



**Academic Program Description Form  
For the academic year 2023-2024**

**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:** 1/28/2024  
**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

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.

<b>7. Program Description / Curriculum of the Department of Economics</b>				
<b>Year/Level</b>	<b>Course code</b>	<b>Course name</b>	<b>Credit hours</b>	
			<b>theoretical</b>	<b>practical</b>
<b>First</b>		<b>Management principles</b>	<b>3</b>	
		<b>Principles of Economics 1</b>	<b>3</b>	
		<b>Principles of Statistics</b>	<b>2</b>	
		<b>Computer 1</b>	<b>1</b>	<b>2</b>
		<b>Arabic</b>	<b>2</b>	
		<b>Human rights and democracy</b>	<b>2</b>	
		<b>Economic Readings1English</b>	<b>3</b>	
		<b>Principles of mathematics</b>	<b>2</b>	
		<b>Accounting principles</b>	<b>3</b>	
		<b>Economic Readings 2English</b>	<b>2</b>	
		<b>Principles of Economics 2</b>	<b>3</b>	
	<b>English language</b>	<b>2</b>		
<b>Second</b>		<b>Microeconomic theory1</b>	<b>3</b>	
		<b>Baath crimes</b>	<b>2</b>	
		<b>Economic statistics1</b>	<b>2</b>	
		<b>National Accounts1</b>	<b>2</b>	
		<b>Economic facts history</b>	<b>2</b>	
		<b>Economics of money</b>	<b>2</b>	
		<b>Human Resource Economics</b>	<b>2</b>	
		<b>Computer 1</b>	<b>3</b>	
		<b>Mathematics for Economists</b>	<b>2</b>	
		<b>Microeconomic Theory 2</b>	<b>3</b>	
		<b>Economic Statistics 2</b>	<b>2</b>	
		<b>English language</b>	<b>2</b>	
		<b>History of Economic Thought 2</b>	<b>2</b>	
		<b>Banking Economics</b>	<b>2</b>	
	<b>National Accounts2</b>	<b>2</b>		

		<b>Computer2</b>	<b>1</b>	<b>2</b>
		<b>Mathematics for Economists 2</b>	<b>2</b>	
<b>Third / General Economics</b>		<b>Mathematical Economics 1</b>	<b>3</b>	
		<b>International Economy</b>	<b>2</b>	
		<b>Economic development</b>	<b>2</b>	
		<b>Public Finance</b>	<b>3</b>	
		<b>Macroeconomics 1</b>	<b>3</b>	
		<b>Agricultural economics</b>	<b>2</b>	
		<b>Environmental Economics</b>	<b>2</b>	
		<b>Industrial economy</b>	<b>2</b>	
		<b>Knowledge Economics</b>	<b>2</b>	
		<b>English language</b>	<b>2</b>	
		<b>Development policy</b>	<b>2</b>	
		<b>Financial policy</b>	<b>2</b>	
		<b>Industrial policy</b>	<b>2</b>	
		<b>Agricultural policy</b>	<b>2</b>	
		<b>International Policy</b>	<b>2</b>	
	<b>Mathematical Economics 2</b>	<b>3</b>		
	<b>Macroeconomics 2</b>	<b>3</b>		
<b>Third / Economic Teachers Branch</b>		<b>Economic development</b>	<b>2</b>	
		<b>Sports economics</b>	<b>3</b>	
		<b>Public Finance</b>	<b>3</b>	
		<b>Industrial economy</b>	<b>2</b>	
		<b>Educational guidance</b>	<b>2</b>	
		<b>Macroeconomics 1</b>	<b>3</b>	
		<b>English language</b>	<b>2</b>	
		<b>Educational management</b>	<b>2</b>	
		<b>Development policy</b>	<b>2</b>	
		<b>International Economy</b>	<b>3</b>	
		<b>Agricultural economics</b>	<b>3</b>	
		<b>Computer</b>	<b>1</b>	<b>2</b>
		<b>psychology</b>	<b>2</b>	
	<b>Macroeconomics 2</b>	<b>3</b>		

