

Tikrit University

College of Administration and Economics

Department of Marketing Management

Academic Description

First

MODULE DESCRIPTION FORM

Course description template

Module Information			
Course Information			
Module Title	Principles of Statistics		Module Delivery
Module Type			<input type="checkbox"/> Theory
Module Code	Mm1203		<input type="checkbox"/> Lecture
ECTS Credits	2		<input type="checkbox"/> Lab
SWL (hr/sem)	30		<input type="checkbox"/> Tutorial
			<input type="checkbox"/> Practical
			<input type="checkbox"/> Seminar
Module Level	UGx11 1	Semester of Delivery	2
Administering Department	Type Dept. Code	College	Administration and economics
Module Leader	Mohammed Jassim Thaer	e-mail	thair.law@tu.edu.iq
Module Leader's Acad. Title	Dr. M.A.	Module Leader's Qualification	
Module Tutor	Ahmed Khader Wadhah M.M.	e-mail	wadah.khudhur@tu.e
Peer Reviewer Name	Scientific Committee	e-mail	Email
Date of approval by the Scientific Committee	1/9/2025	0.2 Number Version	

Relation with other Modules			
With other study materials ^{The stuck}			
Prerequisite module	None	Semester	
Co-requisites module	None	Semester	

Module Aims, Learning Outcomes and Indicative Contents						
Course objectives, learning outcomes, and guidance content						
Module Objectives Course Objectives	<p>-1 The aim of this course is to provide students with a comprehensive overview of the basic concepts in the field of statistics.</p> <p style="text-align: center;">Which students must acquire.</p> <p>In addition to clarifying the relevant terms and understanding their meanings, with the aim of reviewing the course aims to</p> <p>The vital role of these concepts in achieving competitive advantage for organizations operating in the business field. -3 Analyzing data and information using accurate statistical methods</p> <p>-4 Comprehending abstract mathematical concepts -5 The student seeks to deduce and infer in order to understand the laws of mathematical foundations.</p> <p>-6 It increases the student's ability to think logically and mathematically</p> <p>7. The student will be able to solve questions related to the topic.</p>					
Module Learning Outcomes Learning outcomes for the subject	<p style="color: red;">Important: Write at least 6 learning outcomes, preferably equal to the number of study weeks.</p> <p>1. To provide leading marketing managers for public and private sector institutions. 2. To disseminate marketing knowledge across all institutions to meet the aspirations of society. 3. To enable graduates of the department to develop their marketing and knowledge skills and achieve leadership in management.</p> <p style="text-align: right;">Marketing.</p> <p>4. Developing and supporting a spirit of creativity, innovation, and leadership. 5. Creating an open environment for cultural and intellectual exchange. 6. Equipping graduates of the Marketing Management Department with the ability to think critically, solve problems, and manage time effectively. 7. Ensuring our graduates are knowledgeable and possess the skills to accomplish assigned tasks and interact constructively with stakeholders . 8. Ensuring our graduates are knowledgeable and possess the skills to accomplish assigned tasks . 9. Establishing a strong sense of social and ethical responsibility.</p> <p>10. Serving the community and meeting its needs.</p> <p>11. Adherence to professional ethics and the ability to demonstrate high professional competence.</p> <p>12. Integrity and transparency.</p> <p>13. Quality.</p> <p>Based on the principles of integrity and transparency, he has the ability to apply management concepts. 14. The student must be a believer.</p> <p style="text-align: right;">Quality in work.</p>					
	Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
	Theory and practical examples of homework follow-up And a third formulation of questions At least	homework follow-up	Definition of statistics, its importance, and statistical methods in scientific research	Understanding what statistics is and in which fields it works	3	1
Indicative Contents	Theory and practical examples; homework follow-up; guidelines; and formulating at least three questions.	homework follow-up; guidelines;	Methods and means of data collection, classification, and tabulation	How to obtain data from the sample population	3	2
	A quick quiz was administered, covering	theory and practical examples, along with follow-up on homework assignments.	Random variables and tabular presentation of data	How to obtain samples in a way	3	3

Formulating at least three questions		Randomness and its display in tables		
A quick quiz				
(theory and practical examples) was administered, along with homework assignments and the formulation of at least three questions .	Relative and paired frequency distributions, and ascending and descending cumulative frequency distributions	Learn how to create a frequency distribution table according to the requirements of the study.	3	4
	Geometric presentation of data	Learn to draw bar graphs, rectangle graphs, pie charts, polygons, curves, and histograms.	3	5
	Measures of central tendency	Understand the arithmetic mean, weighted mean, and squared mean.	3	6
	Measures of central tendency	Understanding the harmonic mean, geometric mean, mode, median, and the relationship	3	7
And take at least a quick quiz.				
Theory and practical examples of homework follow-up	dispersion: range Absolute measures of and mean deviation	between measures; measuring variation in data.	3	8
And a third formulation of questions				
At least one quick quiz				
(theory and practical examples) should be administered, along with follow -up on homework assignments and the formulation of at least three questions .	Standard deviation and variance	Measuring the difference in the data	3	9
	Relative measures of dispersion: coefficient of variation and standard score	Measuring the difference in the data	3	10
And a third formulation of questions				
At least one quick quiz				
(theory and practical examples) should be administered, along with follow -up on homework assignments and the formulation of at least three questions .	Pearson simple correlation	Measuring the quantitative relationship between variables	3	11
	Spearman's rank correlation	Measuring the rank relationship between variables	3	12
And a third formulation of questions				
At least one quick quiz				
(theory and practical examples) should be administered , along with follow-up on homework assignments and the formulation of at least three questions .	Trait correlation: compatibility coefficient, correlation coefficient	Measuring the relationship between variables	3	13
	Simple linear regression	The relationship model between variables	3	14

<p>At least one quick quiz (theory and practical examples) should be administered, along with homework assignments, and at least three questions should be formulated and completed.</p>	<p>Multiple linear regression</p>	<p>The relationship model between variables</p>	<p>3</p>	<p>15</p>
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<p>Learning and Teaching Strategies</p>	
<p>Learning and teaching strategies</p>	
<p>Strategies</p>	<p>1. Active learning: Encouraging the student's active participation in learning processes, such as discussions, group activities, and problem-solving, to enhance their deep understanding of mathematical concepts.</p> <p>2. Cooperative learning: Encouraging students to work together in small groups to solve problems.</p> <p>3. Using technology: Utilizing technology to provide interactive educational tools such as computer programs and online resources to enhance student understanding and motivation.</p> <p>4. Problem-based learning: Presenting specific problems and motivating students to think critically and use marketing skills to solve them.</p> <p>5. Multiple teaching strategies: Providing a variety of strategies Educational resources, such as interactive lectures, practical lessons, and practical exercises, to meet The student has diverse needs.</p> <p>6. Enhancing Marketing Thinking: Encouraging students to develop marketing skills Such as analysis, planning, and deduction, through the presentation of stimulating questions and problems. Applied.</p> <p>-7 Providing immediate feedback: Providing mechanisms to provide immediate feedback to students regarding their performance and understanding of marketing concepts, whether through periodic assessments or direct interaction with the teacher.</p>

Student Workload (SWL)			
The student's academic workload is calculated for 15 weeks.			
Structured SWL (h/sem) Regular academic workload for the student during the semester	48	Structured SWL (h/w) Student's regular weekly study load	2
Unstructured SWL (h/sem) Irregular student workload during the semester	102	Unstructured SWL (h/w) Irregular weekly study load for the student	1
Total SWL (h/sem) The student's total academic workload during the semester	150		

Module Evaluation					
Course Material Assessment					
		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Daily exams	/2hr1 /	(10) 10%	5+10	-10
	Tasks and duties	2hr1	(10) 10%	3+12	-12
	Discussions and working groups	/15hr1	(10) 10%	During the semester Academic	
	Report	1/1	(10) 10%	13	
Summative assessment	Midterm exam, final	hr2	(10) 10%		
	exam	hr3	(50) 50%		
Overall assessment			(Marks 100 (100%))		

Delivery Plan (Weekly Syllabus)	
Theoretical weekly curriculum	
Week	Material Covered
1 Week	Definition of statistics, its importance, and statistical methods in scientific research
2 Week	Methods and means of data collection, data classification and
3 Week	tabulation, random variables, and tabular presentation of data.
4 Week	Relative and paired frequency distributions, and ascending and descending cumulative frequency distributions
5 Week	Geometric presentation of
6 Week	data; measures of central tendency
7 Week	Measures of central tendency

8 Week	dispersion: range and mean deviation Absolute measures of
9 Week	Standard deviation and variance
10 Week	Relative measures of dispersion: coefficient of variation and standard score
11 Week	Pearson simple correlation
12 Week	Spearman's rank correlation
13 Week	Trait correlation: compatibility coefficient, correlation coefficient
14 Week	Simple linear regression
15 Week	Multiple linear regression
Week 16	

Delivery Plan (Weekly Lab. Syllabus)	
Weekly laboratory schedule	
Week	covered materials
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	

Learning and Teaching Resources		
Learning and teaching resources		
	Text	Available in the Library?
Required texts	<p>Statistics textbook, by Mahmoud Hassan Al-Mashhadani and Amir Hanna Hormuz, University of Baghdad 1989.</p> <p>Financial and Business Statistics, Kamal Alwan Khalaf Al-Mashhadani, Muhammad Nadhir Al-Shammari, 2012. Introduction to Statistics: Dr. Khashaa Mahmoud</p> <p>Al-Rawisna, authored in 2000, second edition.</p> <p>Statistics Book, authored by Dr. Ahmed Abdel-Samie, Medical, 2008, 1st edition, Dar</p>	Yes

	The Beginning, Amman Visit websites related to statistics and statistical software. https://www.Statistics.com	
Recommended texts		the
Websites		

Grading Scheme				
Grade chart				
Group	Grade		Marks %	Definition
Success Group (50 - 100)	Excellent - A	privilege	100 - 90	Amazing performance
	Good Very - B	very good	89 - 80	Above average with some
	Good - C	good	79 - 70	errors. Sound work with some
	Satisfactory - D	middle	69 - 60	noticeable errors. Fair but
	Sufficient - E	acceptable	59 - 50	with significant flaws. Work meets
Fail Group (0 - 49)	Fail – FX	(45-49) Sediment (under processing)		minimum standards. More work required but
	Fail – F	Precipitate	(0-44)	credit given. A large amount of work required.

Note: Decimal marks greater than or less than 0.5 will be rounded up or down to the nearest whole mark (e.g., 54.5 will be rounded up to 55, while 54.4 will be rounded up to 54). The university has a zero-tolerance policy for "near-pass failures"; therefore, the only adjustment to marks awarded by the original grade(s) will be the automatic rounding shown above.

MODULE DESCRIPTION FORM

Course description template

Module Information			
Course Information			
Module Title	Fundamentals of Management		Module Delivery
Module Type	C		ý Theory ý Lecture ý Lab ý Tutorial ý Practical ý Seminar
Module Code	MM-1201		
ECTS Credits	8		
SWL (hr/week)	200		
Module Level	UGx11	Semester of Delivery	
Administering Department	Type Dept. Code	College	Administration and economics
Module Leader	Naif Hamid Mohammed		e-mail Mohammed.2022@tu.edu.iq
Module Leader's Acad. Title	Teacher	Module Leader's Qualification	Master's
Module Tutor		e-mail	
Peer Reviewer Name	Naaman Ghazi Anwar M.M.	e-mail	anwar.g.noaman@tu.edu.iq
Date of approval by the Scientific Committee		1.0 Number Version	

Relation with other Modules			
With other study materials			
Prerequisite module	None	Semester	
Co-requisites module	None	Semester	

Module Aims, Learning Outcomes and Indicative Contents	
Course objectives, learning outcomes, and guidance content	
Module Objectives Course Objectives	1. The student should be able to understand the theoretical framework of the administrative process and identify its contents in detail. 2. To understand the importance of studying management in practical life. 3. To enable the student to apply leadership and motivation techniques and how to deal with superiors and subordinates.

	<p>4. To be able to carry out the planning process and develop other appropriate plans.</p> <p>5. The student will learn how to prepare an appropriate organizational structure and distribute authorities and responsibilities. 6. The student will be able to apply management concepts to help them make sound decisions in their field of work. 7. The student will be able to diagnose problems related to administrative activities and how to address them.</p>
<p>Module Learning Outcomes</p> <p>Learning outcomes for the subject</p>	<p>Important: Write at least 6 learning outcomes, preferably equal to the number of study weeks. 1. Understanding the basic concepts of management principles and their relationship to other sciences.</p> <p>Understanding the basic concepts of the planning process and its importance; understanding the basic concepts of preparing a plan according to the planning stages; understanding the basic concepts of the decision-making process and its types; understanding the basic concepts of organization, its objectives, and its divisions; understanding the basic concepts of the distribution of authority and responsibilities; and understanding the basic concepts of direction, which include leadership and motivation.</p> <p>.2</p> <p>.3</p> <p>.4</p> <p>.5</p>
<p>Indicative Contents Guidelines</p>	<p>The guidance content includes the following:</p> <p>It operates with indicators of mismanagement, along with a presentation. Y-1 Week 1 - Chapter 1: The Nature of Management and its Fields</p> <p>My presentation is for 2 hours</p> <p>2 – Second Week –: Challenges facing management and understanding the relationship between management and other sciences, with a daily quiz</p> <p>The first semester material, with a duration of 2 hours.</p> <p>Week 3 - Chapter 2 - Schools of Thought (Stages of Development of Administrative Thought) with a request for a report from</p> <p>Students will study the most important pioneers of intellectual schools for 2 hours.</p> <p>With test -4 Week 4 -: Chapter 3 - The concept of planning, its importance, and the stages of the planning process for preparing the plan</p> <p>Daily, 2 hours</p> <p>episode Week 5: Understanding the basic concepts of the decision-making process, its stages, and types.</p> <p>2-hour discussion</p> <p>Week 6 - Chapter 4: The Concept of Organization, its Objectives, Divisions, and Stages of Organization (with a presentation)</p> <p>At a rate of 2 hours</p> <p>-7 Week Seven -: Organizational structure, organizational chart, and organizational manual, including understanding the reasons for restructuring the organizational structure, with one daily session for Chapter Four (2 hours total). -8</p> <p>Week Eight -: Chapter Eight (Directing), including the concept of authority and responsibility and the rules for delegation (2 hours total). -9 Week Nine -: The concept of leadership and the leader, the difference between a leader and a manager, leadership styles, and the most important theories in leadership, with the student being asked to write a report on which theories can be applied (2 hours total). -10 Week Ten -: Midterm exam (for Chapters One, Two, Three, and Four). -11 Week Eleven -: Motivation, its importance, and its objectives, with one daily quiz for motivation, with a discussion session to Chapter Eight (2 hours total). -12 Week Twelve -: Introduction to the most important theories in understand the differences between them.</p> <p>Theories and their application (2 hours) - Week Thirteen: Chapter</p> <p>Nine: (Control) Concept, importance, objectives, and methods of control (2 hours)</p>

	<p>Week 14: The stages of oversight and the most important challenges it faces in Arab countries, with a daily quiz on Chapter 9 material (2 hours). Week 15: Midterm exam.</p>
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Learning and Teaching Strategies	
Learning and teaching strategies	
Strategies	<p>One of the most important strategies for learning and teaching is to encourage student participation through discussions, while simultaneously improving and expanding their thinking skills. This can be achieved through classroom materials and interactive educational programs, and by considering simple experiments that involve engaging students in activities of interest.</p> <p style="text-align: right;">Our main objectives can be summarized in the following points:</p> <ol style="list-style-type: none"> 1. It enables the student to address problems related to administrative activities. 2. It enables the student to meet all the requirements of the job market. 3. It enables the student to make accurate and timely decisions.

Student Workload (SWL)			
The student's academic workload is calculated for 15 weeks.			
Structured SWL (h/sem) Regular academic workload for the student during the semester	48	Structured SWL (h/w) Student's regular weekly study load	3.2
Unstructured SWL (h/sem) Irregular student workload during the semester	77	Unstructured SWL (h/w) Irregular weekly study load for the student	5.13
Total SWL (h/sem) The student's total academic workload during the semester	125		

Module Evaluation						
Course Material Assessment						
		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome	
As	Formative assessment	Daily exams	/5hr 0.25	(2) 10%	2-4-7-11-14	<p>Chapter One</p> <ul style="list-style-type: none"> - Planning: its importance and stages - Organizational structure and reasons for reorganization - Chapter Eight: Guidance Chapter Nine: Censorship - Its Concept

					Its importance and stages
	Tasks and Duties/Presentation <small>My presentation</small>	0.50 hr/2	10% (5)	1	What is management, its fields, and indicators of poor management?
	Projects/Discussions	/2hr 0.50	(5) 10%	6	Organization, its objectives, and its divisions.
	Report	/2hr 0.50	(5) 10%	5 12	The decision-making process and its stages; motivation theories
Summative assessment	Midterm exam	hr2	(10) 10%		(For the materials of the first and second semesters) The third and fourth (
	Final exam	hr3	(50) 50%		
Overall assessment			100% (100 Marks)		

Delivery Plan (Weekly Syllabus)

Theoretical weekly curriculum

Week	Material Covered
1 Week	It operates and indicators of mismanagement Y What is management and what are the fields of management?
2 Week	The challenges facing management and the relationship of management to other sciences
3 Week	Schools of Thought (Stages of Development of Administrative Thought)
The concept of planning, its importance, and the stages of the planning process (4 weeks)	
5 Week	Decision-making process, decision-making stages, and types
6 Week	Organization, its goals, divisions, and stages
7 Week	Organizational structure, organizational chart, organizational manual, and reasons for restructuring the organizational structure.
8 Week	Authority, responsibility, and rules for its delegation
9 Week	The concept of leadership, the leader, the difference between a leader and a manager, leadership styles, and the most important theories in leadership.
10 Week	Midterm exam
Motivation: Its Importance and Objectives (11 Weeks)	
Motivation Theories (Maslow's Hierarchy of Needs) 12 Week	

The concept of oversight, its importance and objectives (13 weeks)
Stages of censorship and the most important challenges it faces in Arab countries (14 Weeks)
15 Week Quarterly Exam
16-week preparation week before the final exam

Delivery Plan (Weekly Lab. Syllabus)	
Weekly laboratory schedule	
Week	covered materials
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	

Learning and Teaching Resources		
Learning and teaching resources		
	Text	Available in the Library?
Required texts	Contemporary Management by Dr. Yousef Al-Ta'i and others	Yes
Recommended texts	Principles of Management by Dr. Khalil Al-Shammaa	the
Websites		

Grading Scheme Grade chart				
Group	Grade		Marks %	Definition
Success Group (50 - 100)	Excellent - A	privilege	100 - 90	Awe-
	Good Very - B	very good	89 - 80	inspiring above-average performance
	Good - C	good	79 - 70	with some errors. Sound work with some
	Satisfactory - D	Medium	69 - 60	noticeable mistakes. Fair
	Sufficient - E	Popular	59 - 50	enough, but with significant flaws. Work
Fail Group (0 - 49)	Fail - FX	(45-49) Sediment (under processing)		meets minimum standards. More work is needed, but credit is given.
	Fail - F	Precipitate	(0-44)	A large amount of work is required
<p>Note: Decimal marks greater than or less than 0.5 will be rounded up or down to the nearest whole mark (e.g., 54.5 will be rounded up to 55, while 54.4 will be rounded up to 54). The university has a zero-tolerance policy for "near-pass failures"; therefore, the only adjustment to marks awarded by the original grade(s) will be the automatic rounding shown above.</p>				

نموذج وصف المادة الدراسية

Module Information				
Study materials				
Module Title	Arabic Language		Module Delivery	
Module Type	theoretically		<input type="checkbox"/> Theory <input type="checkbox"/> Lecture <input type="checkbox"/> Lab <input type="checkbox"/> Tutorial <input type="checkbox"/> Practical <input type="checkbox"/> Seminar	
Module Code	UOM205			
ECTS Credits	2			
SWL (hr/sem)	50			
Module Level	1	Semester of Delivery		1
Administering Department	Marketing management	College	Administration and economics	
Module Leader	Wissam Mustafa Hassan		e-mail	wissam.mustafa93@tu.edu.iq
Module Leader's Acad. Title	Assistant teacher	Module Leader's Qualification	Master's	
Module Tutor			e-mail	
Peer Reviewer Name			e-mail	
Date of approval by the Scientific Committee			Version Number	1.0

Relation with other Modules			
Relationship with other study subjects			
Prerequisite module	None	Semester	
Co-requisites module	None	Semester	

Module Aims, Learning Outcomes and Indicative Contents	
Course objectives, learning outcomes, and guidance content	
Module Objectives Objectives of the study subject	<ul style="list-style-type: none"> • Identifying the most common writing errors made by first-year students. • Student engagement with the material during lectures. • Language skills development and empowering students to solve key problems they encounter in their academic and professional lives. • Intellectual development and understanding of word meanings. • Familiarity with essential grammatical rules that enable students to function effectively in their professional and practical lives. • Building a strong cultural and practical foundation that allows students to manage work effectively in the absence of a designated supervisor.
Module Learning Outcomes Intermediate education outcomes	<ol style="list-style-type: none"> 1. The Holy Quran (Surah Al-Isra and Surah Yusuf) 2. Inflected and Uninflected Words in Arabic Grammar 3. The Past Tense Verb 4. The Present Tense Verb (Inflection and Uninflected Words) 5. The Nominal Sentence (Subject and Predicate) 6. The Nominal Sentence (Defective Verbs) 7. The Nominal Sentence (Parts Resembling Verbs) 8- Writing Numbers .

Indicative Contents	<p>Identifying correct accounting terminology and constructing correct sentences: Arabic is one of the subjects where the teacher needs to employ more than one teaching method to equip the student with the basic language skills: writing, reading, listening, and speaking. Regarding language proficiency, in the first and second weeks, a passage from Surah Al-Kahf is studied and memorized. In the remaining weeks, grammar is covered according to Ibn Malik's Alfiyya. We begin with the verbal sentence (past, present, and imperative verbs), then the nominal sentence (subject and predicate, particles resembling verbs, and defective verbs), followed by dictation. The material is distributed across the weeks of the semester according to its importance.</p>
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Learning and Teaching Strategies	
Strategies	<p>The primary objective of this unit is to encourage student participation in exercises while simultaneously enhancing and expanding their critical thinking skills. This will be achieved through interactive classroom and educational programs, and by exploring simple experiments involving sample activities relevant to the students.</p>

Student Workload (SWL)			
The student's academic workload is calculated for 15 weeks.			
Structured SWL (h/sem) Regular academic workload for the student during the semester	30	Structured SWL (h/w) The student's regular study load is weekly ¹	2
Unstructured SWL (h/sem) Irregular student workload during the semester	17	Unstructured SWL (h/w) Irregular weekly study load for the student	1.13
Total SWL (h/sem) The student's total academic workload during the semester	50		

Module Evaluation

Evaluation of the academic subject

		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Daily exams	1hr/4	10% (10)	2+5+7+10	1. Memorize a passage from Surah Al-Isra and Surah Yusuf 5. Construct the past tense verb 7. Analyze the present tense verb 10-Write the number.
	Tasks and duties	1hr/10	10% (10)	1+3+4+6+8 ++11+12+13+14	Lessons learned from Surah Al-Isra and Surah Yusuf: - The past tense verb - The present tense verb - Conjugating the present tense verb - The imperative verb - The subject and predicate - Particles resembling verbs - Defective verbs - Writing numbers

					- Punctuation
	Projects/laboratory		10% (10)		
	Report	1hr/1	10% (10)	15	
Summative assessment	Midterm test	2hr	10% (10)		
	Final exam	3hr	50% (50)		
Overall rating			100% (100 Marks)		

Delivery Plan (Weekly Syllabus)	
Weekly theoretical curriculum	
Week	Material Covered
Week 1	The Holy Quran
Week 2	Prophetic Hadith
Week 3	Arabic Literature
Week 4	Arabic Grammar / Subjunctive Mood of the Verb
Week 5	Jussive Mood of the Verb
Week 6	Nominative Case of Nouns
Week 7	Accusative Case of Nouns
Week 8	Test
Week 9	Genitive Case of Nouns
Week 10	Writing Numbers
Week 11	Test
Week 12	The Letters Ḍād and Zā'
Week 13	Arabic Dictionaries
Week 14	Dictionaries of Words and Meanings
Week 15	Common Linguistic Errors
Week 16	Morphology / In terms of gender (masculine and feminine), root and augmentation, singular, dual, and plural

Delivery Plan (Weekly Lab. Syllabus)
Weekly laboratory schedule

	Covered materials
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	

Learning and Teaching Resources

	Text	Available in the Library?
Required texts	1- . Interpretation of the Quran (Abdullah Shubbar) 2- . Arabic Language Book for Non-Specialized Sections (Abdullah Fader Hassan Amin)	no
Recommended texts	1- . Ibn Malik's Alfiyya on Grammar 2- . The Clear Dictation Book	no
Websites	https://www.twinkl.com/blog/arabic-grammar-nahw-arabi-egypt-middle-east-educational-resources https://www.googleadservices.com/	

Grading Scheme

Group	Grade	Grade	Marks %	Definition
Success Group (50 - 100)	A - Excellent	Excellent	90 - 100	Outstanding performance
	B - Very Good	Very Good	80 - 89	Above average with some errors
	C - Good	Good	70 - 79	Sound work with noticeable mistakes
	D - Satisfactory	Average	60 - 69	Fair but with significant flaws
	E - Sufficient	Acceptable	50 - 59	Work meets minimum standards
Fail Group (0 – 49)	FX – Fail	Fail (Under Review)	(45-49)	More work required but credit given
	F – Fail	Fail	(0-44)	Significant amount of work required

Note: Decimal marks greater than or less than 0.5 will be rounded up or down to the nearest whole mark (e.g., a mark of 54.5 will be rounded up to 55, while a mark of 54.4 will be rounded up to 54). The university has a zero-tolerance policy for "near-pass failures," therefore the only adjustment to marks awarded by the original mark(s) will be the automatic rounding described above..

MODULE DESCRIPTION FORM

نموذج وصف المادة الدراسية

Module Information			
معلومات المادة الدراسية			
Module Title	تسويق الاقتصاديات الخضراء Green Economies Marketing	Module Delivery	
Module Type	C	<input type="checkbox"/> Theory <input type="checkbox"/> Lecture <input type="checkbox"/> Lab <input type="checkbox"/> Tutorial <input type="checkbox"/> Practical <input type="checkbox"/> Seminar	
Module Code	MAM-1204		
ECTS Credits	5		
SWL (hr/sem)	125		
Module Level	1		
Administering Department	Type Dept. Code	College	Administration and economics
Module Leader	حمد مهدي صالح	e-mail	hamad.m.saleh@tu.edu.iq
Module Leader's Acad. Title	مدرس	Module Leader's Qualification	دكتوراه
Module Tutor		e-mail	
Peer Reviewer Name	م.م. معتر قحطان خلف	e-mail	muataz.q.khalaf@tu.edu.iq
تاريخ موافقة اللجنة العلمية		Version Number	1.0

Relation with other Modules			
العلاقة مع المواد الدراسية الأخرى			
Prerequisite module	None	Semester	
Co-requisites module	None	Semester	

Module Aims, Learning Outcomes and Indicative Contents

أهداف المادة الدراسية ونتائج التعلم والمحتويات الإرشادية

<p>Module Objectives أهداف المادة الدراسية</p>	<ol style="list-style-type: none">1. Active Learning: Encouraging students' active participation in learning processes, such as discussions, group activities, and problem-solving, to foster a deeper 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, thus enhancing interaction and knowledge exchange.3. Technology Integration: Leveraging technology to provide interactive learning tools, such as computer programs and online resources, to enhance student understanding and motivate them.4. Problem-Based Learning: Presenting specific problems and stimulating students to think critically and use marketing skills to solve them.5. Diverse Teaching Strategies: Providing a variety of teaching strategies, such as interactive lectures, practical lessons, and hands-on exercises, to meet the diverse needs of students.6. This includes stimulating skills like analysis, planning, and deduction, through the presentation of thought-provoking questions and applied problems. <p>Providing Immediate Feedback: Providing mechanisms to give students immediate feedback on their performance and understanding of marketing concepts, whether through periodic assessments or direct interaction with the instructor.</p>
<p>Module Learning Outcomes مخرجات التعلم للمادة الدراسية</p>	<p>Important: Write at least 6 learning outcomes, preferably equal to the number of study weeks.</p> <ol style="list-style-type: none">1- To provide leading marketing managers for public and private sector institutions.2- To disseminate marketing knowledge throughout all institutions to meet the aspirations of society.3- To enable graduates of the department to develop their marketing and knowledge skills and achieve leadership in marketing management.4- To instill social and ethical responsibility.5- To serve the community and meet its needs.6- To adhere to professional ethics and demonstrate high professional competence.7- To ensure that the student believes in the principles of integrity and transparency and has the ability to apply quality management concepts in the workplace.

Indicative Contents

المحتويات الإرشادية

The instructional content includes the following:

- 1- Week 1: Chapter 1 – The nature of management, its areas of operation, and indicators of poor management, with a 2-hour presentation.
- 2- Week 2: Challenges facing management and understanding the relationship between management and other sciences, with a daily quiz on Chapter 1 material (2 hours).
- 3- Week 3: Chapter 2 – Schools of Thought (stages of development of management thought), with a report from students on the most important pioneers of these schools of thought (2 hours).
- 4- Week 4: Chapter 3 – The concept of planning, its importance, and the stages of the planning process for preparing a plan, with a daily quiz (2 hours).
- 5- Week 5: Understanding the basic concepts of the decision-making process, its stages, and types, with a discussion session (2 hours).
- 6- Week 6: Chapter 4 – The concept of organization, its objectives, divisions, and stages of organization, with a 2-hour presentation.
- 7- Week 7: Organizational structure, organizational chart, and organizational manual, understanding the reasons for restructuring the organizational structure, with a daily quiz on Chapter 4 (2 hours).
- 8- Week Eight: Chapter Eight (Directing) includes the concept of authority and responsibility and the rules for delegating them (2 hours)
- 9- Week Nine: The concept of leadership and the leader, the difference between a leader and a manager, leadership styles, and the most important theories in leadership. Students will be asked to write a report on which theories can be applied (2 hours)
- 10- Week Ten: Midterm exam (for Chapters One, Two, Three, and Four)
- 11- Week Eleven: Motivation, its importance, and its objectives, with a daily quiz on Chapter Eight (2 hours)
- 12- Week Twelve: Introduction to the most important theories of motivation, with a discussion session to understand the differences between the theories and how they can be applied (2 hours)
- 13- Week Thirteen: Chapter Nine: (Control) – the concept, importance, objectives, and methods of control (2 hours)

	<p>14– Week Fourteen: The stages of control and the most important challenges it faces in Arab countries, with a daily quiz on Chapter Nine 2 hours</p> <p>15– Week Fifteen: Midterm Exam</p>
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Learning and Teaching Strategies استراتيجيات التعلم والتعليم	
Strategies	<p>One of the most important strategies for learning and teaching is encouraging student participation through discussions, while simultaneously improving and expanding their thinking skills. This can be achieved through classroom materials, interactive educational programs, and by considering simple experiments that involve engaging students in activities relevant to their lives. Our main objectives can be summarized as follows:</p> <ol style="list-style-type: none"> 1. Enabling students to address problems related to administrative activities. 2. Enabling students to meet all the demands of the job market. 3. Enabling students to make accurate and timely decisions.

Student Workload (SWL) الحمل الدراسي للطالب محسوب لـ ١٥ اسبوعا			
Structured SWL (h/sem) الحمل الدراسي المنتظم للطالب خلال الفصل	48	Structured SWL (h/w) الحمل الدراسي المنتظم للطالب أسبوعيا	3.2
Unstructured SWL (h/sem) الحمل الدراسي غير المنتظم للطالب خلال الفصل	77	Unstructured SWL (h/w) الحمل الدراسي غير المنتظم للطالب أسبوعيا	5.13
Total SWL (h/sem) الحمل الدراسي الكلي للطالب خلال الفصل	125		

Module Evaluation تقييم المادة الدراسية					
		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Daily exams	0.25 hr/5	10% (2)	2-4-7-11-14	Chapter One - Planning: Its Importance and Stages - Organizational Structure and Reasons for Reorganization Chapter Eight: Directing

					- Chapter Nine: Control: Its Concept, Importance, and Stages
	Tasks/Assignments/Presentation	0.50 hr/2	10% (5)	1 6	What is management, its fields, and indicators of poor management? Organization, its objectives, and its divisions.
	Projects/Discussions	0.50 hr/2	10% (5)	5 12	The decision-making process and its stages; motivation theories
	Report	0.50 hr/2	10% (5)	3 9	Key pioneers of intellectual schools Key leadership theories and styles
Summative assessment	Midterm exam	2hr	10% (10)		(For the materials of the first, second, third and fourth semesters)
	Final exam	3hr	50% (50)		
Overall assessment			100% (100 Marks)		

Delivery Plan (Weekly Syllabus)

المنهاج الاسبوعي النظري

	Material Covered
Week 1	What is management, the areas in which it operates, and indicators of poor management?
Week 2	Challenges facing management; management's relationship to other sciences
Week 3	Schools of Thought (Stages of Development of Administrative Thought)
Week 4	The concept of planning, its importance, and the stages of the planning process.
Week 5	Decision-making process, decision-making stages, and types
Week 6	Organization, its goals, divisions, and stages
Week 7	Organizational structure, organizational chart, organizational manual, and reasons for restructuring the organizational structure.
Week 8	Authority, responsibility, and rules for its delegation

Week 9	The concept of leadership, the leader, the difference between a leader and a manager, leadership styles, and the most important theories in leadership.
Week 10	Midterm exam
Week 11	Motivation, its importance and objectives
Week 12	Motivation theories (Maslow's hierarchy of needs)
Week 13	The concept of oversight, its importance and objectives
Week 14	Stages of censorship and the most important challenges it faces in Arab countries
Week 15	Midterm exam
Week 16	Preparatory week before the final exam

Delivery Plan (Weekly Lab. Syllabus)

المنهاج الاسبوعي للمختبر

	المواد المغطاة
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	

Learning and Teaching Resources

مصادر التعلم والتدريس

	Text	Available in the Library?
Required texts	Contemporary Management by Dr. Yousef Al-Ta'i and others	Yes
Recommended texts	Principles of Management by Dr. Khalil Al-Shammaa	no
Websites		

Grading Scheme

مخطط الدرجات

Group	Grade	التقدير	Marks %	Definition
Success Group (50 - 100)	A - Excellent	امتياز	90 – 100	أداء مذهل
	B - Very Good	جيد جدا	80 – 89	فوق المتوسط مع بعض الأخطاء
	C - Good	جيد	70 – 79	عمل سليم مع وجود أخطاء ملحوظة
	D - Satisfactory	متوسط	60 – 69	عادلة ولكن مع عيوب كبيرة
	E - Sufficient	مقبول	50 – 59	العمل يلبي الحد الأدنى من المعايير
Fail Group (0 – 49)	FX – Fail	راسب (قيد المعالجة)	(45-49)	مطلوب المزيد من العمل ولكن تم منح الائتمان
	F – Fail	راسب	(0-44)	كمية كبيرة من العمل المطلوب

Note: Decimal marks that are more or less than 0.5 will be rounded up or down to the nearest whole mark (for example, a mark of 54.5 will be rounded up to 55, while a mark of 54.4 will be rounded up to 54). The university has a zero-tolerance policy for "near-pass failures" and therefore the only adjustment to marks awarded by the original mark(s) will be the automatic rounding described above.

MODULE DESCRIPTION FORM

Module Information			
Module Title	Fundamentals of Computer Science	Module Delivery	
Module Type	B	<input checked="" type="checkbox"/> Theory <input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Lab <input type="checkbox"/> Tutorial <input type="checkbox"/> Practical <input type="checkbox"/> Seminar	
Module Code	Uom-10031		
ECTS Credits	3		
SWL (hr/sem)	75		
Module Level	1		
Administering Department	Department of Marketing Management	College	College of Administration and Economics
Module Leader	<ul style="list-style-type: none"> Ibrahim Faiq Mashal Ahmad Ghalib Badawi 	e-mail	ibrahim.f.m@tu.edu.iq ahmed.g.badawi@tu.edu.iq
Module Leader's Acad. Title	Lecturer	Module Leader's Qualification	Master's
Module Tutor		e-mail	
Peer Reviewer Name		e-mail	E-mail
Date of Approval by the Scientific Committee		Version Number	1.0

Relation with other Modules			
Prerequisite module	None	Semester	
Co-requisites module	None	Semester	

Module Aims, Learning Outcomes and Indicative Contents

Module Objectives

- Introducing the basic concepts of computer skills and familiarizing students with information technology.
- Training students on the main components of a computer.
- Familiarizing students with the use of the **Windows 11 operating system**.
- Introducing students to the use of **Microsoft Word 2016**.
- Enabling students to use computers in their daily life.
- Employing computer skills to effectively serve users.

Course Description:

This course description provides a brief overview of the most important features of **Microsoft Word 2016** and the **Windows 11 operating system**. It helps students understand how to use computers effectively in both practical and academic life.

Module Learning Outcomes

11. Basic Computer Skills:

- Properly turn the computer on and off.
- Understand the different components of a computer and their functions.

2. Operating System Usage:

- Ability to navigate the operating system (such as Windows, macOS, or Linux).
- Manage files and folders, including creating, copying, moving, and deleting them.

3. Productivity Software:

- Use word processing applications such as **Microsoft Word** or **Google Docs**.
- Create and edit spreadsheets using programs such as **Microsoft Excel** or **Google Sheets**.

4. Internet Skills:

- Browse the web and effectively use search engines.
- Understand how to set up and use email services.
- Understand basic internet security and the protection of personal data.

5. Advanced Technical Skills:

- Understand basic programming concepts (such as fundamental

	<p>programming principles if included in the curriculum).</p> <ul style="list-style-type: none"> • Install and uninstall software and applications. • Solve basic technical problems. <p>6. Online Collaborative Work:</p> <ul style="list-style-type: none"> • Use online collaboration tools such as Google Drive or Microsoft OneDrive. • Participate in online meetings and webinars using tools such as Zoom or Microsoft Teams. <p>7. Digital Ethics:</p> <ul style="list-style-type: none"> • Understand ethical issues related to the use of technology. • Be aware of intellectual property rights and respect them.
<p>Indicative Contents</p>	<p>Indicative Contents</p> <p>The indicative content of the Computer Skills course aims to provide a comprehensive educational framework that helps students acquire both basic and advanced skills in using computers and their technologies. This content can be divided into several main units or topics, including:</p> <p>1. Introduction to Computers:</p> <ul style="list-style-type: none"> • Definition of a Computer: What a computer is and the history of its development. • Types of Computers: Personal computers, laptops, tablets, and supercomputers. • Computer Components: Hardware and software. <p>2. Operating Systems:</p> <ul style="list-style-type: none"> • Introduction to Operating Systems: Definition of operating systems and examples such as Windows, macOS, and Linux. • Navigating the Operating System: Starting the system, using the desktop, and managing windows. • File and Folder Management: Creating, copying, moving, and deleting files and folders. <p>3. Productivity Software:</p> <ul style="list-style-type: none"> • Word Processing: Using programs such as Microsoft Word or Google Docs to create and format documents. • Spreadsheets: Using programs such as Microsoft Excel or Google Sheets to organize and analyze data. <p>4. Internet and Communication:</p>

	<ul style="list-style-type: none"> • Internet Basics: How to connect to the internet, use web browsers, and perform effective searches through search engines. • Email: Creating and managing an email account and sending and receiving messages. • Online Communication: Using tools such as Zoom, Microsoft Teams, and Google Meet. <p>5. Basic Programming:</p> <ul style="list-style-type: none"> • Introduction to Programming: Definition of programming and its importance. • Programming Languages: Overview of common programming languages such as Python and JavaScript. • Writing Basic Code: Creating simple programs and understanding programming logic. <p>6. Digital Ethics:</p> <ul style="list-style-type: none"> • Ethics in Technology Use: Responsible use of technology and respect for intellectual property rights. • Handling Digital Content: Respecting copyright laws and dealing appropriately with inappropriate content. <p>7. Basic Computer Maintenance:</p> <ul style="list-style-type: none"> • Preventive Maintenance: Cleaning hardware and updating software. • Basic Troubleshooting: Identifying and solving technical problems and reinstalling the operating system.
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Learning and Teaching Strategies	
Strategies	<hr/> <p>Learning and Teaching Strategies</p> <p>The teaching and learning strategies for computer skills include several methods and approaches aimed at enhancing and deepening students’ understanding in this field. Among the most effective strategies are the following:</p> <p>1. Project-Based Learning: Using practical projects to apply the acquired skills, which helps students understand how to use software and technological tools in real-life contexts.</p> <p>2. Collaborative Learning:</p>

	<p>Encouraging students to work in groups to solve problems, which enhances their communication and teamwork skills.</p> <p>3. Blended Learning: Combining traditional face-to-face instruction with e-learning to ensure a comprehensive learning experience.</p> <p>4. Practical Applications and Exercises: Providing opportunities for students to apply what they have learned through practical exercises, which helps reinforce knowledge and skills.</p> <p>5. Educational Games: Using interactive games and applications to increase engagement and motivation among learners.</p> <p>6. Self-Learning Strategies: Encouraging students to explore online educational resources and develop their skills independently.</p> <p>7. Continuous Assessment: Using various assessment methods to monitor students' progress and ensure their understanding of the course content.</p> <p>8. Laboratory Training: Providing well-equipped computer laboratories that allow students to practice and apply the acquired skills in a professional learning environment.</p> <p>These strategies help make the learning of computer skills more effective, interactive, and motivating for students.</p>
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Student Workload (SWL)			
Structured SWL (h/sem)	48	Structured SWL (h/w)	3
Unstructured SWL (h/sem)	27	Unstructured SWL (h/w)	2
Total SWL (h/sem)	75		

Module Evaluation					
		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Daily Tests	1hr/2	10% (5)	5,10	Windows Operating System

	Assignments / Homework	1hr/5	10% (2)	3,6,9,12,15	Windows Operating System
	Projects / Lab	1hr/2	10% (5)	8,14	Windows Operating System
	Report	1hr	10% (10)	15	All
Summative assessment	Midterm Exam	2hr	10% (10)	7	Windows Operating System
	Final Exam	3hr	50% (50)	16	All
Overall Assessment			100% (100 Marks)		

Delivery Plan (Weekly Syllabus)

Delivery Plan (Weekly Syllabus)	
Week	Material Covered
Week	Topic
Week 1	Computer Components, Introduction
Week 2	Computer Components
Week 3	Windows 11, Introduction
Week 4	Windows 11 Interface, Desktop and Basic Icons
Week 5	Windows 11 Settings Window
Week 6	Desktop Background and Screensaver in Windows 11
Week 7	First Exam of Chapter 1
Week 8	Installing and Uninstalling Programs/Applications
Week 9	User Accounts
Week 10	Files and Folders
Week 11	Introduction to Word 2016
Week 12	File Menu
Week 13	Home Tab and Insert Tab
Week 14	Design Tab and Layout Tab
Week 15	Second Exam of Chapter 1

Delivery Plan (Weekly Lab. Syllabus)

Delivery Plan (Weekly Lab. Syllabus)	
Week	Covered Topics
Week 1	Practical: Windows 11 Interface
Week 2	Practical: Windows Installation
Week 3	Practical: Installing and Uninstalling Programs
Week 4	Practical: User Accounts
Week 5	Practical: Files and Folders
Week 6	Practical: Introduction to Word 2016
Week 7	Practical: Word Menus

Learning and Teaching Resources

Text Type	Title / Author	Available in the Library?
Required Texts	Ibn Bilal Al-Zoghbi, Muhammad Malik	No
Recommended Texts	<i>Introduction to Computer Skills</i> / Muhammad Malik et al.	No
Websites	–	

Grading Scheme

Group	Grade	English Translation	Marks %	Definition
Success Group (50–100)	A – Excellent	Excellent	90–100	Outstanding performance
	B – Very Good	Very Good	80–89	Above average with some errors
	C – Good	Good	70–79	Sound work with noticeable errors
	D – Satisfactory	Satisfactory	60–69	Fair but with significant weaknesses
	E – Sufficient	Sufficient	50–59	Work meets the minimum standards
Fail Group (0–49)	FX – Fail	Fail (In Progress)	45–49	Additional work required, credit granted
	F – Fail	Fail	0–44	Large amount of work required

Note: Decimal marks that are 0.5 or above will be rounded up to the next whole number, and those below 0.5 will be rounded down to the nearest whole number (for example, a mark of 54.5 will be rounded to 55, while a mark of 54.4 will be rounded to 54). The university has a policy of not overlooking “near-pass failures”; therefore, the only adjustment to the originally awarded marks will be the automatic rounding described above.

MODULE DESCRIPTION FORM

Course description template

Module Information			
Course Information			
Module Title	Human rights and democracy		Human rights and democracy
Module Type			ÿ Theory ÿ Lecture ÿ Lab ÿ Tutorial ÿ Practical ÿ Seminar
Module Code			
ECTS Credits	2		
SWL (hr/week)	Chapter One		
Module Level	UGx11	Semester of Delivery	
Administering Department	Type Dept. Code	College	Administration and economics
Module Leader	Khalaf Mohammad Sarmad		e-mail Sarmad.m.khalaf@tu.edu.iq
Module Leader's Acad. Title	Teacher	Module Leader's Qualification	Master's
Module Tutor		e-mail	
Peer Reviewer Name	Name	e-mail	E-mail
Date of approval by the Scientific Committee	21/9/2025	1.0 Number Version	

Relation with other Modules			
With other study materials The stuck			
Prerequisite module	None	Semester	
Co-requisites module	None	Semester	

Module Aims, Learning Outcomes and Indicative Contents	
Course objectives, learning outcomes, and guidance content	
Module Objectives Course Objectives	1. Statement of the importance of human rights and democracy. -2 Understanding the nature and types of human rights, and international and national sources, including the Constitution of the Republic of Iraq 2005. -3 To understand the historical development of human rights and the importance of these rights in Islamic law.

	<p style="text-align: center;">4. Identifying and evaluating the types of democracy.</p> <p style="text-align: center;">5. Introduce the student to the most important sources of data and information about the subject matter.</p>
<p>Module Learning Outcomes</p> <p>Learning outcomes for the subject</p>	<p>Important: Write at least 6 learning outcomes, preferably equal to the number of study weeks. 1. Understanding the basic concepts of human rights.</p> <p>3. Understanding ancient civilizations and monotheistic religions. 2. Knowledge of human rights according to rights. 5. Understanding the sources of human rights. 6. Understanding the fundamental principles required by democracy. 7. Explaining the manifestations of democracy.</p>
<p>Indicative Contents Guidelines</p>	<p>The instructional content includes the following, at a rate of two hours per week:</p> <p>Week 1: The concept of human rights and types of rights (2 hours)</p> <p>Week Two: The concept of human rights in ancient civilizations and its development in Islam</p> <p>Week Three: Sources of Human Rights, including: the Universal Declaration of Human Rights and the two International Covenants on Human Rights Economic, social, and political.</p> <p>Week Four: The Constitution of the Republic of Iraq. report on the topic.</p> <p>Week Five: Constitutional and Judicial Guarantees of Human Rights, with preparation of a</p> <p>Week 6: Children's Rights and Gender Equality Week 7: Monthly Exam</p> <p>Week 8: The concept of democracy.</p> <p>Week Nine: Elements of Democracy.</p> <p>Week 10: Forms of Democracy. Week 11: Evaluating Forms of Democracy. Week 12: Forms of Democracy as Implemented in Iraq. Week 13: Manifestations of Democracy.</p> <p>Week 14: Comprehensive review. Week 15: Monthly exam.</p>

<p>Learning and Teaching Strategies</p> <p>Learning and teaching strategies are</p>	
<p>Strategies</p>	<p>among the most important strategies for teaching and learning, encouraging student participation through discussions while simultaneously improving and expanding their thinking skills. This can be achieved through classroom materials and interactive educational programs, and by examining the types of crimes committed by the Ba'athist regime. Our main objectives can be summarized in the following:</p> <ol style="list-style-type: none"> 1. Protecting the student from anything that could infringe upon individual rights. 2. Enabling the student to learn about methods for protecting human rights. 3. It enables students to practice the democratic system in the process of representing one another. 4. It enables students to understand the guarantees that ensure the preservation of human rights and to practice their role.

