

## Academic Program Description Form

For the academic year 2023–2024

University name: University Tikrit

College/Institute: College Management and Economics

Scientific Department: Department Economy / General Economics

Name of academic or professional program: Department of Economics

Final Certificate Name: Bachelor Sciences in Economics

Academic system: Course system

Description preparation date: 1/28/2024

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

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## 1. Program Vision

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

## 2. Program message

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

## 3. Program objectives

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

## 4. Program accreditation

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

## 5. Other external influences

Is there a sponsor? ForprogramYes, the Ministry of Higher Education and .<sup>6</sup> Scientific Research, the Presidency of Tikrit University, and the Deanship of the College of Administration and Economics.

## 6. Program Structure

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

				Requirements
	85.6%	125	55	Department Requirements
	Completed			Summer training
				Other

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

### 7. Program Description / Curriculum of the Department of Economics

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

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

3	International Economy	
3	Agricultural economics	
1	Computer	
2	psychology	
3	Macroeconomics 2	
2	Educational foundations	
2	Financial policy	

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

**Fourth**

**8. Expected learning outcomes of the program**

**Knowledge**

ing the labor market with the necessary skills from human resources. -

Providing graduates who are able to perform economic analysis and predict economic variables. -

Disseminating knowledge in government institutions to achieve the aspirations of society. -

**Skills**

ty of economics graduates to conduct -

The ability to solve economic problems that -

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

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

### 10. Evaluation methods

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

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

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

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

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

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

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

### 11. Faculty

#### Faculty members

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

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



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

ecturer		Educational and psychological sciences	Educational and psychological sciences	Dr. Louay Karim Latif
ecturer		English language	English language	M. Alaa Ahmed Abdullah
ecturer		English language	English language	Mr. Osama Mohammed Abdullah
ecturer		English language	English language	Mr. Marwan Abdel Moneim Tawfik
ecturer		Educational and psychological sciences	Educational and psychological sciences	M.M. Duaa Turki Abdel

**Professional development**

**Orientation of new faculty members**

etermining the needs of the university and the department: The needs of the university and the department are determined in terms of the required educational cadres. And preferred majors.

n Programs: Customized orientation programs are designed for new, visiting, full-time and part-time members based on their needs and specialties.

uction to the University Environment: A comprehensive introduction is provided about the university and the department. General Administration, including About the Department And the vision And the message The objectives and services available.

g support resources: New members are provided with the necessary resources and support, including training courses, workshops, and technical assistance.

ademic Orientation: New members are oriented regarding the curricula, research areas and teaching methods used in the department.

ative Orientation: New members are oriented to administrative procedures, responsibilities, university policies and code of conduct.

oing 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**

ing needs and setting goals: Faculty needs are identified through surveys and performance .1  
evaluations, and then specific goals to be achieved within the program are identified.

development Program Design: Based on the specific needs and objectives, a comprehensive .2  
program is designed that includes a set of activities, training courses, workshops, and  
educational resources.

ram implementation: The development program is implemented in a regular and organized .3  
er, including organizing workshops, conducting training courses, and providing appropriate  
educational resources.

ffective teaching strategies: Faculty members learn to use and apply modern and effective .4  
aching strategies, such as cooperative learning, active learning, and educational technology.

ation of learning outcomes: The effectiveness of the development program is evaluated by .5  
aluating the learning outcomes of faculty members, such as increased levels of knowledge,  
teaching skills, and interaction with students.

s Development: Ongoing feedback and support is provided to faculty members to promote .6  
ngoing professional and academic development.

on in scientific research and publication: Faculty members are encouraged to participate in .7  
tific research and publish the results in prestigious academic journals, which enhances their  
academic standing and contributes to the development of knowledge in their fields.

## 12. Acceptance Criteria

Central acceptance. -1

exceptions (martyrs' families, children of faculty, distinguished employees, top students in -2  
institutes, foreign students).

Private government education -3

Accepting evening studies. -4

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

University, college and electronic department website. -1

Priorities for establishing the department. -2

to develop and update the curricula of the faculties of management and economics in Iraqi -3  
universities for the year 2017.

## 14. Program Development Plan

Developing curricula for each subject by the instructor. -1

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

### Program Skills Chart

Required learning outcomes of the program

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

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

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

Fourth year

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

### Course Description Form

<b>1. Course name</b>	
Development policies	
<b>2. Course code</b>	
<b>3. Semester/Year</b>	
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 30 / Number of units 30	
<b>7. Name of the course supervisor (if more than one name is mentioned)</b>	
Dr. Jamal Hussein Ali	
<b>8. Course objectives</b>	
Introducing the student to the importance of development policies. - ١	Subject objectives
Introducing the student to the role of monetary policy and its relationship to economic development. - ٢	
Introducing the student to the importance of fiscal policy and its impact on economic development. - ٣	
Introducing the student to trade policies and economic development. - ٤	
Introducing the student to economic development strategies. - ٥	
Introducing the student to the importance of agricultural development strategy. - ٦	
Introducing the student to the importance of industrial development strategy. - ٧	

Introducing the student to foreign investment and financing policies. -Λ	
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### 9. Teaching and learning strategies

Delivering in-person and online lectures - Discussions with students - Oral questions for students - Blended learning (classroom) -	Strategy
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### 10. Course Structure

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



## 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

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