		<b>Educational foundations</b>	<b>2</b>	
		<b>Financial policy</b>	<b>2</b>	
<b>Fourth</b>		<b>Critical theory</b>	<b>3</b>	
		<b>Econometrics 1</b>	<b>3</b>	
		<b>Economic systems</b>	<b>3</b>	
		<b>Search methods</b>	<b>2</b>	
		<b>International Finance</b>	<b>2</b>	
		<b>Operations Research 1</b>	<b>2</b>	
		<b>Economic feasibility studies</b>	<b>3</b>	
		<b>Oil Economics</b>	<b>2</b>	
		<b>Economic planning</b>	<b>2</b>	
		<b>Monetary policy</b>	<b>3</b>	
		<b>Econometrics2</b>	<b>3</b>	
		<b>Computer applications (EV)</b>	<b>2</b>	
		<b>Economic Project Evaluation</b>	<b>3</b>	
		<b>Financial institutions</b>	<b>2</b>	
		<b>Operations Research 2</b>	<b>2</b>	
	<b>English language</b>	<b>2</b>		
	<b>Planning policy</b>	<b>2</b>		
	<b>Energy Economics</b>	<b>2</b>		

## 8. Expected learning outcomes of the program

### Knowledge

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>- Providing graduates who are able to perform economic analysis and predict economic variables.</li> <li>- Disseminating knowledge in government institutions to achieve the aspirations of society.</li> </ul> | <ul style="list-style-type: none"> <li>- Providing the labor market with the necessary skills from human resources.</li> </ul> |
|--|--|

### Skills

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>- The ability to solve economic problems that economic activity suffers from, such as inflation and recession.</li> <li>- Exchange of experiences and data with ministries with</li> </ul> | <ul style="list-style-type: none"> <li>- The ability of economics graduates to conduct economic feasibility studies and economic analysis.</li> </ul> |
|---|---|

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. - 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	
	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 Mukhlef	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	<b>angel</b>
Asst. Prof. Dr. Omar Abdullah Mohammed Hejeij	economy	Monetary policies	<b>angel</b>
Asst. Prof. Dr. Kilan Ismail Abdullah Mohammed	economy	Finance and Banking	<b>angel</b>
Dr. Khader Jassim Hamad Fahal Al-Jabouri	economy	Macroeconomics	<b>angel</b>
Dr. Alaa Abdul Jabbar Hussein Hamad	economy	Finance and Credit	<b>angel</b>
Dr. Jamal Hussein Ali Abdullah	economy	Public Finance	<b>angel</b>
Dr. Mustafa Mahmoud Mahdi Saleh	economy	International Economy	<b>angel</b>
A.M. Bushra Abdel-Bari Ahmed Abdullah	economy	Standard Economics	<b>angel</b>
Mr. Hamid Hassan Khalaf Mishaal	economy	Critical	<b>angel</b>
Asst. Prof. Dr. Ghassan Ibrahim Ahmed	economy	Critical	<b>angel</b>
A.M. Mohamed Emad Abdel Aziz Mahdi	economy	Financial policies	<b>angel</b>
A.M. Samer Mohammed Fakhri Darar	economy	Standard Economics	<b>angel</b>
A.M. Muthanna Mayouf Mahmoud Alawi	economy	Public Finance	<b>angel</b>
Dr. Mohammed Ahmed Mohammed Hassan Al-Jabouri	economy	International Economy	<b>angel</b>
M. Bilal Abdel Haq Abdel Karim Mustafa	economy	International Economy	<b>angel</b>
Dr. Zuhair Hamed Turki Zaiter	economy	Standard Economics	<b>angel</b>
A.M. Mustafa Ismail Khalil Abdel	economy	International Economy	<b>angel</b>
Mr. Bakr Hamid Jasoum Aziz	economy	International Economy	<b>angel</b>
M. Naaman Munther Younis Fadel	economy	Macroeconomics	<b>angel</b>
M. Hamoud Saad Muhaimid Al-Helou	economy	Economic development	<b>angel</b>
Ms. Zeina Tariq Ali Ne'meh	economy	Macroeconomics	<b>angel</b>
M.M. Abeer Abbas Hammadi Saleh	economy	Economy	<b>angel</b>
Mr. Adi Tais Ibrahim Musa	economy	Economy	<b>angel</b>
M.M. Lujain Aref Ali Mustafa	economy	Economy	<b>angel</b>
M.M. Reem Saeed Shihab Ahmed Al-Dulaimi	economy	Economy	<b>angel</b>
Mr. Hassan Zidane Khalaf Hamad	economy	Economy	<b>angel</b>
M.M. Jihad Badou Hamad Hussein Al-Jabouri	economy	Economy	<b>angel</b>
Mr. Ghazwane Shaker Ismail Ibrahim	economy	Economy	<b>angel</b>
A.M. Abdul Khalaf Saleh	English language	English language	<b>lecturer</b>
Dr. Louay Karim Latif	Educational and psychological sciences	Educational and psychological sciences	<b>lecturer</b>
M. Alaa Ahmed Abdullah	English language	English language	<b>lecturer</b>
Mr. Osama Mohammed Abdullah	English language	English language	<b>lecturer</b>



