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						
Values	Skills	Knowledge	Essential	Course name	Course	Year/Level

A4	A3	A2	A1	B4	B3	B2	B1	A4	A3	A2	A1	or optional?		code	
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		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		Third year/ General Economy
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy		
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic		





<p>1- Increase students' experience and knowledge in the field of business theories and their importance to the economy in general and the Iraqi economy in particular.</p> <p>2-Introducing the student to population theories</p> <p>3-Introducing the student to the importance of the knowledge economy and its basic functions</p> <p>4-Introducing the student to the importance of economic development</p> <p>5-Introducing the student to the types of unemployment</p>	<p>Subject objectives</p>
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### 9. Teaching and learning strategies

<ul style="list-style-type: none"> <li>- Delivering in-person and online lectures</li> <li>- Discussions with students</li> <li>- Oral questions for students</li> <li>- Blended learning (classroom)</li> </ul>	<p>Strategy</p>
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### 10. Course Structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
Oral questions	Giving the lecture	Population Theories	theoretical knowledge	2 hours	the first
Questions and share	Lecture/Discussions	Types of population from an economic perspective	theoretical knowledge	2 hours	the second
Oral questions	Lecture/Discussions	Work and its theories	theoretical knowledge	2 hours	the third
Student participation	Lecture/Discussions	The concept and importance of economic development	theoretical knowledge	2 hours	Fourth
Oral questions	Lecture/Discussions	The importance of work for economic development	theoretical knowledge	2 hours	Fifth
-	-	Monthly exam	-	2 hours	Sixth
Oral questions	Lecture/Discussions	Features of the economic structure of developing countries	theoretical knowledge	2 hours	Seventh
Oral questions	Lecture/Discussions	Definition and features of knowledge economy	theoretical knowledge	2 hours	The eighth
Questions and share	Lecture/Discussions	Comparison between traditional economy and knowledge economy	theoretical knowledge	2 hours	Ninth
Oral questions	Lecture/Discussions	Knowledge Economy Indicators	theoretical knowledge	2 hours	tenth
Oral questions	Lecture/Discussions	Types of unemployment	theoretical knowledge	2 hours	eleventh
Questions and share	Lecture/Discussions	Population Theories	theoretical knowledge	2 hours	twelfth

Oral questions	Lecture/Discussions	Types of population from an economic perspective	theoretical knowledge	2 hours	thirteenth
-	-	Second month 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

Human Giant Economics	Required textbooks (methodology if any)
	Main References (Sources)
	Recommended supporting books and references (scientific journals, reports...)
	Electronic references, websites