The democratic process facilitates public affairs.			
Student Workload (SWL)			
The student's academic workload is calculated for 15 weeks.			
Structured SWL (h/sem) Regular academic workload for the student during the semester	48	Structured SWL (h/w) Student's regular weekly study load	3.2
Unstructured SWL (h/sem) Irregular student workload during the semester	77	Unstructured SWL (h/w) Irregular weekly study load for the student	5.13
Total SWL (h/sem) The student's total academic workload during the semester	125		

Module Evaluation					
Course Material Assessment					
As		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Daily exams	/5hr 0.25	(2) 10%	2-4-7-11-14	<ul style="list-style-type: none"> - The concept of human rights The concept of human rights in Ancient civilizations and their development -The Constitution of the Republic of Iraq.
	Tasks, duties/presentation	0.50 hr/2	10% (5)	1 6	<ul style="list-style-type: none"> Sources of human rights include: Universal Declaration of Human Rights Human- - and the two International Covenants on Human Rights Economic and social
	Projects/Discussions	/2hr 0.50	(5) 10%	5 12	<ul style="list-style-type: none"> Constitutional and judicial guarantees Human rights -Children's rights Gender equality
	Report	/2hr 0.50	(5) 10%	3 9	<ul style="list-style-type: none"> Elements of democracy. Images of democracy - Evaluating the image of democracy
Summative assessment	Midterm exam	hr2	(10) 10%		Tests
	Final exam	hr3	(50) 50%		
Overall assessment			100% (100 Marks)		

Delivery Plan (Weekly Syllabus)

Theoretical weekly curriculum

Week

	Material Covered
1 Week	The concept of human rights and types of rights
2 Week	The concept of human rights in ancient civilizations and its development in Islam
3 Week	Sources of human rights include: the Universal Declaration of Human Rights and the two International Covenants on Economic, Social and Political Rights.
4 Week	Constitution of the Republic of Iraq.
5 Week	Preparing a report on the topic of constitutional and judicial guarantees for human rights with
6 Week	Children's rights and gender equality
7 Week	City exam
8 Week	The concept of democracy.
9 Week	Elements of democracy.
10 Week	Images of democracy
11 Week	Evaluating the images of democracy
12 Week	Images of democracy as practiced in Iraq.
13 Week	Manifestations of democracy.
14 Week	A comprehensive review.
15 Week	Quarterly exam
16 Week	Preparatory week before the final exam

Delivery Plan (Weekly Lab. Syllabus)

Weekly laboratory schedule

Week

	covered materials
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	

Week 7		
Learning and Teaching Resources		
Learning and teaching resources		
	Text	Available in the Library?
Required texts	Human and Child Rights by Dr. Maher Saleh Alawi	Yes
Recommended texts	Website of Iraqi academic scientific journals	the
Websites	Reviewing scientific websites via the internet	

Grading Scheme				
Grade chart				
Group	Grade		Marks %	Definition
Success Group (50 - 100)	Excellent – A	privilege	100 - 90	Awe-
	Good Very - B	very good	89 - 80	inspiring above-average performance
	Good – C	good	79 - 70	with some errors. Sound work with some
	Satisfactory - D	Medium	69 - 60	noticeable mistakes. Fair
	Sufficient - E	Popular	59 - 50	enough, but with significant flaws. Work
Fail Group (0 – 49)	Fail – FX	(45-49) Sediment (under processing)		meets minimum standards. More work is needed, but credit is given.
	Fail – F	Precipitate	(0-44)	A large amount of work is required
Note: Decimal marks greater than or less than 0.5 will be rounded up or down to the nearest whole mark (e.g., 54.5 will be rounded up to 55, while 54.4 will be rounded up to 54). The university has a zero-tolerance policy for "near-pass failures"; therefore , the only adjustment to marks awarded by the original grade(s) will be the automatic rounding shown above.				

MODULE DESCRIPTION FORM

Module Information			
Module Title	Basic of Accounting	Module Delivery	
Module Type	B	<input checked="" type="checkbox"/> Theory <input type="checkbox"/> Lecture <input type="checkbox"/> Lab <input type="checkbox"/> Tutorial <input checked="" type="checkbox"/> Practical <input type="checkbox"/> Seminar	
Module Code	BA1103		
ECTS Credits	6		
SWL (hr/sem)	150		
Module Level	UGx11 1		Semester of Delivery
Administering Department	TU. BA. B. Sc	College	
Module Leader	M. Ihsan Fadel Muhammad	e-mail	Ehsan.f.muhammad@tu.edu.iq
Module Leader's Acad. Title	Teacher	Module Leader's Qualification	Master's
Module Tutor	M. M. Ahmed Ghaleb Badawy	e-mail	Ahmed.g.badawi@tu.edu.iq
Peer Reviewer Name	Scientific Committee	e-mail	E-mail
History of the Scientific Committee		Version Number	1.0

Relation with other Modules Relationship with other study subjects			
Prerequisite module	None	Semester	
Co-requisites module	None	Semester	

Module Aims, Learning Outcomes and Indicative Contents

Course objectives, learning outcomes, and guidance content

Module Objectives	<ol style="list-style-type: none"> 1. To introduce the student to accounting, its types, the accounting cycle, and accounting principles and assumptions. 2. To enable the student to record transactions in the journal (double-entry bookkeeping). 3. To enable the student to post to the ledger and balance accounts. 4. To introduce and enable the student to prepare a trial balance. 5. To introduce and enable the student to understand capital transactions (capital formation). 6. To introduce and enable the student to understand inventory accounting.
Module Learning Outcomes	<p>Important: Write at least 6 learning outcomes, ideally equal to the number of study weeks.</p> <ol style="list-style-type: none"> 1. The student will understand accounting, its types, the accounting cycle diagram, and accounting principles and assumptions. 2. The student will know how to record entries in the journal using double-entry bookkeeping. 3. The student will master posting to the ledger and extracting account balances. 4. The student will be able to prepare a trial balance with totals and balances. 5. The student will understand accounting for capital transactions (capital formation). 6. The student will be able to define and perform accounting for goods or inventory.
Indicative Contents	<p>Chapter 1: A theoretical introduction to financial accounting, including:</p> <ul style="list-style-type: none"> - Accounting fundamentals and concepts (5 hours) - Accounting principles/assumptions (5 hours) <p>Chapter 2: Journal entries, including:</p> <ul style="list-style-type: none"> - Journal entries (double-entry bookkeeping) (5 hours) - Solving examples of accounting entries. (5 hours) <p>Chapter Three: This chapter covers the general ledger and includes:</p> <ul style="list-style-type: none"> - Posting to the general ledger (5 hours) - Solved examples of posting to the general ledger and calculating the balance (5 hours) <p>Chapter Four: This chapter covers the trial balance</p> <ul style="list-style-type: none"> - Preparing the trial balance with totals and balances (5 hours) <p>Chapter Five: Capital Transactions</p> <ul style="list-style-type: none"> - Solving examples of preparing the trial balance (5 hours) <ul style="list-style-type: none"> - Opening entry, capital increase and decrease, and employee withdrawals (5 hours) - Revenue and capital expenditures, and loans and their interest (5 hours) <p>Chapter Six: Accounting for Merchandise, which includes:</p> <ul style="list-style-type: none"> - Accounting for the purchase and sale of merchandise (5 hours) - Accounting treatments for trade discounts and cash discounts (5 hours)

Learning and Teaching Strategies

Strategies	Write something like: The main strategy to be adopted in delivering this unit is to encourage student participation in exercises and examples, while simultaneously improving and expanding their critical thinking skills. This will be achieved through interactive classroom and educational programs, and by considering simple experiments that involve taking sample activities of interest to the students.
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Student Workload (SWL)

Pregnancy for a student classified as 15 weeks

Structured SWL (h/sem)	63	Structured SWL (h/w)	3 hours
Unstructured SWL (h/sem)	87	Unstructured SWL (h/w)	3 hours
Total SWL (h/sem)	150		

Module Evaluation

		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Daily quizzes	1hr/2	10% (10)	5+10	5- Chapter One -10
	Assignments	1hr/2	10% (10)	3+12	10- Capital Transactions -12
	Preparations	1hr/15	10% (10)	During the semester	
	Discussions and teamwork	1/1	10% (10)	13	
Summative assessment	Report	2hr	10% (10)		
	Midterm exam	3hr	50% (50)		
Frequent evaluation			100% (100 Marks)		

Delivery Plan (Weekly Syllabus)

Weekly theoretical curriculum

Material Covered	
Week 1	Historical Development of Accounting
Week 2	Definition of Accounting, its Objectives, Branches, and its Relationship to Other Branches

Week 3	The Theoretical Framework of Accounting
Week 4	Examples of Single-Entry Journaling and Daily Quiz
Week 5	Examples of Double-Entry Journaling and Daily Quiz
Week 6	First Monthly Exam
Week 7	Recording in the Journal (Double-Entry Journaling)
Week 8	Posting to the Ledger: Solved Examples of Recording and Posting to the Ledger
Week 9	Balancing and Preparing the Trial Balance: Solved Examples of Preparing the Trial Balance with Balances and Totals
Week 10	Capital Transactions: Opening Entry, Capital Increase and Decrease, Owner's Withdrawals
Week 11	Second Monthly Exam
Week 12	Accounting for Loans and Interest: Solved Examples of Revenue Expenditures and Capital Expenditures
Week 13	Accounting for Loans and Interest
Week 14	Accounting for the Purchase and Sale of Goods: Solved Examples
Week 15	Accounting Treatments for Returns and Allowances
Week 16	Solved Examples of Accounting Treatments for Returns and Allowances

(Delivery Plan (Weekly Lab. Syllabus))

	Material Covered
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	

Learning and Teaching Resources

	Text	Available in the Library?
Required texts	Fundamentals of Accounting Knowledge – Talal Al-Jajawi and others:	Yes
Recommended texts	Principles of Financial Accounting – Al-Hayali and Al-Kasb:	No
Websites		

Grading Scheme

Group	Grade	Grade	Marks %	Definition
Success Group (50 - 100)	A - Excellent	Excellent	90 – 100	Impressive performance.
	B - Very Good	Very Good	80 – 89	Above average with some errors.
	C – Good	Good	70 – 79	Sound work with noticeable flaws.
	D - Satisfactory	Average	60 – 69	Fair but with significant shortcomings.
	E – Sufficient	Acceptable	50 – 59	The work meets minimum standards.
Fail Group (0 – 49)	FX – Fail	Fail (Under Review)	(45-49)	More work is required, but credit has been awarded.
	F – Fail	Fail	(0-44)	A large amount of work is required.

Note: Decimal marks that are more or less than 0.5 will be rounded up or down to the nearest whole mark (e.g., a mark of (54.5) will be rounded up to 55, while a mark of (54.4) will be rounded up to 54). The university has a zero-tolerance policy for "near-pass failures," and therefore the only adjustment to the marks awarded by the original mark(s) will be the automatic rounding described above.

MODULE DESCRIPTION FORM

Course description template

Module Information			
Course Information			
Module Title	Principles of Business Management		Module Delivery
Module Type	C		ÿ Theory ÿ Lecture ÿ Lab ÿ Tutorial ÿ Practical ÿ Seminar
Module Code	MM-1101		
ECTS Credits	7		
SWL (hr/week)	175		
Module Level	UGx11 1	Semester of Delivery	
Administering Department	Type Dept. Code	College	Administration and economics
Module Leader Naif Hamid Mohammed		e-mail	Mohammed.2022@tu.edu.iq
Module Leader's Acad. Title	Teacher	Module Leader's Qualification	Master's
Module Tutor		e-mail	
Peer Reviewer Name	Mishal Faiq Ibrahim M.M.	e-mail	ibrahim.f.m@tu.edu.iq
Date of approval by the Scientific Committee		1.0 Number Version	

Relation with other Modules			
With other study materials The stuck			
Prerequisite module	None	Semester	
Co-requisites module	None	Semester	

Module Aims, Learning Outcomes and Indicative Contents	
Course objectives, learning outcomes, and guidance content	
<p>Module Objectives Course Objectives</p>	<p>1. The student should be able to understand the theoretical framework of the administrative process and identify its contents in detail.</p> <p>2. To understand the importance of studying management in practical life.</p> <p>3. To be able to apply leadership and motivation techniques and how to deal with superiors and subordinates.</p> <p>4. To be able to carry out the planning process and develop appropriate plans.</p> <p>5. The student will learn how to prepare an appropriate organizational structure and distribute authorities and responsibilities.</p> <p>6. The student will be able to apply management concepts to help them make sound decisions in their field of work.</p> <p>7. The student will be able to diagnose problems related to administrative activities and how to address them.</p>
<p>Module Learning Outcomes</p> <p>Learning outcomes for the subject</p>	<p>Important: Write at least 6 learning outcomes, preferably equal to the number of study weeks.</p> <p>1. Understanding the basic concepts of management principles and their relationship to other sciences.</p> <p>2. Understanding the basic concepts of the planning process and its importance; understanding the basic concepts of preparing a plan according to the planning stages; understanding the basic concepts of the decision-making process and its types; understanding the basic concepts of organization, its objectives, and its divisions; understanding the basic concepts of the distribution of authority and responsibilities; and understanding the basic concepts of direction, which include leadership and motivation.</p>
<p>Indicative Contents Guidelines</p>	<p>The guidance content includes the following:</p> <p>It operates with indicators of mismanagement, along with a presentation. Y-1 Week 1 - Chapter 1: The Nature of Management and its Fields</p> <p>My presentation is for 2 hours</p> <p>2 – Second Week –: Challenges facing management and understanding the relationship between management and other sciences, with a daily quiz</p> <p>The first semester material, with a duration of 2 hours.</p> <p>Week 3 - Chapter 2 - Schools of Thought (Stages of Development of Administrative Thought) with a request for a report from</p> <p>Students will study the most important pioneers of intellectual schools for 2 hours.</p> <p>With test -4 Week 4 -: Chapter 3 - The concept of planning, its importance, and the stages of the planning process for preparing the plan</p> <p>Daily, 2 hours</p> <p>episode Week 5: Understanding the basic concepts of the decision-making process, its stages, and types.</p> <p>2-hour discussion</p> <p>Week 6 - Chapter 4: The Concept of Organization, its Objectives, Divisions, and Stages of Organization (with a presentation)</p> <p>At a rate of 2 hours</p> <p>-7 Week Seven -: Organizational structure, organizational chart, and organizational manual, including understanding the reasons for restructuring the organizational structure, with one day allocated for Chapter Four, totaling 2 hours. -8</p> <p>Week Eight -: Chapter Eight (Directing), including the concept of authority and responsibility and the rules for delegating it, totaling 2 hours. -9 Week Nine -: The concept of leadership and the leader, the difference between a leader and a manager, leadership styles, and the most important theories in leadership, with the student being asked to write a report on which theories can be applied, totaling 2 hours. -10 Week Ten -: Midterm exam (for the materials of Chapters One, Two, Three, and Four).</p>

	<p>For the eighth chapter, 2 hours - Week 11: Motivation, its importance and objectives, with a daily quiz - Week 12: Introduction to the most important theories of motivation, with a discussion session to understand the differences between Theories and how they can be applied (2 hours)</p> <p>Week 13: Chapter 9: (Control) Concept, Importance, Objectives, and Methods of Control (2 hours)</p> <p>Week 14: The stages of oversight and the most important challenges it faces in Arab countries, with a daily quiz on Chapter 9 material (2 hours). Week 15: Midterm exam.</p>
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Learning and Teaching Strategies	
Learning and teaching strategies	
Strategies	<p>One of the most important strategies for learning and teaching is to encourage student participation through discussions, while simultaneously improving and expanding their thinking skills. This can be achieved through classroom materials and interactive educational programs, and by considering simple experiments that involve engaging students in activities of interest.</p> <p style="text-align: right;">Our main objectives can be summarized in the following points:</p> <ol style="list-style-type: none"> 1. It enables the student to address problems related to administrative activities. 2. It enables the student to meet all the requirements of the job market. 3. It enables the student to make accurate and timely decisions.

Student Workload (SWL)			
The student's academic workload is calculated for 15 weeks.			
Structured SWL (h/sem) <small>Regular academic workload for the student during the semester</small>	48	Structured SWL (h/w) <small>Student's regular weekly study load</small>	3.2
Unstructured SWL (h/sem) <small>Irregular student workload during the semester</small>	127	Unstructured SWL (h/w) <small>Irregular weekly study load for the student</small>	8.4
Total SWL (h/sem) <small>The student's total academic workload during the semester</small>	175		

Module Evaluation					
Course Material Assessment					
		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative	Daily exams	/5hr 0.25	(2) 10%	2-4-7-11-14	Chapter One

As

assessment					Planning: its importance and stages Organizational structure and reasons for reorganization - Chapter Eight: Guidance Chapter Nine: Oversight – Its Concept, Importance, and Stages
	Tasks			1	What is management, its fields, and indicators of poor management?
	Assignments/Presentation My presentation	0.50 hr/2	10% (5)	6	Organization, its objectives, and its divisions.
	Projects/Discussions	/2hr 0.50	(5) 10%	5 12	The decision-making process and its stages; motivation theories
	Report	/2hr 0.50	(5) 10%	3 9	Key pioneers of intellectual schools; the most important leadership theories and methods
Summative assessment	Midterm exam	hr2	(10) 10%		(For the materials of the first and second semesters) The third and fourth (
	Final exam	hr3	(50) 50%		
Overall assessment			100% (100 Marks)		

Delivery Plan (Weekly Syllabus)

Theoretical weekly curriculum

Week

Week	Material Covered
1 Week	It operates and indicators of mismanagement Y What is management and what are the fields of management?
2 Week	The challenges facing management and the relationship of management to other sciences
3 Week	Schools of Thought (Stages of Development of Administrative Thought)
	The concept of planning, its importance, and the stages of the planning process (4 weeks)
5 Week	Decision-making process, decision-making stages, and types
6 Week	Organization, its goals, divisions, and stages
7 Week	Organizational structure, organizational chart, organizational manual, and reasons for restructuring the organizational structure.
8 Week	Authority, responsibility, and rules for its delegation
9 Week	The concept of leadership, the leader, the difference between a leader and a manager, leadership styles, and the most important theories in leadership.

10 Week	Midterm exam
	Motivation: Its Importance and Objectives (11 Weeks)
	Motivation Theories (Maslow's Hierarchy of Needs) 12 Week
	The concept of oversight, its importance and objectives (13 weeks)
	Stages of censorship and the most important challenges it faces in Arab countries (14 Weeks)
15 Week	Quarterly Exam
16-week	preparation week before the final exam

Delivery Plan (Weekly Lab. Syllabus)

Weekly laboratory schedule

Week

	covered materials
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	

Learning and Teaching Resources

Learning and teaching resources

	Text	Available in the Library?
Required texts	Contemporary Management by Dr. Yousef Al-Ta'i and others	Yes
Recommended texts	Principles of Management by Dr. Khalil Al-Shammaa	the
Websites		

Grading Scheme				
Grade chart				
Group	Grade		Marks %	Definition
Success Group (50 - 100)	Excellent - A	privilege	100 - 90	Awe-
	Good Very - B	very good	89 - 80	inspiring above-average performance
	Good - C	good	79 - 70	with some errors. Sound work with some
	Satisfactory - D	Medium	69 - 60	noticeable mistakes. Fair
	Sufficient - E	Popular	59 - 50	enough, but with significant flaws. Work
Fail Group (0 - 49)	Fail - FX	(45-49) Sediment (under processing)		meets minimum standards. More work is needed, but credit is given.
	Fail - F	Precipitate	(0-44)	A large amount of work is required
<p>Note: Decimal marks greater than or less than 0.5 will be rounded up or down to the nearest whole mark (e.g., 54.5 will be rounded up to 55, while 54.4 will be rounded up to 54). The university has a zero-tolerance policy for "near-pass failures"; therefore , the only adjustment to marks awarded by the original grade(s) will be the automatic rounding shown above.</p>				

MODULE DESCRIPTION FORM

Course description template

Module Information			
Course Information			
Module Title	Economics Principles		Module Delivery
Module Type	C		ý Theory ý Lecture ý Lab ý Tutorial ý Practical ý Seminar
Module Code	MAM-1103		
ECTS Credits	4.00		
SWL (hr/week)	100		
Module Level	UGx11	1	
Administering Department	Type Dept. Code	College	Faculty of Management and Economics
Module Leader	Jad'an Sahi Haitham .D.M	e-mail	haitham.alsahi.jadaan@tu.edu.iq
Module Leader's Acad. Title	Teacher	Module Leader's Qualification	PhD
Module Tutor	Name (if available)	e-mail	E-mail
Peer Reviewer Name	Khalaf Qahtan M.M.	e-mail	muataz.q.khalaf@tu.edu.iq
Date of approval by the Scientific Committee		1.0 Number Version	

Relation with other Modules			
With other study materials <small>The stuck</small>			
Prerequisite module	None	Semester	
Co-requisites module	None	Semester	

Module Aims, Learning Outcomes and Indicative Contents

Course objectives, learning outcomes, and guidance content

<p>Module Objectives</p> <p>Course Objectives</p>	<p style="text-align: right;">Course Objectives: 1- To</p> <p>enable the student to understand some basic economic concepts and terminology. 2- To enable the student to understand microeconomics and its mechanisms, and macroeconomics and its mechanisms. 3- To enable the student to understand demand, its determinants, and market equilibrium. 4- To enable the student to distinguish between costs and revenues, and to understand the types of costs and their curves. 5- To introduce the student to macroeconomic analysis tools such as national income, national product, foreign trade, and exchange rates.</p>
<p>Module Learning Outcomes</p> <p>Learning outcomes for the subject</p>	<p>1. Explain the concept of economics and economic terminology. 2. Give an idea of the relationship between economics and other sciences. 3. Give the student an idea of how to represent economic phenomena through diagrams.</p> <p>4- Curves and Tables - Comparison of Economic Systems Applied in Countries of the World - 5- Explanation of the Difference Between Microeconomics and Macroeconomics - 6- Key Theories of Macroeconomics, Microeconomics, Money, Banking, and Fiscal and Monetary Policy</p>
<p>Indicative Contents</p> <p>Guidelines</p>	<p>The first week explains the concept and development of economics and its relationship to other sciences. The second week explains the economic problem, its nature and characteristics, and addresses the economic problem in different economic systems. The third week covers demand theory, the concept of demand, the demand table and curve, and the law of demand.</p> <p>Demand, and its exceptions; factors determining demand (change in demand size); elasticity of demand. In week four, we will explain elasticity of demand, its definition, types, methods of measuring it, and the importance of studying elasticity of demand.</p> <p>Its applications, and in the fifth week, consumer behavior theories - the classical theory (utility theory), and in the sixth week, the concept of utility and the assumptions of the theory, types and the law of marginal utility according to the Modern theory includes indifference curve theory, indifference mapping, and the properties of indifference curves.</p> <p>In the seventh week, students are given supply theory – the concept of supply, supply tables and curves, and the law of supply. Its exceptions, the factors determining supply, methods of measuring them, the factors determining supply elasticity, the effect of changes in supply on equilibrium.</p> <p>The variables are demand, supply, and equilibrium quantity. In week eight, we will cover production theory – the concept of production, factors of production, the production function, types of functions, the concept of total output, average output, marginal product, and the law of diminishing returns.</p> <p>Declining demand, its concept, production characteristics, the economic stage, and in the ninth week, an explanation of costs and revenues, production costs, the concept of costs, types of costs, short-run cost curves, the concept of revenues and their curves, the relationship between costs and revenues, and achieving equilibrium in economic units. As for the tenth week, an explanation of the concept of the market, types of markets,</p>

	<p>The eleventh week will explain the concept of wages in a monopolistic market , including the meaning of wages, types of wages, wage determination, theories of wages and interest, the concept of interest and profit theory, its quantities, types, and theories. The twelfth week will explain the concept of national income and the importance of national output, domestic product, methods of calculation, the circular flow of income and national output, and the factors affecting it.</p> <p>The modern approach to income and employment, classical theory, and Keynesian theory.</p> <p>Week thirteen: Money and Banking: The concept of money and banking, types of money, functions of money, monetary policy (its concept and tools), basic functions of commercial banks, credit, central banks, their functions, fiscal policy (its concept and tools). Week fourteen: Domestic and Foreign Trade: The concept of domestic and foreign trade, the importance of foreign trade, theories of foreign trade, balance of payments, exchange rate, trade policy and its types. Week fifteen:</p> <p>Clarifying the concept of inflation, types of inflation, theories explaining inflation, the impact of inflation on the economy.</p>
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Learning and Teaching Strategies	
Learning and teaching strategies	
Strategies	<ul style="list-style-type: none"> -1 By giving lectures inside the classroom 2. Encouraging students to think collectively through discussion groups. 3. Expanding students' thinking skills through report writing. -4 Daily quizzes -5 Performing pre-defined tests -6 Teaching the student how to expand upon sources and not limit themselves to a specific topic

Student Workload (SWL)			
The student's academic workload is calculated for 15 weeks.			
Structured SWL (h/sem) Regular academic workload for the student during the semester	78	Structured SWL (h/w) Student's regular weekly study load	5
Unstructured SWL (h/sem) Irregular student workload during the semester	72	Unstructured SWL (h/w) Irregular weekly study load for the student	5
Total SWL (h/sem) The student's total academic workload during the semester	150		

Module Evaluation

Course Material Assessment

As		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Daily tests, tasks,	2 /hr1	(5) 10%	3-7	Chapter Three and Chapter
	assignments	1 /hr1	(10) 10%	5	Seven, Chapter Five
	Discussions	5 /hr1	(2) 10%	Chapters 4-6-9-10-11 (All Chapters)	
	Report	1 /hr11	(10) 10%	15	Chapters 1,
Summative assessment	Midterm exam	hr2/	(10) 10%	10	2, 3, 4, 5, 6, 7, and 8 Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14,
	Final exam	hr3/	(50) 50%	15	and 15
Overall assessment			(Marks 100 (100%		

Delivery Plan (Weekly Syllabus)

Theoretical weekly curriculum

Week	Material Covered
1 Week	The concept and development of economics and its
2 Week	relationship to other sciences; the economic problem, its nature, characteristics, and features; addressing the economic problem in
	different economic systems; the theory of demand; the concept of demand; the demand schedule and curve; the law of demand and its exceptions; the determinants of
	Demand (Demand
4 Week	Elasticity: Definition, Types, Measurement Methods, Importance of Studying Demand Elasticity and its Applications;
5 Week	Consumer Behavior Theories - Classical Theory (Utility): Concept
6 Week	of Utility and Assumptions of the Theory, Types and Law of Marginal Utility Accumulation, Modern Theory: Indifference Curve Theory, Indifference Map, Characteristics of Indifference Curves)
7 Week	Supply theory – the concept of supply, supply table and curve, law of supply and its exceptions, determinants of supply, methods of measuring them, determinants of elasticity, the effect of supply and demand variables and equilibrium quantity
8 Week	Production Theory - The concept of production, factors of production, the production function, types of functions, the concept of total output, average output, marginal output, the law of diminishing demand, its concept, characteristics of production, the economic stage

9 Week	Costs and revenues, production costs, the concept of costs, types of costs, short-run cost curves, the concept of revenues and their curves, the relationship between costs and revenues, and achieving equilibrium in economic units.
10 Week	The concept of the market, types of markets, functions of markets, firm equilibrium in a monopoly market, distribution
11 Week	theory, wages, meaning of wages, types of wages, wage determination, theories of wages and interest, the concept of interest and profit theory, its concept, quantities, types, and theories
Week 12	National Income: The concept of national income and the importance of national product, gross domestic product, methods of calculation, and the circular flow of income. Gross National Product (GNP) and the factors affecting GNP, the modern theory of income and employment, the classical theory, and Keynesian theory.
13 Week	Money and Banking: The concept of money and banking, types of money, functions of money, monetary policy (its concept and tools), basic functions of commercial banks (credit), central banks (their functions), fiscal policy (its concept and tools), domestic and foreign trade (the concept of domestic and
14 Week	foreign trade), importance of foreign trade, theories of foreign trade, balance of payments, exchange rate, trade policy and its types
15 Week	Monetary inflation, types of inflation, the concept of inflation, types of inflation, theories explaining inflation, the impact of inflation and its treatment
16-week	preparation week before the final exam

Delivery Plan (Weekly Lab. Syllabus)

Weekly laboratory schedule

Week

	covered materials
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	

Learning and Teaching Resources

Learning and teaching resources

	Text	Available in the Library?
Required texts		Yes
Recommended texts		the
Websites		

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Grading Scheme Grade chart

Group	Grade		Marks %	Definition
Success Group (50 - 100)	Excellent - A	privilege	100 - 90	Amazing performance
	Good Very - B	very good	89 - 80	Above average with some errors.
	Good - C	good	79 - 70	Sound work with some noticeable
	Satisfactory - D	Medium	69 - 60	errors. Fair but with significant
	Sufficient - E	Popular	59 - 50	flaws. Work meets minimum standards.
Fail Group (0 - 49)	Fail – FX	(45-49) Sediment (under processing)		More work required but credit given. A large amount
	Fail – F	Precipitate	(0-44)	of work required.

Note: Decimal marks greater than or less than 0.5 will be rounded up or down to the nearest whole mark (e.g., 54.5 will be rounded up to 55, while 54.4 will be rounded up to 54). The university has a zero-tolerance policy for "near-pass failures"; therefore, the only adjustment to marks awarded by the original grade(s) will be the automatic rounding shown above.

MODULE DESCRIPTION FORM

Module Information			
Module Title	Principles of Marketing Management		Module Delivery
Module Type	C		<input type="checkbox"/> Theory <input type="checkbox"/> Lecture <input type="checkbox"/> Lab <input type="checkbox"/> Tutorial <input type="checkbox"/> Practical <input type="checkbox"/> Seminar
Module Code	MAM-1101		
ECTS Credits	8		
SWL (hr/sem)	200		
Module Level	1	Semester of Delivery	
Administering Department	Type Dept. Code	College	Administration and economics
Module Leader	SAAD AJAJ KHALAF		e-mail Sajaj95@tu.edu.iq
Module Leader's Acad. Title	Assistant Professor	Module Leader's Qualification	PHD
Module Tutor	Ahmed Hameed Issa		e-mail Ahmed.H.24@tu.edu.iq
Peer Reviewer Name	Name	e-mail	E-mail
Scientific Committee Approval Date		Version Number	1.0

Relation with other Modules			
Prerequisite module	None	Semester	
Co-requisites module	None	Semester	

Module Aims, Learning Outcomes and Indicative Contents	
Module Objectives	<ol style="list-style-type: none"> Active learning: Encouraging students' active participation in learning processes, such as discussions, group activities, and problem solving, to enhance their deep understanding of concepts. Cooperative learning: Encouraging students to work together in small groups to solve issues related to their studies and share ideas, which contributes to enhancing interaction and exchange of knowledge between them. Use of technology: Taking advantage of technology to provide interactive educational tools such as computer programs and online resources to enhance

	<p>student understanding and motivation.</p> <ol style="list-style-type: none"> 4. Problem-based learning: Presenting specific problems and challenging students to think critically and use marketing skills to solve them. 5. Multiple educational strategies: Providing a variety of educational strategies, such as interactive lectures, practical lessons, and practical exercises, to meet the diverse needs of students. 6. Enhancing marketing thinking: Encourages students to develop marketing skills such as analysis, planning and inference, by providing stimulating questions and applied problems. 7. Provide immediate feedback: Provide immediate feedback on their full understanding of marketing concepts, whether through assessments or direct engagement with the Lecturer.
<p>Module Learning Outcomes</p>	<p>Important: Write at least 6 learning outcomes, preferably equal to the number of weeks of study:</p> <ol style="list-style-type: none"> 1. Providing leading talents in marketing management for public and private sector institutions. 2. Disseminating marketing knowledge in all institutions to achieve the aspirations of society. 3. The ability of the department's graduates to develop their marketing and knowledge skills and achieve leadership in marketing management. 4. Establishing social and ethical responsibility. 5. Community service and meeting its requirements. 6. Attention to professional ethics and the ability to demonstrate high professional competence. 7. The student must believe in the principles of integrity and transparency, and have the ability to apply the concepts of quality management at work.
<p>Indicative Contents</p>	<p>The content of the guidelines includes:</p> <ol style="list-style-type: none"> 1. The main goal of this course is for students to have the option through which they can develop the necessary knowledge and skills in the field of marketing management, which is defined as the process of identifying customers' desires and developing a plan to convince them of the organization's ability to meet these desires, then implementing this plan in a way that achieves profits for the organization. 2. Introducing students that marketing management is a system of business activities that are integrated with each other, and which aim to plan, price, promote, and distribute goods and services to current and potential customers in the future. 3. Introducing students by offering carefully selected programs of high quality to create future leaders in the field of marketing who possess high skills and abilities and are ready to work in the field of marketing because of the important role that marketing represents in society. <p>Introducing students to the fact that marketing works to:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Create efficient and profitable products that meet customer needs. <input checked="" type="checkbox"/> Build business opportunities that create wealth for your enterprise. <input checked="" type="checkbox"/> Increase revenues by maximizing the impact of marketing investments on sales.

	<input checked="" type="checkbox"/> Improving brand reputation and image...etc.
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Learning and Teaching Strategies	
Strategies	<p>The most important strategy for learning and teaching is to encourage student participation through discussions, while at the same time improving and expanding their thinking skills. Through classroom materials and interactive educational programs, and by looking at types of simple experiments that include undertaking some activities that are of interest to students, the most important of what we aspire to can be summarized through the following points: -</p> <ol style="list-style-type: none"> 1. It enables the student to address problems related to marketing activities 2. It enables the student to meet all the requirements of the labor market. 3. Enables the student to make accurate and timely decisions.

Student Workload (SWL)			
Structured SWL (h/sem)	45	Structured SWL (h/w)	3
Unstructured SWL (h/sem)	77	Unstructured SWL (h/w)¹	5.13
Total SWL (h/sem)	125		

Module Evaluation					
		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Daily examinations	0.25 hr/4	10% (2)	4 - 6- 8 -11	<p>Chapter One:</p> <ul style="list-style-type: none"> - Introduction to the study of marketing. - The social concept of marketing. <p>Chapter Two:</p> <ul style="list-style-type: none"> - The marketing system and environment - The marketing environment. <p>Chapter Three:</p> <ul style="list-style-type: none"> - The marketing information system. - Marketing research. <p>Chapter Four:</p> <ul style="list-style-type: none"> - Consumer behavior. - Stages of the consumer buying process.
	Assignments, answers/presentation	0.50 hr/2	10% (5)	1 6	
	Projects/Discussions	0.50 hr/2	10% (5)	5 12	
	Report	0.50 hr/2	10% (5)	3 9	
Summative assessment	Midterm test	2hr	10% (10)		Chapter – one, two, three, and four.
	Final exam	3hr	50% (50)		
Overall evaluation			100% (100 Marks)		

Delivery Plan (Weekly Syllabus)	
	Material Covered
Week 1	Introduction to the study of marketing
Week 2	Social Concept of Marketing
Week 3	Marketing System and Environment
Week 4	Marketing Environment
Week 5	Marketing Information System
Week 6	Marketing Research
Week 7	Consumer Behavior
Week 8	Stages of the consumer buying process
Week 9	The midterm
Week 10	Market segmentation and types of consumer and industrial products
Week 11	Benefits of Market Segmentation
Week 12	Product
Week 13	Product Life Cycle
Week 14	Promotion
Week 15	Exam
Week 16	Preparatory week before the final exam

Delivery Plan (Weekly Lab. Syllabus)	
	Covered Materials
Week 1	No lab
Week 2	No lab
Week 3	No lab
Week 4	No lab
Week 5	No lab
Week 6	No lab
Week 7	No lab

Learning and Teaching Resources		
	Text	Available in the Library?
The required texts	Principles of Marketing Management book by Dr. Thamer Al-Bakri	yes
Recommended texts	Marketing Management Principles Book	yes
Websites		

Grading Scheme				
Group	Grade	Appreciation	Marks %	Definition
Success Group (50 - 100)	A - Excellent	Excellent	90 - 100	Amazing performance
	B - Very Good	Very Good	80 - 89	Above average with some mistakes
	C - Good	Good	70 - 79	Good work with noticeable errors.
	D - Satisfactory	Satisfactory	60 - 69	Fair but with major flaws
	E - Sufficient	Sufficient	50 - 59	Work meets minimum standards
Fail Group (0 – 49)	FX – Fail	FX – Fail	(45-49)	I want more work but credit is given
	F – Fail	Fail	(0-44)	Large amount of work required

Note: Decimal marks plus or minus 0.5 will be rounded to the highest or lowest full mark (for example, a mark of 54.5 will be rounded to 55, while a mark of 54.4 will be rounded to 54. The University has a policy of not condoning 'close pass failure') Therefore the only adjustment to the marks awarded by the original mark(s) will be the automatic rounding described above.

MODULE DESCRIPTION FORM

Module Information			
Module Title	Principles of Marketing Management		Module Delivery
Module Type	C		<input type="checkbox"/> Theory <input type="checkbox"/> Lecture <input type="checkbox"/> Lab <input type="checkbox"/> Tutorial <input type="checkbox"/> Practical <input type="checkbox"/> Seminar
Module Code	MAM-2011		
ECTS Credits	8		
SWL (hr/sem)	200		
Module Level	1	Semester of Delivery	
Administering Department	Type Dept. Code	College	Administration and economics
Module Leader	SAAD AJAJ KHALAF		e-mail Sajaj95@tu.edu.iq
Module Leader's Acad. Title	Assistant Professor	Module Leader's Qualification	PHD
Module Tutor	Ahmed Hameed Issa		e-mail Ahmed.H.24@tu.edu.iq
Peer Reviewer Name	Name	e-mail	E-mail
Scientific Committee Approval Date		Version Number	1.0

Relation with other Modules			
Prerequisite module	None	Semester	
Co-requisites module	None	Semester	

Module Aims, Learning Outcomes and Indicative Contents	
Module Objectives	<ol style="list-style-type: none"> Active learning: Encouraging students' active participation in learning processes, such as discussions, group activities, and problem solving, to enhance their deep understanding of concepts. Cooperative learning: Encouraging students to work together in small groups to solve issues related to their studies and share ideas, which contributes to enhancing interaction and exchange of knowledge between them. Use of technology: Taking advantage of technology to provide interactive educational tools such as computer programs and online resources to enhance

	<p>student understanding and motivation.</p> <ol style="list-style-type: none"> 4. Problem-based learning: Presenting specific problems and challenging students to think critically and use marketing skills to solve them. 5. Multiple educational strategies: Providing a variety of educational strategies, such as interactive lectures, practical lessons, and practical exercises, to meet the diverse needs of students. 6. Enhancing marketing thinking: Encourages students to develop marketing skills such as analysis, planning and inference, by providing stimulating questions and applied problems. 7. Provide immediate feedback: Provide immediate feedback on their full understanding of marketing concepts, whether through assessments or direct engagement with the Lecturer.
<p>Module Learning Outcomes</p>	<p>Important: Write at least 6 learning outcomes, preferably equal to the number of weeks of study:</p> <ol style="list-style-type: none"> 1. Providing leading talents in marketing management for public and private sector institutions. 2. Disseminating marketing knowledge in all institutions to achieve the aspirations of society. 3. The ability of the department’s graduates to develop their marketing and knowledge skills and achieve leadership in marketing management. 4. Establishing social and ethical responsibility. 5. Community service and meeting its requirements. 6. Attention to professional ethics and the ability to demonstrate high professional competence. 7. The student must believe in the principles of integrity and transparency, and have the ability to apply the concepts of quality management at work.
<p>Indicative Contents</p>	<p>The content of the guidelines includes:</p> <ol style="list-style-type: none"> 1. The main goal of this course is for students to have the option through which they can develop the necessary knowledge and skills in the field of marketing management, which is defined as the process of identifying customers’ desires and developing a plan to convince them of the organization’s ability to meet these desires, then implementing this plan in a way that achieves profits for the organization. 2. Introducing students that marketing management is a system of business activities that are integrated with each other, and which aim to plan, price, promote, and distribute goods and services to current and potential customers in the future. 3. Introducing students by offering carefully selected programs of high quality to create future leaders in the field of marketing who possess high skills and abilities and are ready to work in the field of marketing because of the important role that marketing represents in society. <p>Introducing students to the fact that marketing works to:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Create efficient and profitable products that meet customer needs. <input checked="" type="checkbox"/> Build business opportunities that create wealth for your enterprise. <input checked="" type="checkbox"/> Increase revenues by maximizing the impact of marketing investments on sales.

	<input checked="" type="checkbox"/> Improving brand reputation and image...etc.
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Learning and Teaching Strategies	
Strategies	<p>The most important strategy for learning and teaching is to encourage student participation through discussions, while at the same time improving and expanding their thinking skills. Through classroom materials and interactive educational programs, and by looking at types of simple experiments that include undertaking some activities that are of interest to students, the most important of what we aspire to can be summarized through the following points: -</p> <ol style="list-style-type: none"> 1. It enables the student to address problems related to marketing activities 2. It enables the student to meet all the requirements of the labor market. 3. Enables the student to make accurate and timely decisions.

Student Workload (SWL)			
Structured SWL (h/sem)	45	Structured SWL (h/w)	3
Unstructured SWL (h/sem)	77	Unstructured SWL (h/w)¹	5.13
Total SWL (h/sem)	125		

Module Evaluation				
	Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome

Formative assessment	Daily examinations	0.25 hr/4	10% (2)	4 - 6- 8 -11	<p>Chapter One:</p> <ul style="list-style-type: none"> - The Concept of Physical Distribution - Transportation Changes - The Concept of Sales <p>Chapter Two:</p> <ul style="list-style-type: none"> - The concept of procurement - Objectives of procurement management <p>Chapter Three:</p> <ul style="list-style-type: none"> -The concept of marketing pricing - calculate marketing expenses <p>Chapter Four:</p> <ul style="list-style-type: none"> -The concept of social responsibility in marketing -The concept of social marketing
	Assignments, answers/presentation	0.50 hr/2	10% (5)	1 6	
	Projects/Discussions	0.50 hr/2	10% (5)	5 12	
	Report	0.50 hr/2	10% (5)	3 9	
Summative assessment	Midterm test	2hr	10% (10)		Chapter – one, two, three, and four.
	Final exam	3hr	50% (50)		
Overall evaluation			100% (100 Marks)		

Delivery Plan (Weekly Syllabus)	
	Material Covered
Week 1	The Concept of Physical Distribution
Week 2	Transportation Change

Week 3	The Concept of Sales
Week 4	Sales Organization
Week 5	Buyer Concepts
Week 6	Purchasing Management Objectives
Week 7	The Concept of Marketing Costs
Week 8	Cost Costing
Week 9	The Concept of Social Marketing
Week 10	Social Orientation of Marketing
Week 11	Sales Orientation
Week 12	Philosophical Orientation
Week 13	Philosophical Orientation
Week 14	The Concept of Pink Marketing
Week 15	Exam
Week 16	Preparatory week before the final exam

Delivery Plan (Weekly Lab. Syllabus)	
	Covered Materials
Week 1	No lab
Week 2	No lab
Week 3	No lab
Week 4	No lab
Week 5	No lab
Week 6	No lab
Week 7	No lab

Learning and Teaching Resources		
	Text	Available in the Library?
The required texts	Principles of Marketing Management book by Dr. Thamer Al-Bakri	yes
Recommended texts	Marketing Management Principles Book	yes

Websites	
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Grading Scheme

Group	Grade	Appreciation	Marks %	Definition
Success Group (50 - 100)	A - Excellent	Excellent	90 - 100	Amazing performance
	B - Very Good	Very Good	80 - 89	Above average with some mistakes
	C - Good	Good	70 - 79	Good work with noticeable errors.
	D - Satisfactory	Satisfactory	60 - 69	Fair but with major flaws
	E - Sufficient	Sufficient	50 - 59	Work meets minimum standards
Fail Group (0 - 49)	FX – Fail	FX – Fail	(45-49)	I want more work but credit is given
	F – Fail	Fail	(0-44)	Large amount of work required

Note: Decimal marks plus or minus 0.5 will be rounded to the highest or lowest full mark (for example, a mark of 54.5 will be rounded to 55, while a mark of 54.4 will be rounded to 54. The University has a policy of not condoning 'close pass failure') Therefore the only adjustment to the marks awarded by the original mark(s) will be the automatic rounding described above.

