

**Tikrit University**

**College of Administration and Economics**

**Department of Public Administration**

**Academic Description / First Stage**

# MODULE DESCRIPTION FORM

Module Information					
Module Title	Principles of Public Administration			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	PU1101				
ECTS Credits	8.00				
SWL (hr/sem)	200				
Module Level	1	Semester of Delivery		1	
Administering Department	BscPA		College	Administration and economics	
Module Leader	Lecturer Dr. Maisam Riyadh Bahr		e-mail	<a href="mailto:Mayssam.r.b@tu.edu.iq">Mayssam.r.b@tu.edu.iq</a>	
Module Leader's Acad. Title			Module Leader's Qualification		
Module Tutor			e-mail		
Peer Reviewer Name	Name		e-mail	E-mail	
Date of Scientific Committee Approval			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	1. Preparing graduates who are able to work in governmental organizations in a way that contributes to achieving social development. 2. Assisting governmental organizations and developing their knowledge in the fields of central and local administration through providing them with specialized				

	<p>administrative cadres in this field.</p> <ol style="list-style-type: none"> <li>3. Building the scientific and professional values of graduates and consolidating the values of integrity and community service in administrative practices.</li> <li>4. Continuous development of the scientific contributions of faculty members in the department, following up feedback, and making use of it to ensure the achievement of the department's general objectives.</li> <li>5. Building bridges of cooperation between the Department of Public Administration and society, and achieving strategic partnership with governmental organizations by creating an environment that enables the achievement of access to expertise and skills.</li> </ol>
<p><b>Module Learning Outcomes</b></p>	<p><b>Note:</b> Write at least 6 learning outcomes. Preferably, the number should be equal to the number of study weeks.</p> <ol style="list-style-type: none"> <li>1. Providing pioneering competencies in leading public-sector institutions and disseminating knowledge in governmental institutions in a way that achieves the interests of society.</li> <li>2. The department's ability to manage knowledge and invest it in a way that achieves quality and efficiency in academic programs and their suitability to the labor market, as well as the ability of department graduates to develop their administrative and knowledge-based skills and achieve leadership in managing governmental institutions.</li> <li>3. Developing a spirit of creativity, innovation, and leadership within an environment that encourages constructive mutual interaction and intellectual growth.</li> <li>4. Possessing a high sense of public administration and working within an integrated scientific framework in management and evaluation.</li> <li>5. Ensuring that our graduates possess knowledge-based, skill-based, and acquired outcomes in how to accomplish the tasks assigned to them and consolidate social and ethical responsibility.</li> <li>6. Providing society with our students' knowledge, professional and moral coordination, and the ability to perform professional competencies effectively.</li> <li>7. Ensuring that the student becomes a model of integrity and transparency and has the ability to apply the concepts of quality management at work.</li> </ol>
<p><b>Indicative Contents</b></p>	<p>The indicative content includes the following:</p> <p>It includes the main content that should help students understand the course completely, how to work with the program according to the Bologna Process system, how to divide the curriculum, and how to divide grades.</p> <p>The indicative content also includes guiding students toward all methods that help them overcome the difficulties and obstacles they may face during the second semester.</p>

	Finally, the indicative content includes guiding students about the nature of examinations.			
<b>Learning and Teaching Strategies</b>				
<b>Strategies</b>	<p>One of the most important learning and teaching strategies is encouraging students' participation through discussions, while at the same time improving and expanding their thinking skills. This is achieved through the course subjects during the academic semesters, interactive educational programs, and simple experiments that include some activities of interest to students, which can be completed through the following points:</p> <ol style="list-style-type: none"> <li>1. The student will be able to address problems related to administrative activities in governmental institutions.</li> <li>2. The student will be able to meet all work requirements.</li> <li>3. The student will be able to make accurate decisions at the appropriate time.</li> </ol>			
<b>Student Workload (SWL)</b>				
<b>Structured SWL (h/sem)</b>			<b>Structured SWL (h/w)</b>	
Structured student workload during the semester	78		Structured student workload per week	5.2
<b>Unstructured SWL (h/sem)</b>			<b>Unstructured SWL (h/w)</b>	
Unstructured student workload during the semester	122		Unstructured student workload per week	8.13
<b>Total SWL (h/sem)</b>	<b>200</b>			
Total student workload during the semester				
<b>Module Evaluation</b>				
تقييم المادة الدراسية				
	<b>Time/Number</b>	<b>Weight (Marks)</b>	<b>Week Due</b>	<b>Relevant Learning Outcome</b>

<b>Formative assessment</b>	Daily quizzes	0.25 hr/1	10% (10)	4	First lecture Second lecture Third lecture
	Assignments / Oral presentation	0.50 hr/1	10% (10)	10 1	Grading system Incentives
	Reports	0.50 hr/1	10% (10)	3	Writing a report on one of the topics in public administration
	Homework / Environmental assignments	0.50 hr/1	10% (10)	1	What is the decision-making stage, decision-making process, and its types
<b>Summative assessment</b>	Midterm exam	2hr	10% (10)	7	From the first lecture to the sixth lecture
	Final exam	3hr	50% (50)		
<b>Total Evaluation</b>			100% (100 Marks)		

### Delivery Plan (Weekly Syllabus)

#### المنهاج الاسبوعي النظري

	<b>Material Covered</b>
<b>Week 1</b>	Decision making and decision-making process
<b>Week 2</b>	Stages of the decision-making process and types of administrative decisions
<b>Week 3</b>	Administrative leadership and its theories
<b>Week 4</b>	Training, its importance and types
<b>Week 5</b>	Control, its principles and steps
<b>Week 6</b>	Areas and types of control

