

## 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: 1/28/2024

Date of filling the file: 1/28/2024

التوقيع:

اسم المعاون العلمي: ا.م.د. أشرف هاشم

فارس العبدون

التاريخ:

التوقيع:

اسم رئيس القسم: ا.م.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

DoThe programIs the program accredited? And from which authority? both .<sup>o</sup>

## 5. Other external influences

Is there a sponsor? ForprogramYes, the Ministry of Higher Education and .<sup>6</sup> 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
	<b>Completed</b>			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
<b>theoretical</b>			
3	Management principles		<b>First</b>
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		
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		<b>Third / General Economics</b>
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		<b>Third / Economic Teachers Branch</b>
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	

**Fourth**

**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.	-
<b>Values</b>			
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.	-
<b>9. Teaching and learning strategies</b>			
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.

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  
 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: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	Requirements/Skills (if any)	Specialization		Academic Rank
		private	general	
ange		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	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 Psychology	Educational Psychology	M.M. Duaa Turki Abdel
<b>Professional development</b>				
<b>Orientation of new faculty members</b>				
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.	1		
Orientation Programs:	Customized orientation programs are designed for new, visiting, full-time and part-time members based on their needs and specialties.	2		
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.	3		
Ongoing support resources:	New members are provided with the necessary resources and support, including training courses, workshops, and technical assistance.	4		
Academic Orientation:	New members are oriented regarding the curricula, research areas and teaching methods used in the department.	5		
Administrative Orientation:	New members are oriented to administrative procedures, responsibilities, university policies and code of conduct.	6		
Ongoing Support:	Ongoing support is provided to new, visiting, full-time and part-time faculty members through advisory sessions, workshops and periodic evaluations.	7		
<b>Professional development for faculty members</b>				
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.	1		
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	2		

	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
Professional 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
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
to launch 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
to enhance 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. -<sup>o</sup>

Organizing field visits and scientific trips for students to government institutions. -<sup>٦</sup>

### 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		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		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		

Third year  
General  
Economics

Third year  
Economics  
teachers

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	management	
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Development policy	
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	International Economy	
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Agricultural economics	
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Computer	
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	psychology	
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Macroeconomics 2	
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Educational foundations	
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Financial policy	
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Critical theory	
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Econometrics 1	
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Economic systems	
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Search methods	
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	International Finance	
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Operations Research 1	
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Economic feasibility studies	
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Oil Economics	
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Economic planning	
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Monetary policy	
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Econometrics2	
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Computer applications(EV)	
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Economic Project Evaluation	
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Financial institutions	
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Operations Research 2	
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	English language	
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Planning policy	
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	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**

2023-2024

**4. Date this description was prepared**

1/28/2024

**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 -	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	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 Yassin And 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