MODULE DESCRIPTION FORM

Course description template

Module Information			
Course Information			
Module Title	English language		Module Delivery
Module Type	Core		ÿ Theory ÿ Lecture ÿ Lab Tutorial ÿ Practical ÿ Seminar
Module Code	Un-126		
ECTS Credits	2		
SWL (hr/week)	50		
Module Level	2	Semester of Delivery	3
Accounting Department	MAC	College	UOMM
Module Leader	Khader Mahmoud Fayhan Adnan e-mail		adnan.afm66@tu.edu.iq
Module Leader's Acad. Title	Assistant professor.	Module Leader's Qualification	
Module Tutor		e-mail	
Peer Reviewer Name		e-mail	
Scientific Committee Approval Date	01/10/2025	Version Number	1.0

Relation with other Modules			
With other study materials <small>The stuck</small>			
Prerequisite module <small>Preparatory materials</small>	Is there	Semester	
Co-requisites module <small>Supplementary materials</small>	Is there	Semester	

Module Aims, Learning Outcomes and Indicative Contents	
Course objectives, learning outcomes, and guidance content	
<p>Module Objectives Course Objectives</p>	<ol style="list-style-type: none"> 1- Teaching students about questions and tense revision 2- Teaching students about Rights word, wrong word, Social expressions 3- Teaching students about Present tenses, have/ have got 4- Teaching students about how to express Things I like doing, making conversation 5- Teaching students about Past simple and continuous 6- Teaching students about the use of Adverbs, Saying when 7- Teaching students about Eat, drink, and be merry! 8- Teaching students about how to Express quantity, something/ no one..... 9- Teaching students about how to use Articles, a piece of....., Can you come dinner? 10- Teaching students about Verb patternsand Expressing doubt and certainty 11- Teaching students about Phrasal verbsand Synonyms and antonyms 12- Teaching students about Expressing doubt and certainty
<p>Module Learning Outcomes</p> <p style="text-align: center;">Learning outcomes for the subject</p>	<ol style="list-style-type: none"> 1- The student is able to use questions and different tense in everyday situations 2- The student is able to use Rights word, wrong word, Social expressions 3- The student is able to express Present tenses, have/ have got 4- The student is able to express Things I like doing, making conversation 5- The student is able to use the Past simple and continuous tense in everyday situation 6- The student is able to use Adverbs, Saying when 7- The student is able to talk about Eat, drink, and be merry! 8- The student is able to Express quantity, something/ no one..... 9- The student is able to use Articles, a piece of....., Can you come dinner? 10- The student is able to identify Verb patterns and Expressing doubt and certainty 11- The student is able to use Phrasal verbs and Synonyms and antonyms 12- The student is able to express doubt and certainty
<p>Indicative Contents</p> <p>Guidelines</p>	<p style="text-align: right;">The instructional content includes the following.</p> <p><u>Part A - Class Lecture</u></p> <ol style="list-style-type: none"> 1. Studying English tenses and how to ask and use questions correctly. 2. Studying some English vocabulary related to social expressions and how to use them in conversations, in addition to spelling them correctly -3 Studying the present simple tense in English and its specific forms

	<p>4. Studying various conversations and how to express the desire to do things. 5. Studying the simple past tense, the past continuous tense, and their different forms.</p> <p>6. Expressing oneself using adverbs of time. Expressing food and drink. 7. Studying how to express quantity, how to use articles (definite and Compound verbs and how to use them and indefinite). 8. Studying verb patterns. 9. Studying the future tense, how to express doubt, and antonyms.</p> <p>10. Studying degrees of preference and comparison, and studying synonyms and</p> <p><u>Part B - Tutorial</u></p> <p>The student learns new vocabulary and uses it optimally. Tamak yen -1</p> <p>The student must understand and comprehend the answer correctly. <i>A sprinkle to enable</i> Using conversations and direct questions and answers -2</p> <p>y Correct in English</p> <p>y The student should understand and comprehend as many English vocabulary words as possible! -3 Reading some texts to master</p> <p>-4 Using oral reading of texts by the student in order to master the correct pronunciation of vocabulary.</p> <p>The student learns correct and skillful spelling. Using the writings of the present -5</p> <p>The student uses language skills (reading, listening, writing, speaking) skillfully through Tamak yen -6</p> <p style="text-align: right;">Various classroom activities and their integration into daily life</p> <p>Total hrs = 60 = SSWL - (Exam hrs) = 60+ 3 = 63 hr (Time table hrs x 15 weeks)</p>
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Learning and Teaching Strategies	
<u>Learning and teaching strategies</u>	
Strategies	<p>The main strategy to be followed in delivering this unit is to encourage student participation in exercises, while simultaneously refining and expanding language communication skills. This will be achieved through interactive classroom lessons and through the application of language skills (listening, speaking, reading, writing) involving activities and student participation in applying and analyzing these</p>

Student Workload (SWL)			
The student's academic workload is calculated for 15 weeks.			
Structured SWL (h/sem) Regular academic workload for the student during the semester	33	Structured SWL (h/w) Student's regular weekly study load	4
Unstructured SWL (h/sem) Irregular student workload during the semester	17	Unstructured SWL (h/w) Irregular weekly study load for the student	6
Total SWL (h/sem) The student's total academic workload during the semester	50		

Module Evaluation					
Course Material Assessment					
As		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Quizzes	3	20% (15)	4,7,10,13	LO#1, #2, #3, LO #4, #5, LO #6 #7, LO #8 #9
	Online Assignments	1	5% (10)	Continuous	LO #3, #4 and #6, #7
	Onsite Assignments	4	5% (10)	Continuous	All
	Report	1	5% (5)	13	LO #5, #8 and #9
	Seminar	1	5%(5)	2,12	LO #6, #7, #8, #9
Summative assessment	Midterm Exam	1hr	10% (10)	7	LO #1 - #7
	Final Exam	3hr	50% (50)	16	All
Total assessment			100% (100 Marks)		

Delivery Plan (Weekly Syllabus)	
Theoretical weekly curriculum	
Week	Material Covered
Week 1	Questions, Tense revision
Week 2	Rights word, wrong word, Social expressions
Week 3	Present tenses, have/ have got
Week 4	Things I like doing, making conversation
Week 5	Past simple and continuous
Week 6	Adverbs, Saying when
Week 7	Eat, drink, and be merry!
Week 8	Expressing quantity, something/ no one.....
Week 9	Articles, a piece of....., Can you come dinner?
Week 10	Verb patterns

Week 11	Future forms
Week 12	Phrasal verbs
Week 13	Expressing doubt and certainty
Week 14	comparative and superlative
Week 15	Synonyms and antonyms
Week 16	Final Exam

Delivery Plan (Weekly Lab. Syllabus)

Weekly laboratory schedule

Week

	Material Covered
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	

Learning and Teaching Resources

Learning and teaching resources

	Text	Available in the Library?
Required Texts	New Headway Plus / Beginner Student's Boob. For : John and Liz Soars/ Oxford University Press	No
Recommended Texts		

Grading Scheme				
Grading Chart:				
Group	Grade		Marks %	Definition
Success Group (50 - 100)	A - Excellent		90 - 100	Outstanding Performance
	B - Very Good	Excellent, Very Good	80 - 89	Above average with some errors
	C - Good	good	70 - 79	Sound work with notable errors
	D - Satisfactory	Acceptable	60 - 69	Fair but with major shortcomings
	E - Sufficient	average	50 - 59	Work meets minimum criteria
Fail Group (0 - 49)	FX - Fail	(Processing underway)	(Failed) 45-49	(More work required but credit awarded)
	F - Fail	yyyy	0-44	(Considerable amount of work required)
<p>Note: Marks Decimal places above or below 0.5 will be rounded to the higher or lower full mark (for example a mark of 54.5 will be rounded to 55, whereas a mark of 54.4 will be rounded to 54. The University has a policy NOT to condone "near-pass fails" so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.</p>				

Tikrit University

College of Administration and Economics

Department of Marketing Management

Academic Description

Phase two

MODULE DESCRIPTION FORM

Course description form

Module Information			
Study subject information			
Module Title	Fundamentals of emerging technologies and SPSS applications		Module Delivery
Module Type	B		<input checked="" type="checkbox"/> Theory <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Lab <input type="checkbox"/> Tutorial <input type="checkbox"/> Practical <input type="checkbox"/> Seminar
Module Code	MMM-24014		
ECTS Credits	5		
SWL (hr/sem)	150		
Module Level	2	Semester of Delivery	
Administering Department	MMM-24014	College of Administration and Economics	MCOAE
Module Leader	Hiba Rabeea Sheran	e-mail	hibars1@tu.edu.iq
Module Leader's Acad. Title	Assistant Professor Doctor	Module Leader's Qualification	Ph.D
Module Tutor	Hiba Rabeea Sheran	e-mail	hibars1@tu.edu.iq
Peer Reviewer Name	Nothing	e-mail	Nothing
Scientific Committee Approval Date	01/9 /2025	Version Number	1.0

Relation with other Modules			
.It is compatible with other study materials			
Prerequisite module	None	Semester	
Co-requisites module	None	Semester	

Module Aims, Learning Outcomes and Indicative Contents Study objectives, learning outcomes, and experimental content	
Module Objectives Academic goal	<p>1-. This course focuses on teaching students how to quantify elements and then solve problems to arrive at a solution. In marketing organizations, students acquire skills in dealing with integration.</p> <p>2-This course introduces students to the concepts of statistical analysis, how to conduct paper and electronic surveys, and enables them to calculate frequencies and percentages. It also familiarizes them with the concepts of centralized armament and parametric and .non-parametric tests</p>
Module Learning Outcomes Intermediate education outcomes	<ol style="list-style-type: none"> 1. Introduction to linear programming 2. How to formulate a linear programming model 3. Identifying points on a wind graph 4. Working with the optimal solution 5. How to conduct a survey 6. How to work with SPSS transformations 7. How to analyze a survey 8-Introduction to descriptive statistics
Indicative Contents Indicative contents	<p>Indicative content includes the following.</p> <p><u>Linear Programming</u></p> <p><u>Formulating a Linear Programming Model</u></p> <p><u>Wind Diagramming</u></p> <p><u>Wind Diagramming Methods</u></p> <p><u>Simplicity Method</u></p> <p><u>Two-Way Developments</u></p> <p><u>Transfer/Copy</u></p> <p><u>Assignment Theory</u></p> <p><u>Fixing the Fit</u></p> <p><u>Mathematical Solution for Business Networks</u></p> <p><u>Questionnaires</u></p> <p><u>SPSS Overview</u></p> <p><u>Defining Variables and Values</u></p> <p><u>Questionnaire Analysis</u></p> <p><u>Data Exploration</u></p> <p><u>Weather Forecasting in SPSS</u></p> <p><u>Descriptive Table</u></p>

Learning and Teaching Strategies

Strategies	However, the main approach I take in delivering this unit is to encourage participants' engagement in the activities, while simultaneously honing their critical thinking skills. This will be achieved through interactive classroom sessions and lessons, and by considering the types of models and small-scale examples that .students can grasp
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Student Workload (SWL)

Pregnancy for the beloved student at 15 weeks

Structured Course Load (hours/semester)	48	SWL Structured (H/W)	5
Student's regular course load during the semester	102	The Bible is studied weekly by the student.	7
Unstructured Course Load (hours/semester)	150		

Module Evaluation

Evaluation of the academic subject

		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Quizzes	4	10% (20)	4 and 13	LO #1, #2, #3,#4, #5, #6, #7
	On line Assignments	2	5% (5)	2 and 12	LO #3, #4 and #6,
	Seminar	2	5% (5)	6 and 13	All
	Report	1	5% (5)	13	LO #1, #4,and #7
	Onsite Assignments	4	5% (5)	Continuou s	All
Summative assessment	Midterm Exam	2hr	20% (10)	7, 15	LO #1 - #8
	Final Exam	3hr	50% (50)	16	All
Total assessment			100% (100 Marks)		

Delivery Plan (Weekly Syllabus)	
Weekly theoretical curriculum	
	Material Covered
Week 1	Introduction to Quantitative Methods
Week 2	Modeling: Formulating a Linear Programming Model
Week 3	Solving the Model Graphically
Week 4	Solving the Model Using the Simplex Method
Week 5	Converting Models from General Form to Binary Form
Week 6	Exam 1
Week 7	Transportation Models: Least Cost Method and Northwest Corner Method
Week 8	Allocation Theory
Week 9	Game Theory: Game Solving Methods
Week 10	Business Networks: Mathematical Solutions for Business Networks
Week 11	Exam 2
Week 12	Overview of SPSS, Definition of Variables and Missing Values
Week 13	Questionnaire Analysis
Week 14	Graphs and Descriptive Statistics Tables in SPSS
Week 15	Exam 3

Learning and Teaching Resources		
	Text	Available in the Library?
Required Texts	In addition, it falls under the category of Marketing – Mahmoud Al-Sumaidi, Rudaina Othman	Yes
Recommended Texts	Statistical Analysis of Questionnaires Using IBM SPSS Statistic Software	Yes
Websites		

Grading Scheme Grading chart				
Group	Grade	Grade	Marks %	Definition
Success Group (50 - 100)	A - Excellent	Excellent	90 – 100	Outstanding Performance
	B - Very Good	Very Good	80 – 89	Above average with some errors
	C – Good	Good	70 – 79	Sound work with notable errors
	D - Satisfactory	Average	60 – 69	Fair but with major shortcomings
	E - Sufficient	Acceptable	50 – 59	Work meets minimum criteria
Fail Group (0 – 49)	FX – Fail	Fail (Under Review)	(45-49)	More work required but credit awarded
	F – Fail	Fail	(0-44)	Considerable amount of work required
<p>Note: Marks Decimal places above or below 0.5 will be rounded to the higher or lower full mark (for example a mark of 54.5 will be rounded to 55, whereas a mark of 54.4 will be rounded to 54. The University has a policy NOT to condone "near-pass fails" so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.</p>				

Module 1

Code	Course/Module Title	ECTS	Semester
MMM-2307	Basic fundamentals and applications of SPSS	6	1
Class (hr/w)	Lect/Lab./Prac./Tutor	SSWL (hr/sem)	USSWL (hr/w)
3	1	46	102
Description			
<p>This course focuses on teaching students how to quantify problems and then solve them to identify the optimal solution in marketing organization. Students will benefit from working with results, be introduced to the concepts of statistical analysis, how paper and electronic methods work, and be able to calculate frequencies and percentages for skills. They will also learn about the concepts of .main tendency and parametric and non-parametric tests</p>			

Course description template

Module Information			
Course Information			
Module Title	Arabic Arabic Language		Module Delivery
Module Type	theoretical		<input type="checkbox"/> Theory <input type="checkbox"/> Lecture <input type="checkbox"/> Lab <input type="checkbox"/> Tutorial <input type="checkbox"/> Practical <input type="checkbox"/> Seminar
Module Code	Un-116		
ECTS Credits	2		
SWL (hr / sem)	50		
Module Level	1	Semester of Delivery	
Administering Department	Marketing Department	College	Administration and economics
Module Leader	Wissam Mustafa Hassan	e-mail	wissam.mustafa93@tu.edu.iq
Module Leader's Acad. Title	Assistant teacher	Module Leader's Qualification	Master's
Module Tutor		e-mail	
Peer Reviewer Name		e-mail	
Date of approval by the Scientific Committee		Version Number	1.0

Relation with other Modules			
Relationship with other study subjects			
Prerequisite module	None	Semester	
Co-requisites module	None	Semester	

Module Aims, Learning Outcomes and Indicative Contents

Course objectives, learning outcomes, and guidance content

<p>Module Objectives Course Objectives</p>	<ul style="list-style-type: none"> • Identifying the most common mistakes made during writing .year students-by first • .The students interacted with the material during the lecture • Employing language skills and enabling the student to solve problems he faces in his academic and the most important .professional life • Developing the mind and making it understand, in some way, .the meanings of words • Familiarity with the most important grammatical rules that enable him to practice his professional and practical life <p>The focus is on building a cultural and practical personality that enables him to manage the work in the absence of the responsible .element</p>
<p>Module Learning Outcomes Learning outcomes for the subject</p>	<p>1- (Isra and Yusuf-The Holy Quran (Surah Al Hadith Prophetic -2 Arabic Literature (Two Poems) -3 The subjunctive mood of the verb -4 The jussive mood of the verb -5 The genitive cases -6 Accusatives -7 'Rules for writing the closed and open ta -8 Rules for writing the short and long alif -9 ظ and ض between The difference -10 Arabic dictionaries and the stages of language collection -11 Morphology (in terms of the conjugation of numbers, basic -12 (forms, and augmented forms The emergence of the science of rhetoric -13</p>
<p>Indicative Contents Guideline Contents</p>	<p>. Identifying the correct accounting terminology and constructing sentences correctly following to In it Professor Needs that Study Materials One she Arabic the in Basic With skills student Provides until teaching road from more</p>

	<p>In terms . And speaking ‹And listening ‹And reading .writing : It is language Kahf –of language proficiency, in the first and second weeks, a passage from Surah Al is studied and memorized, and in the remaining weeks we cover grammar according begin with the verbal sentence (past tense, to (Alfiyyah Ibn Malik) in grammar. We present tense, imperative), then the nominal sentence (subject and predicate, particles resembling verbs, defective verbs), then dictation. The material is distributed over the importance weeks of the semester according to:</p>
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Learning and Teaching Strategies Learning and teaching strategies	
Strategies	<p>objective of this unit is to encourage student participation in exercises while primary This will be .simultaneously enhancing and expanding their critical thinking skills and by exploring ‹, achieved through interactive classroom and educational programs simple experiments involving sample activities of interest to the students.</p>

Student Workload (SWL) .The student's academic workload is calculated for 15 weeks			
Structured SWL (h/ sem) Regular academic workload for the student during the semester	30	Structured SWL (h/w) Student's regular weekly study load	2
Unstructured SWL (h/ sem) Irregular student workload during the semester	17	Unstructured SWL (h/w) Irregular weekly study load for the student	1.13
Total SWL (h/ sem) The student's total academic workload during the semester	50		

Module Evaluation Course Material Assessment
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		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Daily exams	1hr /4	10% (10)	2+5+7+10	Memorize a -1 passage from Surah Isra and Surah -Al Yusuf -5- Constructing the past tense verb Conjugation of the -7 present tense verb Writing the .10 number
	Tasks and duties	1hr /10	10% (10)	1+3+4+6+8 ++11+12+1 3+14	Lessons learned from Isra -Surah Al and Surah Yusuf - Arabic literature - The subjunctive and jussive moods of the present tense verb - The culverts - accusatives - Disbursement - Abstract and more - Writing the number
	/ Projects Laboratory		10% (10)		
	Report	1hr /1	10% (10)	15	
Summative assessment	exam Midterm	2hr	10% (10)		
	Final exam	3hr	50% (50)		
Overall assessment			100% (100 Marks)		

Delivery Plan (Weekly Syllabus)

Weekly theoretical curriculum

Week	Material Covered
Week 1	Koran
Week 2	Prophetic Hadith
Week 3	Arabic literature
Week 4	Arabic Grammar / Subjunctive Mood of the Verb
Week 5	Jussive mood of the imperfect verb
Week 6	Names raised
Week 7	accusative nouns
Week 8	a test
Week 9	Nouns in the genitive case
Week 10	Writing the number
Week 11	test a
Week 12	ظ and ض The letters
Week 13	Arabic dictionaries
Week 14	Dictionaries of words and meanings
Week 15	Common linguistic errors
Week 16	augmentation, singular, dual, Morphology/in terms of gender (masculine and feminine), definiteness and plural

Delivery Plan (Weekly Lab. Syllabus)

Weekly laboratory schedule

	covered materials
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	

Learning and Teaching Resources

resources Learning and teaching

	Text	Available in the Library?
Required texts	1- Interpretation of the Quran (Abdullah Shubbar) 2- Specialized -The Arabic Language Book for Non Sections by (Abdullah Fader Hassan Amin)	no
Recommended texts	3- Ibn Malik's Alfiyya in Grammar 4- Dictation Book The Clear	no
Websites	https://www.twinkl.com/blog/arabic-grammar-nahw-arabi-egypt-middle-east-educational-resources https://www.googleadservices.com/	

Grading Scheme

Grade chart

Group	Grade	Appreciation	Marks %	Definition
Success Group (50 - 100)	A - Excellent	privilege	90 - 100	Amazing performance
	B - Very Good	very good	80 - 89	Above average with some errors
	C - Good	good	70 - 79	Sound work with some noticeable errors
	D - Satisfactory	middle	60-69	Fair, but with major flaws
	E - Sufficient	acceptable	50-59	.The work meets minimum standards
Fail Group (0 – 49)	FX – Fail	under) Precipitate (processing	(45-49)	More work is required, but credit has .been granted
	F – Fail	Precipitate	(0-44)	A large amount of work is required

Note: Decimal marks that are more or less than 0.5 will be rounded up or down to the nearest whole mark (for example, a mark of 54.5 will be rounded up to 55, while a mark of 54.4 will be rounded up to 54).
 pass failures" and therefore the only adjustment to –for "near tolerance policy–The university has a zero marks awarded by the original mark(s) will be the automatic rounding described above.

MODULE DESCRIPTION FORM

Course description form

Module Information			
Study subject information			
Module Title	Marketing Supplies		Module Delivery
Module Type	Core		<input checked="" type="checkbox"/> Theory <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Lab <input type="checkbox"/> Tutorial <input type="checkbox"/> Practical <input checked="" type="checkbox"/> Seminar
Module Code	MMM-2308		
ECTS Credits	7		
SWL (hr/sem)	175		
Module Level	2	Semester of Delivery	3
Administering Department	Marketing management	College of Administration and Economics	MCOAE
Module Leader	Firas Farhan Jedi	e-mail	Firasffj@tu.edu.iq
Module Leader's Acad. Title	assistant professor	Module Leader's Qualification	Dr.
Module Tutor	Marwan Hussein Abed	e-mail	Marwan.h.29@tu.edu.iq
Peer Reviewer Name	N. A	e-mail	E-mail
Scientific Committee Approval Date	2025/6/4	Version Number	1.0

Relation with other Modules			
Relationship with other study subjects			
Prerequisite module	None	Semester	
Co-requisites module	None	Semester	

Module Aims, Learning Outcomes and Indicative Contents
Study objectives, learning outcomes, and experimental content

<p align="center">Module Objectives Objectives of the study subject</p>	<ol style="list-style-type: none"> 1. Understanding the fundamental concepts of marketing logistics: Students will learn about concepts such as the supply chain, distribution, warehousing, transportation, and delivery, and their relationship to the marketing process. 2. Identifying the key activities in marketing logistics management, including inventory management, transportation methods, distribution channel selection, and effective product delivery strategies. 3. Applying modern logistics tools and techniques, and understanding the latest technological trends such as Supply Chain Management (SCM) systems and intelligent order tracking. 4. Analyzing real-world case studies to understand the actual challenges companies face in supply chain management. 5. Developing critical thinking and decision-making skills in managing complex logistics operations .
<p align="center">Module Learning Outcomes Intermediate education outcomes</p>	<ol style="list-style-type: none"> 1. Explain the fundamental concepts of marketing supplies and the supply chain, and link them to various marketing activities. 2. Identify the key components of logistics technologies, such as transportation, warehousing, distribution, and inventory. 3. Select distribution channels and transportation strategies precisely, tailored to the product's characteristics and the target market. 4. Apply modern tools and technologies in the field of nutrition, such as SCM systems and smart diet tracking. 5. Analyze real-world challenges through case studies and propose solution-oriented logistics strategies. 6. Develop critical thinking skills in collaboratively defining the optimal supply chain
<p align="center">Indicative Contents</p>	<p>The marketing course covers the following topics:</p> <ol style="list-style-type: none"> 1. The concept of subsequent modifications 2. Primary and secondary issues of marketing sustainability 3. The organizational structure required to manage modifications within the organizational environment 4. Fire and its importance 5. Storage and its types 6. Handling and its principles 7. Scientific principles in every purchasing process 8. Supply chain management and its principles 9- Supply chains in the digital environment

Learning and Teaching Strategies

Strategies	The main strategy to be followed in delivering this unit is to encourage student participation in exercises, while simultaneously refining and expanding their critical thinking skills. This will be achieved through interactive classroom sessions and lessons, and by considering simple experiments involving sampling activities that are of interest to the students.
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Student Workload (SWL)

Pregnancy for the beloved student at 15 weeks

Structured SWL (1 hour/1.5)	63	SWL Structured (H/W)	5
The workload expected for the student during the term	112	The Bible is studied weekly by the student.	6
Unstructured SWL (1 hour/1.5)	175		

Module Evaluation

Evaluation of the academic subject

As		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Quizzes	4	10% (20)	4 and 13	LO #1, #2, #3,#4, #5, #6,
	On line Assignments	5	5% (5)	2 and 12	LO #3, #4 and #5,
	Seminar	2	5% (5)	6 and 13	All
	Report	1	5% (5)	13	LO #1, #3, and #5
	Onsite Assignments	4	5% (5)	Continuous	All
Summative assessment	Midterm Exam	2hr	20% (10)	8	LO #1 - #2 and #6
	Final Exam	3hr	50% (50)	15	All
Total assessment			100% (100 Marks)		

Delivery Plan (Weekly Syllabus)

Weekly theoretical curriculum

	Material Covered
Week 1	The Concept and Historical Development of Supply Management
Week 2	Importance and Objectives of Supply Management
Week 3	Internal Organization of Supply Management
Week 4	Transportation Activity and its Importance
Week 5	Objectives and Methods of Transportation
Week 6	Factors Determining the Selection of Transportation Methods
Week 7	Warehouse Activity and its Importance
Week 8	Objectives of Warehousing and Types of Warehouses
Week 9	Customer Service Activity and its Importance and Objectives
Week 10	Secondary Supply Activities / Handling Activity
Week 11	Secondary Supply Activities / Packaging Activity
Week 12	The Five Principles of Procurement

Week 13	Supply Chain Management and its Principles
Week 14	Elements of Supply Chains and the Electronic Supply Chain
Week 15	Midterm Exam

Delivery Plan (Weekly Lab. Syllabus)	
Weekly laboratory schedule	
	Material Covered
Week 1	-
Week 2	-
Week 3	-
Week 4	-
Week 5	-
Week 6	-
Week 7	-

Learning and Teaching Resources		
	Text	Available in the Library?
Required Texts	Theses, dissertations, and scientific books	Yes
Recommended Texts	Diverse skills and techniques for dealing with marketing skills	Yes
Websites		

Grading Scheme				
Temperature charts				
Group	Grade	Grade	Marks %	Definition
Success Group (50 - 100)	A - Excellent	Approved	90 - 100	Outstanding Performance
	B - Very Good	Very Good	80 - 89	Above average with some errors
	C - Good	Good	70 - 79	Sound work with notable errors
	D - Satisfactory	Average	60 - 69	Fair but with major shortcomings
	E - Sufficient	Acceptable	50 - 59	Work meets minimum criteria
Fail Group (0 – 49)	FX – Fail	Fail (Under Central Processing)	(45-49)	More work required but credit awarded
	F – Fail	Fail	(0-44)	Considerable amount of work required

Note: Marks Decimal places above or below 0.5 will be rounded to the higher or lower full mark (for example a mark of 54.5 will be rounded to 55, whereas a mark of 54.4 will be rounded to 54. The University has a policy NOT to condone "near-pass fails" so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.

Code	Course/Module Title	ECTS	Semester
MMM-2308	Tanker marketing	7	3
Class (hr/w)	Lect/Lab./Prac./Tutor	SSWL (hr/sem)	USSWL (hr/w)
3	1	63	112
Description			
<p>This course aims to equip students with the fundamental concepts of marketing supply chains, their components, elements, and types, while also exploring the historical development of the supply chain and its role in supporting marketing activities. It highlights modern trends in supply chain management and the impact of globalization and technology on supply chain efficiency. The course also addresses mechanisms for coordinating logistics and marketing activities, the importance of partnerships between suppliers and distributors, and reviews the guarantees and general standards that ensure the quality and efficiency of logistics services. Furthermore, the course includes an examination of successful supply chain management .models and how to enhance supply chain sustainability within the framework of corporate social responsibility</p>			

MODULE DESCRIPTION FORM

Module Information			
Module Title	Marketing services 1		Module Delivery
Module Type	Core		<input checked="" type="checkbox"/> Theory <input type="checkbox"/> Lecture <input type="checkbox"/> Lab <input type="checkbox"/> Tutorial <input type="checkbox"/> Practical <input type="checkbox"/> Seminar
Module Code	MMM-2307		
ECTS Credits	7		
SWL (hr/sem)	175		
Module Level	1	Semester of Delivery	
Administering Department	MMM	College of Administration and Economics	MCOAE
Module Leader	Firas Hassn Rasheed	e-mail	alrshydfiras780@tu.edu.iq
Module Leader's Acad. Title	assistant professor	Module Leader's Qualification	MSc.
Module Tutor	N.A	e-mail	E-mail
Peer Reviewer Name	Anwar ghazi noaman	e-mail	anwar.g.noaman@tu.edu.iq
Scientific Committee Approval Date	01/9 /2025	Version Number	1.0

Relation with other Modules			
Prerequisite module	None	Semester	
Co-requisites module	None	Semester	

Module Aims, Learning Outcomes and Indicative Contents Course objectives, learning outcomes, and guidance content	
Module Objectives	To provide students with service-related concepts and characteristics within .1 .marketing organizations, focusing on a specific area

	<p>To introduce students to elements considered service-oriented .-2 marketing, which become fundamental principles for developing and .enhancing service-oriented organizational marketing policies</p> <p>To give students an understanding of the factors influencing elements .-3 .considered service-oriented marketing</p>
<p>Module Learning Outcomes</p>	<ol style="list-style-type: none"> 1. Understanding the key elements of quality marketing services, which are fundamental to marketing principles. 2. Understanding the marketing environment of the service. 3. .3Differentiating between the service marketing elements within an organization. 4. .4Determining the appropriate location for services. 5. .5Understanding e-marketing for products. 6. Understanding the relationship between service organizations and their clients. 7. Defining the services offered by the organization.
<p>Indicative Contents</p>	<p>Indicative content includes the following.</p> <p><u>Service Marketing in Relief Organizations</u></p> <p><u>Service Concept, Objectives, and Environment</u></p> <p><u>Service Characteristics</u></p> <p><u>Service Design</u></p> <p><u>The Psychological Context of Service</u></p> <p><u>Service Quality</u></p> <p><u>Fundamentals of Service Marketing</u></p> <p><u>The Concept of Service</u></p> <p><u>Electronic Service</u></p> <p><u>Service Pricing</u></p> <p><u>Service Promotion</u></p> <p><u>Service Distribution</u></p> <p><u>Staff</u></p> <p><u>Deteriorating Economic Situation</u></p> <p><u>Operations</u></p> <p><u>Organized Relationship with Clients</u></p> <p><u>Midterm Exam</u></p>
<p>Learning and Teaching Strategies</p>	
<p>Strategies</p>	<p>The main strategy employed in delivering this unit is to encourage student participation in exercises while simultaneously developing critical thinking skills. This</p>

	will be achieved through interactive classroom sessions and lessons, and by .considering the types of models and small-scale examples that students can grasp
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Student Workload (SWL)			
Pregnancy for the beloved student at 15 weeks			
Structured SWL (h/sem)	63	Structured SWL (h/w)	6 hours
Unstructured SWL (h/sem)	112	Unstructured SWL (h/w)¹	7 hours
Total SWL (h/sem)	175		

Module Evaluation					
Evaluation of the academic subject					
		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Quizzes	4	10% (20)	4 and 13	LO #1, #2, #3,#4, #5, #6, #7
	On line Assignments	2	5% (5)	2 and 12	LO #3, #4 and #6,
	Seminar	2	5% (5)	6 and 13	All
	Report	1	5% (5)	13	LO #1, #4,and #7
	Onsite Assignments	4	5% (5)	Continuous	All
Summative assessment	Midterm Exam	2hr	20% (10)	7, 15	LO #1 - #7
	Final Exam	3hr	50% (50)	16	All
Total assessment			100% (100 Marks)		

Delivery Plan (Weekly Syllabus) Weekly curriculum	
	Material Covered
Week 1	Understanding the concept of service and its characteristics
Week 2	The concept of service and the service marketing mix
Week 3	Service pricing
Week 4	Service promotion
Week 5	Service distribution
Week 6	Work colleagues and social issues
Week 7	Exam 1
Week 8	The concept of psychological time in service
Week 9	Steps to build the psychological state for service delivery
Week 10	Service design and standards
Week 11	Building relationships with clients in service organizations
Week 12	The quality of the service concept
Week 13	E-marketing of services
Week 14	Service marketing applications in healthcare, banking, and education organizations
Week 15	Exam 2

Delivery Plan (Weekly Lab. Syllabus) Weekly laboratory schedule	
	Material Covered
Week 1	_____
Week 2	_____
Week 3	_____
Week 4	_____
Week 5	_____
Week 6	_____
Week 7	_____

Learning and Teaching Resources		
	Text	Available in the Library?
Required Texts	Rania Al-Majni, 2020, Services Marketing, Smart University	Yes
Recommended Texts	Alan Wilson, Valarie A. Zeithaml, Mary Jo Bitner and Dwayne D. Gremler. (2019), "SERVICEE Marketing INTEGRATING CUSTOMER FOCUS ACROSS THE FIRM", Third European Edition, UK.	Yes
Websites		

Grading Scheme				
Grade chart				
Group	Grade	Appreciation	Marks %	Definition
Success Group (50 - 100)	A - Excellent	privilege	90 - 100	Outstanding Performance
	B - Very Good	very good	80 - 89	Above average with some errors
	C – Good	good	70 - 79	Sound works with notable errors
	D - Satisfactory	middle	60-69	Fair but with major shortcomings
	E - Sufficient	acceptable	50-59	Work meets minimum criteria
Fail Group (0 – 49)	FX – Fail	under) Precipitate (processing	(45-49)	More work required but credit awarded
	F – Fail	Failed	(0-44)	Considerable amount of work required
<p>Note: Marks Decimal places above or below 0.5 will be rounded to the higher or lower full mark (for example a mark of 54.5 will be rounded to 55, whereas a mark of 54.4 will be rounded to 54. The University has a policy NOT to condone "near-pass fails" so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.</p>				

Module 1

Code	Course/Module Title	ECTS	Semester
MMM-2307	of quantitative Principles methods and applicationsSPSS	7	3
Class (hr/w)	Lect/Lab./Prac./Tutor	SSWL (hr/sem)	USSWL (hr/w)
3	1	63	112
Description			

This course aims to teach students how to transform theoretical problems into quantitative ones, then students marketing organizations. It also aims to equip in solve them and reach the optimal solution introduce them to the concepts of statistical analysis, how to ' with skills in dealing with logical models conduct paper and electronic questionnaires, enable them to calculate frequencies and percentages, and .parametric tests-f central tendency, parametric and nonfamiliarize them with the concepts o

MODULE DESCRIPTION FORM

Sample course description

Module Information Course Information			
Module Title	Brand management and mental image	Module Delivery	
Module Type	Brand Management and Positioning	<input type="checkbox"/> X Theory <input type="checkbox"/> X Lecture <input type="checkbox"/> X Lab <input type="checkbox"/> Tutorial <input type="checkbox"/> Practical <input type="checkbox"/> Seminar	
Module Code	mmm-24012		
ECTS Credits			
SWL (hr/sem)	150		
Module Level	1	Semester of Delivery	
	2		
Administering Department	Marketing management	College	
Module Leader	Firas Farhan Jedi	e-mail	Firasffj@tu.edu.iq
Module Leader's Acad. Title	Dr. Firas Farhan Jaddi	Module Leader's Qualification	
Module Tutor	M.M. Marwan Hussein Abdul	e-mail	Marwan.h.29@tu.edu.iq
Peer Reviewer Name	Name	e-mail	E-mail
Date of approval of the Scientific Committee	1/9/2025	Version Number	0.2

Relation with other Modules Relationship with other subjects			
Prerequisite module	None	Semester	
Co-requisites module	None	Semester	

Module Aims, Learning Outcomes and Indicative Contents Course Objectives, Learning Outcomes, and Instructional Contents	
Module Objectives Course Objectives	Introducing the student to the concepts of brand management and mental image as one of the important subjects that marketing management students need to study and become familiar with, and clarifying the most important aspects of the concept of brand and mental image, its characteristics and conditions for the students.
Module Learning Outcomes	Understand the concept of branding and its importance in the modern marketing environment, and its role in achieving competitive advantage and building strong customer relationships.

<p>Learning Outcomes for the Course</p>	<p>Differentiate between various brand elements such as the brand name, logo, visual identity, and brand image, and understand their impact on consumer perception.</p> <p>Analyze consumer behavior and examine the factors influencing the formation of brand positioning in the target market.</p> <p>Apply branding and brand management strategies in alignment with organizational goals and customer needs.</p> <p>Design and develop a brand identity capable of differentiation and enhancing customer loyalty in competitive markets.</p> <p>Evaluate brand strength using modern indicators and methods for measuring brand equity and customer loyalty.</p> <p>Use marketing communication and promotional tools to strengthen the brand image and market positioning.</p> <p>Analyze the competitive environment and determine the appropriate competitive position of the brand compared to competitors.</p> <p>Develop marketing plans and strategies that contribute to building and strengthening brand positioning in the long term.</p> <p>Develop analytical thinking and decision-making skills related to brand management and maintaining brand sustainability.</p>																														
<p>Indicative Contents How-to Contents</p>	<table border="1"> <tr><td>Brand Concept</td><td></td></tr> <tr><td>Brand Element Selection Criteria</td><td></td></tr> <tr><td>Brand Element Options</td><td></td></tr> <tr><td>Brand Development Strategies</td><td></td></tr> <tr><td>New Brand Concept</td><td></td></tr> <tr><td>Brand Value</td><td></td></tr> <tr><td>Sources and Measurement of Brand Value</td><td></td></tr> <tr><td>Marketing Advantages of Strong Brands</td><td></td></tr> <tr><td>Brand Awareness and Loyalty</td><td></td></tr> <tr><td>Brand Positioning Concept and Importance</td><td></td></tr> <tr><td>Types of Brand Positioning</td><td></td></tr> <tr><td>Characteristics and Features of Brand Positioning</td><td></td></tr> <tr><td>Brand Positioning Strategies</td><td></td></tr> <tr><td>Factors Influencing the Development of a Brand Positioning Strategy</td><td></td></tr> <tr><td>Final for the first course</td><td></td></tr> </table>	Brand Concept		Brand Element Selection Criteria		Brand Element Options		Brand Development Strategies		New Brand Concept		Brand Value		Sources and Measurement of Brand Value		Marketing Advantages of Strong Brands		Brand Awareness and Loyalty		Brand Positioning Concept and Importance		Types of Brand Positioning		Characteristics and Features of Brand Positioning		Brand Positioning Strategies		Factors Influencing the Development of a Brand Positioning Strategy		Final for the first course	
Brand Concept																															
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Brand Positioning Strategies																															
Factors Influencing the Development of a Brand Positioning Strategy																															
Final for the first course																															

Learning and Teaching Strategies

Strategies	The main strategy employed in delivering this unit is to encourage participant engagement in exercises while simultaneously developing positive critical thinking skills. This will be achieved through interactive classroom sessions and lessons, and by considering the different types of intelligences that incorporate elements of interest to them.
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Student Workload (SWL)

The student's academic load is calculated for 15 weeks

Structured SWL (h/sem) Student's regular academic load during the semester	48	Structured SWL (h/w) Regular Academic Load of the Student Weekly	2
Unstructured SWL (h/sem) Student's irregular academic load during class	102	Unstructured SWL (h/w) Student's irregular academic load per week	1
Total SWL (h/sem) The student's total academic load during the semester	150		

Module Evaluation Assessment of the course

		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Daily exams	1hr/2	10% (10)	5+10	10-
	Missions and Answers	1hr/2	10% (10)	3+12	12-
	Projects/ Laboratory	1hr/15	10% (10)	During the semester	
	The Report	1/1	10% (10)	13	
Summative assessment	Midterm Exam	2hr	10% (10)		
	Final Exam	3hr	50% (50)		
Overall Rating			100% (100 Marks)		

Delivery Plan (Weekly Syllabus) Theoretical Weekly Curriculum

	Material Covered
Week 1	Brand Concept
Week 2	Brand Element Selection Criteria
Week 3	Brand Element Options
Week 4	Brand Development Strategies
Week 5	New Brand Concept
Week 6	Brand Value
Week 7	Sources and Measurement of Brand Value
Week 8	Marketing Advantages of Strong Brands

Week 9	Brand Awareness and Loyalty
Week 10	Brand Positioning Concept and Importance
Week 11	Types of Brand Positioning
Week 12	Characteristics and Features of Brand Positioning
Week 13	Brand Positioning Strategies
Week 14	Factors Influencing the Development of a Brand Positioning Strategy
Week 15	Final for the first course
Week 16	

Delivery Plan (Weekly Lab. Syllabus) Weekly Laboratory Curriculum

	Covered Materials
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	

Learning and Teaching Resources Learning and Teaching Resources

	Text	Available in the Library?
Required Texts		no
Recommended Texts		no
Websites		

Grading Scheme Grading Chart

Group	Grade	Recognition	Marks %	Definition
Success Group (50 - 100)	A – Excellent	Privilege	90 - 100	Amazing Performance
	B - Very Good	Very good	80 - 89	Above average with some mistakes
	C – Good	Good	70 - 79	Proper work with noticeable errors
	D – Satisfactory	Medium	60 - 69	Fair but with major drawbacks
	E – Sufficient	Acceptable	50 - 59	The work meets minimum standards
Fail Group (0 – 49)	FX – Fail	Deposit (in processing)	(45-49)	More work is required but credit has been awarded
	F – Fail	Fail	(0-44)	Significant amount of work required

Note: Decimal marks above or below 0.5 will be rounded to the highest or lowest full score (e.g., 54.5 will be rounded to 55, while 54.4 will be rounded to 54. The University has a policy of not tolerating "close pass failure" and therefore the only adjustment to the marks awarded by the original mark(s) will be the automatic rounding described above.

MODULE DESCRIPTION FORM

Course description template

Module Information			
Course Information			
Module Title	Principles of quantitative of methods and applications 2 -SPSS		Module Delivery
Module Type	Core		<input checked="" type="checkbox"/> Theory <input type="checkbox"/> Lecture <input type="checkbox"/> Lab <input type="checkbox"/> Tutorial <input type="checkbox"/> Practical <input type="checkbox"/> Seminar
Module Code	MMM-23010		
ECTS Credits	7		
SWL (hr/sem)	175		
Module Level	2	Semester of Delivery	3
Administering Department	MMM	College of Administration and Economics	MCOAE
Module Leader	Hiba Rabeea Sheran	e-mail	hibars1@tu.edu.ig
Module Leader's Acad. Title	Assistant Professor Doctor	Module Leader's Qualification	PhD.
Module Tutor	ABDULJALEEL ISMAEL OTHMAN	e-mail	a.i.othman@tu.edu.ip
Peer Reviewer Name	Assistant Lecturer	e-mail	
Scientific Committee Approval Date	01/9/2025	Version Number	1.0

Relation with other Modules			
Relationship with other study subjects			
Prerequisite module	None	Semester	
Co-requisites module	None	Semester	

Module Aims, Learning Outcomes and Indicative Contents

Course objectives, learning outcomes, and guidance content

<p>Module Objectives Course Objectives</p>	<ol style="list-style-type: none"> 1. This course aims to teach students how to transform theoretical problems into quantitative ones, then solve them and arrive at the optimal solution in marketing organizations, as well as to equip students .with skills in dealing with logical models 2. Introducing the student to the concepts of statistical analysis, how to late create paper and electronic questionnaires, enabling them to calcu frequencies and percentages, and familiarizing them with the concepts .parametric tests-of central tendency, parametric and non
<p>Module Learning Outcomes Learning outcomes for the subject</p>	<ol style="list-style-type: none"> 1. ¿What is a binary simplex 2. Solution methods using them approach 3. Sensitive analysis and changes in base parameters <p>side coefficients-right Sensitive analysis and change in .5 Understanding how to find the zero set .6 .7 Optimal solution using game theory and Vogel's method cost solution methods-Low .8 Descriptive Statistics .9 Nominal and Ordinal Data .10 Quantitative data .11 Graphs .12 Graph .13 Simple association .14 Advanced topics in questionnaire analysis .15</p>
<p>Indicative Contents Guideline Contents</p>	<p><u>part simplex-two</u> <u>m style</u> <u>analysis sensitive</u> <u>The ideal solution using game theory and Vogel's method</u> <u>Classroom statistics</u> <u>Nominal and monographic data</u> <u>Link</u></p>
<p>Learning and Teaching Strategies Learning and teaching strategies</p>	
<p>Strategies</p>	<p>to she Unity This is amazing presentation in Following it It will be that Home strategy skills Expanding refine same the time And in ‘Exercises in students sharing encourage Study Chapters during from that investigation . It will be . They have it Critical thinking simple Experiments Types in Looking during And from Interactive And the lessons . Students charges that Samples take Activities some on It involves that models</p>

Student Workload (SWL)			
.weeks The student's academic workload is calculated for 15			
Structured SWL (h/sem) workload for the Regular academic student during the semester	63	Structured SWL (h/w) Student's regular weekly study load	6
Unstructured SWL (h/sem) Irregular student workload during the semester	112	Unstructured SWL (h/w) Irregular weekly study load for the student	7
Total SWL (h/sem) The student's total academic workload during the semester	175		

Module Evaluation					
Course Material Assessment					
		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Quizzes	4	10% (20)	4 and 13	LO #1, #2, #3, #4, #5, #6, #7
	Online Assignments	2	5% (5)	2 and 12	LO #3, #4 and #6,
	Seminar	2	5% (5)	6 and 13	All
	Report	1	5% (5)	13	LO #1, #4, and #7
	Onsite Assignments	4	5% (5)	Continuous	All
Summative assessment	Midterm Exam	2hr	20% (10)	7, 15	LO #1 - #7
	Final Exam	3hr	50% (50)	16	All
Total assessment			100% (100 Marks)		

Delivery Plan (Weekly Syllabus) Weekly theoretical curriculum	
	Material Covered
Week 1	?What is a binary simplex
Week 2	Solution methods using them approach
Week 3	Sensitive analysis and changes in base parameters
Week 4	side parameters-right Sensitive analysis and change in
Week 5	Learn how to find the zero set
Week 6	and Vogel's method cost solutions-Low
Week 7	Exam 1
Week 8	Descriptive statistics
Week 9	Nominal and monographic data
Week 10	Quantitative data
Week 11	graphs
Week 12	graph
Week 13	simple link
Week 14	Advanced topics in survey analysis
Week 15	Exam 2

Delivery Plan (Weekly Lab. Syllabus) Weekly laboratory schedule	
	Material Covered
Week 1	Descriptive statistics
Week 2	Nominal and monographic data
Week 3	Quantitative data
Week 4	graphs
Week 5	graph
Week 6	simple link
Week 7	Advanced topics in survey analysis

Learning and Teaching Resources

resources Learning and teaching

	Text	Available in the Library?
Required Texts	Jawad, Hami Nasser -Dalal Sadiq Al –Operations Research Fattal 2008-AI Sumaidi-AI Mahmoud – Marketing in Quantity Methods Othman Rudaina Statistical analysis of questionnaires using IBM SPSS Statistic software Tanji-Bahr and Dr. Maan Al-Ghaith AI	Yes
Recommended Texts	Quantity Methods on Internet from Lectures	Yes
Websites		

Grading Scheme

Grade chart

Group	Grade	Appreciation	Marks %	Definition
Success Group (50 - 100)	A - Excellent	privilege	90 - 100	Outstanding Performance
	B - Very Good	very good	80 - 89	Above average with some errors
	C – Good	good	70 - 79	Sound works with notable errors
	D - Satisfactory	middle	60-69	Fair but with major shortcomings
	E - Sufficient	acceptable	50-59	Work meets minimum criteria
Fail Group (0 – 49)	FX – Fail	under) Precipitate (processing	(45-49)	More work required but credit awarded
	F – Fail	راسب	(0-44)	Considerable amount of work required

Note: Marks Decimal places above or below 0.5 will be rounded to the higher or lower full mark (for example a mark of 54.5 will be rounded to 55, whereas a mark of 54.4 will be rounded to 54. The University has a policy NOT to condone "near-pass fails" so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.

Module 1

Code	Course/Module Title	ECTS	Semester
MMM-2307	of quantitative Principles methods and applications SPSS	7	3
Class (hr/w)	Lect/Lab./Prac./Tutor	SSWL (hr/sem)	USSWL (hr/w)
3	1	63	112
Description			

This course aims to teach students how to transform theoretical problems into quantitative ones, then students marketing organizations. It also aims to equip in solve them and reach the optimal solution introduce them to the concepts of statistical analysis, how to ‘ with skills in dealing with logical models conduct paper and electronic questionnaires, enable them to calculate frequencies and percentages, and .parametric tests-of central tendency, parametric and non familiarize them with the concepts

MODULE DESCRIPTION FORM

Course description template

Module Information				
Course Information				
Module Title	AI Marketing skills		Module Delivery	
Module Type	B		<input checked="" type="checkbox"/> Theory <input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Lab <input type="checkbox"/> Tutorial <input type="checkbox"/> Practical <input type="checkbox"/> Seminar	
Module Code	1203CAS			
ECTS Credits	3			
SWL (hr/sem)	75			
Module Level	U	Semester of Delivery		
Administering Department	Accounting	College		
Module Leader	Dr. Qusay Aboudi Ali		e-mail	Dr.qusay.a.ali@tu.edu.iq
Module Leader's Acad. Title	assistant professor	Module Leader's Qualification	PhD	
Module Tutor			e-mail	
Peer Reviewer Name	Wadah kudhur ahmed	e-mail	wadah.khudhur@tu.e	
Date of approval by the Scientific Committee			Version Number	1.0

Relation with other Modules			
Relationship with other study subjects			
Prerequisite module		None	Semester
Co-requisites module		None	Semester

Module Aims, Learning Outcomes and Indicative Contents Course objectives, learning outcomes, and guidance content	
Module Objectives Course Objectives	<ul style="list-style-type: none"> Introducing the student to application programs such as Excel spreadsheets identification The student with mathematical equations identification Student at the Accounting Functions Library identification The student with ready-made functions
Module Learning Outcomes Learning outcomes for the subject	<ol style="list-style-type: none"> Basic skills in using Excel Creating and modifying spreadsheets (such as Microsoft Excel or Google Sheets). Understanding the basics Excel Data protection. Arithmetic equations Working with the function library Formatting cells and charts
Indicative Contents Guideline Contents	<ol style="list-style-type: none"> Introduction to Excel Spreadsheets: Using programs such as Microsoft Excel Accounting functions

Learning and Teaching Strategies Learning and teaching strategies	
Strategies	<ol style="list-style-type: none"> Practical Activities: Use real-life projects to reinforce skills. Study groups: to encourage Students are expected to work together to solve problems. Interactive Lessons: Use educational tools such as interactive online lessons. Real-life examples: presentation Case studies to stimulate interest. Periodic evaluations: presentation Periodic tests and assessments to review progress.

Student Workload (SWL) The student's academic workload is calculated for 15 weeks.			
Structured SWL (h/sem) Regular academic workload for the	63	Structured SWL (h/w) Student's regular weekly study load	4

student during the semester			
Unstructured SWL (h/sem) Irregular student workload during the semester	87	Unstructured SWL (h/w) Irregular weekly study load for the student	6
Total SWL (h/sem) The student's total academic workload during the semester	150		

Module Evaluation					
Course Material Assessment					
		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Daily exams	1hr/2	10% (5)	5.10	Windows system
	Tasks and duties	1hr/5	10% (2)	3,6,9,12,15	Windows system
	Projects/laboratory	1hr/2	10% (5)	814	Windows applications
	Report	1hr	10% (10)	15	all
Summative assessment	a testHalf the chapter	2hr	10% (10)	7	Windows system
	Final exam	3hr	50% (50)	16	all
Overall assessment			100% (100 Marks)		

Delivery Plan (Weekly Syllabus)	
Weekly theoretical curriculum	
	Material Covered
Week 1	Computer basics (electronic computer) Types of computers Computer classifications
Week 2	How a computer works Computer parts Input devices Output devices Processing devices Types of memory
Week 3	Bits, bytes, and counting systems in computers; types of programming languages

Week 4	Definition of artificial intelligence and its types History of the development of artificial intelligence.
Week 5	Computer security and software licensing Computer viruses and cyber hacking Malicious software
Week 6	Secure operating system files
Week 7	Expert systems
Week 8	First month exam + practical exam
Week 9	Machine learning
Week 10	Natural Language Processing
Week 11	Big data and smart databases
Week 12	Practical applications
Week 13	Robotic process automation
Week 14	Financial forecasting
Week 15	Second month exam + practical exam
Week 16	Preparatory week before the final exam

Delivery Plan (Weekly Lab. Syllabus) Weekly laboratory schedule	
	covered materials
Week 1	Practical application of the Excel interface
Week 2	Practical application worksheets
Week 3	Practical application of inserting cell values
Week 4	practical application of cell formatting
Week 5	Practical application of ready-made functions
Week 6	Practical application of mathematical formulas
Week 7	Practical application of accounting operations

Learning and Teaching Resources Learning and teaching resources		
	Text	Available in the Library?
Required texts	son Bilal Zoghbi Mohamed Malek	no
Recommended texts	introduction in Excel/authorship Mohammed What is with you And others	no

Websites	
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Grading Scheme Grade chart

Group	Grade	Appreciation	Marks %	Definition
Success Group (50 - 100)	A -Excellent	privilege	90 - 100	Amazing performance
	B -Very Good	very good	80 - 89	Above average with some errors
	C –Good	good	70 - 79	Sound work with some noticeable errors
	D -Satisfactory	middle	60-69	Fair, but with major flaws
	E -Sufficient	acceptable	50-59	The work meets minimum standards.
Fail Group (0 – 49)	FX –Fail	Sediment (under processing)	(45-49)	More work is required, but credit has been granted.
	F –Fail	Precipitate	(0-44)	A large amount of work is required

Note: Decimal marks greater than or less than 0.5 will be rounded up or down to the nearest whole mark (e.g., a mark of 54.5 will be rounded up to 55, while a mark of 54.4 will be rounded up to 54). The university has a zero-tolerance policy for "near-pass failures," therefore the only adjustment to marks awarded by the original mark(s) will be the automatic rounding described above..

