### **Academic Program Description Form**

University name: UniversityTikrit

College/Institute: CollegeManagement and Economics

Scientific Department: DepartmentBusiness Administration.

Name of academic or professional program: Bachelorbusiness management

Final Certificate Name: Bachelor's inBusiness Administration.

Academic system: My semester (courses)

**Description preparation date: 2023-2024** 

Date of filling the file: 1/28/2024

اسم رئيس القسم: ١.م.د.عامر علي اسم المعاون العلمي: ١.م.د. أشرف هاشم فارس

التوقيع:

التاريخ: 28/ 1 /28 | التاريخ: 2024 / 1 /28

شعبة ضمان الجودة والأداء الجامعي السم مدير شعبة ضمان الجودة والأداء الجامعي: م.م. خلدون عبد الله خلف

#### 1. Program Vision

Establishing an educational system characterized by quality and creativity in education and academic programs that keep pace with scientific and technical developments and advancements in the field of specialization, ensuring diversity and providing qualitative programs to provide distinguished job opportunities in the local labor market, achieving excellence in scientific research, and contributing to serving the community.

#### 2. Program message

Providing university graduates who are qualified in knowledge and technology and who employ their capabilities in the art of management to support the various institutions of society and develop and enhance their institutional performance by providing students with a solid foundation of in-depth academic levels to achieve their goals and aspirations towards a successful professional life in a way that ensures compliance with the international standards of the specialization, in addition to achieving excellence in scientific research and contributing to serving the community.

### 3. Program objectives

- Graduating students in the field of business administration after qualifying them professionally and providing them with all scientific and practical skills in a manner that suits the current and future needs of the labor market.
- Caring for academically outstanding students and preparing them to complete their studies in their field of specialization.
  - Developing the student's scientific, intellectual and social personality. •
  - Contributing to serving the local community by providing scientific and practical advice and applied research necessary to serve all economic sectors in the community.
- Supporting and activating links with the public and private sectors to participate in building and developing the department's curricula so that they are compatible with the requirements of the labor market.
  - Preparing specialized research and studies with a focus on applied research that provides solutions to societal problems.

### 4. Program accreditation

Is the program accredited? And by which authority? No

#### 5. Other external influences

Is there a sponsor for the program? A government program of the Ministry of Higher

|          |            |            | 6. Pro    | ogram Structure |
|----------|------------|------------|-----------|-----------------|
| comments | percentage | Study unit | Number of | Program         |
|          |            |            | courses   | Structure       |
|          |            |            |           | Institutional   |
|          |            |            |           | Requirements    |
|          |            |            |           | College         |
|          |            |            |           | Requirements    |
|          |            |            |           | Department      |
|          |            |            |           | Requirements    |
|          |            |            |           | Summer          |
|          |            |            |           | training        |
|          |            |            |           | Other           |

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

|           |              |                 | 7. Progr    | ram Description |
|-----------|--------------|-----------------|-------------|-----------------|
| (         | Credit hours | Course name     | Course code | Year/Level      |
| practical | theoretical  | business        |             |                 |
|           |              | management      |             |                 |
| 4         | 35           | The first stage |             | First           |
| 4         | 35           | Phase 2         |             | Second          |
| 6         | 35           | Stage 3         |             | Third           |
| 2         | 31           | Stage Four      |             | Fourth          |

# 8. Expected learning outcomes of the program

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                            |                                                          | Knowledge                  |  |  |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|----------------------------|--|--|--|
| Learning Outcome Statement 1: Enabling the student to perform his practical tasks in a professional manner.  Learning Outcomes 1: The graduate will be able to organize knowledge and information and retain it in his memory in preparation for its functional use in the future.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                            |                                                          |                            |  |  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                            |                                                          | Skills                     |  |  |  |
| Learning Outcome Statement 2:Enabling the graduate to perform his workEfficiently andeffectiveness. Learning Outcomes 2: To be able to analyze results and re-employ them to solve problems and to have the mentality of an analyst according to scientific data and re-employ them to solve problems and to have the mentality of an analyst according to scientific data and re-employ them to solve problems and to have the method of thinking and scientific research                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                            |                                                          |                            |  |  |  |
| Learning Outcome Statement 3: Rely on regional analysis of phenomena in the field of business administration.  Learning Outcome 2: To be able to judge phenomena away from impressions and subjective judgments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                            |                                                          |                            |  |  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                            |                                                          | Values                     |  |  |  |
| Learning Outcome Statement 4:Inculcating values in students and considering them as the basis for future work as the basis for futur |                                                                                                                                                            |                                                          |                            |  |  |  |
| _                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | ome Statement Administrative Serves the Community                                                                                                          | Learning Outcomes 5:Impro<br>and faithWith ethicsProfess |                            |  |  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <u> </u>                                                                                                                                                   | 9. Teachi                                                | ng and learning strategies |  |  |  |
| 7                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Use the board Home solutions Try to investigate some tasks and problems to find out their causes. Blended learning Blended learning To. Evaluation methods |                                                          |                            |  |  |  |
| Exams •                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                            |                                                          |                            |  |  |  |
| Follow up on homework •                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                            |                                                          |                            |  |  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Direct interaction with students • brainstorming •                                                                                                         |                                                          |                            |  |  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 11. Faculty                                                                                                                                                |                                                          |                            |  |  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Faculty members                                                                                                                                            |                                                          |                            |  |  |  |
| Faculty                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Requirements/                                                                                                                                              | Specialization                                           | Academic Rank              |  |  |  |
| preparation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Skills (if any)                                                                                                                                            |                                                          |                            |  |  |  |

