

## Academic Program Description Form

University name: University Tikrit

College/Institute: College Management and Economics

Scientific Department: Department Marketing Management

Name of academic or professional program: Marketing Management Department

Final Certificate Name: Bachelor Science in Marketing Management

Academic system: Course system

Date of preparation Description: 2023-2024

Date of filling the file: 1/28/2024

التوقيع:

اسم المعاون العلمي: ا.م.د. أشرف هاشم فارس

التاريخ: 2024 / 1 / 28

التوقيع:

اسم رئيس القسم: ا.م.د. فراس

فرحان جدي

التاريخ: 2024 / 1 / 28

دقق الملف من قبل :

شعبة ضمان الجودة والأداء الجامعي

اسم مدير شعبة ضمان الجودة والأداء الجامعي: م.م. خلدون عبدالله خلف

التوقيع:  
المدرس المساعد  
خلدون عبدالله خلف  
مدير شعبة ضمان الجودة  
التاريخ: 2024 / 1 / 28

مصادقة السيد العميد

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### 1. Program Vision

We aspire to be the choice for students who wish to develop the necessary knowledge and skills in the field of marketing management by offering carefully selected programs of high quality to create marketing leaders who possess high skills and capabilities and are ready to work in the field of marketing and supply chain management to serve the community.

### 2. Program message

We prepare students for academic and professional success in the field of marketing and supply chain management by providing a distinguished educational environment that enables students to acquire the necessary knowledge and skills that enable them to compete in the labor market at the local and global levels.

And work to create a distinguished educational environment in terms of the courses offered and their applications that enable students to acquire the necessary knowledge and skills, which enables them to compete in the labor market at the local and global levels.

### 3. Program objectives

1. Keeping up with scientific development <sup>Y</sup>M <sup>Y</sup>In preparing study requirements <sup>Y</sup>In the section.
2. Working to provide knowledge of marketing concepts, marketing tools, and marketing applications. It is necessary to use it. <sup>Y</sup>In the labor market.
3. Qualifying students scientifically to continue their studies <sup>Y</sup>In the fields of marketing management.
4. Preparing and qualifying specialized scientific cadres to work <sup>Y</sup>In various marketing fields.
5. Working on developing skills Essential for creativity <sup>Y</sup>In marketing activities <sup>Y</sup>In the business environment.
6. Providing expertise and advice to civil society organizations <sup>Y</sup>for me .
7. Working to provide the market with qualified graduates who are full of motivation and inspiration. <sup>Y</sup>In applying various marketing skills and activities.
8. Development and advancement of scientific research <sup>Y</sup>M inside the section.
9. To be an example of dates In the market <sup>Y</sup>Q <sup>Y</sup>In Iraq
10. Preparing and implementing training courses to develop the marketing capabilities of employees. <sup>Y</sup>In local organizations.
11. Develop relationships with the department and counterpart departments. <sup>Y</sup>In local and Arab universities.
12. Theoretical and applied aspects of the combination <sup>Y</sup>Q to qualify students for work <sup>Y</sup>In the market and facing challenges.

5. Other external influences

#### 4. Program accreditation

1. Is the program accredited by the Riyam Rij? And from which authority? No

2. Is there a sponsor for the program? Yes, the Ministry of Higher Education YLee and scientific research YM

#### 6. Program Structure

comments	percentage	Study unit	Number of courses	Program Structure
	9.4%	14	6	Institutional Requirements
	%18	27	10	College requirements
	72.6%	109	40	Requirements of the priest
				Summer training
				Other

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

/ Public Administration Department  
Curriculum

Program Description 7

Credit hours		Course name	Course code	Year/Level
practical	theoretical			
	3	Business Administration1	AEMM23_101	The first
	3	Marketing Management1	AEMM23_102	
2	1	count1	AEMM23_103	
2	1	Financial accounting1	AEMM23_104	
2	1	economy1	AEMM23_105	
	2	Arabic language	AEMM23_106	
	3	Headway (Beginner)	AEMM23_107	
	3	Business Administration2	AEMM23_108	
	3	Marketing Management2	AEMM23_109	
2	1	count2	AEMM23_110	