MODULE DESCRIPTION FORM

Marketing Information System – MMM-2307

Module Information			
Module Title	Marketing Information System		Module Delivery
Module Type	Core		<input checked="" type="checkbox"/> Theory <input type="checkbox"/> Lecture <input type="checkbox"/> Lab <input type="checkbox"/> Tutorial <input type="checkbox"/> Practical <input type="checkbox"/> Seminar
Module Code	MMM-24013		
ECTS Credits	7		
SWL (hr/sem)	175		
Module Level	1	Semester of Delivery	
Administering Department	MMM	College of Administration and Economics	MCOAE
Module Leader	Firas Hassn Rasheed		e-mail
			alrshydfiras780@tu.edu.iq
Module Leader's Acad. Title	assistant professor	Module Leader's Qualification	MSc.
Module Tutor	N.A		e-mail
			E-mail
Peer Reviewer Name		e-mail	
Scientific Committee Approval Date	01/9 /2025	Version Number	1.0

Relation with other Modules			
Prerequisite module	None	Semester	
Co-requisites module	None	Semester	

Module Aims, Learning Outcomes and Indicative Contents

Module Objectives	<ol style="list-style-type: none"> 1. Provide students with the concepts of marketing information systems, their characteristics, and their role in marketing organizations. 2. Familiarize students with the elements of marketing information systems, which serve as a foundational base for developing and improving service marketing organization policies. 3. Give students an overview of marketing information systems
Module Learning Outcomes	<ol style="list-style-type: none"> 1. Recognize the key concepts of the Marketing Information System subject, which is a fundamental aspect of marketing science. 2. Identify the service marketing environment. 3. Identify the elements of the marketing information system in the organization. 4. Recognize the mental positioning of services. 5. Understand the mechanism of electronic marketing for products. 6. Recognize the relationship between the service organization and customers. 7. Recognize the quality of services provided by the organization.
Indicative Contents	<p>Indicative content includes the following.</p> <ul style="list-style-type: none"> • Concept and Objectives of Marketing Information Systems <ul style="list-style-type: none"> • Characteristics of Marketing Information • Design of Marketing Information Systems <ul style="list-style-type: none"> • Types of Marketing Information • Sources of Marketing Information • Importance of Marketing Information in Business • Concept of Marketing Decision Support System <ul style="list-style-type: none"> • Nature of Marketing Decision Support System <ul style="list-style-type: none"> • Components of Marketing Information • Elements of Marketing Information System

Learning and Teaching Strategies

Strategies	<p>The main strategy employed in delivering this unit is to encourage student participation in exercises while simultaneously developing critical thinking skills. This will be achieved through interactive classroom sessions and lessons, and by considering the types of models and small-scale examples that students can grasp.</p>
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Student Workload (SWL)

– Calculated for 15 Weeks

Structured SWL (h/sem)	63	Structured SWL (h/w)	6
Unstructured SWL (h/sem)	112	Unstructured SWL (h/w)	7
Total SWL (h/sem)	175		

Module Evaluation

		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Quizzes	4	10% (20)	4 and 13	LO #1, #2, #3,#4, #5, #6, #7
	On line Assignments	2	5% (5)	2 and 12	LO #3, #4 and #6,
	Seminar	2	5% (5)	6 and 13	All
	Report	1	5% (5)	13	LO #1, #4,and #7
	Onsite Assignments	4	5% (5)	Continuous	All
Summative assessment	Midterm Exam	2hr	20% (10)	7, 15	LO #1 - #7
	Final Exam	3hr	50% (50)	16	All
Total assessment			100% (100 Marks)		

Delivery Plan (Weekly Syllabus)

	Material Covered
Week 1	Introduction to the concept of Marketing Information
Week 2	Types of Marketing Information
Week 3	Sources of Marketing Information
Week 4	Importance of Marketing Information
Week 5	Characteristics of Marketing Information
Week 6	Introduction to Information Systems in General
Week 7	Marketing Information System

Week 8	Importance of the Marketing Information System
Week 9	Characteristics of the Marketing Information System
Week 10	Components of the Marketing Information System
Week 11	Sources of the Marketing Information System
Week 12	Marketing Decision Support System
Week 13	Mechanism of the Marketing Decision Support System
Week 14	Comprehensive Review of the Course
Week 15	Midterm Exam 2

Delivery Plan (Weekly Lab. Syllabus)

	Material Covered
Week 1	_____
Week 2	_____
Week 3	_____
Week 4	_____
Week 5	_____
Week 6	_____
Week 7	_____

Learning and Teaching Resources

	Text	Available in the Library?
Required Texts	Rania Al-Mujni (2020), Service Marketing, Syrian Virtual University.	Yes
Recommended Texts	Alan Wilson, Valarie A. Zeithaml, Mary Jo Bitner and Dwayne D. Gremler. (2019), "SERVICEE Marketing INTEGRATING CUSTOMER FOCUS ACROSS THE FIRM", Third European Edition, UK.	Yes
Websites		

Grading Scheme

Group	Grade	Marks Range	Marks %	Definition
Success Group (50 - 100)	A - Excellent	Outstanding	90 - 100	Outstanding Performance
	B - Very Good	Above Avg	80 - 89	Above average with some errors
	C – Good	Sound Work Fair	70 - 79	Sound work with notable errors
	D - Satisfactory		60 - 69	Fair but with major shortcomings
	E - Sufficient	Minimum	50 - 59	Work meets minimum criteria
Fail Group (0 – 49)	FX – Fail	Near Fail	(45-49)	More work required but credit awarded
	F – Fail	Fail	(0-44)	Considerable amount of work required

Note: Marks Decimal places above or below 0.5 will be rounded to the higher or lower full mark (for example a mark of 54.5 will be rounded to 55, whereas a mark of 54.4 will be rounded to 54. The University has a policy NOT to condone "near-pass fails" so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.

Module 1

Code	Course/Module Title	ECTS	Semester
MMM-2307	Marketing Information System	7	3
Class (hr/w)	Lect/Lab./Prac./Tutor	SSWL (hr/sem)	USSWL (hr/w)
3	1	63	112
Description			
<p>This course aims to provide students with the concept of marketing information systems, their characteristics and types, the elements of the service marketing mix (consisting of seven main elements), as well as identifying the marketing environment influencing marketing information systems, the quality of provided services, electronic marketing of services, mental positioning, and the relationship between marketing information systems and the service organization and its customers. The course also introduces modern applications in the field of marketing.</p>			

MODULE DESCRIPTION FORM

Course description

Module Information			
Study subject information			
Module Title	Marketing Mix Fundamentals		Module Delivery
Module Type	Core		<input checked="" type="checkbox"/> Theory <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Lab <input type="checkbox"/> Tutorial <input type="checkbox"/> Practical <input checked="" type="checkbox"/> Seminar
Module Code	MMM-2308		
ECTS Credits	7		
SWL (hr/sem)	175		
Module Level	2	Semester of Delivery	2
Administering Department	Marketing management	College of Administration and Economics	MCOAE
Module Leader	Their Jassim Mohammed		e-mail: thair.law@tu.edu.iq
Module Leader's Acad. Title	assistant professor	Module Leader's Qualification	Dr.
Module Tutor			e-mail:
Peer Reviewer Name	Husham sami dheyab	e-mail	Husham.sami@tu.edu.iq
Scientific Committee Approval Date	2026/9/20	Version Number	1.0

Relation with other Modules			
Relationship with other study subjects			
Prerequisite module	None	Semester	
Co-requisites module	None	Semester	

Module Aims, Learning Outcomes and Indicative Contents
Study objectives, learning outcomes, and experimental contene

<p align="center">Module Objectives Academic goal</p>	<ol style="list-style-type: none"> 1-. The student will be able to understand the marketing framework and identify its integrated components. 2-. The student will understand the importance of studying marketing in real life and comprehend its marketing elements. 3-. The student will develop the ability to apply methods for changing how customers are treated. 4-. This will not lead to the buying and selling of other marketing activities. 5-. The student will become familiar with distribution channels and apply methods for distributing services. 6-. The student will learn to apply e-commerce concepts in the workplace. 7-The student will be able to diagnose problems related to marketing activities and all related issues.
<p align="center">Module Learning Outcomes Intermediate education outcomes</p>	<ol style="list-style-type: none"> 1-. Understanding the historical development of marketing and its relationship to the environment. 2-. Understanding what is new and diverse, and how to use different pricing and promotional methods to diversify services. 3-. Understanding the steps involved in product development to gain customer loyalty. 4-. Understanding the steps involved in market segmentation and its importance in dealing with consumers. 5-. Understanding the development of new products, the product lifecycle, and the reasons for the success and failure of new products. 6-. Understanding what pricing is, how products are priced, and the factors that influence product price determination. 7-. Teaching students about product and service pricing. 8-. Understanding the concept, importance, and objectives of promotion, its components, and how to use it effectively. 9-. Understanding the concept, importance, and objectives of distribution, its functions, what distribution channels are, their types, and what distribution is.
<p align="center">Indicative Contents</p>	<p>The Marketing Supply Chain course focuses on the following topics:</p> <ol style="list-style-type: none"> 1- .Understanding the historical development of marketing and its relationship to the environment. 2- .Understanding what constitutes a product and a service, and how to utilize modern methods in pricing, promoting, and distributing goods and services. 3- .Understanding the steps involved in product development to gain customer loyalty.

	<p>4- .Understanding market segmentation and its importance in consumer engagement.</p> <p>5- Understanding new product development, the product lifecycle, and the reasons for the success and failure of new products.</p> <p>6- Understanding pricing, how products are priced, and the factors influencing price determination.</p> <p>7- .Teaching students about product and service pricing strategies.</p> <p>8- .Understanding the concept, importance, and objectives of promotion, and the promotional mix and its components.</p> <p>9- .Understanding the concept, importance, and objectives of distribution, its functions, the meaning of distribution channels, types of channels, and distribution strategies.</p>
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Learning and Teaching Strategies	
Strategies	The main strategy to be followed in delivering this unit is to encourage student participation in exercises, while simultaneously refining and expanding their critical thinking skills. This will be achieved through interactive classroom sessions and lessons, and by considering simple experiments involving sampling activities that are of interest to the students.

Student Workload (SWL)			
Pregnancy for the calculated student at 15 weeks			
Structured SWL (h/sem) Regular weekly study load for the student during the semester		Structured SWL (h/w) Regular weekly study load for the student	5
Unstructured SWL (h/sem) Irregular student workload during the semester		Unstructured SWL (h/w) Irregular weekly study load for the student	6
Total SWL (h/sem) The students total academic workload during the semester	175		

Module Evaluation					
Evaluation of the academic subject					
As		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Quizzes	4	10% (20)	4 and 13	LO #1, #2, #3,#4, #5, #6,
	On line Assignments	5	5% (5)	2 and 12	LO #3, #4 and #5,
	Seminar	2	5% (5)	6 and 13	All
	Report	1	5% (5)	13	LO #1, #3, and #5
	Onsite Assignments	4	5% (5)	Continuous	All
	Midterm Exam	2hr	20% (10)	8	LO #1 - #2 and #6

Summative assessment	Final Exam	3hr	50% (50)	15	All
Total assessment			100% (100 Marks)		

Delivery Plan (Weekly Syllabus)	
Weekly curriculum	
	Material Covered
Week 1	Marketing concepts, objectives, and key elements; product concept and its importance; product levels
Week 2	Products, New Product Development
Week 3	Criticisms of the product lifecycle concept, and reasons for the success and failure of new products.
Week 4	Stages of initiating new product procurement, product development strategy,
Week 5	Characteristics of new products, Characteristics of product impact on new product acceptance rates, Characteristics of new product groups,
Week 6	Pricing protection, Pricing principles and objectives, Demand plans and pricing strategies,
Week 7	Marketing pressure and mix, Interior coating factors affecting pricing, Pricing strategies,
Week 8	Digital product supply, The impact of the environment and economic cycle on pricing, Service pricing diversification, Product lifecycle pricing, Flight aircraft pricing, Pricing of new products, International pricing and its types, Pricing case studies, Semester section
Week 9	Stages of initiating new product procurement, product development strategy,
Week 10	Characteristics of new products, Characteristics of product impact on new product acceptance rates, Characteristics of new product groups,
Week 11	Pricing protection, Pricing principles and objectives, Demand plans and pricing strategies,
Week 12	Marketing pressure and mix, Interior coating factors affecting pricing, Pricing strategies,
Week 13	Digital product supply, The impact of the environment and economic cycle on pricing, Service pricing diversification, Product lifecycle pricing, Flight aircraft pricing, Pricing of new products, International pricing and its types, Pricing case studies, Semester section
Week 14	Stages of initiating new product procurement, product development strategy,
Week 15	Characteristics of new products, Characteristics of product impact on new product acceptance rates, Characteristics of new product groups,

Delivery Plan (Weekly Lab. Syllabus)	
Weekly laboratory schedule	
	Material Covered
Week 1	-
Week 2	-
Week 3	-
Week 4	-
Week 5	-
Week 6	-
Week 7	-

Learning and Teaching Resources

	Text	Available in the Library?
Required Texts	Theses, dissertations, and scientific books	Yes
Recommended Texts	Diverse skills and techniques for dealing with marketing skills	Yes
Websites		

Grading Scheme				
Grade chart				
Group	Grade	Grade	Marks %	Definition
Success Group (50 - 100)	A - Excellent	Approved	90 - 100	Outstanding Performance
	B - Very Good	Very Good	80 - 89	Above average with some errors
	C - Good	Good	70 - 79	Sound work with notable errors
	D - Satisfactory	Average	60 - 69	Fair but with major shortcomings
	E - Sufficient	Acceptable	50 - 59	Work meets minimum criteria
Fail Group (0 – 49)	FX – Fail	Fail (Under Central Processing)	(45-49)	More work required but credit awarded
	F – Fail	Fail	(0-44)	Considerable amount of work required
<p>Note: Marks Decimal places above or below 0.5 will be rounded to the higher or lower full mark (for example a mark of 54.5 will be rounded to 55, whereas a mark of 54.4 will be rounded to 54. The University has a policy NOT to condone "near-pass fails" so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.</p>				

Module 14

Code	Course/Module Title	ECTS	Semester
MMM-2308	Marketing supplies	7	3
Class (hr/w)	Lect/Lab./Prac./Tutor	SSWL (hr/sem)	USSWL (hr/w)
3	1	63	112
Description			
<p>This course aims to equip students with the concepts, principles, components, elements, and types of the marketing mix, and its role in supporting marketing activities. It also highlights modern trends in marketing management and the impact of globalization and technology on the effectiveness of the marketing mix, in addition to reviewing the guarantees and general standards that ensure the quality and efficiency of marketing mix services.</p>			

MODULE DESCRIPTION FORM

Course description form

Module Information			
Study subject information			
Module Title	Marketing Mix Fundamentals		Module Delivery
Module Type	Core		<input checked="" type="checkbox"/> Theory <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Lab <input type="checkbox"/> Tutorial <input type="checkbox"/> Practical <input checked="" type="checkbox"/> Seminar
Module Code	mm-1103		
ECTS Credits	7		
SWL (hr/sem)	175		
Module Level	2	Semester of Delivery	2
Administering Department	Marketing management	College of Administration and Economics	MCOAE
Module Leader	Thair Jassim Mohammed		e-mail: thair.law@tu.edu.iq
Module Leader's Acad. Title	assistant professor	Module Leader's Qualification	Dr.
Module Tutor		e-mail	
Peer Reviewer Name	Mahmood fawzi hameed	e-mail	mahmood.hameed23@tu.edu.iq
Scientific Committee Approval Date	1/9/2025	Version Number	1.0

Relation with other Modules			
.It is compatible with other study materials			
Prerequisite module	None	Semester	
Co-requisites module	None	Semester	

Module Aims, Learning Outcomes and Indicative Contents

Course objectives, learning outcomes, and guidance content

Module Objectives Course objectives	<p>1-. The student will be able to understand the marketing framework and identify its integrated components.</p> <p>2-. The student will understand the importance of studying marketing in real life and comprehend its marketing elements.</p> <p>3-. The student will develop the ability to apply methods for changing how customers are treated.</p> <p>4-. This will not lead to the buying and selling of other marketing activities.</p> <p>5-. The student will become familiar with distribution channels and apply methods for distributing services.</p> <p>6-. The student will learn to apply e-commerce concepts in the workplace.</p> <p>.7-The student will be able to diagnose problems related to marketing activities and all related issues .</p>
Module Learning Outcomes Learning outcomes for the subject	<p>1-. Understanding the historical development of marketing and its relationship to the environment.</p> <p>2-. Understanding what is new and diverse, and how to use different pricing and promotional methods to diversify services.</p> <p>3-. Understanding the steps involved in product development to gain customer loyalty.</p> <p>4-. Understanding market segmentation and its importance in dealing with consumers.</p> <p>5-. Understanding the development of new products, the product lifecycle, and the reasons for the success and failure of new products.</p> <p>6-. Understanding what pricing is, how products are priced, and the factors that influence product price determination.</p> <p>7-. Teaching students about product and service pricing.</p> <p>8-. Understanding the concept, importance, and objectives of promotion, its components, and how to use it effectively.</p> <p>9-Understanding the concept, importance, and objectives of distribution, its functions, what . .distribution channels are, their types, and what distribution is</p>
Indicative Contents Guidelines	<p><u>This course is based on the fundamental principles of marketing and covers the following topics:</u></p> <p><u>1-. Understanding the historical development of marketing and its relationship to the environment.</u></p> <p><u>2-. Understanding modern products and how to use pricing and promotional methods to diversify services.</u></p> <p><u>3-. Understanding the steps involved in product development to gain customer loyalty.</u></p> <p><u>4-. Understanding the dimensions of the retail market and its importance in dealing with consumers.</u></p> <p><u>5- Understanding the development of new products, the product lifecycle, and the reasons for the success and failure of new products.</u></p> <p><u>6-. Understanding pricing, how products are priced, and the factors that influence product pricing.</u></p>

Learning and Teaching Strategies

Strategies	The main strategy to be followed in delivering this unit is to encourage student participation in exercises, while simultaneously refining and expanding their critical thinking skills. This will be achieved through interactive classroom sessions and lessons, and by considering simple experiments involving sampling activities that are of interest to the .students
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Student Workload (SWL)

Pregnancy for the calculated student at 15 weeks

Structured SWL (h/sem) Regular weekly study load for the student during the semester		Structured SWL (h/w) Regular weekly study load for the student	5
Unstructured SWL (h/sem) Irregular student workload during the semester		Unstructured SWL (h/w) Irregular weekly study load for the student	6
Total SWL (h/sem) The students total academic workload during the semester	175		

Module Evaluation

Evaluation of the academic subject

As		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Quizzes				
	On line Assignments				
	Seminar				
	Report				
	Onsite Assignments				
Summative assessment	Midterm Exam				
	Final Exam				
Total assessment			100% (100 Marks)		

Delivery Plan (Weekly Syllabus)

Weekly curriculum

	Material Covered
Week 1	The concept and importance of distribution channels, distribution and the marketing mix, objectives and functions of distribution channels, levels of distribution
Week 2	The distribution channel environment, conflicts within distribution channels, alternative distribution channels
Week 3	Types of distributors and determinants of choosing a distribution alternative, distribution strategies

Week 4	Identifying customer service needs and defining distribution channel objectives, identifying and evaluating alternatives and selecting distribution channels
Week 5	Selecting distributors and defining the terms and responsibilities of distribution channel members
Week 6	Physical distribution channels
Week 7	Evaluating distributor performance
Week 8	The concept of traditional promotion, the importance of traditional promotion for the organization and the customer, objectives of traditional promotion
Week 9	Factors determining the elements of the promotional mix, elements of the promotional mix, advertising, personal selling, public relations
Week 10	Direct marketing
Week 11	Sales promotion
Week 12	The concept of e-promotion
Week 13	The importance of e-promotion for the organization and the customer
Week 14	Objectives of e-promotion
Week 15	E-promotion tools

Delivery Plan (Weekly Lab. Syllabus)	
Weekly laboratory schedule	
	Material Covered
Week 1	-
Week 2	-
Week 3	-
Week 4	-
Week 5	-
Week 6	-
Week 7	-

Learning and Teaching Resources		
	Text	Available in the Library?
Required Texts	Theses, dissertations, and scientific books	Yes
Recommended Texts	Diverse skills and techniques for dealing with marketing skills	Yes
Websites		

Grading Scheme				
Grade chart				
Group	Grade	Grade	Marks %	Definition
Success Group (50 - 100)	A - Excellent	Approved	90 - 100	Outstanding Performance
	B - Very Good	Very Good	80 - 89	Above average with some errors
	C - Good	Good	70 - 79	Sound work with notable errors

	D - Satisfactory	Average	60 - 69	Fair but with major shortcomings
	E - Sufficient	Acceptable	50 - 59	Work meets minimum criteria
Fail Group (0 – 49)	FX – Fail	Fail (Under Central Processing)	(45-49)	More work required but credit awarded
	F – Fail	Fail	(0-44)	Considerable amount of work required

Note: Marks Decimal places above or below 0.5 will be rounded to the higher or lower full mark (for example a mark of 54.5 will be rounded to 55, whereas a mark of 54.4 will be rounded to 54. The University has a policy NOT to condone "near-pass fails" so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.

Module 14

Code	Course/Module Title	ECTS	Semester
	Marketing mix principles		3
Class (hr/w)	Lect/Lab./Prac./Tutor	SSWL (hr/sem)	USSWL (hr/w)
Description			
<p>This course aims to equip students with the concepts, principles, components, elements, and types of the marketing mix, and its role in supporting marketing activities. It also highlights modern trends in marketing management and the impact of globalization and technology on the effectiveness of the marketing mix, in addition to reviewing the guarantees and general standards that ensure the quality and efficiency of marketing mix services</p>			

MODULE DESCRIPTION FORM

Module Information			
Study subject information			
Module Title	Headway Plus for Pre-Intermediate		Module Delivery
Module Type	Core		<input checked="" type="checkbox"/> Theory <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Lab <input checked="" type="checkbox"/> Tutorial <input type="checkbox"/> Practical <input type="checkbox"/> Seminar
Module Code	UOM-201		
ECTS Credits	2		
SWL (hr/sem)	50		
Module Level	2	Semester of Delivery	
Accounting Department	MAC	College	UOMM
Module Leader	Adnan Fayhan Mahmoud Khader		e-mail
			adnan.afm66@tu.edu.iq
Module Leader's Acad. Title	Proff. assistant.	Module Leader's Qualification	
Module Tutor		e-mail	
Peer Reviewer Name		e-mail	
Scientific Committee Approval Date	01/10/2025	Version Number	1.0

Relation with other Modules			
Prerequisite module	None	Semester	
Co-requisites module	None	Semester	

Module Aims, Learning Outcomes and Indicative Contents	
Course objectives, learning outcomes, and guidance content	
Module Objectives	1- Teaching students about questions and tense revision 2- Teaching students about Rights word, wrong word, Social expressions 3- Teaching students about Present tenses, have/ have got

	<ul style="list-style-type: none"> 4- Teaching students about how to express Things I like doing, making conversation 5- Teaching students about Past simple and continuous 6- Teaching students about the use of Adverbs, Saying when 7- Teaching students about Eat, drink, and be merry! 8- Teaching students about how to Express quantity, something/ no one..... 9- Teaching students about how to use Articles, a piece of....., Can you come dinner? 10- Teaching students about Verb patterns and Expressing doubt and certainty 11- Teaching students about Phrasal verbs and Synonyms and antonyms 12- Teaching students about Expressing doubt and certainty
<p>Module Learning Outcomes</p>	<ul style="list-style-type: none"> 1- The student is able to use questions and different tense in everyday situations 2- The student is able to use Rights word, wrong word, Social expressions 3- The student is able to express Present tenses, have/ have got 4- The student is able to express Things I like doing, making conversation 5- The student is able to use the Past simple and continuous tense in everyday situation 6- The student is able to use Adverbs, Saying when 7- The student is able to talk about Eat, drink, and be merry! 8- The student is able to Express quantity, something/ no one..... 9- The student is able to use Articles, a piece of....., Can you come dinner? 10- The student is able to identify Verb patterns and Expressing doubt and certainty 11- The student is able to use Phrasal verbs and Synonyms and antonyms 12- The student is able to express doubt and certainty
<p>Indicative Contents</p>	<p>Part A - Class Lecture</p> <p>Studying tenses in the English language, how to ask questions, and how to use them correctly.</p> <p>Studying some English vocabulary related to social expressions and how to use them in conversations, in addition to spelling them correctly.</p> <p>Studying the present simple tense in English and its forms.</p> <p>Studying various conversations and how to express the desire to do things.</p> <p>Studying the simple past tense and the past continuous tense and their different forms.</p> <p>Expressing using adverbs; expressing food and drinks.</p> <p>Studying how to express quantity and how to use definite and indefinite articles.</p> <p>Studying verb patterns and phrasal verbs and how to use them.</p>

	<p>Studying the future tense and how to express doubt.</p> <p>Studying comparative and superlative forms, as well as synonyms and antonyms.</p> <p>Part B - Tutorial</p> <p>Enabling students to recognize new vocabulary and use it effectively.</p> <p>Using conversations, direct questions, and answers to help students understand and respond correctly in English.</p> <p>Reading texts to help students comprehend and acquire as many English vocabulary words as possible.</p> <p>Using oral reading of texts by students to improve correct pronunciation of vocabulary.</p> <p>Using direct writing exercises to enable students to master correct spelling and writing skills.</p> <p>Enabling students to use language skills (reading, listening, writing, and speaking) proficiently through various classroom activities and integrating them into daily life.</p> <p>Total hrs = 60 = SSWL - (Exam hrs) = 60 + 3 = 63 hr (Time table hrs × 15 weeks)</p>
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Learning and Teaching Strategies	
Strategies	<p>The main strategy to be followed in delivering this unit is to encourage student participation in exercises, while simultaneously diversifying methods of language communication to achieve this through interactive classes and lessons, and through the application of language skills (listening, discrimination, reading, writing) that organize some interaction and student participation in applying and analyzing these .cases</p>

Student Workload (SWL)			
Pregnancy for the beloved student at 15 weeks			
Structured SWL (h/sem)	33	Structured SWL (h/w)	4 hours
Unstructured SWL (h/sem)	17	Unstructured SWL (h/w)	6 hours
Total SWL (h/sem)	50		

Module Evaluation					
Evaluation of the academic subject					
		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Quizzes	3	20% (15)	4,7,10,13	LO#1, #2, #3, LO #4, #5, LO #6 #7, LO #8 #9
	Online Assignments	1	5% (10)	Continuous	LO #3, #4 and #6, #7
	Onsite Assignments	4	5% (10)	Continuous	All
	Report	1	5% (5)	13	LO #5, #8 and #9
	Seminar	1	5%(5)	2,12	LO #6, #7, #8, #9
Summative assessment	Midterm Exam	1hr	10% (10)	7	LO #1 - #7
	Final Exam	3hr	50% (50)	16	All
Total assessment			100% (100 Marks)		

Delivery Plan (Weekly Syllabus)	
Weekly curriculum	
	Material Covered
Week 1	Questions, Tense revision
Week 2	Rights word, wrong word, Social expressions
Week 3	Present tenses, have/ have got
Week 4	Things I like doing, making conversation
Week 5	Past simple and continuous
Week 6	Adverbs, Saying when
Week 7	Eat, drink, and be merry!
Week 8	Expressing quantity, something/ no one.....
Week 9	Articles, a piece of Can you come dinner?
Week 10	Verb patterns

Week 11	Future forms
Week 12	Phrasal verbs
Week 13	Expressing doubt and certainty
Week 14	comparative and superlative
Week 15	Synonyms and antonyms
Week 16	Final Exam

Delivery Plan (Weekly Lab. Syllabus) Weekly laboratory schedule	
	Material Covered
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	

Learning and Teaching Resources		
	Text	Available in the Library?
Required Texts	New Headway Plus / Beginner Student's Boob. For : John and Liz Soars/ Oxford University Press	No
Recommended Texts		

Grading Scheme

Grade chart

Group	Grade	Appreciation	Marks %	Definition
Success Group (50 - 100)	A - Excellent	privilege	90 - 100	Outstanding Performance
	B - Very Good	very good	80 - 89	Above average with some errors
	C – Good	good	70 - 79	Sound works with notable errors
	D - Satisfactory	middle	60-69	Fair but with major shortcomings
	E - Sufficient	acceptable	50-59	Work meets minimum criteria
Fail Group (0 – 49)	FX – Fail	under) Precipitate (processing	(45-49)	More work required but credit awarded
	F – Fail	Failed	(0-44)	Considerable amount of work required

Note: Marks Decimal places above or below 0.5 will be rounded to the higher or lower full mark (for example a mark of 54.5 will be rounded to 55, whereas a mark of 54.4 will be rounded to 54. The University has a policy NOT to condone "near-pass fails" so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.

Module 1

Code	Course/Module Title	ECTS	Semester
MMM-2307	of quantitative Principles methods and applicationsSPSS	7	3
Class (hr/w)	Lect/Lab./Prac./Tutor	SSWL (hr/sem)	USSWL (hr/w)
3	1	63	112
Description			
<p>This course aims to teach students how to transform theoretical problems into quantitative ones, then marketing organizations. It also aims to equip students in solve them and reach the optimal solution introduce them to the concepts of statistical analysis, how to ‘ with skills in dealing with logical models tages, and conduct paper and electronic questionnaires, enable them to calculate frequencies and percen .parametric tests-familiarize them with the concepts of central tendency, parametric and non</p>			

MODULE DESCRIPTION FORM

Course description template

Module Information			
Course Information			
Module Title	Crimes of the Ba'ath regime in Iraq	Baath regime crimes in Iraq	
Module Type	B	<input type="checkbox"/> Theory <input type="checkbox"/> Lecture <input type="checkbox"/> Lab <input type="checkbox"/> Tutorial <input type="checkbox"/> Practical <input type="checkbox"/> Seminar	
Module Code	BA1101		
ECTS Credits	8		
SWL (hr / sem)	200		
Module Level	1 1		
Administering Department	Type Dept. Code	College	Administration and economics
Module Leader	Mohammed ahmed rhayl	e-mail	Mohammed.rh@tu.edu.iq
Module Leader's Acad. Title	.Mr	Module Leader's Qualification	PhD
Module Tutor		e-mail	
Peer Reviewer Name	Name	e-mail	Email
Date of approval by the Scientific Committee	21/9/2025	Version Number	1.0

Relation with other Modules			
Relationship with other study subjects			
Prerequisite module	None	Semester	
Co-requisites module	None	Semester	

Module Aims, Learning Outcomes and Indicative Contents	
Course objectives, learning outcomes, and guidance content	
Module Objectives Course Objectives	criminology to the concept of the student Introducing –1 the crimes committed by the Ba'ath Party regime Informing the student about –2 the crimes of the Ba'ath regime according to the Iraqi High Criminal Court Law of Clarifying –3 2005

	<p>social crimes committed by the Baath regime and their A statement of the psychological and -4 .effects on society</p> <p>students the opportunity to learn about the repressive methods used by the Ba'athist To give -5 .regime, so that they may be witnesses to the era</p> <p>st important sources for collecting data and information Introducing the student to the mo -6 .about the subject matter</p> <p>Keeping students away from sectarian, ethnic, and religious ideas and methods, as their fate -7 .is destruction, and urging them to coexist peacefully</p>
<p>Module Learning Outcomes</p> <p>Learning outcomes for the subject</p>	<p>learning outcomes, preferably equal to the number of study 6 Write at least : Important .weeks</p> <ol style="list-style-type: none"> 1. Understanding the basic concepts of crime 2. Understanding the concept of crime according to the terms of sociology .psychology, law, politics, and Sharia 3. Knowledge of the environmental crimes committed during the Ba'athist regime .and all its categories 4. Knowledge of crimes related to mass graves
<p>Indicative Contents</p> <p>Guideline Contents</p>	<p>includes the following The instructional content.</p> <p>Chapter One: Baathist crimes according to the Iraqi High Criminal - :First week -1 .Court Law of 2005, for 2 hours</p> <p>Getting acquainted with the concept of crimes and their -Second week : - 2 rial of the first chapter, for a duration of 2 categories with a daily exam on the mate .hours</p> <p>Types of international crimes with a request for a report from the -Third week : .students for 2 hours</p> <p>with a daily Decisions issued by the Supreme Criminal Court -The fourth week: -4 .students of 2 hours test for</p> <p>Chapter Two, which includes identifying psychological and social -fifth week: The -5 .hour discussion session-crimes and their effects, along with a 2</p> <p>Psychological crimes, their mechanisms of commission and -The sixth week: -6 .hour presentation-with a 2 ,effects their</p> <p>Psychological crimes and the militarization of society, with a -seventh week: The -7 :daily quiz of 2 hours</p> <p>.The Ba'athist regime's stance on religion, for 2 hours -The eighth week: -8</p> <p>f human rights violations and crimes of authority, with Pictures o - :The ninth week -9 a request for a report from the students on the concept of human rights and the</p>

	<p>violations suffered by Iraqis inside and outside the country, for a duration of 2 .hours</p> <p>(hours 2) esEnvironmental Crim :Week 10 -10</p> <p>War and radioactive contamination and mine explosions with - : Eleventh week -11</p> <p>.a daily test lasting 2 hours</p> <p>.Destruction of cities, villages and marshes at a rate of 2 hours - : Twelfth week -12</p> <p>.Mass grave crimes, two hours : Week 13 -13</p> <p>The events of those mass graves committed by the - : The fourteenth week -14</p> <p>.Baathist regime, at a rate of 2 hours</p> <p>Fifteenth week : Midterm exam -15</p>
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<p align="center">Learning and Teaching Strategies</p> <p align="center">Learning and teaching strategies</p>	
Strategies	<p>encouraging strategies for learning and teaching is One of the most important through discussions , while simultaneously improving and student participation materials and interactive Through classroom . expanding their thinking skills of crimes committed by the eseducational programs, and by examining the typ can be summarized in the following Ba'athist regime, our main objectives :points</p> <ol style="list-style-type: none"> 1. Keeping the student away from anything that might infringe upon individual rights 2. should learn about the repressive The student maybe .used by the Ba'athist regime methods 3. rejecting hatred and racism and From student maybe living in peace in one homeland

<p align="center">Student Workload (SWL)</p> <p align="center">.weeks The student's academic workload is calculated for 15</p>			
Structured SWL (h/ sem) the Regular academic workload for student during the semester	48	Structured SWL (h/w) Student's regular weekly study load	3.2
Unstructured SWL (h/ sem) Irregular student workload during the semester	77	Unstructured SWL (h/w) Irregular weekly study load for the student	5.13
Total SWL (h/ sem)	125		

The student's total academic workload during the semester	
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Module Evaluation					
Course Material Assessment					
		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Daily exams	0.25 hr /5	10% (2)	2-4-7-11-14	The concept of crime - Crime divisions Linguistically, technically, - jurisprudentially, legally committed by the Crimes Ba'ath regime
	Tasks and duties Presentation /	0.50 hr /2	10% (5)	1 6	A statement of the concept - Court Law of the Criminal and what that law refers to .regarding Ba'athist crimes International crimes
	/ Projects Discussions	0.50 hr /2	10% (5)	5 12	Decisions Criminal Court Psychological crimes and effects their Social crimes and their effects
	Report	0.50 hr /2	10% (5)	3 9	of society Militarization The Ba'athist regime's stance on religion
Summative assessment	exam Midterm	2hr	10% (10)		Tests
	Final exam	3hr	50% (50)		
Overall assessment			100% (100 Marks)		

Delivery Plan (Weekly Syllabus)

theoretical curriculum Weekly

	Material Covered
Week 1	Chapter One: Ba'athist Crimes According to the Iraqi High Criminal Court Law of 2005
Week 2	Understanding the concept of crimes and their categories
Week 3	Types of international crimes
Week 4	Decisions issued by the Iraqi High Criminal Court in 2005
Week 5	An introduction to the psychological and social crimes committed by the Ba'athist regime
Week 6	Psychological crimes, their mechanisms of commission, and their effects
Week 7	crimes and the militarization of society Psychological
Week 8	The Ba'athist regime's stance on religion
Week 9	Images of human rights violations and crimes of authority
Week 10	Environmental crimes
Week 11	War and radioactive pollution and landmine explosions
Week 12	Destruction of cities, villages and marshes
Week 13	Mass grave crimes
Week 14	.The events of those mass graves were perpetrated by the Ba'athist regime
Week 15	Midterm exam
Week 16	Preparatory week before the final exam

Delivery Plan (Weekly Lab. Syllabus)

Weekly laboratory schedule

	covered materials
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	

Learning and Teaching Resources

Learning and teaching resources

	Text	Available in the Library?
Required texts	Ba'ath regime in Iraq: a required course for The crimes of the .all public and private universities	Yes
Recommended texts	Website of Iraqi academic scientific journals	no
Websites	Reviewing scientific websites via the internet	

Grading Scheme

Grade chart

Group	Grade	Appreciation	Marks %	Definition
Success Group (50 - 100)	A – Excellent	privilege	90 - 100	Amazing performance
	B - Very Good	very good	80 - 89	Above average with some errors
	C – Good	good	70 - 79	errors Sound work with some noticeable
	D - Satisfactory	middle	60-69	Fair, but with major flaws
	E - Sufficient	acceptable	50-59	.The work meets minimum standards
Fail Group (0 – 49)	FX – Fail	under) Precipitate (processing	(45-49)	is required , but credit has been work .granted
	F – Fail	Precipitate	(0-44)	A large amount of work is required

Note: Decimal marks that are more or less than 0.5 will be rounded up or down to the nearest whole mark will be rounded up to 54). for example, a mark of 54.5 will be rounded up to 55, while a mark of 54.4) pass failures" and therefore the only adjustment to –tolerance policy for "near–The university has a zero marks awarded by the original mark(s) will be the automatic rounding described above.

Tikrit University

College of Administration and Economics

Department of Marketing Management

Academic Description

Phase three

Academic Program Description Template

2026–2025

Tikrit University :University Name

of Management and Economics College/Institute: College

Marketing Department :Academic Department


of Marketing Academic or professional program name: Bachelor

Marketing Final Certificate Title: Bachelor of

based (courses)-Semester :Study system

2025/9/1 :Description prepared date

2025/9/1 :Date the file was filled out


Signature
Dr. Ahmed Ayed Mukhlif
Head of Department's Name
2025/9/1


Signature
Assistant Professor Dr. Khattab Imran Saleh
Name of the Assistant Dean for Scientific Affairs
2052/9/1


Signature
The file was audited by
Khaldoon Abdullah Khalaf
Name of the Director of the Quality Assurance and
University Performance Division
2025/9/1


Approval of the Dean

Program Vision .1

quality university education that keeps pace with modern -to provide high It seeks marketing quality management. The technological developments in the field of program and practical skills, enhancing their scientific 'on developing students focuses ze markets and improve the quality of services and products in line analy ability to labor with the requirements of the modern business environment and market . It also contributes to supporting scientific research and community epts in an innovative and effective marketing quality conc service by employing . manner

Program Message .2

marketing employing of capable .Ensuring university graduates are knowledgeable and technically qualified providing by .Institutions .and develop performance to support quality management concepts and methods in the with a solid scientific and applied foundation that keeps pace with modern global standards students contribute to depth study levels to achieve their goals and aspirations-in fields of quality, marketing, and This ensures compliance with international standards in the field, as well .successful career path building a . promoting scientific research and community service as

Program Objectives .3

- in the field of applied skills students who possess the fundamentals of technical knowledge and To graduate
- . in line with the current and future labor market requirements marketing quality management
- **d encouraging them to continue Developing the capabilities of academically outstanding students an**
- **quality fields by analyzing customer needs and applying modern quality learning and specialize in**
- **.methods to improve services and products**
- making abilities, -creative thinking skills, and sound marketing decision . Enhancing the student's personality
- .thereby contributing to customer satisfaction and a competitive advantage for institutions
- porting in sup marketing quality concepts Contributing to serving the local community by employing
- .necessary to serve all economic sectors in the community educational, service and research activities
- Enhancing communication and integration with public and private sector institutions to contribute to
- total quality and modern cordance with the requirements ofdeveloping the content of the material in ac
- .marketing

.of quality and marketing Encouraging students to prepare applied research and studies in the field •
 and societal contributes to addressing contemporary technical Developing institutional performance
 . problems

Program accreditation .4

Is the program accredited? If so, by which body? No

Other external influences .5

Is there a sponsor for the program? It's a government program under the Ministry of Higher Education and
 .Research Scientific

Program Structure .6

comments	Percentage	Study unit	Number of courses	Program structure
				Institutional requirements
				College requirements
				Department requirements
				Summer training
				Other

.course is core or elective The notes may include whether the *

Program Description .7

Credit Hours		Course name	Course code	Year / Level
practical	theoretical	Marketing Quality Management	6xxkaaje	
		First stage		First/First
		Phase Two		Second/Second
	30	Phase Three		Third/Third
		Phase Four		Fourth/Fourth

Expected learning outcomes of the program .8

Knowledge

Learning Outcome Statement 1: utilize their Enabling the student to theoretical and practical applying the knowledge in arketing quality principles of m in and analyzing customer needs a way that supports their academic and applied .performance	understand the Learning Outcome 1: The graduate will be able to concepts and modern methods of marketing quality management activities in order to achieve and link them to various marketing customer satisfaction and improve organizational performance in .the business environment
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Skills

:Learning Outcome Statement 2 perform Enabling the graduate to marketing quality tasks related to efficiently and management This contributes to effectively improving his academic and . professional performance	marketing able to analyze Learning Outcomes 2: To be problems and apply quality management in improving developing his ability to think services and products, while analytically based on scientific principles and research . methodology
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<p>Learning Outcome Statement 3: logical and scientific Relying on phenomena marketing analysis of and making informed decisions that contribute to improving the quality of marketing performance and enhancing the competitiveness of .organizations</p>	<p>the evaluate Learning Outcome 2: To be able to objectively marketing performance of organizations using scientific methods ns and and modern quality standards, free from personal impressio .unscientific judgments</p>
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Values

<p>:Learning Outcome Statement 4 Developing a spirit of cooperation and commitment to marketing ethics, thereby achieving mutual trust between the organization and customers positively to and contributing .serving the community</p>	<p>with the core values Learning Outcome 4: To provide the student This promotes a spirit of teamwork, their work that guide in dealing with customers and institutions , responsibility ethics , striving for academic excellence respect for work . and equal opportunities</p>
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<p>:5 entLearning Outcome Statem administrative and Preparing marketing personnel who possess high professional and ethical values, capable of applying marketing quality concepts responsibly, contributing to serving the community and enhancing customer trust in .institutions</p>	<p>s awareness of 'To enhance the student :Learning Outcomes 5 and to consolidate the his professional and societal role commitment to marketing work ethics and quality principles in performing marketing activities and tasks, in a way that contributes to achieving positive interaction with . the business environment and society</p>
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Teaching and learning strategies .9

<p style="text-align: right;">Using the whiteboard ● Home solutions ● Attempting to investigate certain tasks and problems to determine their causes ● blended learning ●</p>

Assessment Methods .10

<p style="text-align: right;">Exams ●</p>

- Follow up on homework •
- Direct interaction with students •
- brainstorming •

Email	Specialization	Specialization Year	Scientific title	Certificate	Instructor's Name	
firasffj@tu.edu.iq	Financial Management	Business Administration	assistant professor	PhD	-Firas Farhan Jaddi Safar Al Obaidi	.1
mohammed.h.2022@tu.edu.iq	organizational behavior	Business Administration	teacher	Master's	Mohammed Hamid Nayef Ajili-Hamid Al	.2
thair.law@tu.edu.iq	Human Resources	Business Administration	assistant professor	PhD	Thaer Jassim Mohammed Janabi-Aftan Al	.3
Alrshydfiras780@tu.edu.iq	organized theory	Business Administration	assistant professor	PhD	Firas Hassan Rashid Jubouri-Salman Al	.4
ahmedayyed@tu.edu.iq	organized theory	Business Administration	teacher	PhD	Ahmed Ayed Mukhlif	.5
Alrshydfiras780@tu.edu.iq	organized theory	Business Administration	.Mr	Master's	Mai Hamoudi Abdullah Shammari-Jassim Al	.6
Ahmed.H.24@tu.edu.iq	Human Resources	Business Administration	Assistant teacher	Master's	Ahmed Hamid Issa Jassim Jubouri-Al	.7
Marwan.H.29@tu.edu.iq	organized theory	Business Administration	Assistant teacher	Master's	Marwan Hussein Abdul Ajili-Farhan Al	.8

Sajaj95@tu.edu.iq	Marketing Management	Business Administration	assistant professor	PhD	-Saad Ajaj Khalaf Jamil Al Hamdani	.9
hanan.m.ibraheem@tu.edu.iq	Financial Management	Business Administration	teacher	Master's	Hanan Mohammed Hadithi-Ibrahim Jassim Al	.10
barzanhamed31@gmail.com	organized theory	Financial Management	Assistant teacher	Master's	Barzan Hamid Khalaf Jubouri-Hussein Al	.11
ibrahim.fm@tu.edu.iq	strategy	Business Administration	teacher	Master's	Ibrahim Faiq Mashal Qaddouri	.12
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Qahtan.sh@tu.edu.iq	International law	General law	Assistant teacher	Master's	Qahtan Shlash Hassan	.14
ahmed.g.badawi@tu.edu.iq	Cost accounting	accounting	Assistant teacher	Master's	Ahmed Ghaleb Badiwi Ali Himyari-Al	.15
Cade.2021.32@tu.edu.iq					Ahmed Ali Abdullah	.16
muataz.q.khalaf@tu.edu.iq	organized theory	Business Administration	Assistant teacher	Master's	Mu'taz Qahtan Khalaf Abd	.17
anwar@g@noaman@tu.edu.iq	Administrative Information Systems	Business Administration	Assistant teacher	Master's	Naaman Anwar Ghazi Shammari-Qadouri Al	.18
wadah.khudhur@tu.edu.iq	Human Resources	Business Administration	Assistant teacher	Master's	Waddah Khader Ahmed	.19
husham.sami@tu.edu.iq	marketing	Business Administration	Assistant teacher	Master's	Hisham Sami Diab Mahal	.20

hibars1@tu.edu.iq	organized theory	Business Administration	assistant professor	PhD	Heba Rabee Sharan Bakr Abdali-Al	.21
	Human Resources	Business Administration	Assistant teacher	Master's	Falah Hamad Jawad Ahmed	.22
	Entrepreneurship	Business Administration	Assistant teacher	Master's	Shaker Mahmoud Rakad	.23
haitham.aisahi.jadaan@mail.com	Macroeconomics	Economy	Professor Doctor	PhD	Haitham Sahi Jad'an Hammad	.24
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Naseer.j.2025@tu.edu.iq		Business Administration	Assistant teacher	Master's	Naseer Dhiab Jassim	.26
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badaabadaa38@gmail.com	International accounting	accounting	Assistant teacher	Master's	ab 'Mut 'Bidaa Jadou Tikriti-Abdullah Al	.30
Zaid.T.Shaker@tu.edu.iq	Management Information Systems	Business Administration	Assistant teacher	Master's	Zaid Thabit Shaker Douri-Abdullah Al	.31

Professional Development 11.

new faculty members Orienting

1. s vision, which is derived from the 's vision with the college' The focus is on how to harmonize the department s, enabling the department to make crucial decisions in building and 's vision and even the ministry' university .set goals achieving the
2. The goals set are realistic and achievable, and every individual in this program should objectively work towards .achieving these goals

Professional development of faculty members

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

Admission Criteria .12

(Central, Parallel, Evening)

Key sources of information about the program .13

Supporting books and articles with an update rate of 20%

Program Development Plan .14

- 1- scientific research that contributes to supporting the labor market by employing modern Conducting rigorous .technologies and digital applications in a way that serves economic and social development
- 2- The focus is on preparing young leaders who are scientifically and professionally qualified in the field of marketing quality management, capable of providing Iraqi institutions with the necessary competencies to ss environment and serve the community contribute to the development of the busine.
- 3- especially digital transformations, by .Keeping pace with the rapid developments in the business environment providing students with modern skills and knowledge that enable them to deal efficiently with the demands of the .present and the future

Program Skills Plan

Learning outcomes required from the program

Program Skills Plan															
Learning outcomes required from the program															
Values				Skills				Knowledge				Essential or optional	Course Name	Course code	Year/Level
Q4	Part 3	Part 2	Part 1	B4	B3	B2	B1	A4	A3	A2	A1		Stage		the first
√	√	√	√	√	√	√	√	√	√	√	√	essential	First		
													Stage		the second
√	√	√	√	√	√	√	√	√	√	√	√	essential	Second		
													Stage		the third
√	√	√	√	√	√	√	√	√	√	√	√	essential	Third		
													Stage		Fourth
√	√	√	√	√	√	√	√	√	√	√	√	essential	Fourth		

Please check the boxes corresponding to the individual learning outcomes from the .being assessed program that are

Course description template

:Course Name .1

Marketing Quality Management

:Course code .2

xxkaaje 6

2025/2026 :Year /Term .3

Second course / Third stage

Date this description was prepared: 6/3/2026 .4

person and online-attendance formats: In Available .5

**lectures via + on Google Classroom(PDF) Paper lectures + electronic lectures
training courses for students to in addition to , Google Meet + practical lectures
training field visits/summer and develop their internet skills**

Total study hours / Total unit hours: hour/unit .6

hours / 2 hours per week 30

Name of the course coordinator (if there is more than one, mention it) .7

lina.tariq@st.tu.edu.iq : Email

M. Lina Tariq Ali :the name

Course Objectives .8

Course objectives

Understanding the basic concepts in marketing quality management, such as the concept of quality, service quality, customer satisfaction, continuous improvement, total quality, and competitive advantage, and their importance in developing the performance of organizationsmarketing per

Identifying quality management methods and tools used in marketing activities, such as measuring customer satisfaction, analyzing customer complaints, benchmarking, and analyzing the quality of services and products

skills in analyzing customer needs and desires and employing 'Developing students marketing quality principles to improve services and products in order to achieve customer satisfaction and loyalty

in evaluating marketing To enhance students' ability to use scientific methods performance, identifying strengths and weaknesses, and addressing problems related to the quality of marketing services

awareness of the importance of work ethics and quality in dealing 'Raising students ommitment to transparency and credibility in providing with customers, and the c services and marketing activities

skills in preparing marketing plans and strategies that rely on 'Developing students the concepts of quality and continuous improvement to meet competition in the modern business environmentm

To increase students' experience and knowledge of the importance of marketing improving their quality management and its role in supporting institutions performance, achieving customer satisfaction, and enhancing their competitiveness in local and international markets

Teaching and learning strategies .9

strategy

Expanding students' learning horizons and keeping pace with modern developments in the fields of quality and marketing in line with the requirements of the contemporary business environment

:Cognitive objectives

introduce students to the subject of Marketing Quality Management To

ional performance and achieving and its importance in developing institut

.customer satisfaction

<ul style="list-style-type: none"> • Clarifying the basic concepts and terms related to marketing quality management, such as total quality, service quality, customer satisfaction, .continuous improvement, and competitive advantage • Developing students' interest in the scientific subject matter by linking theoretical aspects to practical applications in various institutions and .markets • Training students to practically apply the principles and methods of n the fields of administrative sciences and marketing quality management i .various marketing activities • To enable students to develop the skills of scientific analysis and interpretation of marketing problems and to make appropriate decisions to .lesaddress them based on scientific princip • making skills in a -Developing students' thinking, reasoning, and decision • way that contributes to enhancing their ability to improve the quality of .marketing performance • Training students to use modern methods and digital technologies in and analyzing marketing data and supporting quality processes collecting .and continuous improvement • The course aims to introduce students to the fundamentals of marketing quality management and its application mechanisms in organizations, as methods used in measuring customer satisfaction, well as to clarify the analyzing markets, and developing services and products in line with the . needs of the modern business environment 	
---	--