| lectur   | angel  |      | private           | general        |                            |
|----------|--------|------|-------------------|----------------|----------------------------|
| or       |        |      |                   |                |                            |
| er       |        |      |                   |                |                            |
|          | angel  |      | Knowledge         | business       | Asst. Prof. Dr. Ahmed      |
|          |        | n    | nanagement        | managem        | Jadaan Hammad Musa Al-     |
|          |        |      |                   | ent            | Jabouri                    |
|          | angel  |      | <b>Ianagement</b> | business       |                            |
|          |        |      | nformation        | managem        | Mr. Ahmed Hamdan Mahdi     |
|          |        |      | Systems           | ent            | Saleh Al-Jubouri           |
|          | angel  |      | Human             | business       |                            |
|          |        |      | Resources         | managem        | A.M. Ahmed Khalaf          |
|          |        |      | <b>Ianagement</b> | ent            | Hamdan Saho Al-Janabi      |
|          | angel  | O    | rganizational     | business       |                            |
|          |        |      | theory            | managem        | Prof. Dr. Ahmed Ali        |
|          | _      |      |                   | ent            | Hussein Attia Al-Mawla     |
|          | angel  | ]    | nformation        | business       |                            |
|          |        |      | systems           | managem        | Mr. Osama Musa Farhan      |
|          | _      |      |                   | ent            | Mahmoud Al-Douri           |
|          | angel  |      | Production        | business       | Dr. Tahseen Fadhel         |
|          |        | n    | nanagement        | managem        | Mohammed Jassim Al-        |
|          |        |      | <b>.</b>          | ent            | Ahbabi                     |
|          | angel  |      | Production        | business       | 5 50                       |
|          |        | n    | nanagement        | managem        | Dr. Thamer Akab Hawas      |
|          |        |      | <u> </u>          | ent            | Thamer Al-Saray            |
|          | angel  |      | Strategic         | business       | Asst. Prof. Dr. Hatem Ali  |
|          |        |      | Ianagement-       | managem        | Abdullah Hussein Al-       |
|          |        |      | Knowledge         | ent            | Hamdani                    |
|          | angel  | O    | rganizational     | business       | D. D. H. Ch. L. L.         |
|          |        |      | theory            | managem        | Dr. Riyadh Shahada         |
|          | omasl. |      | Mankatina         | ent            | Hussein Shahada Al-Jabouri |
|          | angel  |      | Marketing         | business       | A.M. Zahid Mohammed        |
|          |        | IN . | <b>Ianagement</b> | managem<br>ent | Saleh Subhi Al-Azzawi      |
|          | ongol  | 1    | nformation        | business       | Saleli Subili Al-Azzawi    |
|          | angel  |      | systems           |                | M. Sherine Ismail Khalil   |
|          |        |      | systems           | managem<br>ent | Mohammed Al-Hadidi         |
|          | angel  | 1    | nformation        | business       | Wionammed Ai-Hadidi        |
|          | anger  |      | systems           | managem        | A.M. Sohaib Abdulrahman    |
|          |        |      | Systems           | ent            | Taama Al-Douri             |
|          | angel  |      | Human             | business       | 23,000                     |
|          |        |      | Resources         | managem        | Asst. Prof. Dr. Amer Ali   |
|          |        | N    | <b>Ianagement</b> | ent            | Hamad Shuwaish Al-Nasiri   |
|          | angel  |      | Marketing         | business       | Assistant Professor        |
|          |        |      | lanagement -      | managem        | Abdullah Mahmoud           |
|          |        |      | Knowledge         | ent            | Abdullah Dawood Al-Daraji  |
|          | angel  |      | rganizational     | business       | 3                          |
|          | 9      |      | theory            | managem        | Dr. Ali Ihsan Abdul Karim  |
|          |        |      | - <b>J</b>        | ent            | Mohammed Al-Kumait         |
|          | angel  |      | Strategic         | business       | Assistant Professor Ammar  |
|          | 9      | n    | nanagement        | managem        | Awad Mohammed Mukhlef      |
|          |        |      | g - >             | ent            | Al-Hamdani                 |
| <u> </u> | ı      |      |                   |                | Alwinowill                 |