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2	1	Financial accounting2	AEMM23_111	
2	1	economy2	AEMM23_112	
2	1	Computer Basics	AEMM23_113	
	2	Human rights and democracy	AEMM23_114	

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	3	Marketing services1(	AEMM23_201	Second
	3	Marketing Supplies	AEMM23_202	
	2	Product C	AEMM23_203	
	2	The pricing	AEMM23_204	
	2	Strategic management	AEMM23_205	
2	1	Quantitative methods in marketing	AEMM23_206	
2	1	Office applications Power Point Word &	AEMM23_207	
	3	Marketing services2(	AEMM23_208	
	2	Distribution	AEMM23_209	
	2	Promotion	AEMM23_210	
	2	Brand Management and Mental Positioning	AEMM23_211	
	2	Sales Management	AEMM23_212	
	2	Headway (elementary)	AEMM23_213	
2	1	Office applicationsExcel	AEMM23_214	
	3	Global Marketing	AEMM23_301	Third
2	1	Marketing research	AEMM23_302	
	2	consumer behavior	AEMM23_303	
	2	Marketing risk management	AEMM23_304	
	2	Headway (pre-intermediate)	AEMM23_305	
2	1	Internet Basics	AEMM23_306	
	3	Marketing information systems	AEMM23_307	
	2	Marketing knowledge management	AEMM23_308	
	2	Marketing Organization Management	AEMM23_309	
	2	Marketing Quality Management	AEMM23_310	

	2	Negotiation management	AEMM23_311	
	2	Statistical applications in marketing	AEMM23_312	
	2	Scientific research methods	AEMM23_313	
	3	Customer Relationship Management	AEMM23_401	Fourth

	3	Contemporary Marketing Studies1(	AEMM23_402	
2	1	Marketing databases	AEMM23_403	
	2	Agricultural Marketing	AEMM23_404	
	2	Pharmaceutical Marketing	AEMM23_405	
	2	Sports Marketing	AEMM23_406	
	2	Social and ethical responsibility of marketing	AEMM23_407	
	3	Contemporary Marketing Studies2)	AEMM23_408	
	3	Marketing Strategies	AEMM23_409	
2	1	E-marketing	AEMM23_410	
	2	Tourism and hotel marketing	AEMM23_411	
	2	Headway (intermediate)	AEMM23_412	

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

##### Knowledge

- |   |   |
|---|---|
| - The ability of the department's graduates to develop their marketing and cognitive skills and achieve leadership in marketing management. | - Providing leading marketing management cadres for public and private sector institutions.<br>- Disseminating marketing knowledge in all institutions to achieve the aspirations of society. |
|---|---|

##### Skills

- |   |  |
|---|--|
| - Marketing Management graduates have the ability to think, solve problems and manage time. | - Developing and supporting the spirit of creativity, innovation and leadership. |
|---|--|

	- Creating an open environment for cultural and intellectual exchange.
- Our outputs should be knowledgeable and skilled in how to accomplish the tasks assigned to them.	- Communicate and interact constructively with stakeholders.
Values	
- Adherence to professional ethics and the ability to demonstrate high professional competence.	- Establishing social and ethical responsibility. - Serving the community and meeting its requirements.
- The student must believe in the principles of integrity and transparency, and have the ability to apply the concepts of quality management at work.	- Integrity and transparency. - Quality.
9. Teaching and learning strategies	

1. Active learning: Encouraging students' active participation in learning processes, such as discussions, group activities, and problem solving, to enhance their deep understanding of mathematical concepts.
2. Collaborative learning: Encouraging students to work together in small groups to solve problems related to their studies and share ideas, which contributes to enhancing interaction and knowledge exchange among 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 challenging students to think critically and use marketing skills to solve them.
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. Encouraging marketing thinking: Encouraging students to develop marketing 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 marketing concepts, whether through periodic assessments or direct interaction with the instructor.