Course Structure .10

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Ask questions and attend	person -In and online	the ‘concept of quality The concept of quality management, the concept of marketing quality its origins, ‘management objectives, and importance in achieving customer satisfaction . and competitive advantage	Marketing Quality Management	2	1
Ask questions and attend	person -In and online	‘The quality of the marketing mix Quality of the traditional mix, quality of the marketing expanded marketing mix	Marketing Quality Management	2	2

Participation and attendance	person -In and online	Characteristics of marketing quality management, elements of marketing quality management	Marketing Quality Management	2	3
Participation and attendance	person -In and online	applied practically through the are discussion of case studies and the world models in -analysis of real tourism,) various institutions banking, education, hotels, . (restaurants, etc	Marketing Quality Management	2	4
Participation and attendance	person -In and online	Service quality concept quality importance ∙ Educational ∙ Educational The service Educational Service features	Marketing Quality Management	2	5
Participation and attendance	person -In and online	Dimensions of quality in educational services, the philosophy of total quality in the educational field, the core values of total quality in education	Marketing Quality Management	2	6
exam	person -In and online	exam	exam	2	7
Attendance and participation	person -In and online	system To enter Home Reasons Quality administration Systems in Comprehensive Indicators ∙ Educational Field in Quality administration handicaps ∙ Educational Quality administration application Field in Comprehensive Educational	Marketing Quality Management	2	8
Attendance and participation	person -In and online	The concept of quality in tourism the importance of quality ∙services in tourism services, and the basic strategies and considerations for quality management in tourism .services	Marketing Quality Management	2	9
and Attendance participation	person -In and online	Standards for the quality of tourism services, measuring the quality of tourism services, dimensions of the quality of tourism services, methods for measuring the quality of tourism .Measuring tourist satisfaction .services	Marketing Quality Management	2	10

Attendance and participation	person -In and online	Marketing quality management in marketing ' banking institutions healthcare quality management in importance and 'institutions objectives of marketing quality management in healthcare institutions	Marketing Quality Management	2	11
Attendance and participation	person -In and online	Strategies for building quality marketing services and products, and mechanisms for developing marketing performance in line with market requirements and .customer needs	Marketing Quality Management	2	12
Attendance and participation	person -In and online	Marketing opportunities and their marketing quality models . determinants marketing quality management strategies .	Marketing Quality Management	2	13
Attendance and participation	person -In and online	The components of total quality management, its characteristics, benefits, and practical examples of the role of marketing quality management in enhancing competitiveness and improving case ' organizational performance .studies	Marketing Quality Management	2	14
exam	person -In and online	exam	exam	2	15

Course Evaluation .11

s 'course exam, and (30) as the student-of-divided as follows: (70) for the end .The grade is distributed out of 100 effort throughout the course period, divided according to attendance, participation, daily and monthly tests, and .uctions regarding this part of the grade and its divisions instr'while adhering to the Ministry .preparation of reports

Learning and teaching resources .12

There is no textbook	Required textbooks (methodology, if applicable)
management marketing quality Requirements for " Master's thesis entitled .2 Implementing Marketing Quality Management (Total Marketing): A Case Study of the Palestinian Cellular Telecommunications Company (Jawwal)" by researcher: Rushdi Abdul Latif Wadi	Main references (sources)

<p>The impact of marketing quality management -3 enhancing customer satisfaction / An practices on exploratory study at the Iraqi Trade Bank by Maamouri-researcher Qasim Hajim Sahib Al</p>	
<p>A collection of scientific research published in ntific journals and university theses specializing scie marketing management and marketing risk in .management</p>	<p>Recommended supporting books and references (scientific (...journals, reports</p>
<p>Generally A collection of websites and online forums marketing websites are studied in the marketing .in addition to educational videos .department</p>	<p>Electronic references, websites</p>

Academic Program Description Template

2026–2025

Tikrit University :University Name

of Management and Economics College/Institute: College

Marketing Department :Academic Department

of Marketing Academic or professional program name: Bachelor

Marketing Final Certificate Title: Bachelor of

based (courses)-Semester :Study system

2025/9/1 :Date the description was prepared

2025/9/1 :Date the file was completed

Signature

Dr. Ahmed Ayed Mukhlif
Head of Department's Name
2025/9/1

Signature

Assistant Professor Dr. Khattab Imran Saleh
Name of the Assistant Dean for Scientific Affairs
2025/9/1

Signature

The file was audited by
Khaldoon Abdullah Khalaf
Name of the Director of the Quality Assurance and
University Performance Division
2025/9/1

Approval of the Dean

Program Vision .1

quality university education that keeps pace with modern -It aims to provide high developments in the contemporary business and marketing environment, focusing on developing students' cognitive and analytical skills to enhance their ability to identify and It also contributes to supporting . effectively manage marketing risks in the job market scientific research and serving the community by employing modern scientific methods in r effects analyzing marketing risks and developing appropriate solutions to mitigate thei .effectively and innovatively

Program Message .2

To ensure university graduates are knowledgeable and technically qualified, capable of employing analytical and g business environment. This is digital skills to diagnose and effectively manage marketing risks within a changin achieved by providing students with a solid scientific and applied foundation that meets global standards in their and depth study that contributes to developing their ability to make sound marketing decisions-field, ensuring in achieve their professional goals. The program also contributes to building a successful career path aligned with labor market demands and international standards, while simultaneously promoting scientific research and community .marketing risk management and its modern applications service in the field of

Program Objectives .3

- analytical and 'To graduate students who possess the fundamentals of theoretical knowledge •
- applied skills in the field of marketing risk management, in line with the current and future labor •
- . market requirements in the dynamic business environment
- analyzing Developing the abilities of academically distinguished students in diagnosing and •
- marketing risks of all types (market, competitive, behavioral) and encouraging them to continue •
- . learning and specializing in the fields of marketing and risk management
- g awareness of the Enhancing the student's scientific and intellectual character by developin •
- importance of marketing risk management and making sound marketing decisions in environments •
- . of uncertainty and constant change
- Contributing to serving the local community by employing marketing risk management concepts •
- conomic institutions and productive and service sectors and improve the efficiency of to support eco •
- . their marketing performance
- Enhancing communication and integration with public and private sector institutions in a way •
- that contributes to linking the theoretical aspect with practical application, and developing the •
- . ntemporary marketing realitycontent of the material in accordance with the requirements of co
- Encouraging students to prepare applied research and studies in the field of marketing risk •
- management that contribute to addressing contemporary marketing problems and improving the •
- .quality of marketing decisions

Program accreditation Prog .4

Is the program accredited? If so, by which body? No

Other external influences .5

Is there a sponsor for the program? It's a government program under the Ministry of Higher Education and
 .Scientific Research

Program Structure .6

comments	Percentage	Study unit	Number of courses	Program structure
				Institutional requirements
				College requirements
				Department requirements
				Summer training
				Other

.The notes may include whether the course is core or elective *

Program Description .7

Credit Hours	Course name	Course code	Year / Level
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practical	theoretical	Marketing risk management		
		First stage		First/First
		Phase Two		Second/Second
	30	Phase Three		Third/Third
		Phase Four		Fourth/Fourth

learning outcomes of the program Expected .8

Knowledge

Learning Outcome Statement 1: The able to employ his was student theoretical knowledge in marketing concepts and marketing risk management in a way that supports his ability to understand the market environment, analyze potential informed -risks, and make well . marketing decisions

The graduate will be able to organize :Learning Outcome 1 comprehend concepts and information related to ·knowledge marketing risk management, store and employ it efficiently in . future educational and practical situations

Skills

This Learning Outcomes Statement 2 program enables graduates to efficiently and effectively perform tasks related to marketing risk analysis and to use modern analytical tools to support thereby , decisions marketing contributing to the improvement of their academic and professional . performance

The graduate should be able to analyze the :Learning Outcomes 2 marketing information and data available in the business environment and repurpose it systematically to identify and assess marketing risks, while developing his ability to think based on scientific principles and research analytically methodology

<p>:Statement of Learning Outcomes 3 on logical and scientific analysis Relying in interpreting marketing phenomena and making informed decisions in risk management within changing business .environments</p>	<p>The graduate should be able to objectively :Learning Outcome 2 free ‘evaluate marketing phenomena and their associated risks . from personal impressions and unscientific judgments</p>
---	--

Values

<p>To :Learning Outcome Statement 4 consolidate professional and academic values among students and make them the starting point for their scientific and practical behavior in the field of marketing . risk management in the future</p>	<p>the student with the professional Learning Outcome 4: To provide thereby enhancing the ‘and ethical values that guide his work spirit of professional responsibility in dealing with marketing data, research and analysis ethics, and striving for quality and . excellence in performance</p>
--	--

<p>:5 Learning Outcome Statement that possesses Building a workforce professional and ethical values that contribute to developing the business environment and achieving sustainability in .marketing performance</p>	<p>f his s awareness o’To enhance the student :Learning Outcome 5 societal role and the importance of adhering to professional ethics in marketing management, which contributes to improving the quality of marketing decisions and serving the economic . community</p>
--	---

Teaching and learning strategies .9

- Using the whiteboard ●
- Home solutions ●
- investigate certain tasks and problems to determine their causes Attempting to ●
- blended learning ●

Assessment Methods .10

- Exams ●
- Follow up on homework ●
- Direct interaction with students ●
- brainstorming ●

Email	Specialization	Specialization Year	Scientific title	Certificate	Instructor's Name	
firasffj@tu.edu.iq	Financial Management	Business Administration	assistant professor	PhD	Firas Farhan Jaddi Obaidi-Safar Al	.1
mohammed.h.2022@tu.edu.iq	organizational behavior	Business Administration	teacher	Master's	Mohammed Hamid Ajili-Nayef Hamid Al	.2
thair.law@tu.edu.iq	Human Resources	Business Administration	assistant professor	PhD	Thaer Jassim -Mohammed Aftan Al Janabi	.3
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Alrshydfiras780@tu.edu.iq	organized theory	Business Administration	.Mr	Master's	Mai Hamoudi Abdullah Jassim Shammari-Al	.6
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muataz.q.khalaf@tu.edu.iq	organized theory	Business Administration	Assistant teacher	Master's	Qahtan Khalaf Mu'taz Abd	.17
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husham.sami@tu.edu.iq	marketing	Business Administration	Assistant teacher	Master's	Hisham Sami Diab Mahal	.20
hibars1@tu.edu.iq	organized theory	Business Administration	assistant professor	PhD	Heba Rabee Sharan Abdali-Bakr Al	.21
-	Human Resources	Business Administration	Assistant teacher	Master's	Falah Hamad Jawad Ahmed	.22
-	Entrepreneurship	Business Administration	Assistant teacher	Master's	Shaker Mahmoud Rakad	.23
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aiothman@tu.ed.iq	Finance	Business Administration	Assistant teacher	Master's	Abdul Jalil Ismail Othman Suleiman	.25
Naseer.j.2025@tu.edu.iq		Business Administration	Assistant teacher	Master's	Naseer Dhiab Jassim	.26
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mahmood.hameed23@tu.edu.iq	Business Administration	Business Administration	Assistant teacher	Master's	Mahmoud Fawzi -Hamid Jumaa Al Obaidi	.29
badaabadaa38@gmail.com	International accounting	accounting	Assistant teacher	Master's	ab 'Mut 'Bidaa Jadou Tikriti-Abdullah Al	.30
Zaid.T.Shaker@tu.edu.iq	Management Information Systems	Business Administration	Assistant teacher	Master's	Thabit Shaker Zaid Douri-Abdullah Al	.31

Professional Development11.

Orienting new faculty members

1. s vision, which is derived from the 's vision with the college'The focus is on how to harmonize the department s, enabling the department to make crucial decisions in building and 's vision and even the ministry'university .achieving the set goals
2. set are realistic and achievable, and every individual in this program should objectively work towards The goals .achieving these goals

Professional development of faculty members

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

Admission Criteria .12

(Central, Parallel, Evening)

Key sources of information about the program .13

Supporting books and articles with an update rate of 20%

Program Development Plan .14

To conduct rigorous, applied scientific research in the field of marketing risk management, 1. contributing to supporting the business environment, improving the quality of marketing decisions, . and meeting labor market needs

leaders specializing in marketing risk management, capable of To focus on preparing young2. working in economic and administrative institutions, thus providing organizations with qualified . personnel to enhance marketing performance and sustainability

nts in the business environment, particularly digital transformations To keep pace with developme3. and changes in consumer and market behavior, and to equip graduates with the modern skills .necessary to address current and future requirements in marketing risk management

Skills Plan Program

Learning outcomes required from the program

Values				Skills				Knowledge				Essenti al or optiona l	Cours e Name	Cours e code	Year/Lev el
Q	Par	Par	Par	B	B	B	B	A	A	A	A		Stage		
4	t3	t2	t1	4	3	2	1	4	3	2	1				
√	√	√	√	√	√	√	√	√	√	√	√	essential	First		the first
													Stage		
√	√	√	√	√	√	√	√	√	√	√	√	essential	Second		second the
													Stage		
√	√	√	√	√	√	√	√	√	√	√	√	essential	Third		the third
													Stage		
√	√	√	√	√	√	√	√	√	√	√	√	essential	Fourth		Fourth
													Stage		

to the individual learning outcomes from the Please check the boxes corresponding
.program that are being assessed

Course description template

:Course Name .1
Marketing risk management
:Course code .2
2025/2026 :Year /Term .3
First course / Third stage
prepared: 1/9/2025 Date this description was .4
person and online-Available attendance formats: In .5
lectures via + on Google Classroom(PDF) Paper lectures + electronic lectures training courses for students to in addition to , Google Meet + practical lectures field visits/summer training and develop their internet skills
Total study hours / Total unit hours: hour/unit .6
hours / 2 hours per week 30
Name of the course coordinator (if there is more than one, mention it) .7
lina.tariq@st.tu.edu.iq: Email Lina Tariq Ali : the name
Course Objectives .8

including the .Understanding the basic concepts of marketing risk management concept of risk, its types (market, competitive, operational, behavioral), and tools for .analyzing the internal and external marketing environment .making tools-Developing students' skills in using marketing analysis and decision • which contributes to diagnosing potential risks in the markets and reducing their .impact on the performance of institutions ability to analyze consumer behavior and competitive markets 'To enhance students • cesses in different business and link them to marketing risk management pro .environments

Identifying modern marketing risk sources, such as digital risks, reputation risks, and • digital transformation risks, and how to deal with them in scientific and systematic .ways

-Developing students' awareness of the importance of risk management in e • marketing and social media, including data protection, digital reputation .management, and dealing with cyber threats

by establishing the .To promote adherence to professional ethics in marketing work • principles of transparency and social responsibility in dealing with information and .marketing decisions

To raise students' awareness of modern administrative applications in the field of • ment in supporting the stability and marketing, and the importance of risk manag sustainability of marketing performance for institutions

Course objectives

Teaching and learning strategies .9

To broaden students' learning horizons and keep them • abreast of modern developments in the business and marketing environment, particularly digital advancements and their impact on the nature of marketing risks and their . management

strategy

: Learning Objectives

To introduce students to the subject of marketing risk • management, its core areas, and its importance in supporting . marketing decisions

To clarify concepts and terminology related to marketing • risks, risk management, such as: market risks, competitive r . consumer behavior risks, and digital environment risks

To enhance students' interest in the subject matter and • connect it to practical realities in local and global . institutions and markets

ing in To train students to practically apply their learn • analyzing marketing problems and dealing with changes in . the business environment

To equip students with the skills to analyze and interpret • marketing data scientifically, enabling them to understand . risks and make scientifically based decision making skills -To develop students' reasoning and decision• under conditions of uncertainty and various marketing risks

To train students in the mechanisms of analyzing the • marketing environment, collecting marketing data, and . strategic organizational decisions using it to support This course aims to introduce students to the concept of marketing risk management and its main characteristics, explain its operational mechanisms and key tools, as well as izing marketing methods for collecting, analyzing, and util information in various administrative and marketing fields . to serve the needs of students and the job market

Course Structure .10

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Ask questions and attend	person -In and online	The concept of marketing risk, its nature, its importance, the concept of marketing risk management, and its objectives	Marketing risk management	2	1
Ask questions and attend	person -In and online	Types of marketing risks environmental, market, include competitive, operational, financial, legal, technological, and organizational reputational .risks	Marketing risk management	2	2
Participation and attendance	person -In and online	Identifying marketing risks Sources of internal and external ‘marketing risks methods and means of obtaining risk information	Marketing risk management	2	3
Participation and attendance	person -In and online	Marketing risk analysis and assessment estimating the probability of risk ‘ occurring estimating the impact of the risk .on the organization	Marketing risk management	2	4

Participation and attendance	person -In and online	Marketing risk management strategies ‘include risk avoidance mitigation, transfer, and ‘acceptance comparing the advantages and .disadvantages of each strategy	Marketing risk management	2	5
exam	person -In and online	exam		2	6
Attendance and participation	person -In and online	Marketing risk management :plans Preparing a risk management ‘plan defining responsibilities, resources, and implementation .mechanisms	Marketing risk management	2	7
Attendance and participation	person -In and online	Continuous monitoring and ‘review of marketing risks key risk indicators tracking (KRIs) evaluating the effectiveness of ‘ the risk management plan and .continuous improvement	Marketing risk management	2	8
Attendance and participation	person -In and online	in advertising management campaigns involves identifying risks associated with different advertising channels and implementing strategies to mitigate and control risks during .campaigns	Marketing risk management	2	9
Attendance and participation	person -In and online	risks related to Managing consumer behavior involves analyzing risks associated with fluctuations in demand and ‘changes in customer behavior and developing plans to address risks related to consumer .behavior	Marketing risk management	2	10
Attendance and participation	person -In and online	Digital and technological risk management identifying risks related involves to online platforms and social ‘media	Marketing risk management	2	11

		and developing methods for protection and mitigation of cyber risks			
Attendance and participation	person -In and online	Operational risk management in :marketing supply chain, production, and distribution risks assessing operational risks and ‘ .developing contingency plans	Marketing risk management	2	12
Attendance and participation	person -In and online	Financial risk management in marketing involves identifying risks associated with budget, returns, ‘and campaign investments and implementing financial .control methods to mitigate risks Legal and ethical risk management involves identifying legal and ‘regulatory risks in marketing developing compliance policies, .and monitoring ethical risks	Marketing risk management	2	13
Attendance and participation	person -In and online	Comprehensive assessment of ‘marketing risks of a comprehensive preparation risk report provision of recommendations ‘ for continuous improvement and .development of risk management	Marketing risk management	2	14
exam	person -In and online	exam	exam	2	15

Course Evaluation .11

s ‘course exam, and (30) as the student-of-The grade is distributed out of 100, divided as follows: (70) for the end effort throughout the course period, divided according to attendance, participation, daily and monthly tests, and .s instructions regarding this part of the grade and its divisions’hile adhering to the Ministryw ‘preparation of reports

Learning and teaching resources .12

<p style="text-align: center;">There is no textbook</p>	<p style="text-align: center;">Required textbooks (methodology, if applicable)</p>
<p>resources in marketing Books and scientific management</p> <p>Master's thesis entitled "The Role of Public .2 Relations in Dealing with Marketing Risks", Yassin Jarbalou</p> <p>A doctoral dissertation entitled "The Role of .3 Marketing Agility in Dealing with Marketing Risks mation Awareness," by Ahmed Youssef through Infor Fathi Abdullah</p> <p>Lectures in Risk Management, by Ben Zaid .4 Fathi</p>	<p style="text-align: center;">Main references (sources)</p>
<p style="text-align: center;">A collection of scientific research published in iversity theses specializing scientific journals and un marketing management and marketing risk in .management</p>	<p style="text-align: center;">Recommended supporting books and references (scientific (...journals, reports</p>
<p>in marketing risk management Websites related to and shopping websites in particular (since ,general and ,(they are studied in the marketing department .educational videos</p>	<p style="text-align: center;">Electronic references, websites</p>

Academic Program Description Template

2026–2025

University Tikrit : University Name

of Management and Economics College/ Institute: College

Marketing Department : Department


of Marketing Academic or professional program name : Bachelor

Marketing Final Certificate Title : Bachelor of

based (courses)-Semester : system

2025/9/1 :Date the description was prepared

2025/9/1 : Date the file was filled out


Signature
Dr. Ahmed Ayed Mukhlif
Head of Department's Name
2025/9/1


Signature
Assistant Professor Dr. Khattab Imran Saleh
Name of the Assistant Dean for Scientific Affairs
2025/9/1


Signature
The file was audited by
Khaldoon Abdullah Khalaf
Name of the Director of the Quality Assurance and
University Performance Division
2025/9/1


Approval of the Dean

Program Vision .1

quality university education that keeps pace with -to provide high It seeks
.modern technological developments in the field of internet technologies
The program focuses on developing students' cognitive and practical skills,
enhancing their ability to effectively use digital technologies in the labor
contributes to supporting scientific research and community also It .market
.ive and effective use of internet applicationsservice through the innovat

Program Message .2

Ensuring university graduates are knowledgeable and technically qualified,
employing their digital skills to support various community of capable
By providing students with a solid .nceinstitutions and improve their performa
-The in .scientific and applied foundation that meets international standards
depth study levels necessary to achieve their goals and aspirations contribute
e with This ensures complianc .to building a successful career path
international standards in the field, as well as promoting scientific research
. and community service

Program Objectives .3

- To introduce the student to the scientific foundations of organizational theory, the requirements of -1 organization management, and the efforts made to build and maintain the organization in marketing .the competitive and turbulent market
- .Expanding students' understanding of marketing skills in all types of organizations -2
- .subject and trying to link it to the field reality Deepening academic knowledge of the -3

Program accreditation .4

Is the program accredited ? If so, by which body? No

Other external influences .5

Education and Is there a sponsor for the program? It's a government program under the Ministry of Higher
 .Scientific Research

Program Structure .6

comments	Percentage	Study unit	Number of courses	Program structure
				Institutional requirements
				College requirements
				Department requirements
				Summer training
				Other

.notes may include whether the course is core or elective The *

Program Description .7

Credit Hours		Course name	Course code	Year / Level
	theoretical	Marketing Organizations Management		
		First stage		First/First

		Phase Two		Second/Second
	30	Phase Three		Third/Third
		Phase Four		Fourth/Fourth

Expected learning outcomes of the program .8

of organizational thought in classical schools Understanding the evolution of organizations
in hospitals marketing thinking organizational Understanding the evolution of organizations and the nature pharmaceutical the procedures of Understanding .of pharmaceutical product pricing
the health and pharmaceutical marketing environment and the Understanding strategies used
.marketing and its tasks and responsibilities to banking Introducing the student
Understanding banking marketing skills
the banking environment, its strategies , and its Understanding the nature of marketing goals In achieving the organization's role
tific materialExtent of comprehension of the scien
mechanisms banking pricing skills, methods, and Learn
the importance and objectives of banking marketing as a Understanding foundation for banking marketing
Understanding the nature of insurance companies' work and the mechanisms insurance products for marketing

opportunities and threats and their impact Understanding and comprehending on the organization's market share
marketing organizations of roceduresUnderstanding and comprehending the p and electronic content in the success of the organization
Feedback on previous lectures
a test
course exam-of-End

Email	Specialization	Specialization Year	Scientific title	Certificate	Instructor's Name	
firasffj@tu.edu.iq	Financial Management	Business Administration	assistant professor	PhD	Farhan Jaddi Firas Obaidi-Safar Al	.1
mohammed.h.2022@tu.edu.iq	organizational behavior	Business Administration	teacher	Master's	Mohammed Hamid Ajili-Nayef Hamid Al	.2
thair.law@tu.edu.iq	Human Resources	Business Administration	assistant professor	PhD	Thaer Jassim -Mohammed Aftan Al Janabi	.3
Alrshydfiras780@tu.edu.iq	organized theory	Business Administration	assistant professor	PhD	Firas Hassan Rashid Jubouri-Salman Al	.4
ahmedayyed@tu.edu.iq	organized theory	Business Administration	teacher		Ahmed Ayed Mukhlif	.5

Alrshydras780@tu.edu.iq	organized theory	Business Administration	.Mr	Master's	Mai Hamoudi Abdullah Jassim Shammari-Al	.6
Ahmed.H.24@tu.edu.iq	Human Resources	Business Administration	Assistant teacher	Master's	Ahmed Hamid Issa Jubouri-Jassim Al	.7
Marwan.H.29@tu.edu.iq	organized theory	Business Administration	Assistant teacher	Master's	Marwan Hussein Ajili-Abdul Farhan Al	.8
Sajaj95@tu.edu.iq	Marketing Management	Business Administration	assistant professor	PhD	Saad Ajaj Khalaf Jamil Hamdani-Al	.9
hanan.m.ibraheem@tu.edu	Financial Management	Business Administration	teacher	Master's	Hanan Mohammed -Ibrahim Jassim Al Hadithi	.10
barzanhamed31@gmail.com	organized theory	Financial Management	Assistant teacher	Master's	Barzan Hamid Khalaf Jubouri-Hussein Al	.11
ibrahim.fm@tu.edu.iq	strategy	Business Administration	teacher	Master's	Ibrahim Faiq Mashal Qaddouri	.12
sarabahaa94@tu.edu.iq	strategy	Business Administration	Assistant teacher	Master's	Sarah Bahaa Anwar Tikriti-Habash Al	.13
Qahtan.sh@tu.edu.iq	International law	General law	Assistant teacher	Master's	Qahtan Shlash Hassan	.14
ahmed.g.badawi@tu.edu.iq	Cost accounting	accounting	Assistant	Master's	Ahmed Ghaleb Himyari-Badiwi Ali Al	.15

			teacher			
Cade.2021.32@tu.edu.iq	Marketing Management	business management	teacher	Master's	Ahmed Ali Abdullah	.16
muataz.q.khalaf@tu.edu.iq	organized theory	Business Administration	Assistant teacher	Master's	Mu'taz Qahtan Khalaf Abd	.17
anwar@g@noaman@tu.edu.iq	Administrative Information Systems	Business Administration	Assistant teacher	Master's	Anwar Ghazi Naaman Shammari-Qadouri Al	.18
wadah.khudhur@tu.e	Human Resources	Business Administration	Assistant teacher	Master's	Waddah Khader Ahmed	.19
husham.sami@tu.edu.iq	marketing	Business Administration	Assistant teacher	Master's	Sami Diab Hisham Mahal	.20
hibars1@tu.edu.iq	organized theory	Business Administration	assistant professor	PhD	Heba Rabee Sharan Abdali-Bakr Al	.21
	Human Resources	Business Administration	Assistant teacher	Master's	Falah Hamad Jawad Ahmed	.22
	Entrepreneurship	Business Administration	Assistant teacher	Master's	Shaker Mahmoud Rakad	.23
haitham.aisahi.jadaan@mail.com	Macroecomics	Economy	Professor Doctor	PhD	Haitham Sahi Jad'an Hammad	.24

aiothman@tu.edu.iq	Finance	Business Administration	Assistant teacher	Master's	Abdul Jalil Ismail Othman Suleiman	.25
Naseer.j.2025@tu.edu.iq	Entrepreneurship	Business Administration	Assistant teacher	Master's	Naseer Dhiab Jassim	.26
lina.tariq@st.tu.edu.iq	Financial Management	Business Administration	teacher	Master's	Lina Tariq Ali	.27
hamad.m.saleh@tu.edu.iq	Macroeconomics		teacher	PhD	Hamad Mahdi Saleh	.28
mahmood.hameed23@tu.edu.iq	Business Administration	Business Administration	Assistant teacher	Master's	Mahmoud Fawzi -Hamid Jumaa Al Obaidi	.29
badaabadaa38@gmail.com	International accounting	accounting	Assistant teacher	Master's	ab 'Mut 'Bidaa Jadou Tikriti-Abdullah Al	.30
Zaid.T.Shaker@tu.edu.iq	Management Information Systems	Business Administration	Assistant teacher	Master's	Thabit Shaker Zaid Douri-Abdullah Al	.31

Professional Development11.

Orienting new faculty members

1. s vision, which is derived from the 'vision with the college s'The focus is on how to harmonize the department s, enabling the department to make crucial decisions in building and 's vision and even the ministry'university .achieving the set goals
2. dual in this program should objectively work towards The goals set are realistic and achievable, and every indivi .achieving these goals

Professional development of faculty members

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

Admission Criteria .12

(Parallel, Evening ,Central)

Key sources of information about the program .13

- 1 The internet Sites publishes articles for all organizations marketing
- 2 Scientific books
- 1 The book (Organization Theory by Dr. Khalil Muhammad Al) by Shamma and Khudair Kadhim -1
University of Baghdad - College of Administration and Economics (Hammoud, 1989
2020 (A Holistic Perspective) by Dr. Hussein Harim -Book (Organizational Management -2
-3 Marketing Management Book -2
-3 Othman Rudaina .Dr .Prof -and Principles Concepts -Marketing Management Book -3
2024 Sumaidi-Al Jasem Mahmoud
-4 Marketing Management -4
-5 Strategic Marketing Book -5
2023- Baghdad university - Bakri-Al Thamer .Dr .Prof - Book
-5 Othman Rudaina .Dr .Prof - Concepts and Principles - Strategic Marketing Book -5
2023 Sumaidi-Al Jasem Mahmoud
- Hospital Management Book
-1 Lectures by
-1 Janabi-Al Knight .A.D Banks -1
-2 The Almighty slave complexioned-dark (.Dr) Management Hotel -2 -2
-2 Mustansiriya-Al University - Economics Administration
-3 Mubarak Mohammed Abdul Qadir .Dr .Prof - Management Insurance -3
-3 Government scientific libraries
-3 banks
-3 Insurance companies
-3 Public and private hospitals and pharmacies

Program Development Plan .14

- 1 Conducting sound and useful scientific research to serve the labor market from a technological and
-1 digital perspective
- 2 Trying to focus on preparing young leaders in the field -2
-2 organizations with them to serve our beloved Iraq
- 3 Keeping up with developments in the environment, especially digital transformations, and providing
-3 .of the present and future the graduate with the necessary skills to deal with the requirements

Program Skills Plan

Learning outcomes required from the program

Values				Skills				Knowledge				Essential or optional	Course Name	Course code	Year/Level
ج 4	ج 3	ج 2	ج 1	ب 4	ب 3	ب 2	ب 1	أ 4	أ 3	أ 2	أ 1		Stage		the first
√	√	√	√	√	√	√	√	√	√	√	√	اساسي	الأولى		
													المرحلة		الثاني
√	√	√	√	√	√	√	√	√	√	√	√	اساسي	الثانية		
													المرحلة		الثالث
√	√	√	√	√	√	√	√	√	√	√	√	اساسي	الثالثة		
													المرحلة		الرابع
√	√	√	√	√	√	√	√	√	√	√	√	اساسي	الرابعة		

corresponding to the individual learning outcomes from the Please check the boxes program that are being assessed.

Course description template

:Course Name .1
Marketing Organizations Management
:Course code .2
:Term/ Year .3
2025/2026
stage Second course / Third
.4 Date this description was prepared
09-01-2026

:Available forms of attendance .5

person and integrated-In

Total study hours / Total unit hours : hour / unit .6

hours / 2 hours per week, totaling 2 units 30

coordinator (if there is more than one, mention it) Name of the course .7

: Email Hamoudi Abdullah My mom : the name

Course Objectives .8

<p>To introduce the student to the scientific foundations of -1 organization organizational theory, the requirements of marketing management, and the efforts made to build and maintain the .organization in the competitive and turbulent market</p> <p>To broaden students' understanding of marketing skills in all types -2 .of organizations</p> <p>bject and trying to link it to Deepening academic knowledge of the su -3 .the field reality</p>	<ul style="list-style-type: none">•••	<p>Course objectives</p>
---	---	---------------------------------

Teaching and learning strategies .9

<p>Knowledge and understanding -1 Possessing scientific and intellectual -A1 .to actual reality it knowledge and adapting</p> <p>Understanding and simulating the problems -A2 of contemporary organizations and what is related the shortcomings resulting from the absence of to the application of management theories in . marketing organizations</p> <p>regard to Deepening the intellectual aspect with - A3 And his relationship schools of administrative thought Marketing management in organizations specific skills-Subject (b</p> <p>The ability to work collaboratively to address - B1 and marketing problems administrative</p> <p>f scientific Learning skills in the field o – B2 research</p>	<p>strategy</p>
--	-----------------

. skills Analytical - B3

Teaching and learning methods

WhatsApp group , interactive learning, Online classes

Discussions and dialogues -2

Case studies -3

Tests-5

Assessment methods

. Monthly exams -

. Daily exams -

. Homework -

. Classroom participation -

Thinking skills - C

. compare and deduce to The ability -A1

The ability to link acquired knowledge with -C2

. application practical

Teaching and learning methods

. The lecture -

. Dialogue and discussion -

. of ideas Participation and expression -

Assessment methods

. (exams) Monthly written tests -

. Daily and oral tests -

. Homework -

Direct questions, report writing, research, and -

. classroom discussions are included

other skills) General and transferable skills - D

and) (organizational thought leaders related to

.(marketing

. Teamwork skills -D1

skill of motivation to achieve positive The -D2

. results

skills among Effective communication -D3

. students

Evaluation Method	Teaching method	Course or / Topic Name	Required learning outcomes	Hours	Week
Tests and live discussions	Lecture, discussion, presentation, description, whiteboard visual aids	Introduction to Organizational Management	Understanding the evolution of organizational thought in classical of schools organizations	2	1
Tests and live discussions	Lecture, discussion, presentation, description, whiteboard visual aids	Hospital Marketing Approach	Understanding the evolution of organizational marketing thinking in hospitals	2	2
Tests and live discussions	Lecture, discussion, presentation, description, whiteboard visual aids	Pricing of pharmaceutical products	Understanding the procedures of pharmaceutical organizations and the nature of pharmaceutical product pricing	2	3
Tests and live discussions	Lecture, discussion, presentation, description, whiteboard visual aids	The health and pharmaceutical marketing environment and its strategies	Understanding the health and pharmaceutical marketing environment and the	2	4

			strategies used		
Tests and live discussions	Lecture, discussion, presentation, description, whiteboard visual aids	Marketing Banker and Tasks and duties of the marketing department in banks	Introducing to the student banking marketing and its tasks and responsibilities	2	5
Reviewing the bank's marketing activities for customers		A scientific visit to the university bank	Understanding banking marketing skills	2	6
Tests and live discussions	Lecture, discussion, presentation, description, whiteboard visual aids	The banking environment and its strategies and Bank pricing methods and mechanisms	Understanding the nature of the banking environment, its strategies , In and its role achieving the organization's marketing goals	2	7
Editorial	Question paper	a test	Extent of comprehension of the scientific material	2	8
Tests and live discussions	Lecture, discussion, presentation, description,	Marketing Department in Banks and	banking Learn pricing skills, methods, and mechanisms	2	9

	whiteboard visual aids	Importance and objectives of banking marketing			
Tests and live discussions	Lecture, discussion, presentation, description, whiteboard visual aids	Introduction to the insurance company and its marketing key activities and insurance products	Understanding the importance and objectives of banking marketing as a foundation for banking marketing	2	10
Tests and live discussions	Lecture, discussion, presentation, description, whiteboard visual aids	Market share and the impact of opportunities and threats on the organization and Marketing and Digital Content Management	Understanding the nature of insurance companies' work and the mechanisms for marketing insurance products	2	11
Editorial	Question paper	Second month exam	Understanding and comprehending opportunities and threats and their impact on the organization's market share	2	12
Discussions and questions	Lecture, discussion, presentation,	Green Marketing Organizations Management	Understanding and comprehending	2	13

	description, whiteboard visual aids	and Green banking Green insurance	g the of procedures marketing organizations and electronic in the content success of the organization		
discussions	Discussion, visual aids on the board	dialogue Direct and review	Feedback on previous lectures	2	14
-of-End course exam question paper		Final exam	a test	3	15

Course Evaluation .11

s 'course exam, and (30) as the student-of-The grade is distributed out of 100 , divided as follows: (70) for the end effort throughout the course period, divided according to attendance, participation, daily and monthly tests, and .s instructions regarding this part of the grade and its divisions'while adhering to the Ministry ,preparation of reports

Learning and teaching resources .12

<p>marketing articles publishes The internet Sites -1 . organizations for all Scientific books -2 Organization Theory by Dr. Khalil) The book -1 and Khudair Kazem 'Shamma-Muhammad Al College of Administration and (Hammoud 1989 . University of Baghdad -Economics A -Book (Organizational Management -2 'ective) by Dr. Hussein HarimHolistic Persp 2020 Concepts and - Marketing Management Book -3 .Dr .Prof & - Othman Dr. Rudaina by -Principles .2024 Sumaidi-Al Jaseem Mahmoud -Al Dr. Thamer - Book Management Marketing -4 2023- Baghdad university - Bakri</p>	Required textbooks (methodology, if applicable)
	Main references (sources)
	Recommended supporting books and references (scientific (...journals, reports
	references , websites

Concepts and - Strategic Marketing Book -5
.Dr .Prof & - Othman Rudaina .Dr .Prof - Principles
.2023 Sumaidi-Al Jasem Mahmoud
Prof. Dr. Farid -Hospital Management Book
2008 -Tawfiq Nusairat
: Lectures by
Orient university - Janabi-Al Dr. Fares · Banks -3
The slave Dr. Samraa Hotel Management -2 -4
College - Nuaimi-Al Ibrahim Almighty
-Al University - Economics Administration
2024 . Mustansiriya
Abdul Qadir .Dr .Prof - Management Insurance -3
2025 Mubarak Mohammed
Government scientific libraries
banks
Insurance companies
Public and private hospitals and pharmacies

Academic Program Description Template

2026–2025

University Tikrit : University Name

of Management and Economics College/ Institute: College

Marketing Department : Department

of Marketing Academic or professional program name : Bachelor

Marketing Final Certificate Title : Bachelor of

based (courses)-Semester : system

2025/9/1 : prepared date

2025/9/1 :Date the file was filled out

Signature

Dr. Ahmed Ayed Mukhlif
Head of Department's Name
2025/9/1

Signature

Assistant Professor Dr. Khattab Imran Saleh
Name of the Assistant Dean for Scientific Affairs
2025/9/1

Signature

The file was audited by
Khaldoon Abdullah Khalaf
Name of the Director of the Quality Assurance and
University Performance Division
2025/9/1

Approval of the Dean

Program Vision .1

The Negotiation Management course aims to prepare and enable students to acquire modern knowledge and skills in the field of negotiation and manage negotiation situations efficiently and ze, make decisions, resolve effectively, which contributes to developing their abilities to analy conflicts, and build professional relationships according to scientific and ethical principles that are . compatible with the requirements of the contemporary business environment

Program Message .2

heoretical knowledge and practical applications related to negotiation skills and conflict To provide students with t management, and to develop their abilities to communicate effectively, analyze, and make sound negotiation and enabling them to deal with various administrative decisions, thereby enhancing their professional competence . and organizational situations according to scientific and ethical principles

Program Objectives .3

- environment and To enable students to understand and apply the basic concepts of negotiation within a study •
.practical applications
- Developing the abilities of academically outstanding students and encouraging them to continue learning and •
. of negotiation management specializing in the fields
- .situations, manage conflicts, and make decisions Developing students' abilities to analyze negotiation •
- .To equip current students with modern negotiation strategies in academic and professional contexts •
- utes Enhancing communication and integration with public and private sector institutions in a way that contrib •
.to developing the content of the material in accordance with the requirements of practical reality
- Promoting commitment to professional and ethical values in negotiation practices among students and •
graduates
- .egotiation skills in the workplace and job marketEnhancing graduates' readiness to apply n •
- .Supporting graduates' ability to deal effectively with complex administrative and professional situations •
- .relationshipsEnabling graduates to employ negotiation skills in conflict resolution and building professional r •

Program accreditation .4

Is the program accredited ? If so, by which body? No

Other external influences .5

Is there a sponsor for the program? It's a government program under the Ministry of Higher Education and
.Scientific Research

Program Structure .6

comments	Percentage	Study unit	Number of courses	Program structure
				Institutional requirements
				College requirements
				Department requirements
				Summer training
				Other

.core or elective The notes may include whether the course is *

Program Description .7

Credit Hours		Course name	Course code	Year / Level
practical	theoretical	Negotiation Management	M-125	
		First stage		First/First

		Phase Two		Second/Second
	45	Phase Three		Third/Third
		Four Phase		Fourth/Fourth

Expected learning outcomes of the program .8

Knowledge

Learning Outcome Statement 1: explain the Enabling the student to theories related basic concepts and . to the negotiation process	identify different Learning Outcome 1: The graduate will be able to .negotiation strategies and methods
---	---

Skills

:Learning Outcome Statement 2 to employ Enabling the graduate communication skills and negotiation strategies in effective .situations and realistic simulations	analyze negotiation Learning Outcome 2: To be able to . situations and evaluate possible alternative solutions
---	---

Statement of Learning Outcomes 3: logical and scientific Relying on and of phenomena analysis making informed decisions in the use of network technologies and in the field of marketing services .management	-objectively evaluate Internet Learning Outcome 2: To be able to related phenomena and technologies, free from personal . impressions and unscientific judgments
--	--

Values

:Statement of Learning Outcomes 4 To instill professional and academic values in students and make them the starting point for	with the core values Learning Outcome 4: To provide the student This promotes teamwork, responsibility, their work that guide
---	---

their scientific and practical behavior in the future	the pursuit of academic excellence, and equal opportunities
:5 Learning Outcome Statement who Building administrative staff in conflict possess values that contribute to management . serving the community	Enhancing the student's awareness of quality of Belief in professional their societal role and making-decision performance in completing tasks . positive interaction with society

Teaching and learning strategies .9

- Using the whiteboard •
- Home solutions •
- Attempting to investigate certain tasks and problems to determine their causes •
- blended learning •

Assessment Methods .10

- Exams •
- Follow up on homework •
- Direct interaction with students •
- brainstorming •

Email	Specialization	Specialization Year	Scientific title	Certificate	Instructor's Name	
firasffj@tu.edu.iq	Financial Management	Business Administration	assistant professor	PhD	Firas Farhan Jaddi Obaidi-Safar Al	.1
mohammed.h.2022@tu.edu.iq	organizational behavior	Business Administration	teacher	Master's	Mohammed Hamid Ajili-Nayef Hamid Al	.2

thair.law@tu.edu.iq	Human Resources	Business Administration	assistant professor	PhD	Thaer Jassim -Mohammed Aftan Al Janabi	.3
Alrshydfiras780@tu.edu.iq	organized theory	Business Administration	assistant professor	PhD	Firas Hassan Rashid Jubouri-Salman Al	.4
ahmedayed@tu.edu.iq	organized theory	Business Administration	teacher		Ahmed Ayed Mukhlif	.5
Alrshydfiras780@tu.edu.iq	organized theory	Business Administration	.Mr	Master's	Mai Hamoudi Abdullah Jassim Shammari-Al	.6
Ahmed.H.24@tu.edu.iq	Human Resources	Business Administration	Assistant teacher	Master's	Ahmed Hamid Issa Jubouri-Jassim Al	.7
Marwan.H.29@tu.edu.iq	organized theory	Business Administration	Assistant teacher	Master's	Marwan Hussein Ajili-Abdul Farhan Al	.8
Sajaj95@tu.edu.iq	Marketing Management	Business Administration	assistant professor	PhD	Saad Ajaj Khalaf Jamil Hamdani-Al	.9
hanan.m.ibraheem@tu.edu	Financial Management	Business Administration	teacher	Master's	Hanan Mohammed -Ibrahim Jassim Al Hadithi	.10
barzanhamed31@gmail.com	organized theory	Financial Management	Assistant teacher	Master's	Barzan Hamid Khalaf Jubouri-Hussein Al	.11
ibrahim.fm@tu.edu.iq	strategy	Business	teacher	Master's	Ibrahim Faiq Mashal Qaddouri	.12

		Admin istrati on				
sarabahaa94@tu.edu.iq	strategy	Busine ss Admin istrati on	Assist ant teach er	Maste r's	Sarah Bahaa Anwar Tikriti-Al Habash	.13
Qahtan.sh@tu.edu.iq	Internation al law	Gener al law	Assist ant teach er	Maste r's	Qahtan Shlash Hassan	.14
ahmed.g.badawi@tu.edu.iq	Cost accounting	accou nting	Assist ant teach er	Mast er's	Ahmed Ghaleb Himyari-Badiwi Ali Al	.15
Cade.2021.32@tu.edu.iq					Ahmed Ali Abdullah	.16
muataz.q.khalaf@tu.edu.iq	organized theory	Busine ss Admin istrati on	Assist ant teach er	Mast er's	Mu'taz Qahtan Khalaf Abd	.17
anwar@g@noaman@tu.edu.iq	Administra tive Informatio n Systems	Busine ss Admin istrati on	Assist ant teach er	Mast er's	Naaman Anwar Ghazi Shammari-Qadouri Al	.18
wadah.khudhur@tu.e	Human Resources	Busine ss Admin istrati on	Assist ant teach er	Mast er's	Waddah Khader Ahmed	.19
husham.sami@tu.edu.iq	marketing	Busine ss Admin istrati on	Assist ant teach er	Mast er's	Hisham Sami Diab Mahal	.20
hibars1@tu.edu.iq	organized theory	Busin ess Admi nistrat ion	assist ant profes sor	PhD	Heba Rabee Sharan Abdali-Bakr Al	.21
-	Human Resources	Busin ess Admi	Assist ant	Mast er's	Falah Hamad Jawad Ahmed	.22

		nistrat ion	teach er			
	Entrepre neurship	Busin ess Admi nistrat ion	Assist ant teach er	Mast er's	Shaker Mahmoud Rakad	.23
haitham.aisahi.jadaan@mail.com	Macroeco nomics	Econ omy	Profe ssor Docto r	PhD	Haitham Sahi Jad'an Hammad	.24
aiothman@tu.edu.iq	Finance	Busin ess Admi nistrat ion	Assist ant teach er	Mast er's	Abdul Jalil Ismail Othman Suleiman	.25
Naseer.j.2025@tu.edu.iq		Busin ess Admi nistrat ion	Assist ant teach er	Mast er's	Naseer Dhiab Jassim	.26
lina.tariq@st.tu.edu.iq	Financial Managem ent	Busin ess Admi nistrat ion	teach er	Mast er's	Lina Tariq Ali	.27
hamad.m.saleh@tu.edu.iq	Macroeco nomics		teach er	PhD	Hamad Mahdi Saleh	.28
mahmood.hameed23@tu.edu.iq	Business Administra tion	Busin ess Admi nistrat ion	Assist ant teach er	Mast er's	Mahmoud Fawzi -Hamid Jumaa Al Obaidi	.29
badaabadaa38@gmail.com	Internation al accounting	accou nting	Assist ant teach er	Mast er's	ab 'Mut 'Bidaa Jadou Tikriti-Abdullah Al	.30
Zaid.T.Shaker@tu.edu.iq	Managem ent Informatio n Systems	Busin ess Admi nistrat ion	Assist ant teach er	Mast er's	Zaid Thabit Shaker Douri-Abdullah Al	.31

Professional Development 11.

new faculty members Orienting

1. which is derived from the department's vision's vision with the college's vision to harmonize the department The focus is on how to achieve the set goals, enabling the department to make crucial decisions in building and implementing the department's vision and even the ministry's vision and even the university's vision.
2. actively work towards The goals set are realistic and achievable, and every individual in this program should objectively achieve these goals.

Professional development of faculty members

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

Admission Criteria .12

(Central, Parallel, Evening)

of information about the program Key sources .13

+ Textbook : Principles of Negotiation, Dr. Muhammad Qadri Hassan
Supporting books and articles with an update rate of 20%

Program Development Plan .14

is updated periodically in accordance with the latest scientific studies and The scientific content of the course -1
research in the field of negotiation, conflict management and modern negotiation behaviors.

short scientific research papers Enhancing the research aspect of students by assigning them the task of preparing s -2
on negotiation skills and strategies and their applications in institutions.

Integrating digital skills into negotiation, such as negotiating via electronic platforms and managing virtual -3
meetings, in line with the requirements of the modern labor market.

Cooperating with labor market institutions to organize workshops and practical lectures presented by specialists -4
in the fields of management and negotiation.

Learning outcomes to skills required in the labor market such employability skills by linking le 'Enhancing students -5
making-solving, persuasion, and decision-making-as problem.