| angel | Organizational | business  |                               |
|-------|----------------|-----------|-------------------------------|
|       | theory         | managem   | Mr. Omar Wasfi Mukhlef        |
|       |                | ent       | Mohammed Al-Ajili             |
| angel | Human          | business  |                               |
|       | Resources      | managem   | Dr. Firas Hassan Rashid       |
|       | Management     | ent       | Salman Al-Jabouri             |
| angel | Organizational | business  |                               |
|       | theory         | managem   | Asst. Prof. Dr. Firas Hussein |
|       | ·              | ent       | Alwan Al-Tayef Al-Jabouri     |
| angel | Production     | business  | Prof. Dr. Qasim Ahmed         |
|       | management     | managem   | Hanzel Mohammed Al-           |
|       |                | ent       | Azzawi                        |
| angel | Strategic      | business  |                               |
|       | management     | managem   | A.M. Kifah Abbas              |
|       |                | ent       | Muhaimid Hajim Al-Janabi      |
| angel | Information    | Informati |                               |
|       | systems        | on        | Mr. Mohammed Salem            |
|       | ·              | systems   | Abdul Jamili                  |
| angel | Human          | business  | Asst. Prof. Dr. Mohammed      |
|       | Resources      | managem   | Ali Abdullah Hussein Al-      |
|       | Management     | ent       | Jumaili                       |
| angel | Marketing      | business  | Mr. Mohammed Mahmoud          |
|       | Management     | managem   | Abdullah Mahjoub Al-          |
|       |                | ent       | Jubouri                       |
| angel | Marketing      | business  |                               |
|       | Management     | managem   | A.M. Marwan Rashid            |
|       |                | ent       | Hamoud Naseef Al-Abidi        |
| angel | Organizational | business  |                               |
|       | theory         | managem   | Mr. Mahdi Khalaf Ali          |
|       | ·              | ent       | Ahmed Al-Jumaili              |
| angel | Strategic      | business  |                               |
|       | management     | managem   | M. Mahran Mahmoud             |
|       |                | ent       | Khattab Hamad                 |
| angel | Production     | business  |                               |
|       | management     | managem   | Prof. Dr. Naji Abdel Sattar   |
|       |                | ent       | Mahmoud Ahmed                 |
| angel | Marketing      | business  |                               |
|       | Management     | managem   | Mr. Nawaf Rasool Ismail       |
|       |                | ent       | Al-Maamari                    |
| angel | Organizational | business  |                               |
|       | theory         | managem   | Dr. Wissam Hashim Kamel       |
|       |                | ent       | Kurdi Al-Janabi               |

# **Professional development**

# Orientation of new faculty members

1. We must be aware of how to harmonize between the department's vision and the college's vision, which is derived from the university's vision and even the ministry's, which enables the department to make decisive decisions in building and

achieving the set goals.

2. The goals set are realistic and achievable, and each individual in this program should objectively achieve these goals.

# **Professional development for faculty members**

- Continuous development courses. •
- Academic rotation according to stages and programs. •

#### 12. Acceptance Criteria

(central, parallel, evening)

#### 13. The most important sources of information about the program

Books approved by the Sectoral Committee for Administration and Economics .1 Supporting books and articles with an update rate of 20% .2

#### 14. Program Development Plan

- 1. Preparing teaching staff according to the principle of job rotation to support the department with various specializations to meet the department's needs and achieve employers' requirements.
- 2. Conducting solid scientific research that is useful to all stakeholders to serve the labor market from an administrative perspective.
- 3. Trying to focus on preparing young leaders in the field of specialization to support Iraqi organizations with them to serve our beloved Iraq.
- 4. Introducing specialized knowledge in the teaching staff from the young category for the continued development of the teaching staff.
- 5. Focus on providing business administration graduates with skills, knowledge and expertise in the field of specialization, to contribute to building governmental institutions and public and private institutions alike.
- 6. Keeping pace with developments in the environment, especially digital transformations, and providing graduates with the skills necessary to deal with the requirements of the present and future eras.
- 7. Establishing the concept of citizenship among all stakeholders in the department by dealing with them transparently.