## 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 area 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 practical visits and participation in practical 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					
Prepared by the Authority		Requirements/Skills (if any)	Specialization		Academic Rank
The teacher					
lecturer	angel		KhaS	general	
	angel		Financial management	business management	Asst. Prof. Dr. Firas Farhan Jadi Safar
	angel		development	business management	A.M. Mai Hamoudi Abdullah Jassim
	angel		Human Resources	business management	Dr. Thaer Jassim Mohammed Aftan
	angel		Organizational theory	business management	Dr. Firas Hassan Rashid Salman
	angel			business management	M.M. Mohammed Hamid Nayef Hamid
	angel		Entrepreneurship	business management	Mr. Musa Hamad Mohammed Shihan
	angel			business management	Mr. Ahmed Hamid Issa Jassim
	angel			business management	Mr. Marwan Hussein Abdul Farhan
	angel		marketing	business management	M. Saad Ajaj Khalaf Jameel
	angel		Financial management	business management	M.M Hanan Mohammed

					Ibrahim Jassim

### 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 specializations.
- 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 to the university and the Department of Public Administration is provided, including an overview of the department, vision, mission, goals, and available services.
- 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 S

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

1- University, college and electronic department website.

2- Priorities for establishing the department.

#### 14. Program Development Plan

1- Curriculum development.

2- Open evening studies

3- Developing teaching and administrative staff through courses, seminars and workshops in areas of specialization.

4- Supporting scientific research efforts by encouraging faculty members to publish, especially in international journals.

5- Conducting training programs to develop students' capabilities in technical and information technology fields.

6- Organizing field visits and scientific trips for students to government institutions.

#### Program Skills Chart

##### Required learning outcomes of the program

I value					Skills T				Knowledge				Basic or optional	Course name	code The decision	Year/Level
G4	G3	G2	G1	for4	for3	for2	for1	A4	A3	A2	A1					
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Business Administration1		First year	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Marketing Management1			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		count1			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial accounting1			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		economy1			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Arabic language			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Headway (Beginner)			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Business Administration2			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Marketing Management2			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		count2			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial accounting2			

✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	economy2		Year The second
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Computer Basics		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Human rights and democracy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Marketing services1		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Marketing Supplies		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Product C		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	The pricing		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Strategic management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Quantitative methods in marketing		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Office applicationsPower Point Word &		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Marketing services2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Distribution		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Promotion		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Managing the world commercial and mental status		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Sales Management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Headway (elementary)		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Applications OfficeExcel		

✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Global Marketing		Year The third
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Marketing research		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		consumer behavior		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Marketing risk management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Headway (pre-intermediate)		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Internet Basics		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Marketing information systems		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Knowledge management Marketing		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Marketing Organization Management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Quality Management Marketing		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Negotiation management D		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Applications Statistics in Marketing		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Scientific research methods		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Customer Relationship Management		Fourth year
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Contemporary Marketing Studies1		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Marketing databases		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural Marketing		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Pharmaceutical Marketing		



✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Sports Marketing	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Responsibility Social and Ethical Marketing	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Contemporary Marketing Studies2	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Marketing strategies	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		E-marketing	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Tourism and hotel marketing	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Headway (intermediate)	

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

### Course Description Form

1. Course name:
Principles of Statistics1 for marketing management
2. Course code:
AEMM23_103
3. Chapter/Year/
First course2023 - 2024
4. Date this description was prepared:
2023/9/17
5. Available forms of attendance:
My presence
6. Number of study hours (total) /
Number of units)3(: 45 hours

7. Name of the course supervisor (if more than one name is mentioned):

Name: Dr. Thaer Jassim Mohammed

8. Course objectives

- 1- The aim of this course is to provide students with a comprehensive overview of the basic concepts in statistics that students must acquire.
- 2- The course also aims to clarify relevant terms and understand their meanings, with the aim of reviewing the vital role of these concepts in achieving competitive superiority for organizations operating in the business field.
- 3- Analyzing data and information using accurate statistical methods.
- 4- Understanding abstract mathematical concepts
- 5- The student seeks to deduce and conclude to understand the laws of mathematical foundations.
- 6- Increases the student's ability to think mathematically and logically
- 7- The student becomes able to solve questions related to the topic.