Continuous evaluation of the course based on feedback from students, graduates and employers to improve the -6
quality of content and outputs

Program Skills Plan

Learning outcomes required from the program

Values				Skills				Knowledge				Essential or optional	Course Name	Course code	Year/Level
J	Par	Par	Par	B	B	B	B	A	A	A	A				
4	t3	t2	t1	4	3	2	1	4	3	2	1		Stage		the first
√	√	√	√	√	√	√	√	√	√	√	√	Secret	Presenter		
													Florence		2
√	√	√	√	√	√	√	√	√	√	√	√	Secret	an offer		
													Florence		third
√	√	√	√	√	√	√	√	√	√	√	√	Secret	Personality		
													Florence		For
√	√	√	√	√	√	√	√	√	√	√	√	Secret	Ghar		

to the individual learning outcomes from the .program that are being assessed Please check the boxes corresponding

Course description template

:Course Name .1	
Negotiation Management	
:Course code .2	
M-125	
2025/2026 :Term/ Year .3	
Second course / Third stage	
this description was prepared: 8/3/2026 Date .4	
person and online-Available attendance formats: In .5	
<p>Lectures via + on Google Classroom(PDF) Paper lectures + Electronic lectures students to training courses for In addition to Google Meet + Practical lectures .field visits/summer training programs also develop their internet skills , there are</p>	
Total study hours / Total unit hours : hour / unit .6	
hours / 3 hours per week 45	
(mention it ,Name of the course coordinator (if there is more than one .7	
<p><u>Mohammed.2022@tu.edu.iq</u> : Email M. Muhammad Hamid Nayef : the name <u>sarabahaa94@tu.edu.iq</u> : Email M.M. Sarah Bahaa Anwar :Name</p>	
Course Objectives .8	
<p>introduce students to the basic concepts and modern theories in the field of To - .negotiation and conflict management</p>	<p>Course objectives</p>

<p>Developing effective communication, persuasion, and influence skills in various - .situations negotiation</p> <p>Enabling students to analyze negotiation situations and identify their parties, - .objectives, and appropriate strategies</p> <p>ability to make decisions and solve problems in diverse 'Developing students - .negotiation environments</p> <p>ts with the skills to plan and prepare for negotiation processes in a To equip studen - .scientific and systematic manner</p> <p>.world, practical situations-Enhancing the ability to apply negotiation strategies in real - sible behavior during Developing a commitment to professional ethics and respon - .negotiation processes</p> <p>students to meet the demands of the job market through practical and Preparing .applicable negotiation skills</p>	
---	--

Teaching and learning strategies .9

<p>the basic theoretical concepts Adopting an interactive lecture method to explain - .in negotiation and conflict management</p> <p>Encouraging collaborative learning and teamwork by dividing students into - .negotiating teams</p> <p>Employing brainstorming to develop critical thinking skills and find alternatives - .gotiated solutionsand ne</p> <p>Using presentations and classroom activities to enhance communication and - .persuasion skills</p> <p>Assigning students short research papers and reports on modern negotiation - .topics and their applications</p> <p>ies and digital platforms to present and apply Utilizing educational technolog - . negotiation skills</p>	strategy
--	----------

Course Structure .10

Evaluation Method	Learning method	Unit or topic name	Require d learning outcome s	Hours	Week
Ask questions and attend	a lecture	negotiation The concept of management	Understa nding the concept	3	1

			of negotiati on manage ment		
Ask questions and attend	a lecture	The need for negotiation	Clarifying the need for negotiatio n	3	2
Participation and attendance	a lecture	Negotiation elements	Identifyin g the key elements of negotiatio n	3	3
Participation and attendance	a lecture	Negotiation conditions	Understan ding the terms of negotiatio n	3	4
Participation and attendance	a lecture	Types of negotiation	Understan ding the types of negotiatio n	3	5
Attendance and participation	a lecture	Planning for negotiation	Explanati on of the negotiatio n planning process	3	6
Attendance and participation	a lecture	Goals of negotiation	Identifyin g the main objectives of the negotiatio n	3	7
exam		exam	exam	3	8

Attendance and participation	a lecture	negotiating position	Clarifying the weakness of the negotiating position	3	9
Attendance and participation	a lecture	Negotiations stalled	Explanation of the stalled negotiations	3	10
Attendance and participation	a lecture	Negotiation techniques	Identifying the most important negotiation techniques	3	11
Attendance and participation	a lecture	Negotiation strategies	Explanation of negotiation strategies	3	12
Attendance and participation	a lecture	Negotiation policies	Clarifying negotiation policies	3	13
Attendance and participation	a lecture	Negotiation tactics	Explanation of negotiation tactics	3	14
exam		exam final	final exam	3	15

Course Evaluation .11

s'course exam, and (30) as the student-of-divided as follows: (70) for the end . The grade is distributed out of 100 effort throughout the course period, divided according to attendance, participation, daily and monthly tests, and .uctions regarding this part of the grade and its divisions instr'while adhering to the Ministry ,preparation of reports

Learning and teaching resources .12

nothing	Required textbooks (methodology, if applicable)
Textbook : Principles of Negotiation, Dr. Muhammad Qadri Hassan	Main references (sources)
Case studies and related reports	Recommended supporting books and references (scientific (...journals, reports
Internet sites	references , websites

Academic Program Description Template

2026–2025

Tikrit University :University Name

of Management and Economics College/Institute: College

. Marketing Department :Academic Department

of Marketing Academic or professional program name: Bachelor

. Marketing Final certificate title: Bachelor of

based (courses)-Semester :Study system

2025/9/1 :Description prepared date

2025-9-1 :Date the file was filled out

Signature

Dr. Ahmed Ayed Mukhlif
Head of Department's Name
2025/9/1

Signature

Assistant Professor Dr. Khattab Imran Saleh
Name of the Assistant Dean for Scientific Affairs
2025/9/1

Signature

The file was audited by
Khaldoon Abdullah Khalaf
Name of the Director of the Quality Assurance and
University Performance Division
2025/9/1

Approval of the Dean

Program Vision .1

creativity in education and academic programs To create an education system that is characterized by quality and that keep pace with scientific and technical developments in the field of specialization, and that ensures diversity labor market and and the provision of quality programs to provide outstanding job opportunities in the local .achieve excellence in scientific research and contribute to serving the community

Program Message .2

Ensuring that university graduates are qualified in knowledge and technology, and that they utilize their capabilities nagement to support the diverse institutions of society and develop and enhance their institutional in the art of ma depth academic levels to achieve their goals and -performance by providing students with a solid foundation of in al life, ensuring compliance with global standards of specialization, as aspirations towards a successful profession .well as achieving excellence in scientific research and contributing to the service of society

Program Objectives .3

- them professionally and providing them with all after qualifying of marketing Graduating students in the field .the scientific and practical skills that suit the current and future needs of the labor market
- Taking care of 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 the necessary scientific and practical consultations .the community and applied research to serve all economic sectors in
- Supporting and activating links with the public and private sectors to involve them in building and developing .s curricula so that they meet the requirements of the labor market'the department
- a focus on applied research that provides solutions to societal Preparing specialized research and studies with .problems

Program accreditation .4

Is the program accredited? If so, by which body? No

Other external influences .5

the Ministry of Higher Education and Scientific Is there a sponsor for the program? It's a government program under .Research

Program Structure .6				
comments	Percentage	Study unit	Number of courses	Program structure
				Institutional requirements
				College requirements
				Department requirements
				Summer training
				Other

.The notes may include whether the course is core or elective *

Program Description .7				
Credit Hours		Course name	Course code	Year / Level
practical	theoretical	business management		
4	35	First stage		First/First
4	53	Phase Two		Second/Second
6	35	Phase Three		Third/Third
2	31	Phase Four		Fourth/Fourth

Expected learning outcomes of the program .8

Knowledge

Learning Outcome Statement 1: Enabling the student to perform his .practical tasks in a professional manner	Learning Outcome 1: The graduate will be able to organize and retain for its future knowledge and information in their memory in preparation .functional use
--	--

Skills

:Learning Outcome Statement 2 Enabling the graduate to perform his . effectively efficiently and work	Learning Outcomes 2: To be able to analyze results and repurpose them mindset of an analyst based on to solve problems, and to possess the .scientific data and the scientific method of thinking and research
Statement of Learning Outcomes 3: Reliance on the logical analysis of phenomena in the field of business .administration	objectively, free Learning Outcome 2: To be able to judge phenomena .from impressions and subjective judgments

Values

:Learning Outcome Statement 4 Instilling values in students and asis for future considering them as the b work	with the core values that Learning Outcome 4: To provide the student terms of organizational citizenship, teamwork, In their work guide making, academic excellence, and equal-interactive decision opportunities
Learning Outcome Statement 5: Building Administrative Staff to Serve the Community	Improving community relations, believing in : Learning Outcomes 5 .and performing work with high quality , ethics professional

Email	Specialization	Specialization Year	Scientific title	Certificate	Instructor's Name	
firasffj@tu.edu.iq	Financial Management	Business Administration	assistant professor	PhD	Firas Farhan Jaddi Obaidi-Safar Al	.1
mohammed.h.2022@tu.edu.iq	organizational behavior	Business Administration	teacher	Master's	Mohammed Hamid Ajili-Nayef Hamid Al	.2
thair.law@tu.edu.iq	Human Resources	Business Administration	assistant professor	PhD	Thaer Jassim -Mohammed Aftan Al Janabi	.3

Alrshydfiras780@tu.edu.iq	organized theory	Business Administration	assistant professor	PhD	Rashid Firas Hassan Jubouri-Salman Al	.4
ahmedayyed@tu.edu.iq	organized theory	Business Administration	teacher		Ahmed Ayed Mukhlif	.5
Alrshydfiras780@tu.edu.iq	organized theory	Business Administration	.Mr	Master's	Mai Hamoudi Abdullah Jassim Shammari-Al	.6
Ahmed.H.24@tu.edu.iq	Human Resources	Business Administration	Assistant teacher	Master's	Ahmed Hamid Issa Jubouri-Jassim Al	.7
Marwan.H.29@tu.edu.iq	organized theory	Business Administration	Assistant teacher	Master's	Hussein Marwan Ajili-Abdul Farhan Al	.8
Sajaj95@tu.edu.iq	Marketing Management	Business Administration	assistant professor	PhD	Saad Ajaj Khalaf Jamil Hamdani-Al	.9
hanan.m.ibraheem@tu.edu	Financial Management	Business Administration	teacher	Master's	Hanan Mohammed -Ibrahim Jassim Al Hadithi	.10
barzanhamed31@gmail.com	organized theory	Financial Management	Assistant teacher	Master's	Barzan Hamid Khalaf Jubouri-Hussein Al	.11
ibrahim.fm@tu.edu.iq	strategy	Business Administration	teacher	Master's	Ibrahim Faiq Mashal Qaddouri	.12
sarabahaa94@tu.edu.iq	strategy	Business	Assistant	Master's	Sarah Bahaa Anwar	.13

		Admin istrati on	teach er	r's	Tikriti-Habash Al	
Qahtan.sh@tu.edu.iq	Internation al law	Gener al law	Assist ant teach er	Maste r's	Qahtan Shlash Hassan	.14
ahmed.g.badawi@tu.edu.iq	Cost accounting	accou nting	Assist ant teach er	Mast er's	Ahmed Ghaleb Himyari-Badiwi Ali Al	.15
Cade.2021.32@tu.edu.iq	Marketing Managem ent	busin ess mana gemen t	teach er	Mast er's	Ahmed Ali Abdullah	.16
muataz.q.khalaf@tu.edu.iq	organize d theory	Busine ss Admin istrati on	Assist ant teach er	Mast er's	Mu'taz Qahtan Khalaf Abd	.17
anwar@g@noaman@tu.edu.iq	Administra tive Informatio n Systems	Busine ss Admin istrati on	Assist ant teach er	Mast er's	Anwar Ghazi Naaman Shammari-Qadouri Al	.18
wadah.khudhur@tu.e	Human Resources	Busine ss Admin istrati on	Assist ant teach er	Mast er's	Waddah Khader Ahmed	.19
husham.sami@tu.edu.iq	marketing	Busine ss Admin istrati on	Assist ant teach er	Mast er's	Hisham Sami Diab Mahal	.20
hibars1@tu.edu.iq	organize d theory	Busin ess Admin istrati on	assist ant profes sor	PhD	Heba Rabee Sharan Abdali-Bakr Al	.21
	Human Resources	Busin ess Admin istrati on	Assist ant teach er	Mast er's	Falah Hamad Jawad Ahmed	.22

	Entrepreneurship	Business Administration	Assistant teacher	Master's	Shaker Mahmoud Rakad	.23
haitham.aisahi.jadaan@mail.com	Macroeconomics	Economy	Professor Doctor	PhD	Haitham Sahi Jad'an Hammad	.24
aiothman@tu.edu.iq	Finance	Business Administration	Assistant teacher	Master's	Abdul Jalil Ismail Othman Suleiman	.25
Naseer.j.2025@tu.edu.iq	Entrepreneurship	Business Administration	Assistant teacher	Master's	Naseer Dhiab Jassim	.26
lina.tariq@st.tu.edu.iq	Financial Management	Business Administration	teacher	Master's	Lina Tariq Ali	.27
hamad.m.saleh@tu.edu.iq	Macroeconomics		teacher	PhD	Hamad Mahdi Saleh	.28
mahmood.hameed23@tu.edu.iq	Business Administration	Business Administration	Assistant teacher	Master's	Mahmoud Fawzi -Hamid Jumaa Al Obaidi	.29
badaabadaa38@gmail.com	International accounting	accounting	Assistant teacher	Master's	ab 'Mut 'Bidaa Jadou Tikriti-Abdullah Al	.30
Zaid.T.Shaker@tu.edu.iq	Management Information Systems	Business Administration	Assistant teacher	Master's	Zaid Thabit Shaker Douri-Abdullah Al	.31

Professional Development

new faculty members Orienting

1. We should be aware of how to harmonize the vision of the department with the vision of the college, which is derived from the vision of the university and even the ministry, enabling the department to make crucial .and achieving the set goals decisions in building
2. The goals set are realistic and achievable, and every individual in this program should objectively work towards .achieving these goals

Professional development of faculty members

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

Admission Criteria .12

(Central, Parallel, Evening)

Key sources of information about the program .13

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

Program Development Plan .14

1. Preparing teaching staff according to the principle of job succession to provide the department with diverse .mployerss needs and fulfill the requirements of e’specializations to meet the department
2. To conduct sound and useful scientific research for all stakeholders to serve the labor market from an .administrative perspective
3. An attempt to focus on preparing young leaders in the field of specialization to supply Iraqi organizations with .em to serve our beloved Iraqth
4. Launching specialized knowledge in the teaching staff of the younger category to ensure the continued .development of the teaching staff
5. experience in their The focus is on providing business administration graduates with skills, knowledge, and .field of specialization, to contribute to building governmental, public, and private institutions alike
6. Keeping pace with developments in the environment, especially digital transformations, and providing

ssary to deal with the requirements of the present and future graduates with the skills nece

7. Establishing the concept of citizenship among all stakeholders with the department through transparent .dealings with them

Skills Plan Program															
Learning outcomes required from the program															
Values				Skills				Knowledge				Essenti al or optional	Cours e Name	Cours e code	Year/Lev el
Q 4	Par t3	Par t2	Par t1	B 4	B 3	B 2	B 1	A 4	A 3	A 2	A 1		Stage		the first
√	√	√	√	√	√	√	√	√	√	√	√	essential	First		
													Stage		the second
√	√	√	√	√	√	√	√	√	√	√	√	essential	Second		
													Stage		the third
√	√	√	√	√	√	√	√	√	√	√	√	essential	Third		
													Stage		Fourth
√	√	√	√	√	√	√	√	√	√	√	√	essential	Fourth		

Please check the boxes corresponding to the individual learning outcomes from the .are being assessed program that

Course description template

.1 Course Name :
Entrepreneurial Marketing
.2 Course code: None
.3 2026-Term/Year: 2025
First course / Third stage
.4 Date this description was prepared: First course, September 2025
.5 In person-Available attendance formats:
Attendance in the hall with the use of the Classroom program is required to inform students of exam times and grades, and to prepare for any emergency
.6 Total study hours / Total unit hours : hour/unit
30 hours / 2 hours per week
.7 Name of the course coordinator (if there is more than one, mention it)
Name :Dr. Ahmad Jad'an Hammad :Email Ahmad.gdaan92@tu.edu.iq
.8 Course Objectives

<ul style="list-style-type: none"> Introducing students to intellectual capital in terms of its development ● Statement of the importance of intellectual capital for organizations ● Components of intellectual capital ● organizations The role of intellectual capital in the success of ● 	Course objectives
---	-------------------

Teaching and learning strategies .9

<ul style="list-style-type: none"> Teaching students the skills and methods of business organizations ● Thinking outside the box and creative thinking ● Expanding and broadening learning horizons and keeping up with ● developments 	strategy
--	----------

Course Structure .10

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Daily preparation	Delivering lectures and posing intellectual questions to students	Statement of the role played by leadership	Entrepreneurial management and entrepreneurial business organization	2	1
Daily preparation	Delivering lectures and posing intellectual questions to students	Statement of the concept of the illusion of entrepreneurship and entrepreneurial organizations	Entrepreneurial organizations	2	2
Daily preparation	Delivering lectures and posing intellectual questions to students	Explaining internal and external leadership and types of entrepreneurial strategies	Internal and external leadership and entrepreneurial strategies	2	3
Daily preparation	Delivering lectures and posing intellectual questions to students	Explanation of the concept and importance of entrepreneurial marketing	Entrepreneurial Marketing	2	4
Daily preparation	Delivering lectures and posing intellectual questions to students	characteristics of Clarifying the entrepreneurial marketing	Key features of entrepreneurial marketing	2	5
Daily preparation	lectures Delivering and posing intellectual questions to students	Guidance on studying the dimensions of entrepreneurial marketing	Dimensions of entrepreneurial marketing	2	6
Daily preparation	Delivering lectures and posing intellectual questions to students	A statement of the starting points for each .concept individually	Entrepreneurial behavior and entrepreneurial thinking	2	7
Daily preparation	Delivering lectures and posing intellectual	Belen's concept and importance	Creative entrepreneurial marketing	2	8

	questions to students				
Daily preparation	Delivering lectures and posing intellectual questions to students	Identifying the main areas of entrepreneurial creativity	Functional areas of entrepreneurial creativity in organizations	2	9
Daily preparation	Delivering lectures posing and intellectual questions to students	Studying the types of entrepreneurial creativity	Types of entrepreneurial creativity	2	10
Daily preparation	Delivering lectures and posing intellectual questions to students	Creative Marketing Details	Creative Marketing	2	11
Daily preparation	Delivering lectures and posing intellectual questions to students	Understanding how creativity can be integrated into the marketing mix	Marketing creativity and the marketing mix	2	12
Daily preparation	lectures Delivering and posing intellectual questions to students	Explaining how these companies became innovative	Case study of global companies	2	13
Daily preparation	Delivering lectures and posing intellectual questions to students	A statement of the importance of these methods in creative and entrepreneurial .performance	Entrepreneurial creative performance	2	14
Daily preparation	Delivering lectures and posing intellectual questions to students	Statement and explanation of sustainable leadership	Sustainable leadership	2	15

Course Evaluation .11

The final grade for the assessment is out of 100 points, and the minimum passing grade is 50 points. The assessment : course exam-of-points for coursework and 70 points for the end 30 :grade is distributed as follows

- The exam is for the first month and has 10 marks
- Second month exam (10 marks)
- Daily preparation (5 points)
- Posts 5 points
- course exam: 70 marks-of-End

Learning and teaching resources .12

	Required textbooks (methodology, if applicable)
Trends Modern Marketing Management	Main references (sources)

Entrepreneurial Marketing Management	Recommended supporting books and references (scientific (...journals, reports
Websites and pages dedicated to entrepreneurial marketing	Electronic references, websites

Learning and teaching resources .12

Academic books and scientific references
 .Books on entrepreneurial marketing and entrepreneurship
 .Books on digital marketing and innovative marketing
 .reviewed scientific journals in management and marketing-Peer
 University lectures and presentations
 .ditional classroom lecturesTrad
 . presentationsPowerPoint
 .and practical case studies † sessions, discussions

Academic Program Description Template

2026–2025

University Tikrit : University Name

of Management and Economics College/ Institute: College

Marketing Department : Department

of Marketing Academic or professional program name : Bachelor

Marketing Final Certificate Title : Bachelor of

based (courses)-Semester : system

2025/9/1 :Date the description was prepared

2025/9/1 : Date the file was filled out

Signature

Dr. Ahmed Ayed Mukhlif
Head of Department's Name
2025/9/1

Signature

Assistant Professor Dr. Khattab Imran Saleh
Name of the Assistant Dean for Scientific Affairs
2025/9/1

Signature

The file was audited by
Khaldoon Abdullah Khalaf
Name of the Director of the Quality Assurance and
University Performance Division
2025/9/1

Approval of the Dean

Program Vision .1

quality university education that keeps pace with -to provide high It seeks
.modern technological developments in the field of internet technologies
The program focuses on developing students' cognitive and practical skills,
enhancing their ability to effectively use digital technologies in the labor
contributes to supporting scientific research and community also It .market
. ive and effective use of internet applicationsservice through the innovat

Program Message .2

Ensuring university graduates are knowledgeable and technically qualified,
employing their digital skills to support various community of capable
By providing students with a solid .nceinstitutions and improve their performa
-The in .scientific and applied foundation that meets international standards
depth study levels necessary to achieve their goals and aspirations contribute
e with This ensures complianc .to building a successful career path
international standards in the field, as well as promoting scientific research
. and community service

Program Objectives .3

- Introducing the student to what global marketing is and its types in the field of products and services •
.how the student can determine the nature of global marketing and
- To provide the student with creativity and generate new ideas to enter new global markets and enhance •
.them according to customer demand
- ideas, developing the student's ability to design Equipping the student with the ability to analyze new •
. and evaluate a global marketing strategy for products and services

Program accreditation .4

Is the program accredited ? If so, by which body? No

Other external influences .5

the program? It's a government program under the Ministry of Higher Education and Is there a sponsor for
 .Scientific Research

Program Structure .6

comments	Percentage	Study unit	Number of courses	Program structure
				Institutional requirements
				College requirements
				Department requirements
				Summer training
				Other

.The notes may include whether the course is core or elective *

Program Description .7

Credit Hours		Course name	Course code	Year / Level
practical	theoretical	Global Marketing		
		First stage		First/First
		Phase Two		Second/Second
15	30	Phase Three		Third/Third
		Phase Four		Fourth/Fourth

Expected learning outcomes of the program .8

Global Understanding the concept of marketing
Global Understanding marketing objectives
Global Marketing should be able to understand the importance The student
.The student learns the difference between global marketing and local marketing
Global Marketing The student learns about tools
.e marketing environmentThe student will be able to identify and understand th
.to global marketing shift The student understands the justifications for the
From identifying and understanding the factors influencing student He is able
global marketing
.mechanisms of global marketing The student will be able to learn about the
Understanding the variables of the global marketing student He is able
environment
Understanding the global marketing mix for goods and services
Understanding the intermediaries in global marketing and comprehending the
challenges
course exam-of-End

Email	Specialization	Specialization Year	Scientific title	Certificate	Instructor's Name	
firasffj@tu.edu.iq	Financial Management	Business Administration	assistant professor	PhD	Firas Farhan Jaddi Obaidi-Safar Al	.1

		nistration				
mohammed.h.2022@tu.edu.iq	organizational behavior	Business Administration	teacher	Master's	Mohammed Hamid Ajili-Nayef Hamid Al	.2
thair.law@tu.edu.iq	Human Resources	Business Administration	assistant professor	PhD	Thaer Jassim -Mohammed Aftan Al Janabi	.3
Alrshydfiras780@tu.edu.iq	organized theory	Business Administration	assistant professor	PhD	Firas Hassan Rashid Jubouri-Salman Al	.4
ahmedayyed@tu.edu.iq	organized theory	Business Administration	teacher		Mukhlif Ahmed Ayed	.5
Alrshydfiras780@tu.edu.iq	organized theory	Business Administration	.Mr	Master's	Mai Hamoudi Abdullah Jassim Shammari-Al	.6
Ahmed.H.24@tu.edu.iq	Human Resources	Business Administration	Assistant teacher	Master's	Ahmed Hamid Issa Jubouri-Jassim Al	.7
Marwan.H.29@tu.edu.iq	organized theory	Business Administration	Assistant teacher	Master's	Marwan Hussein Ajili-Abdul Farhan Al	.8
Sajaj95@tu.edu.iq	Marketing Management	Business Administration	assistant professor	PhD	Saad Ajaj Khalaf Jamil Hamdani-Al	.9
hanan.m.ibraheem@tu.edu	Financial Management	Business Administration	teacher	Master's	Hanan Mohammed -Ibrahim Jassim Al Hadithi	.10

barzanhamed31@gmail.com	organized theory	Financial Management	Assistant teacher	Master's	Hamid Khalaf Barzan Jubouri-Hussein Al	.11
ibrahim.fm@tu.edu.iq	strategy	Business Administration	teacher	Master's	Ibrahim Faiq Mashal Qaddouri	.12
sarabahaa94@tu.edu.iq	strategy	Business Administration	Assistant teacher	Master's	Sarah Bahaa Anwar Tikriti-Habash Al	.13
Qahtan.sh@tu.edu.iq	International law	General law	Assistant teacher	Master's	Qahtan Shlash Hassan	.14
ahmed.g.badawi@tu.edu.iq	Cost accounting	accounting	Assistant teacher	Master's	Ahmed Ghaleb Himyari-Badiwi Ali Al	.15
Cade.2021.32@tu.edu.iq	Marketing Management	business management	teacher	Master's	Ali Abdullah Ahmed	.16
muataz.q.khalaf@tu.edu.iq	organized theory	Business Administration	Assistant teacher	Master's	Mu'taz Qahtan Khalaf Abd	.17
anwar@g@noaman@tu.edu.iq	Administrative Information Systems	Business Administration	Assistant teacher	Master's	Anwar Ghazi Naaman Shammari-Qadouri Al	.18
wadah.khudhur@tu.e	Human Resources	Business Administration	Assistant teacher	Master's	Waddah Khader Ahmed	.19
husham.sami@tu.edu.iq	marketing	Business Admin	Assistant	Master's	Hisham Sami Diab Mahal	.20

		istrati on	teach er			
hibars1@tu.edu.iq	organized theory	Busin ess Admi nistrat ion	assist ant profes sor	PhD	Heba Rabee Sharan Abdali-Bakr Al	.21
	Human Resources	Busin ess Admi nistrat ion	Assist ant teach er	Mast er's	Falah Hamad Jawad Ahmed	.22
	Entrepren eurship	Busin ess Admi nistrat ion	Assist ant teach er	Mast er's	Shaker Mahmoud Rakad	.23
haitham.aisahi.jadaan@mail.com	Macroeco nomics	Econ omy	Profe ssor Docto r	PhD	Haitham Sahi Jad'an Hammad	.24
aiothman@tu.ed.iq	Finance	Busin ess Admi nistrat ion	Assist ant teach er	Mast er's	Abdul Jalil Ismail Othman Suleiman	.25
Naseer.j.2025@tu.edu.iq	Entrepren eurship	Busin ess Admi nistrat ion	Assist ant teach er	Mast er's	Naseer Dhiab Jassim	.26
lina.tariq@st.tu.edu.iq	Financial Managem ent	Busin ess Admi nistrat ion	teach er	Mast er's	Lina Tariq Ali	.27
hamad.m.saleh@tu.edu.iq	Macroeco nomics		teach er	PhD	Hamad Mahdi Saleh	.28
mahmood.hameed23@tu.edu.iq	Business Administra tion	Busin ess Admi nistrat ion	Assist ant teach er	Mast er's	Mahmoud Fawzi -Hamid Jumaa Al Obaidi	.29
badaabadaa38@gmail.com	Internation al accounting	accou nting	Assist ant teach er	Mast er's	ab'Mut 'Bidaa Jadou Tikriti-Abdullah Al	.30

Zaid.T.Shaker@tu.edu.iq	Management Information Systems	Business Administration	Assistant teacher	Master's	Zaid Thabit Shaker Douri-Abdullah Al	31
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Professional Development 11.

Orienting new faculty members

1. which is derived from the department's vision with the college to harmonize the department The focus is on how to achieve the set goals, enabling the department to make crucial decisions in building and implementing the department's vision and even the ministry/university.
2. actively work towards The goals set are realistic and achievable, and every individual in this program should objectively achieve these goals.

Professional development of faculty members

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

Admission Criteria 12

(Central, Parallel, Evening)

of information about the program Key sources 13

- 1 Books available in the college library for the Marketing Management Department
- 2 Dr. Nizam Musa Sweidan, 2022 -Contemporary Marketing Book
- 3 Ziyadat & Dr. Muhammad -Al Dr. Muhammad Awad -Marketing Strategies from an Integrated Perspective -Awamrah 2024-Abdullah Al
- 4 .Bakri, 2002-Prof. Dr. Thamer Yasser Al – Marketing Management
- marketing A collection of scientific research published in scientific journals and university theses specializing in marketing management and global marketing.
- .A collection of websites and online forums

Program Development Plan 14

1- Conducting sound and useful scientific research to serve the labor market from a technological and digital perspective.

2- Trying to focus on preparing young leaders in the field of specialization to supply Iraqi organizations with them to serve our beloved Iraq.

3- Keeping up with developments in the environment, especially digital transformations, and providing the graduate with the necessary skills to deal with the requirements of the present and future.

Program Skills Plan

Learning outcomes required from the program

Values				Skills				Knowledge				Essential or optional	Course Name	Course code	Year/Level
ج 4	ج 3	ج 2	ج 1	ب 4	B 3	B 2	B 1	A 4	A 3	A 2	A 1		Stage		the first
√	√	√	√	√	√	√	√	√	√	√	√	اساسي	الأولى		
													المرحلة		الثاني
√	√	√	√	√	√	√	√	√	√	√	√	اساسي	الثانية		
													المرحلة		الثالث
√	√	√	√	√	√	√	√	√	√	√	√	اساسي	الثالثة		
													المرحلة		الرابع
√	√	√	√	√	√	√	√	√	√	√	√	اساسي	الرابعة		

Please check the boxes corresponding to the individual learning outcomes from the .program that are being assessed

Course description template

:Course Name .1
Global Marketing
:Course code .2
2025/2026 :Term/ Year .3
course / Third stage First
2025-9-1 : Date this description was prepared .4
:Available forms of attendance .5
person and integrated-In

Total study hours / Total unit hours : hour / unit .6

hours / 3 hours per week, totaling 2 units 45

Name of the course coordinator (if there is more than one, mention it) .7

: Email Hamoudi Abdullah My mom : the name

Course Objectives .8

- the Introducing the student to what global marketing is and its types in and how the student can determine the -field of products and services .nature of global marketing
- To provide the student with creativity and generate new ideas to enter .new global markets and enhance them according to customer demand
- To equip the student with the ability to analyze new ideas, and to develop the student's ability to design and evaluate a global marketing .strategy for products and services

Course objectives

Teaching and learning strategies .9

- :Knowledge and understanding
- .Basic concepts of global marketing -1
- Familiarizing the student with the subsystems of global marketing -2
- s goals of survival 'The role of subsystems in achieving the organization -3
- .and growth
- :udingA range of teaching methods are employed to achieve this, incl
- Using the whiteboard -1
- Laptop during the lecture presentation -2
- Creating a classroom where lectures and exam answers are available -3
- .after they have been taken, to learn how to answer correctly
- .The discussion method -4
- .mpensate for holiday daysOnline lectures to co -5
- to enhance students' skills in global marketing of Homework assignments -6
- products and services, enabling them to present their offerings more ...effectively and compete with products from other countries

strategy

Course Structure .10

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
up and -Follow discussion of the lecture and asking a questions number of	theoretical	The concept of global marketing	Understanding the concept of marketing Global	3	1
up and -Follow discussion of the previous lecture and	theoretical	Marketing Goals to understand Global	Understanding marketing objectives Global	3	2

asking a number of questions					
up and -Follow discussion of the previous lecture and asking a number of questions and test	theoretical	Global Marketing importance	The student should be able to understand the importance of Global Marketing	3	3
up and -Follow discussion of the and previous lecture observations during the dialogue and discussions	theoretical	Marketing The difference between Global and local marketing	The student learns the difference between global marketing and local marketing	3	4
up and -Follow discussion of the and previous lecture presentations by the students	theoretical	Global Marketing tools	The student learns about tools of Global Marketing	3	5
		First month exam		2	6
Discussion of tracking the previous lecture and posing a number of questions	theoretical	Marketing environment	The student will be able to identify and understand the marketing environment	3	7
		Scientific visit			
up and -Follow discussion of the previous lecture and asking a number of questions	Look	to Transformation Justifications of Global Marketing	The student understands the justifications to shift for the global marketing	3	8
and up-Follow discussion of the previous lecture and asking a number of questions	Theoretical and integrated	Factors affecting global marketing	He is able to identify and understand the factors influencing global marketing	3	9

up and -Follow discussion of the previous lecture and number of asking a questions and test	theoretical	Global Marketing Mechanisms	The student will be able to learn about the mechanisms of global .marketing	3	10
		Second month exam		2	11
up and -Follow discussion of the previous lecture and asking a number of questions	Theoretical and integrated	Marketing the environment variables Global	He is able student Understanding the variables of the global marketing environment	3	12
up and -Follow discussion of the previous lecture and asking a number of questions	theoretical	For goods Global Marketing The mix Services	Understanding the global marketing mix for goods and services	3	13
up and -Follow discussion of the previous lecture and asking a number of questions	Theoretical and integrated	Global Marketing in intermediaries Challenges And he understood	Understanding the intermediaries in global marketing and comprehendin g the challenges	3	14
exam			course -of-End exam	3	15

Course Evaluation .11

s' course exam, and (30) as the student-of-divided as follows: (70) for the end . The grade is distributed out of 100 effort throughout the course period, divided according to attendance, participation, daily and monthly tests, and .uctions regarding this part of the grade and its divisions instr'while adhering to the Ministry ,preparation of reports

Learning and teaching resources .12

There is no textbook	Required textbooks (methodology, if applicable)
<p>for the Books available in the college library -1 .Management Department Marketing</p> <p>Dr. Nizam Musa -Contemporary Marketing Book -2 .Sweidan, 2022</p> <p>Marketing Strategies from an Integrated -3 Ziyadat & -Dr. Muhammad Awad Al -Perspective .Awamrah 2024-Dr. Muhammad Abdullah Al</p> <p>Prof. Dr. Thamer – Marketing Management -4 .Bakri, 2002-Yasser Al</p>	Main references (sources)
<p>A collection of scientific research published in scientific journals and university theses specializing .marketing management and global marketing in</p>	Recommended supporting books and references (scientific (...journals, reports
<p>.A collection of websites and online forums</p>	eferences , websitesr

Academic Program Description Template

2026–2025

Tikrit University :University Name

of Management and Economics College/Institute: College

Marketing Department :Academic Department

of Marketing Academic or professional program name: Bachelor

Marketing Final Certificate Title: Bachelor of

(based (courses-Semester :Study system

2025/9/1 :Date the description was prepared

2025/9/1 completed : was Date the file

Signature

Dr. Ahmed Ayed Mukhlif
Head of Department's Name
2025/9/1

Signature

Assistant Professor Dr. Khattab Imran Saleh
Name of the Assistant Dean for Scientific Affairs
2025/9/1

Signature

The file was audited by
Khaldoon Abdullah Khalaf
Name of the Director of the Quality Assurance and
University Performance Division
2025/9/1

Approval of the Dean

Program Vision .1

quality university education that keeps pace with modern technological -to provide high It seeks .developments in the field of internet technologies cognitive and practical skills, enhancing their ability to 'The program focuses on developing students It .se digital technologies in the labor marketeffectively u also contributes to supporting scientific research and community service through the innovative and . effective use of internet applications

Program Message .2

employing their digital skills of capable .Ensuring university graduates are knowledgeable and technically qualified with a solid By providing students .to support various community institutions and improve their performance depth study levels necessary to achieve -The in .on that meets international standardsscientific and applied foundati This ensures compliance with .contribute to building a successful career path their goals and aspirations . tific research and community servicepromoting scien international standards in the field, as well as

Program Objectives .3

- students who possess the fundamentals of technical knowledge and practical skills in the field of the Graduating . In line with current and future labor market requirements .Internet and its applications
- Developing the abilities of academically outstanding students and encouraging them to continue learning and . specialize in the fields of information and communication technology
- Enhancing the stu dent's scientific, intellectual, and social personality through the conscious and safe use of internet technologies
- Contributing to serving the local community by employing internet applications to support educational, service .essary to serve all economic sectors in the communitynec and research activities
- Enhancing communication and integration with public and private sector institutions in a way that contributes . reality to developing the content of the material in accordance with the requirements of practical
- Encouraging students to prepare applied research and studies in the field of the Internet that contribute to . addressing contemporary technical and societal problems

Program accreditation .4

Is the program accredited? If so, by which body? No

Other external influences .5

Is there a sponsor for the program? It's a government program under the Ministry of Higher Education and Scientific

Program Structure .6

comments	Percentage	Study unit	Number of courses	Program structure
				Institutional requirements
				College requirements
				Department requirements
				Summer training
				Other

.The notes may include whether the course is core or elective *

Program Description .7

Hours Credit		Course name	Course code	Year / Level
practical	theoretical	Internet basics	3q25w5bi	
		First stage		First/First
		Phase Two		Second/Second
15	30	Phase Three		Third/Third
		Phase Four		Fourth/Fourth

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

Learning Outcome Statement 1: employ his Enabling the student to and practical theoretical knowledge in using Internet services and basic tools in a way	.Learning Outcome 1: The graduate will be able to organize knowledge comprehend related information, and store it for efficient use in .future educational and practical situations
--	---

that supports his academic and . applied performance	
Skills	
<p>Statement 2: Learning Outcome 2: To be able to accomplish Enabling the graduate to tasks related to using internet applications efficiently and This contributes to effectively improving his academic and . professional performance</p>	<p>able to analyze digital information and Learning Outcome 2: To be data available on the Internet and repurpose it systematically to solve technical problems, while developing his ability to think analytically based on scientific principles and research . methodology</p>
<p>Statement of Learning Outcomes 3: logical and scientific Relying on and making of phenomena analysis informed decisions in the use of s and servicesnetwork technologie .in the field of marketing management</p>	<p>related -ternetobjectively evaluate In Learning Outcome 2: To be able to phenomena and technologies, free from personal impressions and . unscientific judgments</p>
Values	
<p>To :Learning Outcome Statement 4 instill professional and academic hem values in students and make t the starting point for their scientific and practical behavior in the future .</p>	<p>with the core values that Learning Outcome 4: To provide the student This promotes teamwork, digital responsibility, their work guide respect for the ethics of electronic dealings, and the pursuit of . academic excellence and equal opportunities</p>
<p>:5 Learning Outcome Statement Building administrative staff who that ethical digital values possess contribute to serving the . community</p>	<p>Enhancing the student's awareness of their :Learning Outcome 5 and quality performance in ethics Belief in professional societal role interaction with the completing digital tasks and positive information society</p>
Teaching and learning strategies .9	
<ul style="list-style-type: none"> Using the whiteboard ● Home solutions ● Attempting to investigate certain tasks and problems to determine their causes ● blended learning ● 	
Assessment Methods .10	
<ul style="list-style-type: none"> Exams ● Follow up on homework ● Direct interaction with students ● brainstorming ● 	

Email	Specialization	Specialization Year	Scientific title	Certificate	Instructor's Name	
firasffj@tu.edu.iq	Financial Management	Business Administration	assistant professor	PhD	Firas Farhan Jaddi Obaidi-Safar Al	.1
mohammed.h.2022@tu.edu.iq	organizational behavior	Business Administration	teacher	Master's	Mohammed Hamid Ajili-Nayef Hamid Al	.2
thair.law@tu.edu.iq	Human Resources	Business Administration	assistant professor	PhD	Thaer Jassim -Mohammed Aftan Al Janabi	.3
Alrshydfiras780@tu.edu.iq	organized theory	Business Administration	assistant professor	PhD	Firas Hassan Rashid Jubouri-Salman Al	.4
ahmedayyed@tu.edu.iq	organized theory	Business Administration	teacher	PhD	Ahmed Ayed Mukhlif	.5
Alrshydfiras780@tu.edu.iq	organized theory	Business Administration	.Mr	Master's	Mai Hamoudi Jassim Abdullah Shammari-Al	.6
Ahmed.H.24@tu.edu.iq	Human Resources	Business Administration	Assistant teacher	Master's	Ahmed Hamid Issa Jubouri-Jassim Al	.7
Marwan.H.29@tu.edu.iq	organized theory	Business Administration	Assistant teacher	Master's	Marwan Hussein Ajili-Al Abdul Farhan	.8
Sajaj95@tu.edu.iq	Marketing Management	Business Administration	assistant professor	PhD	Saad Ajaj Khalaf Jamil Hamdani-Al	.9

		tion				
hanan.m.ibraheem@tu.edu	Financial Management	Business Administration	teacher	Master's	Hanan Mohammed -Ibrahim Jassim Al Hadithi	.10
barzanhamed31@gmail.com	organized theory	Financial Management	Assistant teacher	Master's	Barzan Hamid Khalaf Jubouri-Hussein Al	.11
ibrahim.fm@tu.edu.iq	strategy	Business Administration	teacher	Master's	Ibrahim Faiq Mashal Qaddouri	.12
sarabahaa94@tu.edu.iq	strategy	Business Administration	Assistant teacher	Master's	Sarah Bahaa Anwar Tikriti-Habash Al	.13
Qahtan.sh@tu.edu.iq	International law	General law	Assistant teacher	Master's	Qahtan Shlash Hassan	.14
ahmed.g.badawi@tu.edu.iq	Cost accounting	accounting	Assistant teacher	Master's	Ahmed Ghaleb Himyari-Ali Al Badiwi	.15
Cade.2021.32@tu.edu.iq	marketing	Business Administration	teacher	Master's	Ahmed Ali Abdullah	.16
muataz.q.khalaf@tu.edu.iq	organized theory	Business Administration	Assistant teacher	Master's	Mu'taz Qahtan Khalaf Abd	.17
anwar@g@noaman@tu.edu.iq	Management Information Systems	Business Administration	Assistant teacher	Master's	Naaman Anwar Ghazi Shammari-Qadouri Al	.18
wadah.khudhur@tu.e	Human	Business	Assistant	Master	Waddah Khader	.19

	Resources	ss Admin istrati on	teach er	er's	Ahmed	
husham.sami@tu.edu.iq	marketing	Busine ss Admin istrati on	Assist ant teach er	Mast er's	Hisham Sami Diab Mahal	.20
hibars1@tu.edu.iq	organized theory	Busin ess Admin istrati on	assist ant profes sor	PhD	Heba Rabee Sharan Abdali-Bakr Al	.21
	Human Resources	Busin ess Admin istrati on	Assist ant teach er	Mast er's	Falah Hamad Jawad Ahmed	.22
	Entrepren eurship	Busin ess Admin istrati on	Assist ant teach er	Mast er's	Shaker Mahmoud Rakad	.23
haitham.aisahi.jadaan@mail.com	Macroeco nomics	Econ omy	Profe ssor Docto r	PhD	Haitham Sahi Jad'an Hammad	.24
aiothman@tu.ed.iq	Finance	Busin ess Admin istrati on	Assist ant teach er	Mast er's	Abdul Jalil Ismail Othman Suleiman	.25
Naseer.j.2025@tu.edu.iq		Busin ess Admin istrati on	Assist ant teach er	Mast er's	Naseer Dhiab Jassim	.26
lina.tariq@st.tu.edu.iq	Financial Managem ent	Busin ess Admin istrati on	teach er	Mast er's	Lina Tariq Ali	.27
hamad.m.saleh@tu.edu.iq	Macroeco nomics		teach er	PhD	Hamad Mahdi Saleh	.28
mahmood.hameed23@tu.ed	Business Administra	Busin ess	Assist ant	Mast	Mahmoud Fawzi -Hamid Jumaa Al	.29

u.ig	tion	Admi nistrat ion	teach er	er's	Obaidi	
badaabadaa38@gmail.com	Internation al accounting	accou nting	Assist ant teach er	Mast er's	ab 'Mut 'Bidaa Jadou Tikriti-Abdullah Al	.30
Zaid.T.Shaker@tu.edu.iq	Managem ent Informatio n Systems	Busin ess Admi nistrat ion	Assist ant teach er	Mast er's	Zaid Thabit Shaker Douri-Abdullah Al	.31

Professional Development11.