| Program Skills Chart                      |        |           |         |       |      |         |  |
|-------------------------------------------|--------|-----------|---------|-------|------|---------|--|
| Required learning outcomes of the program |        |           |         |       |      |         |  |
| Values                                    | Skills | Knowledge | Essenti | Cours | Cour | Year/Le |  |
|                                           |        | _         | al or   | e     | se   | vel     |  |
|                                           |        |           | optiona | name  | code |         |  |
|                                           |        |           | 1?      |       |      |         |  |

| the first | Stage |         | A         | A | A | A | В | В | В | В | A         | A | A | A |
|-----------|-------|---------|-----------|---|---|---|---|---|---|---|-----------|---|---|---|
|           |       |         | 1         | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1         | 2 | 3 | 4 |
|           | First | essenti |           |   |   |   |   |   |   |   |           |   |   |   |
|           |       | al      |           |   |   |   |   |   |   |   |           |   |   |   |
| the       | Stage |         |           |   |   |   |   |   |   |   |           |   |   |   |
| second    |       | essenti |           |   |   |   |   |   |   |   |           |   |   |   |
|           | d     | al      |           |   |   |   |   |   |   |   |           |   |   |   |
| the       | Stage |         |           |   |   |   |   |   |   |   |           |   |   |   |
| third     | Third | essenti |           |   |   |   |   |   |   |   |           |   |   |   |
|           |       | al      |           |   |   |   |   |   |   |   |           |   |   |   |
| Fourth    | Stage |         |           |   |   |   |   |   |   |   |           |   |   |   |
|           | Fourt | essenti | $\sqrt{}$ |   |   |   |   |   |   |   | $\sqrt{}$ |   |   |   |
|           | h     | al      |           |   |   |   |   |   |   |   |           |   |   |   |

<sup>\*</sup>Please tick the boxes corresponding to the individual learning outcomes of the programme being assessed.

# **Course Description Form**

| 1. Course name: Principles of Economics 2 |
|-------------------------------------------|
| Principles of Economics 2                 |
| 2. Course Code: None                      |

| noth                                                            | hing  |  |  |  |  |
|-----------------------------------------------------------------|-------|--|--|--|--|
| 3. Semester / Year: / 2023-2                                    |       |  |  |  |  |
| the chapter-Second for the academic year 2023-2                 |       |  |  |  |  |
| <u> </u>                                                        |       |  |  |  |  |
| 4. Date this description was prepar                             |       |  |  |  |  |
| Second course 1/28/2                                            |       |  |  |  |  |
| 5. Available forms of attendance: In-per                        | rsor  |  |  |  |  |
| My prese                                                        | ence  |  |  |  |  |
| study hours (total) / Number of units (total): hour /           | uni   |  |  |  |  |
| 45 hours/2 u                                                    | units |  |  |  |  |
| course supervisor (if more than one name is mention             | ned)  |  |  |  |  |
| :Mr. Bakr Hamid JasoumEmail: <u>bakir.hameed@tu.ed</u>          | du.ic |  |  |  |  |
| 8. Course object                                                |       |  |  |  |  |
|                                                                 |       |  |  |  |  |
| micro and macro • Subject object economic theory                | HVC   |  |  |  |  |
| rpes and balances. •                                            |       |  |  |  |  |
| ods in theoretical •                                            |       |  |  |  |  |
| application                                                     |       |  |  |  |  |
| e and methods of •                                              |       |  |  |  |  |
| calculating it                                                  |       |  |  |  |  |
| mportant theories •                                             |       |  |  |  |  |
| explaining this.                                                |       |  |  |  |  |
| d its forms in the •                                            |       |  |  |  |  |
| economy and foreign trade.  9. Teaching and learning strategies |       |  |  |  |  |
|                                                                 |       |  |  |  |  |
| Use the board • Strategy Home solutions •                       |       |  |  |  |  |
| Try to investigate some tasks and problems to find •            |       |  |  |  |  |
| out their causes.                                               |       |  |  |  |  |
| Blended learning •                                              |       |  |  |  |  |
| 10. Course Struct                                               | cture |  |  |  |  |
| Name of the unit or Required Wat                                | The   |  |  |  |  |