Subject objectives

9. Teaching and learning strategies

- Use the board.
- Homework
- Try to investigate some tasks and problems to find out their causes.
- Blended learning
- Using visual explanation methods (data show)

Strategy

10. Course Structure

road Evaluation	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
Follow up on homework, formulate at least three questions, and take a quick test. )cone(	Theory and practical examples	Definition of statistics, its importance and statistical methods in scientific research	Know what it is Statistics and in what	3	1

			fields does it work?		
Follow up on homework and formulate at least three questions. And do a quick test )cone(	Theory and practical examples	Methods and means of data collection, classification and tabulation of data	How to get On data through the sample community	3	2
Follow up on homework, formulate at least three questions, and take a quick test. )cone(	Theory and practical examples	Random variables and tabular presentation of data	How to get samples Randomly and displayed in tables	3	3
Follow up on homework and formulate at least three questions.	Theory and practical examples	Relative and double frequency distribution And the accumulated repetition of ascending and descending	Learn how to create a frequency distribution table according to study requirements	3	4
Follow up on homework and formulate at least three questions. And do a quick test )cone(	Theory and practical examples	Engineering data presentation	Learn to draw bar charts, rectangle charts, circle charts, and polygon charts. The curve and the histogram	3	5
Follow up on homework, formulate at least three questions, and take a quick test. )cone(	Theory and practical examples	Measures of central tendency	Know the medium Arithmetic, weighted mean, and squared mean	3	6
Follow up on homework, formulate three questions and do a quick test. (A cup) at least	Theory and practical examples	Measures of central tendency	Know what it is harmonic mean And the geometric mean Mode, median and relationship between measures	3	7

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Follow up on homework, formulate at least three questions, and take a quick test. )cone(	Theory and practical examples	Absolute measures of dispersion: range and mean deviation	Measuring variation in data	3	8
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Follow up on homework, formulate at least three questions, and take a quick test. )cone(	Theory and practical examples	Standard deviation and variance	Measuring variation in data	3	9
Follow up on homework, formulate at least three questions, and take a quick test. )cone(	Theory and practical examples	Relative measures of dispersion: coefficient of variation and standard deviation	Measuring variation in data	3	10
Follow up on homework, formulate at least three questions, and take a quick test. )cone(	Theory and practical examples	Simple Pearson correlation	Measuring the quantitative relationship between variables	3	11
Follow up on homework, formulate at least three questions, and take a quick test. )cone(	Theory and practical examples	Sperma n rank correlation	Measuring the hierarchical relationship between variables	3	12
Follow up on homework, formulate at least three questions, and take a quick test. )cone(	Theory and practical examples	Trait correlation: compatibility coefficient, coupling coefficient	Measuring the relationship between variables	3	13
Follow up on homework, formulate at least three questions, and take a quick test. )cone(	Theory and practical examples	Simple linear regression	Model of the relationship between variables	3	14
Follow up on homework, formulate at least three questions, and take a quick test. )cone(	Theory and practical examples	Multiple Linear Regression	Model of the relationship between variables	3	15

## 11. Course Evaluation

Final grade for evaluation from 100 points, and the minimum passing score is 50 points, and the evaluation score is distributed over a 30-point effort and an end-of-course exam of 70 points, as follows:

- First month exam 10 degrees
- Second month exam 10 degrees
- Daily Preparation and Quick Exam Scores (Cue) 5 degrees
- Posts 5 marks End of course exam 70 marks

## 12. Learning and teaching resources

Statistics Book, Mahmoud Hassan Al-Mashhadani and Amir Hanna Hormuz, University of Baghdad 1989.	Required textbooks (methodology if any)
Money and Business Statistics, Kamal Alwan Khalaf Al-Mashhadani, Mohammed Nadhir Al-Shammari, 2012. Introduction to Statistics: Dr. Khasha Mahmoud Al-Rawis, year of authorship 2000, second edition.	Main References (Sources)
Statistics book, authored by Dr. Ahmed Abdel Samee, Medical 2008, 1st ed., Dar Al Bidaya, Amman.	Recommended supporting books and references (scientific journals, reports, etc.)
Sites related to statistics and statistical programs <a href="https://www.Statistics.com">https://www.Statistics.com</a>	Electronic references, websites