Orienting new faculty members

1. s vision, which is derived from the 's vision with the college'harmonize the department The focus is on how to s, enabling the department to make crucial decisions in building and 's vision and even the ministry'university .achieving the set goals
2. chievable, and every individual in this program should objectively work towards The goals set are realistic and a .achieving these goals

Professional development of faculty members

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

Admission Criteria .12

(Central, Parallel, Evening)

Key sources of information about the program .13

Modern programs used in communication and applications and their use in marketing fields

Program Development Plan .14

scientific research to serve the labor market from a technological and digital Conducting sound and useful -1 .perspective

Trying to focus on preparing young leaders in the field of specialization to supply Iraqi organizations with them -2 .to serve our beloved Iraq

Keeping up with developments in the environment, especially digital transformations, and providing the -3

.graduate with the necessary skills to deal with the requirements of the present and future

Program Skills Plan

program Learning outcomes required from the

القيم				المهارات				المعرفة				Essential or optional	Course Name	Course code	Year/Level
ج 4	ج 3	ج 2	ج 1	ب 4	ب 3	ب 2	ب 1	أ 4	أ 3	أ 2	أ 1		المرحلة		الاول
√	√	√	√	√	√	√	√	√	√	√	√	اساسي	الأولى		
													المرحلة		الثاني
√	√	√	√	√	√	√	√	√	√	√	√	اساسي	الثانية		
													المرحلة		الثالث
√	√	√	√	√	√	√	√	√	√	√	√	اساسي	الثالثة		
													Stage		Fourth
√	√	√	√	√	√	√	√	√	√	√	√	essential	Fourth		

Please check the boxes corresponding to the individual learning outcomes from the . assessment to program that are subject

Course description template

:Course Name .1
Internet basics
:Course code .2
3q25w5bi
2025/2026 :Year /Term .3
First course / Third stage
:Date this description was prepared .4
2026/5/2
online person and-Available attendance formats: In .5
lectures via + on Google Classroom(PDF) Paper lectures + electronic lectures training courses for students to in addition to ' Google Meet + practical lectures field visits/summer training and develop their internet skills

Total unit hours: hour/unit / Total study hours .6

hours / 3 hours per week 45

Name of the course coordinator (if there is more than one, mention it) .7

:Email

Name: M. Hanan Mohamed Ibrahim

hanan.m.ibraheem@tu.edu.iq

Cade.2021.32@tu.edu.iq : Email M.M. Ahmed Ali Abdullah :Name

Course Objectives .8

<p>Understanding basic concepts: Definition of the Internet, networks, communication .domains .IP addresses .servers, clients .TCP / IP) protocols (such as Google Navigating between websites, using search engines like : Using browsers .saving bookmarks, and managing tabs .and Bing</p> <p>Email: Create an email account, write emails, send and receive attachments, .your mailbox manage</p> <p>Internet addiction: Internet risks (fraud, viruses, cyberbullying), privacy .protection, strong passwords, dealing with unwanted messages</p> <p>Social Media: Understanding the use of social media, its positive and negative .use effects, and responsible</p> <p>Online etiquette: Following good online behavior rules, respecting others, and not .posting sensitive personal information</p> <p>To increase students' experience and knowledge in the field of the internet, scientific models and their importance specifically regarding administrative and .to administrative sciences in general and marketing management in particular</p>	Course objectives
--	-------------------

Teaching and learning strategies .9

<p>Expanding and broadening learning horizons and keeping pace with • in all fields technological advancements • :Cognitive objectives • .Introducing the student to the subject of Internet basics • Explaining the concepts and terminology related to the basics of the • .Internet • .Make the student interested in the scientific subject he is studying • students to apply what they have learned and apply it Training • .practically to the variables of administrative sciences • To enable students to develop scientific analysis and interpretation • .skills • making -Developing the student's skill, reasoning, and decision • .tiesabili</p>	strategy
--	----------

Training students on how the internet works, its future implications •
 .for students and society, and linking it to marketing ideas

This course aims to introduce the student to the fundamentals of the •
 explain how it works internet and its key characteristics, as well as to
 and everything related to its use, including identifying methods for
 collecting data and searching for information according to the
 .student's needs in all fields

Course Structure .10

Evaluation Method	Learning method	topic name Unit or	Required learning outcomes	Hours	Week
Ask questions and attend	person -In and online	The World Wide Web, web browser, how the internet works, internet connection requirements, types of browsers, ways to obtain .internet services	The Internet	3	1
Ask questions and attend	person -In and online	Website categories, types of websites , importance of internet services , disadvantages, Internet Protocol (IP) address , methods of obtaining an IP address	The Internet	3	2
Participation and attendance	person -In and online	Internet Protocol (IP) Parts of an address , Google Chrome browser methods Search for information, ‘ change the homepage to Google, search on Google	The Internet	3	3
Participation and attendance	person -In and online	Keyword , search Advanced, Save Search Scientific, ‘ Favorite Pages Red Email, Google email , creating a Gmail account on a computer	The Internet	3	4
Participation and attendance	person -In and online	Review the above topics practically	Practical lecture	3	5
exam	person -In and online	exam	exam	3	6
Attendance and participation	person -In and online	Create a Gmail account via the app, access your Gmail inbox , send a text message via Gmail, .create a Microsoft email address	Gmail account	3	7
Attendance and participation	person -In and online	Outlook, send a message Log in to in Outlook, create a Yahoo email account , access Yahoo Mail , send a message via Yahoo	The Internet	3	8
Attendance and participation	person -In and online	Incoming and outgoing messages and how to forward them, Google res , Google Chrome Chrome featu account security	Yahoo account	3	9
Attendance and participation	person -In and online	Applying the topics practically using Google Meet	Practical lecture	3	10
exam	person -In and online	exam	exam	3	11
Attendance and participation	person -In and online	Creating a child's account , Link Family app , app terms and	Create an account	3	12

		conditions, features, setup The app allows you to enable and disable .synchronization			
Attendance and participation	person -In and online	learning, -data deletion , e ' Autofill cloud computing , importance	-Google and e learning	3	13
Attendance and participation	person -In and online	Components, characteristics, benefits, examples of cloud computing , advantages of computing in education, ethics of ytechnolog	Cloud computing	3	14
exam	person -In and online	exam	exam	3	15

Course Evaluation .11

s 'course exam, and (30) as the student-of-The grade is distributed out of 100, divided as follows: (70) for the end effort throughout the course period, divided according to attendance, participation, daily and monthly tests, and s instructions regarding this part of the grade and its divisions'ile adhering to the Ministrywh ,preparation of reports

Learning and teaching resources .12

There is no textbook	Required textbooks (methodology, if applicable)
	Main references (sources)
Success stories of internet marketing companies	books and references (scientific Recommended supporting (...journals, reports
Websites related to the internet in general and shopping websites in particular, as they are studied and educational , partmentin the marketing de .videos	Electronic references, websites

Academic Program Description Template

2026–2025

University Tikrit : University Name

of Management and Economics College/ Institute: College

Marketing Management Department :Academic Department

of Marketing Academic or professional program name: Bachelor

Marketing Final Certificate Title: Bachelor of

based (courses)-Semester :Study system

2025/9/1 :Description prepared date

2025/9/1 : Date the file was filled out

Signature

Dr. Ahmed Ayed Mukhlif
Head of Department's Name
2025/9/1

Signature

Assistant Professor Dr. Khattab Imran Saleh
Name of the Assistant Dean for Scientific Affairs
2025/9/1

Signature

The file was audited by
Khaldoon Abdullah Khalaf
Name of the Director of the Quality Assurance and
University Performance Division
2025/9/1

Approval of the Dean

Program Vision .1

course aims to prepare students who possess modern research knowledge **Marketing Research** driven decisions, in -and skills capable of analyzing marketing problems and making scientific, data and business line with labor market requirements and modern developments in the field of marketing

Program Message .2

To provide students with the necessary research and applied knowledge and skills to collect, analyze making and -and interpret marketing data, which contributes to supporting efficient marketing decision ility to solve problems according to scientific and ethical principles that meet the needs enhancing the ab . of the labor market and society

Program Objectives .3

- .Introducing students to the concept of marketing research and its importance in the business environment •
- .Developing students' ability to identify and scientifically formulate marketing problems •
- .Training students to prepare and design marketing research according to systematic steps •
- .To equip students with data collection skills using various research tools •
- .making-Developing skills in data analysis and results interpretation for marketing decision •
- .Enhancing students' ability to prepare research reports in a scientific and organized manner •
- .issues Developing analytical and critical thinking in dealing with marketing •
- .Linking the theoretical aspect with the practical application in the field of marketing research •
- .Employing modern technologies and statistical software in marketing research •
- .research Promoting adherence to professional and scientific ethics in conducting •

Program accreditation .4

Is the program accredited? If so, by which body? No

Other external influences .5

Is there a sponsor for the program? It's a government program under the Ministry of Higher Education and
 .Scientific Research

Program Structure .6

comments	Percentage	Study unit	Number of courses	Program structure
				Institutional requirements
				College requirements
				Department requirements
				Summer training
				Other

.or elective The notes may include whether the course is core *

Program Description .7

Credit Hours		Course name	Course code	Year / Level
practical	theoretical	Marketing Research	AEMM25-M204	
		First stage		First/First
		Phase Two		Second/Second

	3	Phase Three		Third/Third
		Phase Four		Fourth/Fourth

Expected learning outcomes of the program .8

Knowledge

<p>Learning Outcome Statement 1: To the explain enable the student to basic concepts of marketing research and its importance the steps of the Understanding research process in the field of . marketing</p>	<p>identify marketing Learning Outcome 1: The graduate will be able to and conduct and design Analyze it scientifically .problems . marketing research according to a sound methodology</p>
---	---

Skills

<p>Learning Outcome Statement 2: prepare Enabling the graduate to research reports and present results . professionally statistical methods and Using modern software in marketing . research</p>	<p>interpretation of Data analysis and :Learning Outcomes 2 making-results to support marketing decision</p>
---	--

<p>:Learning Outcome Statement 2 understand to Enabling the graduate the role of marketing research in supporting administrative and . marketing decisions</p>	<p>Understanding the basic principles of • :Learning Outcomes 3 to learn about methods of And marketing data analysis . preparing scientific research reports</p>
---	---

Values

<p>:Statement of Learning Outcomes 4 To instill professional and academic values in students and make them the basis for their scientific and practical conduct in the future</p>	<p>with the core values Learning Outcome 4: To provide the student This promotes teamwork, responsibility, their work that guide the pursuit of academic , professional ethics respect for . excellence, and equal opportunities</p>
---	--

:5 Learning Outcome Statement who Building administrative staff in conflict possess values that contribute to management . serving the community	Enhancing the student's awareness of :Learning Outcome 5 quality of ' ethics Belief in professional their societal role and 'making-decision ' performance in completing tasks . positive interaction with society
--	---

Teaching and learning strategies .9

- Using the whiteboard •
- Home solutions •
- Attempting to investigate certain tasks and problems to determine their causes •
- blended learning •

Assessment Methods .10

- Exams •
- Follow up on homework •
- Direct interaction with students •
- brainstorming •

Email	Specialization	Specialization Year	Scientific title	Certificate	Instructor's Name	
firasffj@tu.edu.iq	Financial Management	Business Administration	assistant professor	PhD	Firas Farhan Jaddi Obaidi-Safar Al	.1
mohammed.h.2022@tu.edu.iq	organizational behavior	Business Admi	teacher	Master's	Mohammed Hamid Ajili-Nayef Hamid Al	.2

		nistration				
thair.law@tu.edu.iq	Human Resources	Business Administration	assistant professor	PhD	Thaer Jassim -Mohammed Aftan Al Janabi	.3
Alrshydfiras780@tu.edu.iq	organized theory	Business Administration	assistant professor	PhD	Firas Hassan Rashid Jubouri-Salman Al	.4
ahmedayyed@tu.edu.iq	organized theory	Business Administration	teacher		Ahmed Ayed Mukhlif	.5
Alrshydfiras780@tu.edu.iq	organized theory	Business Administration	.Mr	Master's	Mai Hamoudi Abdullah Jassim Shammari-Al	.6
Ahmed.H.24@tu.edu.iq	Human Resources	Business Administration	Assistant teacher	Master's	Ahmed Hamid Issa Jubouri-Jassim Al	.7
Marwan.H.29@tu.edu.iq	organized theory	Business Administration	Assistant teacher	Master's	Marwan Hussein Ajili-Abdul Farhan Al	.8
Sajaj95@tu.edu.iq	Marketing Management	Business Administration	assistant professor	PhD	Saad Ajaj Khalaf Jamil Hamdani-Al	.9
hanan.m.ibraheem@tu.edu	Financial Management	Business Administration	teacher	Master's	Hanan Mohammed -Ibrahim Jassim Al Hadithi	.10
barzanhamed31@gmail.com	organized theory	Financial Management	Assistant teacher	Master's	Barzan Hamid Khalaf Jubouri-Hussein Al	.11

ibrahim.fm@tu.edu.iq	strategy	Business Administration	teacher	Master's	Faiq Mashal Ibrahim Qaddouri	12
sarabahaa94@tu.edu.iq	strategy	Business Administration	Assistant teacher	Master's	Sarah Bahaa Anwar Tikriti-Habash Al	13
Qahtan.sh@tu.edu.iq	International law	General law	Assistant teacher	Master's	Qahtan Shlash Hassan	14
ahmed.g.badawi@tu.edu.iq	Cost accounting	accounting	Assistant teacher	Master's	Ahmed Ghaleb Himyari-Badiwi Ali Al	15
Cade.2021.32@tu.edu.iq					Ahmed Ali Abdullah	16
muataz.q.khalaf@tu.edu.iq	organized theory	Business Administration	Assistant teacher	Master's	Mu'taz Qahtan Khalaf Abd	17
anwar@g@noaman@tu.edu.iq	Administrative Information Systems	Business Administration	Assistant teacher	Master's	Anwar Ghazi Naaman Shammari-Qadouri Al	18
wadah.khudhur@tu.e	Human Resources	Business Administration	Assistant teacher	Master's	Waddah Khader Ahmed	19
husham.sami@tu.edu.iq	marketing	Business Administration	Assistant teacher	Master's	Hisham Sami Diab Mahal	20
hibars1@tu.edu.iq	organized theory	Business Administration	assistant professor	PhD	Heba Rabee Sharan Abdali-Bakr Al	21

	Human Resources	Business Administration	Assistant teacher	Master's	Falah Hamad Jawad Ahmed	.22
	Entrepreneurship	Business Administration	Assistant teacher	Master's	Shaker Mahmoud Rakad	.23
haitham.aisahi.jadaan@mail.com	Macroeconomics	Economy	Professor Doctor	PhD	Haitham Sahi Jad'an Hammad	.24
aiothman@tu.edu.iq	Finance	Business Administration	Assistant teacher	Master's	Abdul Jalil Ismail Othman Suleiman	.25
Naseer.j.2025@tu.edu.iq		Business Administration	Assistant teacher	Master's	Jassim Naseer Dhiab	.26
lina.tariq@st.tu.edu.iq	Financial Management	Business Administration	teacher	Master's	Lina Tariq Ali	.27
hamad.m.saleh@tu.edu.iq	Macroeconomics		teacher	PhD	Hamad Mahdi Saleh	.28
mahmood.hameed23@tu.edu.iq	Business Administration	Business Administration	Assistant teacher	Master's	Mahmoud Fawzi -Hamid Jumaa Al Obaidi	.29
badaabadaa38@gmail.com	International accounting	accounting	Assistant teacher	Master's	ab 'Mut 'Jadou Bidaa Tikriti-Abdullah Al	.30
Zaid.T.Shaker@tu.edu.iq	Management Information Systems	Business Administration	Assistant teacher	Master's	Zaid Thabit Shaker Douri-Abdullah Al	.31

Professional Development 11.

Orienting new faculty members

1. which is derived from the department's vision's vision with the college's to harmonize the department The focus is on how to achieve the set goals
2. actively work towards The goals set are realistic and achievable, and every individual in this program should objectively achieving these goals

Professional development of faculty members

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

Admission Criteria .12

(Central, Parallel, Evening)

of information about the program Key sources .13

Theses and dissertations available on the Internet

Program Development Plan .14

1. Updating the course content to keep pace with modern developments in digital marketing and research marketing
2. Incorporating practical applications and real life case studies into the educational process
3. Promoting the use of statistical software and modern technologies in data analysis
4. Developing students' skills in preparing questionnaires and scientific research reports
5. Linking the curriculum to the needs of the labor market and modern marketing institutions
6. Adopting interactive teaching methods such as e-learning and teamwork

Program Skills Plan

Learning outcomes required from the program

Values				Skills				Knowledge				Essential or optional	Course Name	Course code	Year/Level
Q4	Part3	Part2	Part1	B4	B3	B2	B1	A4	A3	A2	A1				
√	√	√	√	√	√	√	√	√	√	√	√	essential	First		the first
													Stage		
√	√	√	√	√	√	√	√	√	√	√	√	essential	Second		the second
													Stage		
√	√	√	√	√	√	√	√	√	√	√	√	essential	Third		the third
													Stage		
√	√	√	√	√	√	√	√	√	√	√	√	essential	Fourth		Fourth
													Stage		

corresponding to the individual learning outcomes from the program that are being assessed. Please check the boxes

Course description template

:Course Name .1
Marketing Research
:Course code .2
AEMM25-M204
2025/2026 :Term/ Year .3
Second course / Third stage
2026/3/8 : Date this description was prepared .4

person-Available attendance formats: In .5

lectures via + on Google Classroom(PDF) Paper lectures + electronic lectures
 training courses for students to in addition to ‘ Google Meet + practical lectures
 field visits/summer training and develop their internet skills

Total study hours / Total unit hours : hour / unit .6

six hours per week 45

Name of the course coordinator (if there is more than one, mention it) .7

alikumait@tu.edu.iq:Email Dr. Ali Ihsan Abdulkarim : name the
sarabahaa94@tu.edu.iq: Email Bahaa Anwar M.M. Sarah :the name

Course Objectives .8

Scientific principles In student identification •
 to set and skills Marketing For research Basic
 With the aim and its causes Marketing Problems
 For the Possible Alternatives on identification
 In formulation and familiarity solution
 and survey forms And preparation hypotheses
 Report Writing and analysis Measurement ways
 a light in Marketing Decisions To take Final
 Obtained And the results Recommendations
 Marketing Search from

Course objectives

Teaching and learning strategies .9

strategy

Course Structure .10

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
-------------------	-----------------	--------------------	----------------------------	-------	------

exam + theoretical Contributions + Reports + Attendance	Lecture The discussi on and present ation Descript ion		theory and process	3 hour s	
		Introduction to Marketing Research			1
		Organizing marketing research			2
		Marketing research environment			3
		Preparing the questionnaire form			4
		Types of samples in marketing research			5
		Methods and techniques for determining sample size			6
		Analysis, review, and interpretation of marketing data			7
		Preparing marketing research			8
		Review of data obtained from marketing research			9
		Preparing and submitting the final report			10
		Skills required in marketing research			11
		The impact of the reliability and validity of			12

		on the the questionnaire final results of the research			
		Marketing data analysis			13
		Entities responsible for international marketing			14
		Midterm exam			15

Course Evaluation .11

s'course exam, and (30) as the student-of-divided as follows: (70) for the end . The grade is distributed out of 100 effort throughout the course period, divided according to attendance, participation, daily and monthly tests, and .uctions regarding this part of the grade and its divisions instr'while adhering to the Ministry .preparation of reports

Learning and teaching resources .12

nothing	Required textbooks (methodology, if applicable)
Theses and dissertations available on the Internet	Main references (sources)
Case studies and related reports	Recommended supporting books and references (scientific (...journals, reports
Internet sites	references , websites

Academic Program Description Template

2026–2025

Tikrit University :University Name

of Management and Economics College/Institute: College

Marketing Department :Academic Department

of Marketing Academic or professional program name: Bachelor

Marketing Final Certificate Title: Bachelor of

based (courses)-Semester :Study system

2025/9/1 :Date the description was prepared

2025/9/1 : Date the file was filled out

Signature

Dr. Ahmed Ayed Mukhlif
Head of Department's Name
2025/9/1

Signature

Assistant Professor Dr. Khattab Imran Saleh
Name of the Assistant Dean for Scientific Affairs
2025/9/1

Signature

The file was audited by
Khaldoon Abdullah Khalaf
Name of the Director of the Quality Assurance and
University Performance Division
2025/9/1

Approval of the Dean

Program Vision .1

is a beacon program IBM SPSS Statistics Using statistician Analysis program He is that tools employment on Capable Research Academy cadres qualification in pioneer Scientific Analysis And quality Quantity Data Analysis High Accuracy Efficiently Modern Statistics decision to make and support Scientific Search system Support in Contributes professionally It meets Trusted results to Arrival And commercial Governmental academy Institutions in . The arbitrator Scientific For publication International Standards

Program Message .2

practical skills acquisition from and researchers Students Enabling to The program Seeks and And its stability Believe her and test Scientific questionnaires design in Integrated via Statistics software IBM SPSS Using and its analysis And treating it Data insertion practical and the application Theory Foundations between pool Educational methodology harmonize Sober Statistics studies completion from learner maybe Which The condenser callylo Private Government and the two sectors Scientific Search market requirements with . And internationally Regionally

Program Objectives .3

to from He enabled him firmly established Statistics With concepts student Supply -1
. Processing it and methods And its types Data nature understand
Its paragraphs and drafting Scientific survey design on student capacity Development -2
. Internationally Approved methodology Standards according to
IBM SPSS environment in Variables and definition Data Input skill student Acquiring -3
. And professionalism program accurately Statistics
and Cronbach's Alpha) And stability Honesty Tests To conduct student Qualification -4
. Its results and interpretation Half fragmentation
and) , Descriptive (means Statistics tools application from student Empowerment -5
. Data exploration and study (Repetition ibutions Distr Standardization deviations
and employing it and its analysis The graph Fees reading in student skill Development -6
. Research Reports in
and Kendall Spearman Pearson) The different Link For transactions student Mastery -7
. and its interpretation (Partial connection
To And his support questionnaires analysis in Advanced By topics student Definition -8
. The specialist Research Upper Studies continue
Results link on His ability student I have critic thinking methodology Strengthening -9
. Applied and its contexts Field In reality Statistics
market Research statistician Analysis Fields in Professional For work student Preparation -10
. Institutional and evaluation

Program accreditation .4

by which body? No .Is the program accredited? If so

Other external influences .5

Is there a sponsor for the program? It's a government program under the Ministry of Higher Education and Scientific
 .Research

Program Structure .6

comments	Percentage	Study unit	Number of courses	Program structure
				Institutional requirements
				College requirements
				Department requirements
				Summer training
				Other

.The notes may include whether the course is core or elective *

Program Description .7

Credit Hours		Course name	Course code	Year / Level
practical	theoretical	Statistical applications in	AEMM25 _F312	

		marketing	
		First stage	First/First
		Phase Two	Second/Second
10	20	Phase Three	Third/Third
		Phase Four	Fourth/Fourth

the program Expected learning outcomes of .8

Knowledge

He :Statement of Learning Outcomes 1 scientific poll design student excels Demographics Axes Including tight And it applies «the study and axes In picture Good survey conditions Salima	/ Questionnaires (topics Types Knowledge : Learning Outcome 1 and its requirements (and its parts(The word) questions . Methodology
---	--

Skills

:Learning Outcome Statement 2 achieve to the student Enabling It includes file organizedSPSS In all its Variables all identification . Data Values and its names forms	file construction Learning Outcome 2: The student will be able to «Interventionist «Orderly «nominal) Variables and definition Data (amount
:Learning Outcome Statement 3 Statistics Tables student Produces And he coordinates it Descriptive Reports in And he includes it	to the skill Learning Outcome 2: To be able to perform and interpretation steadfastness and Honesty Tests implement SPSS. In Its outputs

Research	
Values	
:Learning Outcome Statement 4 in With integrity student Commits and its analysis Data collection far objectivity results And it offers Bias on away	Dealing in Scientific And honesty Integrity :Learning Outcome 4 Statistics And the results Data with
:5 Learning Outcome Statement the job in student Participates and exchange collective And it Research Experiences . Returning Nutrition on opens	ioncooperat And spirit intellectual Openness :Learning Outcome 5 and the academy Research Contexts in
Teaching and learning strategies .9	
Attempting to investigate certain tasks and problems to determine their causes	<ul style="list-style-type: none"> Using the whiteboard • solutions Home • blended learning •
Assessment Methods .10	
	<ul style="list-style-type: none"> Exams • Follow up on homework • Direct interaction with students • brainstorming •

Email	Specialization	Specialization Year	Scientific title	Certificate	Instructor's Name	
firasffj@tu.edu.iq	Financial Management	Business Administration	assistant professor	PhD	Firas Farhan Jaddi Obaidi-Safar Al	.1
mohammed.h.2022@tu.edu	organizati	Busin	teach	Mast	Mohammed Hamid	.2

u.ig	onal behavior	ess Administration	er	er's	-Nayef Hamid Al Ajili	
thair.law@tu.edu.iq	Human Resources	Business Administration	assistant professor	PhD	Thaer Jassim Mohammed Aftan Janabi-Al	.3
Alrshydfiras780@tu.edu.iq	organized theory	Business Administration	assistant professor	PhD	Firas Hassan Rashid Jubouri-Salman Al	.4
ahmedayed@tu.edu.iq	organized theory	Business Administration	teacher		Ahmed Ayed Mukhlif	.5
Alrshydfiras780@tu.edu.iq	organized theory	Business Administration	.Mr	Master's	Mai Hamoudi Abdullah Jassim Shammari-Al	.6
Ahmed.H.24@tu.edu.iq	Human Resources	Business Administration	Assistant teacher	Master's	Ahmed Hamid Issa Jubouri-Jassim Al	.7
Marwan.H.29@tu.edu.iq	organized theory	Business Administration	Assistant teacher	Master's	Marwan Hussein -Abdul Farhan Al Ajili	.8
Sajaj95@tu.edu.iq	Marketing Management	Business Administration	assistant professor	PhD	Saad Ajaj Khalaf Hamdani-Jamil Al	.9
hanan.m.ibraheem@tu.edu	Financial Management	Business Administration	teacher	Master's	Hanan Mohammed -Ibrahim Jassim Al Hadithi	.10
barzanhamed31@gmail.com	organized theory	Financial Management	Assistant teacher	Master's	Barzan Hamid -Khalaf Hussein Al Jubouri	.11

		t	er			
ibrahim.fm@tu.edu.iq	strategy	Business Administration	teacher	Master's	Ibrahim Faiq Mashal Qaddouri	.12
sarabahaa94@tu.edu.iq	strategy	Business Administration	Assistant teacher	Master's	Sarah Bahaa Anwar Tikriti-Habash Al	.13
Qahtan.sh@tu.edu.iq	International law	General law	Assistant teacher	Master's	Qahtan Shlash Hassan	.14
ahmed.g.badawi@tu.edu.iq	Cost accounting	accounting	Assistant teacher	Master's	Ahmed Ghaleb -Ali Al Badiwi Himyari	.15
Cade.2021.32@tu.edu.iq					Ahmed Ali Abdullah	.16
muataz.q.khalaf@tu.edu.iq	organized theory	Business Administration	Assistant teacher	Master's	Qahtan Mu'taz Khalaf Abd	.17
anwar@g@noaman@tu.edu.iq	Administrative Information Systems	Business Administration	Assistant teacher	Master's	Anwar Ghazi -Naaman Qadouri Al Shammari	.18
wadah.khudhur@tu.e	Human Resources	Business Administration	Assistant teacher	Master's	Waddah Khader Ahmed	.19
husham.sami@tu.edu.iq	marketing	Business Administration	Assistant teacher	Master's	Hisham Sami Diab Mahal	.20
hibars1@tu.edu.iq	organized theory	Business Administration	assistant professor	PhD	Heba Rabee Sharan Abdali-Bakr Al	.21
-	Human	Business	Assistant	Mast	Falah Hamad Jawad	.22

	Resources	Administration	teacher	er's	Ahmed	
	Entrepreneurship	Business Administration	Assistant teacher	Master's	Shaker Mahmoud Rakad	.23
haitham.aisahi.jadaan@mail.com	Macroeconomics	Economy	Professor Doctor	PhD	Sahi Jad'an Haitham Hammad	.24
aiothman@tu.edu.iq	Finance	Business Administration	Assistant teacher	Master's	Abdul Jalil Ismail Othman Suleiman	.25
Naseer.j.2025@tu.edu.iq		Business Administration	Assistant teacher	Master's	Naseer Dhiab Jassim	.26
lina.tariq@st.tu.edu.iq	Financial Management	Business Administration	teacher	Master's	Lina Tariq Ali	.27
hamad.m.saleh@tu.edu.iq	Macroeconomics		teacher	PhD	Hamad Mahdi Saleh	.28
mahmood.hameed23@tu.edu.iq	Business Administration	Business Administration	Assistant teacher	Master's	Mahmoud Fawzi -Hamid Jumaa Al Obaidi	.29
badaabadaa38@gmail.com	International accounting	accounting	Assistant teacher	Master's	'Bidaa Jadou -ab Abdullah Al'Mut Tikriti	.30
Zaid.T.Shaker@tu.edu.iq	Management Information Systems	Business Administration	Assistant teacher	Master's	Thabit Shaker Zaid Douri-Abdullah Al	.31

Professional Development 11.

Orienting new faculty members

1. s vision, which is derived from the 'vision with the college s'The focus is on how to harmonize the department s, enabling the department to make crucial decisions in building and 's vision and even the ministry'university .achieving the set goals
2. dual in this program should objectively work towards The goals set are realistic and achievable, and every indivi .achieving these goals

Professional development of faculty members

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

Admission Criteria .12

(Parallel, Evening ,Central)

Key sources of information about the program .13

Mathematical Statistics Book (Amir Hanna Hormuz)

Program Development Plan .14

and Data My analysts on growing Request regional Local the job market Witness
The decision Taking culture growth shadow in 'Quantity Methods in Specialists researchers
and and companies Government Institutions in-Driven Decision Making Data on building
In what The program development necessity Stand out here fromAnd . Researcher centers
. The market this and requirements Educational Outputs between The gap bridge

- 10 . -1 Update The course content By adding periodically SPSS from Modern Releases
 - 2 Training drawers mimic practical the job environments Actual from during studies
 - 3 The program link - With requirements Publishing in Scientific magazines The court
 - 4 Strengthening The program outputs With skills Report And the offer Presentation
 - 5 Coordination Institutions with Local and companies available To make
- . True Data analysis projects and procedure Field The app Opportunities

like the decline Complementary Topics in Specialized a job Workshops creation -6
 . Clustered and analysis Factors Analysis Multiple
 To expand virtual and simulation electronic education platforms from Benefit -7
 . centered-Self Learning ngtheningand stre Access possibility
 It Academy evaluation Committee during from two years all The program review -8
 . And the graduates the job market from actors includes

Program Skills Plan

Learning outcomes required from the program

Values				Skills				Knowledge				Essenti al or optional	Cours e Name	Cours e code	Year/Lev el
Q	Par	Par	Par	B	B	B	B	A	A	A	A		Stage		the first
4	t3	t2	t1	4	3	2	1	4	3	2	1		First		
√	√	√	√	√	√	√	√	√	√	√	√	essential	First		
													Stage		the second
√	√	√	√	√	√	√	√	√	√	√	√	essential	Second		
													Stage		the third
√	√	√	√	√	√	√	√	√	√	√	√	essential	Third		
													Stage		Fourth

√	√	√	√	√	√	√	√	√	√	√	√	essential	Fourth		
---	---	---	---	---	---	---	---	---	---	---	---	-----------	--------	--	--

Please check the boxes corresponding to the individual learning outcomes from the .assessed program that are being

Course description template

:Course Name .1
Statistical applications in marketing
:Course code .2
AEMM25 _F312
2025/2026 :Year /Term .3
Second course / Third stage
:Date this description was prepared .4
2025 - 10 -1
person and online-attendance formats: In Available .5

lectures via + on Google Classroom(PDF) Paper lectures + electronic lectures
 training courses for students to in addition to Google Meet + practical lectures
 visits/summer training field and develop their internet skills

Total study hours / Total unit hours: hour/unit .6

hours / 2 hours per week 30

Name of the course coordinator (if there is more than one, mention it) .7

hibars1@tu.edu.iq :Name: Dr. Hiba Rabie Sharan Email
Cade.2021.32@tu.edu.iq :Name: M.M. Ahmed Ali Abdullah Email

Course Objectives .8

Introducing the student to the concepts of statistical
 electronic analysis, how to create paper and
 questionnaires, enabling them to calculate frequencies
 and percentages, and familiarizing them with the
 -concepts of central tendency, parametric and non
 .parametric tests

Course objectives

Teaching and Learning Strategies .9

system on The course this in and learning education strategy It does
 that Modern educational and entrances Methods from Integrated
 active participant to negative recipient from student transformation
 : The following Axes via That's For knowledge Product
 Integrated applied project achievement By student It costs -1
 and poll Design: Includes Academic the chapter during
 and procedure TRUE community from Data collected
 ultimate a report Writing The complete one Statistics Analysis
 . Approved academy Standards according to
 For It allows and collective Binary a job sessions izeorgan -2
 and and its analysis Data Input in Roles exchange students
 collective the job skills Enhances Which Results discussion
 . The subscriber Critical And thinking
 workout during from Self Discovery on student He encourages -3
 Results and comparison different The program Options
 on Limitation from Instead Interpretations Conclusion
 . Live indoctrination
 Theory Content presentation in electronic education Employs -4
 while Interactive Digital materials Educational video clips via
 in practical For the application Attendance sessions specialty
 . Interactive and discussion computer laboratory
 and ratings Instant Returning Nutrition He depends -5
 The hall inside Applied and exercises Short Tests intermittent

strategy

Tests before The path Correction student progress follow To (. Official
 Self and activities Directed reading lists student Provides -6
 program SPSS Applications By expanding It relates Additional
 His It develops Which 'Basic Curriculum range outside
 . The academy independence

Course Structure .10

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Exams and participation	Practical and theoretical lectures and assignments	survey	How to conduct a survey	2	1
Exams and participation	Practical and theoretical lectures and assignments	OverviewSPSS	Getting to know the program	2	2
Exams and participation	Practical and theoretical lectures and assignments	Definition of variables	How to handle program variables	2	3
Exams and participation	Practical and theoretical lectures and assignments	Lost values	Identifying missing values	2	4
Exams and participation	Practical and theoretical lectures and assignments	Survey analysis	How to analyze a questionnaire	2	5

Exams and participation	Practical and theoretical lectures and assignments	Data Exploration	analysis Data and how to organize it	2	6
Exams and participation	Practical and theoretical lectures and assignments	Abnormal values and lost values	How to deal with anomalous and missing values	2	7
Exams and participation	Practical and theoretical lectures and assignments	Descriptive statistics	Introduction to descriptive statistics	2	8
Exams and participation	Practical and theoretical lectures and assignments	graphs	Working with graphs	2	9
Exams and participation	Practical and theoretical lectures and assignments	Correlation transactions	Finding correlational relationships between the studied variables	2	10
Exams and participation	Practical and theoretical lectures and assignments	Regression coefficients	Forming equations using the resulting relationships	2	11
Exams and participation	Practical and theoretical	charts	Dealing with diagrams and their guides	2	12

	lectures and assignments				
Exams and participation	Practical and theoretical lectures and assignments	parametric tests-Parametric and non	What are parametric and -non parametric tests	2	13
Exams and participation	Practical and theoretical lectures and assignments	Midterm exam		2	14

Evaluation Course .11

s'course exam, and (30) as the student-of-The grade is distributed out of 100, divided as follows: (70) for the end effort throughout the course period, divided according to attendance, participation, daily and monthly tests, and .s instructions regarding this part of the grade and its divisions'while adhering to the Ministry ,preparation of reports

Learning and teaching resources .12

Statistical analysis of questionnaires IBM SPSS Statistic software using Tanji-Bahr and Dr. Maan Al-Ghaith Al	Required textbooks (methodology, if applicable)
Statistical analysis of questionnaires IBM SPSS Statistic software using Tanji-Bahr and Dr. Maan Al-Ghaith Al	Main references (sources)
Mathematical Statistics Book (Amir Hanna Hormuz)	Recommended supporting books and references (scientific (...journals, reports
nothing	Electronic references, websites

Academic Program Description Template

2026–2025

Tikrit University :University Name

of Management and Economics College/Institute: College

Marketing Department :Academic Department

of Marketing Academic or professional program name: Bachelor

Marketing Final Certificate Title: Bachelor of

based (courses)-Semester :Study system

2025/9/1 :Date the description was prepared

2025/9/1 : Date the file was completed

Signature

Dr. Ahmed Ayed Mukhlif
Head of Department's Name
2025/9/1

Signature

Assistant Professor Dr. Khattab Imran Saleh
Name of the Assistant Dean for Scientific Affairs
2052/9/1

Signature

The file was audited by
Khaldoon Abdullah Khalaf
Name of the Director of the Quality Assurance and
University Performance Division
2025/9/1

Approval of the Dean

Program Vision .1

And Local Level on pioneer academically Program He is that The program to Seeks strategy vision possess Distinguished Marketing cadres numbers on able «regionally works environment building in Contributes «High analytical and ability Comprehensive and cognitive Economy For requirements Effectively And respond Sustainable competitive . And global Local markets in accelerated Digital transformations

Program Message .2

My academic education By presenting Marketing administration program He commits Curricula during from «The consumer behavior Marketing Fields in Integrated application Field and practices The established Theory Foundations between pool Updated Scientific Motives And he understood market analysis on Capable students He goes out In what Actual between Balance verification out-thought-Well Marketing decisions and taking consumer and Ethical Values system according to the society and interests The organization Goals . Firmly established professional

Program Objectives .3

The «Integrated Goals from sentence investigation to Marketing administration program It aims : most prominent of them

- behavior Related and theories Concepts from Integrated In the system student Supply .1 with To deal and qualifying him Purchasing decision Taking and mechanisms consumer . Comprehensive or Partial Was it herwhet behavior For this The interpreter Models Foreign Interior Effects Diagnosis in student I have analytical ability Development .2 Drafting in Skills that employment from And enabling him Purchase resolution on Ministry . Suitability Marketing Strategies design from student and enabling Arabic Iraqi markets In fact Scientific Content Linking .3 The audience behavior deep Understanding to Based Directed Marketing campaigns . Target his and consumer rights Towards student I have Ethical Awareness Strengthening .4 . Marketing Practice in social Responsibility principles and consolidation protection

Program accreditation .4

Is the program accredited? If so, by which body? No

Other external influences .5

Is there a sponsor for the program? It's a government program under the Ministry of Higher Education and Scientific

Program Structure .6

comments	Percentage	Study unit	Number of courses	Program structure
				Institutional requirements
				College requirements
				Department requirements
				Summer training
				Other

.The notes may include whether the course is core or elective *

Program Description .7

Credit Hours		Course name	Course code	Year / Level
practical	theoretical	consumer behavior		
		First stage		First/First
		Phase Two		Second/Second
5	25	Phase Three		Third/Third
		Phase Four		Fourth/Fourth

Expected learning outcomes of the program .8

Knowledge

Statement of Learning Outcomes 1
 when student from Expected
 course is This study completion
 :designed to

The comprehensive concept of -1
 consumer behavior is
 understood in its dynamic,
 reciprocal interactive, and
 .dimensions

It distinguishes between the -2
 three types of consumers
 (final, industrial, intermediate)
 and compares the
 .characteristics of each

He understands the five stages -3
 -of purchasing decision
 making and the nature of the
 .ch stagefactors affecting ea

It incorporates theories that -4
 explain motivation, such as
 Maslow's theory of needs and
 .the triadic theory of needs

It recognizes internal -5
 influences such as motivation,
 personality, perception,
 .attitudes, and learning

It recognizes external -6
 luences such as family, inf
 social class, reference groups,
 .and culture

He is aware of partial and -7
 comprehensive models that
 explain consumer behavior,
 ‘modelNICOSIA such as the
 the Howard & Sheth model,
 and the Blackwell, Kollat &
 . modelEngel

s the nature of It identifie -8
 direct marketing, its tools,
 objectives, and its relationship
 .to consumer behavior

It distinguishes the behavior -9
 of the industrial consumer, the
 characteristics of its market,
 and the steps of institutional
 .purchasing

: 1 Outcomes

behavior Defining consumer behavior, consumer, and -1
 . Perception and understanding

Comparison of consumer types -2
 analysis

Identifying the stages and factors of the purchasing decision -3
 Understanding and application

Explanation of theories of needs and motivations -4
 to understand

comprehensive models of consumer behavior Interpreting -5
 Analysis and Evaluation

Classification of internal and external influences -6
 analysis

Understanding direct marketing tools and concepts -7
 Understanding and application

sumer and its Describe the characteristics of the industrial con -8
 market
 perception and understanding

Skills

<p>Statement 2: Learning Outcomes</p> <p>when student from Expected completion</p> <p>He is that The course completion</p> <p>on</p> <p>Analyzing consumer behavior in specific real world situations using established scientific models -1</p> <p>Identifying the target consumer segment according to the variables social class, culture, and of reference groups -2</p> <p>Designing appropriate marketing strategies based on the results of consumer behavior analysis -3</p> <p>Evaluating the effectiveness of promotional tools in light of the principles of perception, learning, and attitudes -4</p> <p>Applying personality and concept theories in self-studying different purchasing patterns -5</p>	<p>:Outcomes 2 Learning</p> <p>world purchasing scenario using a scientific model -1</p> <p>Analyzing a real scientific model -1</p> <p>Case studies</p> <p>Identifying the factors influencing a particular purchase decision -2</p> <p>Analytical exams</p> <p>Designing a strategy targeting a specific segment -3</p> <p>Group projects</p>
<p>:Statement of Learning Outcomes 3</p> <p>Using alternative comparison criteria in the analysis of the purchasing decision of the end consumer and industry -6</p> <p>Formulating marketing recommendations based on an understanding of the situational and environmental factors influencing the purchasing decision -7</p> <p>Using direct marketing tools to effectively address the target audience -8</p>	<p>:Learning Outcomes 2</p> <p>Evaluating the effectiveness of an advertising message according to the principles of perception -4</p> <p>Classroom discussions</p> <p>consumer behavior in a specific sector Preparing a report on -5</p> <p>Research reports</p> <p>Comparison between two comprehensive models of consumer behavior -6</p> <p>Comparative tests</p>
Values	
<p>:Statement of Learning Outcomes 4</p>	<p>:Learning Outcomes 4</p>

His after student from anticipation
 this contents For comprehension
 : that The course

respect principle adopts -1
 and preservation consumer
 The axis As His rights
 And its Marketing process
 . the first justification
 that He understands -2
 Marketing Practice
 to on It does no Successful
 Motives exploit
 the For unconscious
 on but rather consumer
 The His needs Meeting
 . truth
 Principles He commits -3
 And honesty Transparency
 Messages Drafting in
 Presentation Marketing
 For consumers Information

Respecting the consumer and protecting their rights -1
 Transparency in marketing discourse -2
 The social responsibility of the marketer -3

Statement of Learning
 :5 Outcomes
 effect It is estimated -4
 social Considerations
 and environmental Cultural
 Decisions directing in
 . Marketing
 As a specialist In turn proud -5
 the service in Marketing
 and investigation society
 between Balance
 and Profitability
 . Social responsibility
 Awareness He has grows -6
 evaluation in Critical
 Marketing practices
 . Ethical not or misleading

:Learning Outcomes 5

Awareness of the environmental and cultural impact of -4
 marketing
 Professional integrity in marketing research -5

Teaching and learning strategies .9

- Using the whiteboard ●
- Home solutions ●
- Attempting to investigate certain tasks and problems to determine their causes ●

blended learning •

Assessment Methods .10

- Exams •
- Follow up on homework •
- Direct interaction with students •
- brainstorming •

Email	Specialization	Specialization Year	Scientific title	Certificate	Instructor's Name	
firasffj@tu.edu.iq	Financial Management	Business Administration	assistant professor	PhD	Firas Farhan Jaddi Obaidi-Safar Al	.1
mohammed.h.2022@tu.edu.iq	organizational behavior	Business Administration	teacher	Master's	Mohammed Hamid -Nayef Hamid Al Ajili	.2
thair.law@tu.edu.iq	Human Resources	Business Administration	assistant professor	PhD	Thaer Jassim Mohammed Aftan Janabi-Al	.3
Alrshydfiras780@tu.edu.iq	organized theory	Business Administration	assistant professor	PhD	Firas Hassan Rashid Jubouri-Salman Al	.4
ahmedayyed@tu.edu.iq	organized theory	Business Administration	teacher		Ahmed Ayed Mukhlif	.5

Alrshydras780@tu.edu.iq	organized theory	Business Administration	.Mr	Master's	Mai Hamoudi Abdullah Jassim Shammari-Al	.6
Ahmed.H.24@tu.edu.iq	Human Resources	Business Administration	Assistant teacher	Master's	Ahmed Hamid Issa Jubouri-Jassim Al	.7
Marwan.H.29@tu.edu.iq	organized theory	Business Administration	Assistant teacher	Master's	Marwan Hussein -Abdul Farhan Al Ajili	.8
Sajaj95@tu.edu.iq	Marketing Management	Business Administration	assistant professor	PhD	Saad Ajaj Khalaf Hamdani-Jamil Al	.9
hanan.m.ibraheem@tu.edu	Financial Management	Business Administration	teacher	Master's	Hanan Mohammed -Ibrahim Jassim Al Hadithi	.10
barzanhamed31@gmail.com	organized theory	Financial Management	Assistant teacher	Master's	Barzan Hamid -Khalaf Hussein Al Jubouri	.11
ibrahim.fm@tu.edu.iq	strategy	Business Administration	teacher	Master's	Ibrahim Faiq Mashal Qaddouri	.12
sarabahaa94@tu.edu.iq	strategy	Business Administration	Assistant teacher	Master's	Sarah Bahaa Anwar Tikriti-Habash Al	.13
Qahtan.sh@tu.edu.iq	International law	General law	Assistant teacher	Master's	Qahtan Shlash Hassan	.14
ahmed.g.badawi@tu.edu.iq	Cost accounting	accounting	Assistant teacher	Master's	Ahmed Ghaleb -Ali Al Badiwi Himyari	.15

			er			
Cade.2021.32@tu.edu.iq	Marketing Management	business management	Assistant teacher	Master's	Ahmed Ali Abdullah	.16
muataz.q.khalaf@tu.edu.iq	organized theory	Business Administration	Assistant teacher	Master's	Mu'taz Qahtan Khalaf Abd	.17
anwar@g@noaman@tu.edu.iq	Administrative Information Systems	Business Administration	Assistant teacher	Master's	Anwar Ghazi -Naaman Qadouri Al Shammari	.18
wadah.khudhur@tu.e	Human Resources	Business Administration	Assistant teacher	Master's	Waddah Khader Ahmed	.19
husham.sami@tu.edu.iq	marketing	Business Administration	Assistant teacher	Master's	Hisham Sami Diab Mahal	.20
hibars1@tu.edu.iq	organized theory	Business Administration	assistant professor	PhD	Heba Rabee Sharan Abdali-Bakr Al	.21
-	Human Resources	Business Administration	Assistant teacher	Master's	Falah Hamad Jawad Ahmed	.22
-	Entrepreneurship	Business Administration	Assistant teacher	Master's	Shaker Mahmoud Rakad	.23
haitham.aisahi.jadaan@mail.com	Macroeconomics	Economy	Professor Doctor	PhD	Haitham Sahi Jad'an Hammad	.24
aiothman@tu.ed.iq	Finance	Business	Assistant	Master's	Abdul Jalil Ismail Othman Suleiman	.25

		Administration	teacher			
Naseer.j.2025@tu.edu.iq		Business Administration	Assistant teacher	Master's	Naseer Dhiab Jassim	.26
lina.tariq@st.tu.edu.iq	Financial Management	Business Administration	teacher	Master's	Lina Tariq Ali	.27
hamad.m.saleh@tu.edu.iq	Macroeconomics		teacher	PhD	Hamad Mahdi Saleh	.28
mahmood.hameed23@tu.edu.iq	Business Administration	Business Administration	Assistant teacher	Master's	Mahmoud Fawzi -Hamid Jumaa Al Obaidi	.29
badaabadaa38@gmail.com	International accounting	accounting	Assistant teacher	Master's	'Bidaa Jadou -ab Abdullah Al'Mut Tikriti	.30
Zaid.T.Shaker@tu.edu.iq	Management Information Systems	Business Administration	Assistant teacher	Master's	Zaid Thabit Shaker Douri-Abdullah Al	.31

Professional Development11.

new faculty members Orienting

1. s vision, which is derived from the 's vision with the college'The focus is on how to harmonize the department s, enabling the department to make crucial decisions in building and 's vision and even the ministry'university .set goals achieving the
2. The goals set are realistic and achievable, and every individual in this program should objectively work towards .achieving these goals

Professional development of faculty members

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

Admission Criteria .12

(Central, Parallel, Evening)

Key sources of information about the program .13

Mathematical Statistics Book (Amir Hanna Hormuz)

Program Development Plan .14

behavior Business environment in accelerated Transformations to Based on
The following Axes Proposed Development plan It includes 'Contemporary consumer
:

1. marketing, -Include topics related to analyzing consumer behavior across digital platforms, e .1
n purchasing decisions, using big data analytics tools to map and the impact of social media o
.consumer behavior
2. Enriching the curriculum with local case studies that reflect the unique characteristics of the .2
us bridging the gap Iraqi consumer environment in terms of values, culture, and social class, th
.between academic theory and field reality
3. Implementing field visits to shopping centers and marketing companies, holding meetings .3
with specialized practitioners, and assigning students applied research projects that address
.blems in the labor marketreal pro
4. Integrating critical thinking, quantitative analysis, and marketing project management skills .4
into the course teaching mechanisms, along with developing presentation and professional
.communication skills
5. tutional cooperation with local companies and marketing departments with Establishing insti .5
the aim of exchanging experiences and providing organized field training opportunities for
.students within the framework of the course
6. o years and add the latest publications in Review the list of sources at least every tw .6
consumer behavior and digital marketing, while taking advantage of internationally ranked
.reviewed scientific journals-peer

Program Skills Plan

Learning outcomes required from the program

Values				Skills				Knowledge				Essential or optional	Course Name	Course code	Year/Level
Q	Par	Par	Par	B	B	B	B	A	A	A	A				
4	t3	t2	t1	4	3	2	1	4	3	2	1		Stage		the first
√	√	√	√	√	√	√	√	√	√	√	√	essential	First		
													Stage		the second
√	√	√	√	√	√	√	√	√	√	√	√	essential	Second		
													Stage		the third
√	√	√	√	√	√	√	√	√	√	√	√	essential	Third		
													Stage		Fourth
√	√	√	√	√	√	√	√	√	√	√	√	essential	Fourth		

Please check the boxes corresponding to the individual learning outcomes from the .being assessed program that are

Course description template

:Course Name .1
Statistical applications in marketing
:Course code .2
2025/2026 :Year /Term .3
Second course / Third stage
:Date this description was prepared .4
2025-10-7
person and online-attendance formats: In Available .5
lectures via + on Google Classroom(PDF) Paper lectures + electronic lectures training courses for students to in addition to † Google Meet + practical lectures training field visits/summer and develop their internet skills
Total study hours / Total unit hours: hour/unit .6

hours / 2 hours per week 30

Name of the course coordinator (if there is more than one, mention it) .7

Abdallah554@tu.edu.iq :Email Name: Prof. Dr. Abdullah Mahmoud Abdullah

Course Objectives .8

The Educational Goals investigation The course It targets : following

Course objectives

1. Enabling student familiarity with concepts and its terminology consumer behavior and its relationship understood and awareness Motives from components . And learn and trends personality
 2. Taking practical stages To analyze student qualification .2 Starting Final consumer I have Purchasing decision after what evaluation to Arrival With need Feeling from . Purchase
 3. Types between Discrimination from student Enabling (The final one) consumers and the) †And the industrial (The final one) consumers Their behavior in Differences Analysis (mediator . Purchasing
 4. Influential Interior Factors student identification and and needs Like motives †consumer The behavior . And learning and trends and perception the personality
 5. The Foreign Ministry Factors on student Information and the class Like a family †Purchase decision problem And Opinion Leaders Reference and groups social . culture
 6. Interpretive Models application on student training .6 & Howard †NICOSIA model) Consumer behavior for (BLACKWELL, KOLLAT & ENGEL) †Sheth environments in Purchasing behavior analysis . Diverse Marketing
 7. Marketing Concepts absorption from student Enabling consumer behavior and its connection and its tools Live . Contemporary
- To equip the student with the ability to apply theoretical knowledge in designing effective marketing strategies . based on a deep understanding of consumer behavior

Teaching and learning strategies .9

Approved teaching methods	axis
Realism Examples Presentation By display Supported Theory Lecture local Arabic markets from	education Live
Contexts in consumers decisions Analysis Field purchasing Cases study different	Learning active
and its Interpretive Models between Comparisons collective Discussions	thinking

Real cases on application	Critical
behavior map To draw miniature Research and projects Applied Duties consumer	Evaluation formative
Purchase environments in consumer behavior Note Field Investigation Actual	Field Search

Course Structure .10

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Exams and participation	a lecture theory	behavior to entrance consumer	student He knows consumer behavior And distinguishes concept between and the behavior The behavior consumer And he 'consumer importance understands level on His study The individual And a organization . Marketing man	2	1
Exams and participation	Lecture + Discussion	consumers Types Their behavior Dimensions	student It classifies 'end(consumers Types The 'And the industrial comparesmediator Among all features table according to them . The trio Comparison	2	2
Exams and participation	a lecture theory	decision Taking practical First Stage- Purchasing	stages student analyzes (Purchasing decision 'By necessity (feeling and collected and) Information sources distinguishes Interior Information . Foreign Affairs	2	3
Exams and participation	+ Lecture Application	decision Taking practical Second Stage- Purchasing	stages student master between comparison and Alternatives Purchase decision after what behavior And 'Purchase Satisfaction connects Satisfaction And not . With loyalty	2	4
Exams and participation	Lecture Study + condition	purchasing Decisions Types The situation and factors	student Classify purchasing Decisions adult 'middle 'routine) (Complexity) and Factors impact explains in The situation . Purchasing decision	2	5
Exams and participation	Lecture +	Motives: Interior Effects and needs	student explains He Motivation concept	2	6

	Discussion		And it 'And its types Maslow theory applies and theory For needs on The trilogy needs . Marketing Contexts		
Exams and participation	a lecture theory	: Interior Effects and perception Personality	student analyzes Personality Theories (Analysis) 'Psychological The concept 'Features And he explains (self) cognitive The process The and its factors . influential one	2	7
Exams and participation	Lecture + Examples Applied	and Trends: Interior Effects learning	student He specifies My) trend ingredients 'passionate 'knowledge And My behavior Theories connects and 'Pavlov) Learning conditioning (cognitive) 'Procedural . Consumerist behavior	2	8
Exams and participation	Lecture Study+ condition	: Foreign Ministry Factors social and the class Family	role student analyzes and its Family and its functions formation in patterns Purchasing behavior impact He describes in social The class . Consumerism Patterns	2	9
Exams and participation	Lecture + Discussion	: Foreign Affairs Factors Leaders Reference Groups Opinion	student It classifies groups Types And he Reference in Its impact evaluates The behavior And 'consumer Features determines Their Opinion Leaders . Marketing role	2	10
Exams and participation	a lecture theory	: Foreign Ministry Factors The and factors Culture situation	student He explains and its Culture impact on components 'Consumer behavior effect He explains (Situational Factors '(temporal and Environmental decision in) social . Purchasing	2	11
Exams and participation	+ Lecture Presentation My presentation	The interpreter Models consumer behavior	student compare And Partial Models To comprehensive behavior explain '(NICOSIA Consumer and '& Sheth Howard BLACKWELL,	2	12

			KOLLAT & ENGEL) Its are discussed And its advantages . boundaries		
Exams and participation	+ Lecture Examples Digital	behavior Live Marketing consumer	student He knows and its Live Marketing Its He analyzes tools behavior in effect and decisions consumer And Purchase His distinguishes . Target audience	2	13
Exams and participation	+ Lecture Comparison analytical	consumer behavior Industrial	student It is clear consumer features and steps Industrial and the Buy it practical in interveners and factors Purchase His in Influential . decision	2	14