Mr. Marwan Abdel Moneim Tawfik	English language	English language		<b>lecturer</b>	
M.M. Duaa Turki Abdel	Educational and psychological sciences	Educational and psychological sciences		<b>lecturer</b>	

### **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.**

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

<b>1. Course name</b>	
Macroeconomics 2 / Economics Teachers Branch	
<b>2. Course code</b>	
<b>3. Semester/Year</b>	
Phase 3 2023-2024	
<b>4. Date this description was prepared</b>	
1/28/2024	
<b>5. Available forms of attendance</b>	
Approval of attendance list	
<b>6. Number of study hours (total) / Number of units (total)</b>	
Number of hours 45 / Number of units 45	
<b>7. Name of the course supervisor (if more than one name is mentioned)</b>	
Asst. Prof. Dr. khudhur jassim hamad	
<b>8. Course objectives</b>	
Subject objectives	<ol style="list-style-type: none"> <li>1- Introducing the student to the concept of economics Total Through the historical developments it has gone through Through economic theories</li> <li>2- Student definition Importantly State macroeconomy</li> <li>3- Introducing the student to the relationship of economics Total in economic sectors Components of the country's economy</li> <li>4- Understand the characteristics of macroeconomics</li> <li>5- Introducing the student to the most important macroeconomic variables</li> <li>6- Introducing the student to the problems that Macroeconomics</li> </ol>
<b>9. Teaching and learning strategies</b>	
Strategy	<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> </ul>

- Blended learning (classroom)

<b>10. Course Structure</b>					
<b>The week</b>	<b>Watches</b>	<b>Required learning outcomes</b>	<b>Name of the unit or topic</b>	<b>Learning method</b>	<b>Evaluation method</b>
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

					<b>questions</b>
<b>fifteenth</b>	<b>3</b>	<b>theoretical knowledge</b>	<b>Test of previous vocabulary</b>	<b>End of course exam</b>	<b>Questions</b>

### 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

Required textbooks (methodology if any)	<b>Macroeconomic Theory - Saqr Ahmed Saqr</b> <b>Principles of Macroeconomics Professor Dr. Munim Ahmed Khadir</b>
Main References (Sources)	<b>Principles of Macroeconomics - Fayez Ibrahim Al-Habib - 4th ed. - King Saud University 2000</b>
Recommended supporting books and references (scientific journals, reports...)	<b>Macroeconomic Theory - Schaum Series - Arabic Edition 2004</b>
Electronic references, websites	<b>Access the Internet through the World Wide Web</b>