|                     |             |                            | 10. Cour              | be but | ictuic |
|---------------------|-------------|----------------------------|-----------------------|--------|--------|
| Evaluation          | Learnin     | Name of the unit or        | Required              | Wat    | The    |
| method              | g           | topic                      | learning              | ches   | wee    |
|                     | method      |                            | outcomes              |        | k      |
| Oral questions      | Giving the  | Definition of markets,     | theoretical knowledge | 3hour  | the    |
| Oral questions      | lecture     | their functions and types  | theoretical knowledge | Jiloui | first  |
| Questions and share | Lecture/Dis | The concept of a perfectly |                       |        | the    |
|                     | cussions    | competitive market, even   | theoretical knowledge | 3hour  | secon  |
|                     | Cussions    | demand and equilibrium     |                       |        | d      |

|                       | Lecture/Dis | Definition of monopoly    |                       |        | the    |
|-----------------------|-------------|---------------------------|-----------------------|--------|--------|
| Oral questions        | cussions    | market, its sources and   | theoretical knowledge | 3hour  | third  |
|                       | Cussions    | monopolist equilibrium    |                       |        | tilla  |
|                       |             | Definition of the         |                       |        |        |
| Student participation | Lecture/Dis | monopolistic competition  | theoretical knowledge | 3hour  | Fourt  |
| Student participation | cussions    | market, its nature and    | theoretical knowledge | Siloui | h      |
|                       |             | balance in it.            |                       |        |        |
|                       |             | Definition of national    |                       |        |        |
|                       | Lecture/Dis | income, gross domestic    |                       |        |        |
| Oral questions        | cussions    | product and methods of    | theoretical knowledge | 3hour  | Fifth  |
|                       | cussions    | calculating national      |                       |        |        |
|                       |             | income                    |                       |        |        |
| -                     | -           | Monthly exam              | -                     | 3hour  | Sixth  |
| Oval avections        | Lecture/Dis | Modern theory of income   | theoretical knowledge | 3hour  | Seven  |
| Oral questions        | cussions    | and employment            | theoretical knowledge | Snour  | th     |
|                       | Lecture/Dis | Determinants of national  |                       |        | The    |
| Oral questions        | cussions    | income                    | theoretical knowledge | 3hour  | eight  |
|                       | Cussions    | income                    |                       |        | h      |
| Questions and share   | Lecture/Dis | Wages and their theories  | theoretical knowledge | 3hour  | Ninth  |
| Questions and share   | cussions    | wages and their theories  | theoretical knowledge | Siloui | MILLI  |
| Oral quastions        | Lecture/Dis | Interest and its theories | theoretical knowledge | 2hour  | tonth  |
| Oral questions        | cussions    | interest and its theories | theoretical knowledge | 3hour  | tenth  |
| Oral questions        | Lecture/Dis | Profit and its theories   | theoretical knowledge | 3      | eleve  |
|                       | cussions    |                           |                       | hours  | nth    |
| Oral questions        | Lecture/Dis | Rent and its theories     | theoretical knowledge | 3      | twelft |
|                       | cussions    |                           |                       | hours  | h      |
| Oral questions        | Lecture/Dis | Money, its concept and    | theoretical knowledge | 3      | thirte |
| -                     | cussions    | functions                 |                       | hours  | enth   |
| Oral questions        | Lecture/Dis | Types of money and        | theoretical knowledge | 3      | fourt  |
| -                     | cussions    | monetary systems          |                       | hours  | eenth  |
| Oral questions        | Lecture/Dis | General review            | theoretical knowledge | 3      | fiftee |
| •                     | cussions    |                           |                       | hours  | nth    |

#### 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     |
|----------------------------------------------------|-----------------------------------------|
| Dr. Karim Mahdi Al-Hasnawi, Principles of          | Required textbooks (methodology if any) |
| Economics, Dar Al-Kutub for Printing and           |                                         |
| Publishing, University of Mosul, 2001.             |                                         |
| Dr. Fares Brehi, Principles of Economics, Concepts | Main References (Sources)               |
| and Applications, 2020                             | ,                                       |

| Some scientific journals and reports that deal with the subject of economic theory | Recommended supporting books and references (scientific journals, reports) |
|------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| Reviewing scientific websites through                                              | Electronic references, websites                                            |
| the web                                                                            |                                                                            |

Professor of the subject

Mr. Bakr Hamid Jasoum