Course Evaluation .11

s'course exam, and (30) as the student-of-The grade is distributed out of 100, divided as follows: (70) for the end effort throughout the course period, divided according to attendance, participation, daily and monthly tests, and .s instructions regarding this part of the grade and its divisions'while adhering to the Ministry ,preparation of reports

Learning and teaching resources .12

.M.M– Lectures on Consumer Behavior Habib, College of Administration Bahaa 2024- , and Economics, University of Mosul 2025	Required textbooks (methodology, if applicable)
.M.M– Lectures on Consumer Behavior Habib, College of Administration Bahaa 2024- , and Economics, University of Mosul 2025	Main references (sources)
nothing	books and references (scientific Recommended supporting (...journals, reports
nothing	Electronic references, websites

Academic Program Description Template

2026–2025

University Tikrit : University Name

of Management and Economics College/ Institute: College

Marketing Management Department : Department

of Marketing Academic or professional program name : Bachelor

Marketing Final Certificate Title : Bachelor of

based (courses)-Semester : system

2025/9/1 : prepared date

2025/9/1 :Date the file was filled out

Signature

Dr. Ahmed Ayed Mukhlif
Head of Department's Name
2025/9/1

Signature

Assistant Professor Dr. Khattab Imran Saleh
Name of the Assistant Dean for Scientific Affairs
2025/9/1

Signature

The file was audited by
Khaldoon Abdullah Khalaf
Name of the Director of the Quality Assurance and
University Performance Division
2025/9/1

Approval of the Dean

Program Vision .1

quality university education that keeps pace with developments in modern-to provide high It seeks
.methods and approaches in the field of marketing knowledge
The program focuses on developing students' cognitive and practical skills, enhancing their ability to
. in the labor market knowledge ectively use digitaleff
It also contributes to supporting scientific research and serving the community by employing
. in an innovative and effective manner knowledge

Program Message .2

to employing their skills of capable ,wledgeable and technically qualifiedEnsuring university graduates are kno
with a solid By providing students .support and improve the performance of various community institutions
depth study levels necessary to achieve -The in .scientific and applied foundation that meets international standards
This ensures compliance with .contribute to building a successful career path their goals and aspirations
. promoting scientific research and community service international standards in the field, as well as

Program Objectives .3

- marketing students who possess the fundamentals of knowledge and practical skills in the field of To graduate •
. in line with the current and future labor market requirements its methods and knowledge management
- Developing the capabilities of academically outstanding students and encouraging them to continue learning •
. of knowledge management and specialize in the fields
- of technologies seu effective Enhancing the student's scientific, intellectual, and social character through the •
Knowledge management
- to support educational, service and knowledge Contributing to the service of the local community by employing •
.necessary to serve all economic sectors in the community research activities
- integration with public and private sector institutions in a way that contributes Enhancing communication and •
. to developing the content of the material in accordance with the requirements of practical reality
- marketing knowledge management of Encouraging students to prepare applied research and studies in the field •
. contribute to addressing contemporary technical and societal problems that

Program accreditation .4

No ? Is the program accredited ? If so, by which body

Other external influences .5

a government program under the Ministry of Higher Education and Scientific Is there a sponsor for the program? It's

.Research

Program Structure .6

comments	Percentage	Study unit	Number of courses	Program structure
				Institutional requirements
				College requirements
				Department requirements
				Summer training
				Other

.The notes may include whether the course is core or elective *

Program Description .7

Credit Hours	Course name	Course code	Year / Level
theoretical	Marketing Knowledge Management	3q25w5bi	
	First stage		First/First
	Phase Two		Second/Second
30	Phase Three		Third/Third
	Phase Four		Fourth/Fourth

Expected learning outcomes of the program .8

Knowledge

Learning Outcome Statement	1:
.Learning Outcome 1: The graduate will be able to organize knowledge	

employ his the student to Enabling and practical theoretical marketing knowledge in using in a way that supports knowledge his academic and applied . performance	comprehend related information, and store it for efficient use in .future educational and practical situations
---	--

Skills

:Learning Outcome Statement 2 accomplish Enabling the graduate to tasks related to the efficient and cognitive effective use of This contributes to . information improving his academic and . professional performance	to manage able to analyze information Learning Outcomes 2: To be of and reuse it systematically to solve the problems knowledge while developing his ability to think .institutions of all kinds analytically based on scientific principles and research . methodology
---	---

Statement of Learning Outcomes 3: logical and scientific on Relying and making of phenomena analysis informed decisions in the use of marketing knowledge techniques fin the field o and principles .marketing management	evaluate phenomena and Learning Outcome 2: To be able to objectively free from personal impressions and . knowledge technologies related to . unscientific judgments
---	--

Values

To :Learning Outcome Statement 4 instill professional and academic values in students and make them the starting point for their scientific and practical behavior in the future .	with the core values that Learning Outcome 4: To provide the student This promotes a spirit of teamwork, the pursuit their work guide . of academic excellence, and equal opportunities
--	---

:5 Statement of Learning Outcomes who administrative staff Building possess ethical values that contribute to serving the . community	Enhancing the student's awareness of their :Learning Outcome 5 and quality performance in ethics Belief in professional societal role tasks and positive interaction based-knowledge accomplishing with the information society
---	---

Teaching and learning strategies .9

- Using the whiteboard ●
- Homework assignments on solutions to marketing problems or crises that arise during study periods ●
- Attempting to investigate certain tasks and problems to determine their causes ●
- blended learning ●

Assessment Methods .10

- Exams ●
- Follow up on homework ●

Direct interaction with students ●

brainstorming ●

Email	Specialization	Specialization Year	Scientific title	Certificate	Instructor's Name	
firasffj@tu.edu.iq	Financial Management	Business Administration	assistant professor	PhD	Firas Farhan Jaddi Obaidi-Safar Al	.1
mohammed.h.2022@tu.edu.iq	organizational behavior	Business Administration	teacher	Master's	Mohammed Hamid Ajili-Nayef Hamid Al	.2
thair.law@tu.edu.iq	Human Resources	Business Administration	assistant professor	PhD	Thaer Jassim -Al Mohammed Aftan Janabi	.3
Alrshydfiras780@tu.edu.iq	organized theory	Business Administration	assistant professor	PhD	Firas Hassan Rashid Jubouri-Salman Al	.4
ahmedayed@tu.edu.iq	organized theory	Business Administration	teacher	PhD	Ahmed Ayed Mukhlif	.5
Alrshydfiras780@tu.edu.iq	organized theory	Business Administration	.Mr	Master's	Mai Hamoudi Abdullah Jassim Shammari-Al	.6
Ahmed.H.24@tu.edu.iq	Human Resources	Business Administration	Assistant teacher	Master's	Issa Ahmed Hamid Jubouri-Jassim Al	.7
Marwan.H.29@tu.edu.iq	organized theory	Business Administration	Assistant teacher	Master's	Marwan Hussein Ajili-Abdul Farhan Al	.8

Sajaj95@tu.edu.iq	Marketing Management	Business Administration	assistant professor	PhD	Khalaf Jamil Saad Ajaj Hamdani-Al	.9
hanan.m.ibraheem@tu.edu	Financial Management	Business Administration	teacher	Master's	Hanan Mohammed -Ibrahim Jassim Al Hadithi	.10
barzanhamed31@gmail.com	organized theory	Financial Management	Assistant teacher	Master's	Barzan Hamid Khalaf Jubouri-Hussein Al	.11
ibrahim.fm@tu.edu.iq	strategy	Business Administration	teacher	Master's	Ibrahim Faiq Mashal Qaddouri	.12
sarabahaa94@tu.edu.iq	strategy	Business Administration	Assistant teacher	Master's	Sarah Bahaa Anwar Tikriti-Habash Al	.13
Qahtan.sh@tu.edu.iq	International law	General law	Assistant teacher	Master's	Qahtan Shlash Hassan	.14
ahmed.g.badawi@tu.edu.iq	Cost accounting	accounting	Assistant teacher	Master's	Ahmed Ghaleb Himyari-Badiwi Ali Al	.15
Cade.2021.32@tu.edu.iq	Marketing Management	Business Administration	teacher	Master's	Ahmed Ali Abdullah	.16
muataz.q.khalaf@tu.edu.iq	organized theory	Business Administration	Assistant teacher	Master's	Mu'taz Qahtan Khalaf Abd	.17
anwar@g@noaman@tu.edu.iq	Administrative Informatio	Business Admin	Assistant teach	Master's	Anwar Ghazi Naaman Shammari-Qadouri Al	.18

	n Systems	istrati on	er			
wadah.khudhur@tu.e	Human Resources	Busine ss Admin istrati on	Assist ant teach er	Mast er's	Waddah Khader Ahmed	.19
husham.sami@tu.edu.iq	Marketing Managem ent	Busine ss Admin istrati on	Assist ant teach er	Mast er's	Hisham Sami Diab Mahal	.20
hibars1@tu.edu.iq	organized theory	Busin ess Admin istrati on	assist ant profes sor	PhD	Heba Rabee Sharan Abdali-Bakr Al	.21
-	Human Resources	Busin ess Admin istrati on	Assist ant teach er	Mast er's	Hamad Jawad Falah Ahmed	.22
-	Entrepre neurship	Busin ess Admin istrati on	Assist ant teach er	Mast er's	Shaker Mahmoud Rakad	.23
haitham.aisahi.jadaan@mail.com	Macroeco nomics	Econ omy	Profe ssor Docto r	PhD	Haitham Sahi Jad'an Hammad	.24
aiothman@tu.ed.iq	Finance	Busin ess Admin istrati on	Assist ant teach er	Mast er's	Abdul Jalil Ismail Othman Suleiman	.25
Naseer.j.2025@tu.edu.iq		Busin ess Admin istrati on	Assist ant teach er	Mast er's	Jassim Naseer Dhiab	.26
lina.tariq@st.tu.edu.iq	Financial Managem ent	Busin ess Admin istrati on	teach er	Mast er's	Lina Tariq Ali	.27

hamad.m.saleh@tu.edu.iq	Macroec nomics	Econ omy	teach er	PhD	Hamad Mahdi Saleh	.28
mahmood.hameed23@tu.edu.iq	Business Administra tion	Busin ess Admi nistrat ion	Assist ant teach er	Mast er's	Mahmoud Fawzi -Hamid Jumaa Al Obaidi	.29
badaabadaa38@gmail.com	Internation al accounting	accou nting	Assist ant teach er	Mast er's	ab 'Mut 'Bidaa Jadou Tikriti-Abdullah Al	.30
Zaid.T.Shaker@tu.edu.iq	Managem ent Informatio n Systems	Busin ess Admi nistrat ion	Assist ant teach er	Mast er's	Zaid Thabit Shaker Douri-Abdullah Al	.31

Professional Development11.

Orienting new faculty members

1. s vision, which is derived from the 's vision with the college'to harmonize the department The focus is on how s, enabling the department to make crucial decisions in building and 'vision and even the ministry s'university .achieving the set goals
2. The goals set are realistic and achievable, and every individual in this program should objectively work towards .Isachieving these goa

Professional development of faculty members

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

Admission Criteria .12

(Central, Parallel, Evening)

Key sources of information about the program .13

Din -The book (Marketing Knowledge: An Introduction to Marketing Crisis Management) by Dr. Walaa Jamal Al
The book (Management in Virtual Organizations) by / Murad-Nouri, reviewed by Dr. Najla Younis Mohammed Al
Ani-Dr. Mazhar Shaaban Al Professor Dr. Shawqi Naji Jawad and Professor

Theses, dissertations, research papers, and articles that studied marketing knowledge and focused on the aspect .related to marketing, while also considering other aspects that researchers considered within their field of study

Program Development Plan .14

Conducting sound and useful scientific research to serve the labor market from a knowledge perspective in a -1 .manner that is appropriate for the digital environment

of specialization to supply Iraqi organizations with them Trying to focus on preparing young leaders in the field -2 .to serve our beloved Iraq

Keeping up with developments in the environment, especially digital transformations, and providing the -3 .of the present and the future graduate with the necessary skills to deal with the requirements

Program Skills Plan

Learning outcomes required from the program

Values				Skills				Knowledge				Essenti al or optional	Cours e Name	Cours e code	Year/Lev el
Q 4	Par t3	Par t2	Par t1	B 4	B 3	B 2	B 1	A 4	A 3	A 2	A 1		Stage		the first
√	√	√	√	√	√	√	√	√	√	√	√	essential	First		
													Stage		the second
√	√	√	√	√	√	√	√	√	√	√	√	essential	Second		
													Stage		the third
√	√	√	√	√	√	√	√	√	√	√	√	essential	Third		
													Stage		Fourth
√	√	√	√	√	√	√	√	√	√	√	√	essential	Fourth		

Please check the boxes corresponding to the individual learning outcomes from the .program that are being assessed

Course description template

:Course Name .1
Marketing Knowledge Management
:Course code .2
3q25w5bi
2025/2026 :Term/ Year .3

Second course / Third stage

Date this description was prepared: 6/3/2026 .4

person and online-Available attendance formats: In .5

lectures via Google Meet + Summer training + on Google Classroom lecturesPDF

unit / Total study hours / Total unit hours : hour .6

hours / 2 hours per week 30

Name of the course coordinator (if there is more than one, mention it) .7

:Email

Name: M. Hanan Mohamed Ibrahim

hanan.m.ibraheem@tu.edu.iq

The email address

M.M. Hisham Sami Dhiab :the name

husham.sami@tu.edu.iq : is

Course Objectives .8

Understanding fundamental concepts: Defining knowledge management and marketing knowledge, the foundations of knowledge creation, the requirements for its application, the reasons for studying this type of management, its stages and tanding the dimensions of using marketing knowledge characteristics, unders management, highlighting the factors influencing marketing knowledge fields, identifying the obstacles facing the creation of marketing knowledge, and the role of ises through current or future strategies as this knowledge in addressing marketing cr enhance students' experience in alternative solutions. This course also aims to using administrative and scientific models, and to emphasize knowledge management general and marketing management in its importance to administrative sciences in .particular

Course objectives

Teaching and learning strategies .9

- Expanding and broadening learning horizons and keeping pace with technological advancements in all fields ●
- :Cognitive objectives ●
- Marketing Knowledge Introducing the student to the subject of . Management ●
- Clarifying the concepts and terminology related to the fundamentals . of knowledge management ●
- .Make the student interested in the scientific subject he is studying ●
- to apply what they have learned and apply it Training students ●
- .practically to the variables of administrative sciences

strategy

To enable students to develop scientific analysis and interpretation skills

- making -Developing the student's skill, reasoning, and decision abilities
- and how it shapes knowledge gaining students in the mechanism of Tr
- This :the future of students and society, linking it to ideas. Marketing knowledge the student to the concept of introduce course aims to o explain its as well as t . management and its main characteristics working mechanism and everything related to it, including its application and the methods used in collecting data and searching for .information according to the student's needs in all fields

Course Structure .10

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Ask questions and attend	person -In and online	Definition of knowledge management, types of knowledge management , importance, and models of knowledge management	Knowledge management	3	1
questions, Ask attend, and take a daily quiz	person -In and online	Benefits of knowledge management, objectives of knowledge management , characteristics , requirements for implementing knowledge management , reasons for interest in studying knowledge management	Knowledge management	3	2
Participation and attendance	person -In and online	Knowledge and value, the relationship between individuals and technology, and the transfer and transformation of .knowledge in virtual organizations	Knowledge and value	3	3
Participation and attendance	person -In and online	The historical roots of marketing knowledge, the concept of marketing knowledge , its importance, classifications , and stages of marketing .knowledge management	Marketing knowledge	3	4
Participating in the exam	My presence	exam	First month exam	3	5
Participation and attendance	person -In and online	Foundations of marketing knowledge acquisition , marketing knowledge management strategies , processes, value chain , benefits	Marketing knowledge	3	6
Attendance and participation	person -In and online	Marketing knowledge management patterns , nature Usage, a perspective on	Marketing knowledge	3	7

		using marketing knowledge			
Attendance and participation with a daily exam	person -In and online	dimensions of using -Main and sub knowledge marketing management	Marketing knowledge	3	8
Attendance and participation	person -In and online	Factors affecting the use of marketing knowledge management	Marketing knowledge	3	9
Attendance and participation	person -In and online	of Marketing Knowledge Areas	Marketing knowledge	3	10
exam	My presence	Second month exam	exam	3	11
Attendance and participation	person -In and online	Dimensions of marketing knowledge	Marketing knowledge	3	12
Attendance and participation	person -In and online	Approaches to generating marketing knowledge	Marketing knowledge	3	13
Attendance and participation	person -In and online	Factors that hinder the creation of marketing knowledge	Marketing knowledge	3	14
Attendance and participation with a daily exam	person -In and online	role of marketing knowledge The in confronting the marketing crisis	Marketing knowledge	3	15

Course Evaluation .11

s'course exam, and (30) as the student-of-The grade is distributed out of 100 , divided as follows: (70) for the end effort throughout the course period, divided according to attendance, participation, daily and monthly tests, and s. instructions regarding this part of the grade and its divisions' hile adhering to the Ministryw ,preparation of reports

Learning and teaching resources .12

There is no textbook	Required textbooks (methodology, if applicable)
Knowledge: An Introduction to The book (Marketing Marketing Crisis Management) by Dr. Walaa Jamal Din Nouri and reviewed by Dr. Najla Younis -Al Murad-Muhammad Al	Main references (sources)
(anizationsBook (Management in Virtual Org -1 By the authors Prof. Dr. Shawqi Naji Jawad and Prof. Ani-Dr. Mazhar Shaaban Al success stories of marketing companies ,Likewise -2 and how to benefit from knowledge in general and	Recommended supporting books and references (scientific (...journals, reports

<p>marketing knowledge in particular sertations, research Benefiting from theses, dis -3 papers, and articles that have studied marketing knowledge, focusing on the aspect related to marketing while also considering other aspects that researchers have addressed within their field of .study</p>	
<p>general, and shopping websites in in Websites , particular, are studied in the marketing department .along with educational videos</p>	<p>references , websites</p>

Academic Program Description Template

2026–2025

University Tikrit : University Name

of Management and Economics College/ Institute: College

Marketing Department : Department

of Marketing Academic or professional program name : Bachelor

Marketing Final Certificate Title : Bachelor of

based (courses)-Semester : system

2025/9/1 :Date the description was prepared

2025/9/1 : Date the file was filled out

Signature

Dr. Ahmed Ayed Mukhlif
Head of Department's Name
2025/9/1

Signature

Assistant Professor Dr. Khattab Imran Saleh
Name of the Assistant Dean for Scientific Affairs
2025/9/1

Signature

The file was audited by
Khaldoon Abdullah Khalaf
Name of the Director of the Quality Assurance and
University Performance Division
2025/9/1

Approval of the Dean

Program Vision .1

quality university education that keeps pace with modern developments in -It aims to provide high scientific research and systematic analysis. The program focuses on developing students' research ematic inquiry and analysis in the job and cognitive skills, enhancing their ability to conduct syst market and the field of marketing. It also contributes to supporting scientific research and serving . the community by offering applied, innovative, and effective studies and research

Program Message .2

Ensuring university graduates are knowledgeable and methodologically qualified, capable of employing scientific research skills to support and enhance the performance of various community institutions. identic and applied foundation that meets This is achieved by providing students with a solid sc international standards in research methodology, enabling them to achieve their goals and aspirations. This contributes to building a successful career path that aligns with global standards in their field, while . also promoting scientific research and community service

Program Objectives .3

- **To enable the student to understand the concept of scientific research and its importance in the academic environment.**
- **equip the student with the skills to design research and choose the To appropriate scientific methodology.**
- **Training the student to collect, analyze, and interpret data in a sound scientific manner that serves the economic and marketing sectors.**
- **Developing the student's ability to write academically and provide correct scientific documentation.**
- **To promote the values of scientific integrity and research ethics among students.**

Program accreditation .4

by which body? No .Is the program accredited ? If so

Other external influences .5

Is there a sponsor for the program? It's a government program under the Ministry of Higher Education and
 .Scientific Research

Program Structure .6

comments	Percentage	Study unit	Number of courses	Program structure
				Institutional requirements
				College requirements
				Department requirements
				Summer training
				Other

.The notes may include whether the course is core or elective *

Program Description .7

Credit Hours		Course name	Course code	Year / Level
practical	theoretical	Scientific research methods	MAM-1103	
		First stage		First/First
		Phase Two		Second/Second

15	30	Phase Three		Third/Third
		Phase Four		Fourth/Fourth

Expected learning outcomes of the program .8

Knowledge

<p>:Statement of Learning Outcomes 1 Enabling the student to employ his theoretical knowledge to understand the qualities of a scientific researcher, his ethical obligations, and the stages of research from idea to implementation, in a way that academic supports his . performance</p>	<p>:Learning Outcome 1 The graduate will be able to organize knowledge and comprehend the concepts related to scientific research, its types and basic characteristics, in order to use them . efficiently in future educational and practical situations</p>
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Skills

<p>:Learning Outcome Statement 2 graduate to Enabling the accomplish tasks related to data collection, classification, and interpretation of results in a sound scientific manner that contributes to improving their practical .performance</p>	<p>:Learning Outcomes 2 To be able to formulate the research problem, define its scientific hypotheses, and choose the appropriate research methodology (descriptive, analytical, . experimental) and data collection tools to solve problems</p>
<p>:Statement of Learning Outcomes 3 Relying on logical and scientific analysis of phenomena and making d informed decisions in the fiel-well of marketing management based . on systematic foundations</p>	<p>:Learning Outcome 2 To be able to write scientific research ording to approved academic methods and to document acc sources and references objectively, free from personal .impressions</p>

Values

<p>:Learning Outcome Statement 4 To instill professional and academic values in students and make them</p>	<p>:Learning Outcome 4 To equip the student with the core values that guide their work, thereby promoting the values of scientific the integrity, research ethics, responsibility, and respect for .pursuit of academic excellence</p>
---	---

the basis for their future scientific and practical conduct	
Building :5 Learning Outcomes administrative and marketing staff who possess scientific and ethical values that contribute to serving the . community	his s awareness ofEnhancing the student :Learning Outcomes 5 societal role, belief in professional ethics and quality of performance in conducting research, and positive interaction . with society

Teaching and learning strategies .9

- Using the whiteboard •
- Home solutions •
- to determine their causes Attempting to investigate certain tasks and problems •
- blended learning •

Assessment Methods .10

- Exams •
- Follow up on homework •
- Direct interaction with students •
- brainstorming •

Email	Specialization	Specialization Year	Scientific title	Certificate	Instructor's Name	
firasffj@tu.edu.iq	Financial Management	Business Administration	assistant professor	PhD	Jaddi Firas Farhan Obaidi-Safar Al	.1
mohammed.h.2022@tu.edu.iq	organizational behavior	Business Admi	teacher	Master's	Mohammed Hamid Ajili-Nayef Hamid Al	.2

		nistration				
thair.law@tu.edu.iq	Human Resources	Business Administration	assistant professor	PhD	Thaer Jassim -Mohammed Aftan Al Janabi	.3
Alrshydfiras780@tu.edu.iq	organized theory	Business Administration	assistant professor	PhD	Firas Hassan Rashid Jubouri-Salman Al	.4
ahmedayyed@tu.edu.iq	organized theory	Business Administration	teacher		Ahmed Ayed Mukhlif	.5
Alrshydfiras780@tu.edu.iq	organized theory	Business Administration	.Mr	Master's	Mai Hamoudi Abdullah Jassim Shammari-Al	.6
Ahmed.H.24@tu.edu.iq	Human Resources	Business Administration	Assistant teacher	Master's	Ahmed Hamid Issa Jubouri-Jassim Al	.7
Marwan.H.29@tu.edu.iq	organized theory	Business Administration	Assistant teacher	Master's	Marwan Hussein Ajili-Abdul Farhan Al	.8
Sajaj95@tu.edu.iq	Marketing Management	Business Administration	assistant professor	PhD	Saad Ajaj Khalaf Jamil Hamdani-Al	.9
hanan.m.ibraheem@tu.edu	Financial Management	Business Administration	teacher	Master's	Hanan Mohammed -Ibrahim Jassim Al Hadithi	.10
barzanhamed31@gmail.com	organized theory	Financial Management	Assistant teacher	Master's	Barzan Hamid Khalaf Jubouri-Hussein Al	.11

ibrahim.fm@tu.edu.iq	strategy	Business Administration	teacher	Master's	Faiq Mashal Ibrahim Qaddouri	12
sarabahaa94@tu.edu.iq	strategy	Business Administration	Assistant teacher	Master's	Sarah Bahaa Anwar Tikriti-Habash Al	13
Qahtan.sh@tu.edu.iq	International law	General law	Assistant teacher	Master's	Qahtan Shlash Hassan	14
ahmed.g.badawi@tu.edu.iq	Cost accounting	accounting	Assistant teacher	Master's	Ahmed Ghaleb Himyari-Badiwi Ali Al	15
Cade.2021.32@tu.edu.iq					Ahmed Ali Abdullah	16
muataz.q.khalaf@tu.edu.iq	organized theory	Business Administration	Assistant teacher	Master's	Mu'taz Qahtan Khalaf Abd	17
anwar@g@noaman@tu.edu.iq	Administrative Information Systems	Business Administration	Assistant teacher	Master's	Anwar Ghazi Naaman Shammari-Qadouri Al	18
wadah.khudhur@tu.e	Human Resources	Business Administration	Assistant teacher	Master's	Waddah Khader Ahmed	19
husham.sami@tu.edu.iq	marketing	Business Administration	Assistant teacher	Master's	Hisham Sami Diab Mahal	20
hibars1@tu.edu.iq	organized theory	Business Administration	assistant professor	PhD	Heba Rabee Sharan Abdali-Bakr Al	21

	Human Resources	Business Administration	Assistant teacher	Master's	Falah Hamad Jawad Ahmed	.22
	Entrepreneurship	Business Administration	Assistant teacher	Master's	Shaker Mahmoud Rakad	.23
haitham.aisahi.jadaan@mail.com	Macroeconomics	Economy	Professor Doctor	PhD	Haitham Sahi Jad'an Hammad	.24
aiothman@tu.edu.iq	Finance	Business Administration	Assistant teacher	Master's	Abdul Jalil Ismail Othman Suleiman	.25
Naseer.j.2025@tu.edu.iq		Business Administration	Assistant teacher	Master's	Jassim Naseer Dhiab	.26
lina.tariq@st.tu.edu.iq	Financial Management	Business Administration	teacher	Master's	Lina Tariq Ali	.27
hamad.m.saleh@tu.edu.iq	Macroeconomics		teacher	PhD	Hamad Mahdi Saleh	.28
mahmood.hameed23@tu.edu.iq	Business Administration	Business Administration	Assistant teacher	Master's	Mahmoud Fawzi -Hamid Jumaa Al Obaidi	.29
badaabadaa38@gmail.com	International accounting	accounting	Assistant teacher	Master's	ab 'Mut 'Jadou Bidaa Tikriti-Abdullah Al	.30
Zaid.T.Shaker@tu.edu.iq	Management Information Systems	Business Administration	Assistant teacher	Master's	Zaid Thabit Shaker Douri-Abdullah Al	.31

Professional Development 11.

Orienting new faculty members

1. which is derived from the department's vision's vision with the college's to harmonize the department The focus is on how to achieve the set goals, enabling the department to make crucial decisions in building and implementing the department's vision and even the ministry's university vision.
2. actively work towards The goals set are realistic and achievable, and every individual in this program should objectively achieve these goals.

Professional development of faculty members

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

Admission Criteria .12

(Central, Parallel, Evening)

of information about the program Key sources .13

- **Books and supporting articles with an update rate of 20% .**
- **Methodological texts:** Obaidat, Thawqan, and others. Scientific Research: Its Concept, Tools, and Methods. Fikr-Dar Al.
- **Methodological texts:** Assaf, Saleh Hamad. Introduction to Research in Behavioral Sciences. Obaikan Library-Al.
- **Websites and online databases:** Google Scholar, ResearchGate , JSTOR .

Program Development Plan .14

1. To produce sound and useful scientific research that serves the labor market from a methodological and marketing perspective.
2. An attempt to focus on preparing young leaders who are capable of scientific research to serve our beloved Iraqis to supply Iraqi organizations with them.
3. Keeping pace with developments in global research methodologies and equipping graduates with the necessary skills to meet the demands of preparing studies in the present and future.

Program Skills Plan

required from the program Learning outcomes

Values				Skills				Knowledge				Essential or optional	Course Name	Course code	Year/Level
Q	Par	Par	Par	B	B	B	B	A	A	A	A				
4	t3	t2	t1	4	3	2	1	4	3	2	1		Stage		the first
√	√	√	√	√	√	√	√	√	√	√	√	essential	First		
													Stage		the second
√	√	√	√	√	√	√	√	√	√	√	√	essential	Second		
													Stage		the third
√	√	√	√	√	√	√	√	√	√	√	√	essential	Third		
													Stage		Fourth
√	√	√	√	√	√	√	√	√	√	√	√	essential	Fourth		

outcomes from the Please check the boxes corresponding to the individual learning .program that are being assessed

Course description template

:Course Name .1
Scientific research methods
:Course code .2

2025/2026 :Term/ Year .3

First course / Third stage

2025/12/2 :Date this description was prepared .4

person and online-Available attendance formats: In .5

Lectures via + on Google Classroom(PDF) Paper lectures + Electronic lectures students to training courses for In addition to Google Meet + Practical lectures .field visits/summer training programs also develop their internet skills , there are

Total study hours / Total unit hours : hour / unit .6

hours / 3 hours per week 45

(mention it 'Name of the course coordinator (if there is more than one .7

haitham.aisahi.jadaan@mail.com: Email Dr. Haitham Sahi Jad'an Hammad : the name

Course Objectives .8

The objectives of this course revolve around building an integrated research and methodological mindset in the student, and are summarized in the following academic dimensions:

- **Establishing a systematic understanding:** To enable the student to grasp and understand the concept of scientific research, its philosophy, and its vital importance in the academic and professional environment, thus enabling him to interpret economic and marketing plined scientific phenomena and problems in a disci manner.
- **Developing research design and methodology skills:** To equip the student with the ability to design integrated scientific research, and to choose research methodologies (descriptive, analytical, and experimental) al patterns appropriate to the nature of and methodologic the problem under study and its applied context.
- **Building analytical and statistical capabilities for data:** Training the student on the mechanisms of collecting data and information from its primary and secondary sources, classifying it, analyzing it, and interpreting its results in a sound scientific manner based

Course objectives

-isionon numerical and logical evidence to support decision making.

- **Enabling academic writing and scientific documentation:** s ability to 'Developing the student formulate academic research and reports in a sound scientific language, and to master the skills of correct notes, and scientific documentation (footnotes, end references) and to prepare final lists of sources in accordance with approved international systems.
- **Establishing ethical values and scientific integrity:** To promote the values of scientific integrity, commitment to research ethics, and the qualities of an objective researcher among students, in order to ensure the integrity of academic and professional outputs and avoid unscientific personal impressions.

Teaching and learning strategies .9

The subject of scientific research methodologies relies on a combination of educational strategies that integrate the theoretical and applied aspects, and these are as follows:

strategy

- **Interactive theoretical lectures:** Presenting the conceptual and theoretical frameworks of the subject within the classroom, using presentations(PPT) and visual aids, to ensure the building of a solid knowledge base and the generation of continuous interactive discussions.
- **Discussion sessions and group thinking(Seminars & Cooperative Learning):** Encouraging students to engage in discussion groups and brainstorming sessions, which contributes to the exchange of opinions and the blemscollective and critical analysis of research pro.
- **based learning and research reports:** Students are applied -tasked with preparing research reports and mini worksheets aimed at refining and expanding their critical thinking skills and transforming theoretical knowledge into practical application.
- **Formative Evaluation& Quizzes:** Conducting daily surprise and short tests (quizzes) aimed at measuring the level of immediate comprehension and monitoring the cognitive and methodological development of students on a regular basis.
- **Individual and group assignments:** Assigning students specific and contextual tasks to build an integrated research plan (through formulating the problem, defining hypotheses, and selecting samples), which contributes to integrating individual skills with collaborative joint work.
- **Digital exploration and databaseresearch strategies:** Teaching and training the student on the mechanisms of expanding the tracking of sources, navigating electronic

academic databases, and reviewing reputable scientific date and reliable knowledge -to-to build an up journals base.

Course Structure .10

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
discussion, Direct questions asking	Interactive theoretical lecture	research: scientific is What ?definition and concept	Understandin the g of concept scientific and research definitions its	2	1
) test short Daily (quiz	Theoretical lectures, discussion sessions	and research scientific of Types a of qualities characteristics, their and researcher, scientific .ethics research	Understandin types the g research, of qualities the a of researcher, their and ethics	2	2
on up Follow homework	Interactive lecture, study case	research: scientific of Stages implementation to idea from	the Applying research from stages to idea implementati on	2	3
Practical assignment problem) (formulation	Discussion sessions, brainstorming	the categorizing and Defining formulating) problem research (questions the	Formulating research the and problem scientific questions	2	4
Evaluating and participation discussion	Theoretical lecture, group thinking	hypotheses scientific Formulating types their and	Formulating scientific hypotheses kinds all of	2	5
discussion Group mutual and evaluation	Theoretical lecture, model analysis	method scientific the Defining analytical, descriptive,) (experimental	the Choosing appropriate research methodology	2	6
exam Written	My presence	exam month First	Measuring to extent the which	2	7

			students have the grasped previous concepts		
Homework mini collecting) (data)	Assigning report, a accessing databases	collection information and Data (secondary and primary)	Using data different collection tools	2	8
data Assessing and comprehension analysis	Theoretical lecture, practical applications	and classification Data results the of interpretation obtained	Data classification results and interpretation	2	9
initial the Evaluating plan the of draft	Discussion panels, workshops	the Choosing writing: of Stages and reading, initial topic,) plan research a developing .(outline	and Drafting the preparing writing and stages research plan	2	10
and on up Follow written the review notes	Desk and review academic guidance	initial and information Recording (draft) writing	Recording information and preparing drafts	2	11
writing Evaluating phrasing and style	Theoretical lecture, presentation sound of n research models	final and style writing Scientific research the of format	Writing to according approved academic methods	2	12
of test quick A documentation mechanisms	Practical lecture, using documentation evidence	documentation: Academic to how and endnotes, footnotes, references write	Accurate documentation of on and sources references	2	13
final the Evaluating or report searchre plan research	Concluding discussion sessions, comprehensive review	recommendations, Conclusions, of list final the of preparation and references and sources	Preparing bibliographies and s formulating conclusions and	2	14

			recommenda tions		
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Course Evaluation .11

s'course exam, and (30) as the student-of-divided as follows: (70) for the end . The grade is distributed out of 100 effort throughout the course period, divided according to attendance, participation, daily and monthly tests, and .uctions regarding this part of the grade and its divisions instr'while adhering to the Ministry ,preparation of reports

Learning and teaching resources .12

There is no single, specific textbook; rather, it relies on theoretical lectures and a scientific signed by the professor of the portfolio de subject, based on selected readings from the mothers and approved references in administrative and marketing research . methodologies	Required textbooks (methodology, if applicable)
<ul style="list-style-type: none"> • Obaidat , Thawqan, and others. <i>Scientific Research: Its Concept, Tools, and Methods</i>. Fikr, Amman, -Dar Al Jordan. • Assaf , Saleh Hamad-Al. <i>Introduction to Research in Behavioral Sciences</i>. -Al .Obaikan Library, Riyadh 	Main references (sources)
<i>Marketing</i> . Obaidat, Muhammad Ibrahim <i>Research: Methodological and Applied</i> Dar Wael for Publishing and . <i>Dimensions</i> <i>To provide precise . (Distribution, Amman</i> <i>specialization and guide students towards</i> <i>) marketing research</i>	Recommended supporting books and references (scientific (...reports ,journals
<ul style="list-style-type: none"> • Creswell, J. W. <i>Research Design: Qualitative, Quantitative & Mixed Methods Approaches</i> . Sage Publications . • Malhotra, Naresh K. <i>Marketing Research: An Applied Orientation</i> . Pearson. (<i>Considered the foremost global reference in linking research tools and scientific methods to marketing applications</i>) 	websites , references

- | | |
|--|--|
| <ul style="list-style-type: none">• <i>A guide to documenting and preparing scientific research, specifically the APA Publication Manual - 7th Edition .</i>• Reputable scientific journals and periodicals:<ul style="list-style-type: none">○ <i>Tikrit Journal of Administrative and Economic Sciences</i> (To integrate students into the local research movement of the college).○ <i>Journal of Marketing .</i>○ <i>Journal of Marketing Research .</i> | |
|--|--|

Academic Program Description Template

2026–2025

University Tikrit : University Name

of Management and Economics College/ Institute: College

Marketing Department : Department


of Marketing Academic or professional program name : Bachelor

Marketing Final Certificate Title : Bachelor of

based (courses)-Semester : system

2025/9/1 :Date the description was prepared

2025/9/1 :Date the file was completed


Signature
Dr. Ahmed Ayed Mukhlif
Head of Department's Name
2025/9/1


Signature
Assistant Professor Dr. Khattab Imran Saleh
Name of the Assistant Dean for Scientific Affairs
2025/9/1


Signature
The file was audited by
Khaldoon Abdullah Khalaf
Name of the Director of the Quality Assurance and
University Performance Division
2025/9/1


Approval of the Dean

Program Vision .1

Preparing students who possess the knowledge and skills necessary to understand, design, and use modern marketing information systems to support marketing decisions and data analysis, thereby contributing to enhancing performance efficiency, achieving and keeping pace with digital competitive advantage in business organizationscomp . developments and labor market needs

Program Message .2

'specialized academic and applied knowledge in marketing information systems and to develop students To provide to collect, analyze and use marketing information efficiently by employing modern technologies and abilities making and achieve institutional excellence in accordance with -analytical methods to support marketing decision .academic standards and labor market needs

Program Objectives .3

the concepts of marketing information To provide the student with .1
and their role in marketing organizations ' systems, their characteristics
.in particular
to the elements of marketing students at this stage introduce To .2
which become a basic basis upon which to rely in ' information systems
service marketing organizations developing and growing the policies of
marketing information systems To give the student an idea of .3

accreditation Program .4

Is the program accredited ? If so, by which body? No

Other external influences .5

Is there a sponsor for the program? It's a government program under the Ministry of Higher Education and
 .Scientific Research

Program Structure .6

comments	Percentage	Study unit	Number of courses	Program structure
				Institutional requirements
				College requirements
				Department requirements
				Summer training
				Other

.The notes may include whether the course is core or elective *

Program Description .7

Credit Hours		Course name	Course code	Year / Level
practical	theoretical	Marketing risk management		
		First stage		First/First
		Phase Two		Second/Second

	45	Phase Three		Third/Third
		Phase Four		Fourth/Fourth

learning outcomes of the program Expected .8	
To become familiar with the most important terms of the Marketing Information System subject, which is considered one of the basics of marketing science	.1
. Identifying the marketing environment of the service	.2
. Identifying the elements of the marketing information system in the organization	.3
Identifying the mental status of services	.4
Understanding the mechanism of online product marketing	.5
and its customers Understanding the relationship between the service organization	.6
. Identifying the quality of services provided by the organization	.7
Teaching and learning strategies .9	
Using the whiteboard	●
Home solutions	●
Attempting to investigate certain tasks and problems to determine their causes	●
learning blended	●
Assessment Methods .10	
Exams	●
Follow up on homework	●
Direct interaction with students	●
brainstorming	●

Email	Specialization	Specialization Year	Scientific title	Certificate	Instructor's Name	
firasffj@tu.edu.iq	Financial Management	Business Administration	assistant professor	PhD	Firas Farhan Jaddi Obaidi-Safar Al	.1

		nistration				
mohammed.h.2022@tu.edu.iq	organizational behavior	Business Administration	teacher	Master's	Mohammed Hamid Ajili-Nayef Hamid Al	.2
thair.law@tu.edu.iq	Human Resources	Business Administration	assistant professor	PhD	Jassim Thaer -Mohammed Aftan Al Janabi	.3
Alrshydfiras780@tu.edu.iq	organized theory	Business Administration	assistant professor	PhD	Firas Hassan Rashid Jubouri-Salman Al	.4
ahmedayyed@tu.edu.iq	organized theory	Business Administration	teacher		Ahmed Ayed Mukhlif	.5
Alrshydfiras780@tu.edu.iq	organized theory	Business Administration	.Mr	Master's	Mai Hamoudi Abdullah Jassim Shammari-Al	.6
Ahmed.H.24@tu.edu.iq	Human Resources	Business Administration	Assistant teacher	Master's	Ahmed Hamid Issa Jubouri-Jassim Al	.7
Marwan.H.29@tu.edu.iq	organized theory	Business Administration	Assistant teacher	Master's	Marwan Hussein Ajili-Abdul Farhan Al	.8
Sajaj95@tu.edu.iq	Marketing Management	Business Administration	assistant professor	PhD	Saad Ajaj Khalaf Jamil Hamdani-Al	.9
hanan.m.ibraheem@tu.edu	Financial Management	Business Administration	teacher	Master's	Hanan Mohammed -Ibrahim Jassim Al Hadithi	.10

barzanhamed31@gmail.com	organized theory	Financial Management	Assistant teacher	Master's	Barzan Hamid Khalaf Jubouri-Hussein Al	11
ibrahim.fm@tu.edu.iq	strategy	Business Administration	teacher	Master's	Faiq Mashal Ibrahim Qaddouri	12
sarabahaa94@tu.edu.iq	strategy	Business Administration	Assistant teacher	Master's	Sarah Bahaa Anwar Tikriti-Habash Al	13
Qahtan.sh@tu.edu.iq	International law	General law	Assistant teacher	Master's	Qahtan Shlash Hassan	14
ahmed.g.badawi@tu.edu.iq	Cost accounting	accounting	Assistant teacher	Master's	Ahmed Ghaleb Himyari-Badiwi Ali Al	15
Cade.2021.32@tu.edu.iq					Ahmed Ali Abdullah	16
muataz.q.khalaf@tu.edu.iq	organized theory	Business Administration	Assistant teacher	Master's	Mu'taz Qahtan Khalaf Abd	17
anwar@g@noaman@tu.edu.iq	Administrative Information Systems	Business Administration	Assistant teacher	Master's	Anwar Ghazi Naaman Shammari-Qadouri Al	18
wadah.khudhur@tu.e	Human Resources	Business Administration	Assistant teacher	Master's	Waddah Khader Ahmed	19
husham.sami@tu.edu.iq	marketing	Business Administration	Assistant teacher	Master's	Hisham Sami Diab Mahal	20

hibars1@tu.edu.iq	organized theory	Business Administration	assistant professor	PhD	Heba Rabee Sharan Abdali-Bakr Al	.21
-	Human Resources	Business Administration	Assistant teacher	Master's	Falah Hamad Jawad Ahmed	.22
-	Entrepreneurship	Business Administration	Assistant teacher	Master's	Shaker Mahmoud Rakad	.23
haitham.aisahi.jadaan@mail.com	Macroeconomics	Economy	Professor Doctor	PhD	Haitham Sahi Jad'an Hammad	.24
aiothman@tu.ed.iq	Finance	Business Administration	Assistant teacher	Master's	Abdul Jalil Ismail Othman Suleiman	.25
Naseer.j.2025@tu.edu.iq		Business Administration	Assistant teacher	Master's	Jassim Naseer Dhiab	.26
lina.tariq@st.tu.edu.iq	Financial Management	Business Administration	teacher	Master's	Lina Tariq Ali	.27
hamad.m.saleh@tu.edu.iq	Macroeconomics		teacher	PhD	Hamad Mahdi Saleh	.28
mahmood.hameed23@tu.edu.iq	Business Administration	Business Administration	Assistant teacher	Master's	Mahmoud Fawzi -Hamid Jumaa Al Obaidi	.29
badaabadaa38@gmail.com	International accounting	accounting	Assistant teacher	Master's	ab 'Mut 'Jadou Bidaa Tikriti-Abdullah Al	.30
Zaid.T.Shaker@tu.edu.iq	Management	Business	Assistant	Master's	Zaid Thabit Shaker Douri-Abdullah Al	.31

	Information Systems	Administration	teacher			
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Professional Development 11.

Orienting new faculty members

1. which is derived from the department's vision's vision with the college to harmonize the department The focus is on how to achieve the set goals, enabling the department to make crucial decisions in building and implementing the department's vision and even the ministry's university vision.
2. Faculty members actively work towards The goals set are realistic and achievable, and every individual in this program should object to achieving these goals.

Professional development of faculty members

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

Admission Criteria .12

(Central, Parallel, Evening)

of information about the program Key sources .13

Supporting books and articles with an update rate of 20%

Program Development Plan .14

- 1 Updating the course content to align with modern developments in marketing information systems and digital transformation
- 2 Introducing practical applications and marketing data analysis programs and linking the theoretical aspect with practical reality
- 3 Promoting the use of modern technologies such as artificial intelligence and big data analytics in marketing making-decision
- 4 Developing teaching methods through interactive learning .Case studies and group work
- 5 Including field projects and practical training .in cooperation with companies and institutions
- 6 Updating learning resources and relying on electronic references and modern databases

- .Developing students' skills in using decision support systems and electronic marketing reports -7
- .puts of the subject to the requirements of the labor market and the needs of modern institutions Linking the out -8
- .Conducting periodic reviews of the curriculum to ensure quality and continuous improvement -9

Program Skills Plan															
program Learning outcomes required from the															
Values				Skills				Knowledge				Essenti al or optiona l	Cours e Name	Cours e code	Year/Lev el
Q 4	Par t3	Par t2	Par t1	B 4	B 3	B 2	B 1	A 4	A 3	A 2	A 1		Stage		the first
√	√	√	√	√	√	√	√	√	√	√	√	essential	First		
													Stage		the second
√	√	√	√	√	√	√	√	√	√	√	√	essential	Second		
													Stage		the third
√	√	√	√	√	√	√	√	√	√	√	√	essential	Third		
													Stage		Fourth
√	√	√	√	√	√	√	√	√	√	√	√	essential	Fourth		

Please check the boxes corresponding to the individual learning outcomes from the .that are being assessed program

Course description template

:Course Name .1
Marketing Information Systems
:Course code .2
m-121
2025/2026 :Term/ Year .3
Second course / Third stage
Date this description was prepared: 1/9/2025 .4
:Available forms of attendance .5
person and online-In
hour / unit : Total study hours / Total unit hours .6
hours / 2 hours per week 30
Name of the course coordinator (if there is more than one, mention it) .7

ahmedayyed@tu.edu.iq: Email

Dr. Ahmed Ayed Mukhlif : the name

naseer.j.2025@tu.edu.iq: Email

Naseer Jassim Ali : the name

Course Objectives .8

<p>the concepts of marketing information systems, To provide the student with .1 .and their role in marketing organizations in particular . their characteristics to the elements of marketing information students at this stage introduce To .2 rely in developing and which become a basic basis upon which to . systems . service marketing organizations growing the policies of marketing information systems To give the student an idea of .3</p>	<p>Course objectives</p>
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Teaching and learning strategies .9

<p>amazing This is presentation in Following it It will be that Home strategy same the time And in Exercises in students sharing to encourage she Unity . It will be . They have it Critical thinking skills Expanding refine Interactive And the lessons Study Chapters during from that investigation It that models simple Experiments Types in Looking during And from . Students charges that Samples take Activities some on involves</p>	<p>strategy</p>
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Course Structure .10

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Ask questions and attend	person -In and online	Understanding the concept of marketing information	Marketing Information Systems	2	1
Ask questions and attend	person -In and online	Identifying the types of marketing information	Marketing Information Systems	2	2
Participation and attendance	person -In and online	Identifying marketing information sources	Marketing Information Systems	2	3
Participation and attendance	person -In and online	Understanding the importance of marketing information	Marketing Information Systems	2	4
Participation and attendance	person -In and online	Identifying the characteristics of marketing information	Marketing Information Systems	2	5

exam	person -In and online	Getting to know the system in general	Marketing Information Systems	2	6
Attendance and participation	person -In and online	Understanding the Marketing Information System	Marketing Information Systems	2	7
Attendance and participation	person -In and online	Understanding the importance of marketing information systems	Marketing Information Systems	2	8
Attendance and participation	person -In and online	Understanding the characteristics of a marketing information system	Marketing Information Systems	2	9
Attendance and participation	person -In and online	Understanding the components of a marketing information system	Marketing Information Systems	2	10
Attendance and participation	person -In and online	Identifying the sources of the marketing information system	Marketing Information Systems	2	11
Attendance and participation	person -In and online	Marketing Understanding the Decision Support System	Marketing Information Systems	2	12
Attendance and participation	person -In and online	Understanding how a marketing decision support system works	Marketing Information Systems	2	13
Attendance and participation	person -In and online	Comprehensive review of the material	Marketing Information Systems	2	14
exam	person -In and online	Exam 2	exam	2	15

Course Evaluation .11

s' course exam, and (30) as the student-of-divided as follows: (70) for the end . The grade is distributed out of 100 effort throughout the course period, divided according to attendance, participation, daily and monthly tests, and .uctions regarding this part of the grade and its divisions instr'while adhering to the Ministry .preparation of reports

Learning and teaching resources .12

. A collection of books, letters, and dissertations -1

Majni, 2020, Services Marketing, Syrian Virtual University-Rania Al -2

Alan Wilson, Valarie A. Zeithaml, Mary Jo Bitner and Dwayne D. Gremler . (2019), "SERVICEE MARKETING -3
.INTEGRATING CUSTOMER FOCUS ACROSS THE FIRM", Third European Edition, UK