<b>Week 7</b>	Midterm exam
<b>Week 8</b>	Motivation
<b>Week 9</b>	Incentives
<b>Week 10</b>	Communication, guidance, and coordination
<b>Week 11</b>	Sub-functions in public administration
<b>Week 12</b>	Modern trends in public administration
<b>Week 13</b>	Management by objectives
<b>Week 14</b>	Management information systems and computers
<b>Week 15</b>	Strategic management
<b>Week 16</b>	Preparatory week before the final exam

### Delivery Plan (Weekly Lab. Syllabus)

	Material Covered
<b>Week 1</b>	
<b>Week 2</b>	
<b>Week 3</b>	
<b>Week 4</b>	
<b>Week 5</b>	
<b>Week 6</b>	
<b>Week 7</b>	

### Learning and Teaching Resources

	Text	Available in the Library?

<b>Required Texts</b>	<i>Principles of Public Administration: A Strategic Perspective,</i> by Prof. Dr. Jassem Mohammed Al-Dhahabi and Prof. Dr. Najm Abdullah Al-Azzawi	Yes
<b>Recommended Texts</b>		
<b>Electronic Websites</b>		

### Grading Scheme

Group	Grade	Assessment	Marks %	Definition
<b>Success Group(50–100)</b>	<b>A – Excellent</b>	Excellent	90–100	Outstanding performance
	<b>B – Very Good</b>	Very Good	80–89	Above average with some errors
	<b>C – Good</b>	Good	70–79	Sound work with notable errors
	<b>D – Satisfactory</b>	Average	60–69	Fair but with major shortcomings
	<b>E – Sufficient</b>	Acceptable	50–59	Work meets the minimum criteria
<b>Fail Group(0–49)</b>	<b>FX – Fail</b>	Fail / Under processing	45–49	More work is required, but credit may be awarded
	<b>F – Fail</b>	Fail	0–44	A substantial amount of work is required

**Note:** Decimal marks that are above or below **0.5** will be rounded to the nearest higher or lower whole mark. For example, a mark of **54.5** will be rounded up to **55**, whereas a mark of **54.4** will be rounded down to **54**. The university applies a “**no near-pass compensation**” policy; therefore, the only adjustment to the marks awarded by the original marker(s) will be the automatic rounding described above.

## MODULE DESCRIPTION FORM

Sample course description

Module Information			
Course Information			
<b>Module Title</b>	Public management	<b>Module Delivery</b>	
<b>Module Type</b>	C	<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	
<b>Module Code</b>	PU1201		
<b>ECTS Credits</b>	8		
<b>SWL (hr/sem)</b>	200		
<b>Module Level</b>	2	<b>Semester of Delivery</b>	2
<b>Administering Department</b>	public administration	<b>College</b>	Administration and economic
<b>Module Leader</b>	Mohammed Mustafa Mohammed	<b>e-mail</b>	<a href="mailto:m.mustafa.m@tu.edu.iq">m.mustafa.m@tu.edu.iq</a>
<b>Module Leader's Acad. Title</b>		<b>Module Leader's Qualification</b>	
<b>Module Tutor</b>	Nihad kames hasan	<b>e-mail</b>	Nihad.k.hasan@tu.edu.iq
<b>Peer Reviewer Name</b>	Scientific Committee	<b>e-mail</b>	E-mail
<b>Date of approval of the Scientific Committee</b>	1/9/2025	<b>Version Number</b>	0.2
Relation with other Modules			
Relationship with other subjects			
<b>Prerequisite module</b>	None	<b>Semester</b>	
<b>Co-requisites module</b>	None	<b>Semester</b>	
Module Aims, Learning Outcomes and Indicative Contents			
Course Objectives, Learning Outcomes, and Instructional Contents			
<b>Module Objectives</b>	(1) Achieving the university's objectives within the field of public administration. (2) Providing sound education in the fundamentals and principles of public administration.		
<b>Course Objectives</b>			

	<p>(3) Developing skills and modern development methods to understand the principles and objectives of public administration and the functional and administrative information it offers.</p> <p>(4) Continuously producing highly capable graduates.</p> <p>(5) Providing education that aligns with the needs of the labor market.</p> <p>(6) Equipping students with knowledge of the concept, characteristics, importance, and application of public administration principles in the workplace.</p>
<p><b>Module Learning Outcomes</b></p> <p><b>Learning Outcomes for the Course</b></p>	<p>A. Cognitive Objectives</p> <ol style="list-style-type: none"> <li>1. Essential facts, concepts, principles, and theories of public administration.</li> <li>2. Understanding the constraints faced by public administration employees in making sound decisions using modern methods and the accurate and reliable information they provide for achieving objectives.</li> <li>3. Ideas, concepts, and principles of public administration.</li> </ol> <p>B. Program-Specific Skills Objectives</p> <ol style="list-style-type: none"> <li>1. Administrative development and its application in public administration.</li> <li>2. The impact of public administration principles on employees.</li> <li>3. Adapting to future issues.</li> </ol>
<p><b>Indicative Contents</b></p> <p><b>How-to Contents</b></p>	<p>Chapter Seven: Decision Making</p> <ul style="list-style-type: none"> <li>• The concept of decision making.</li> <li>• Stages of the decision making process.</li> <li>• Types of administrative decisions.</li> <li>• Quantitative methods in decision making.</li> </ul> <p>Chapter Eight: Administrative Leadership</p> <ul style="list-style-type: none"> <li>• The concept of leadership.</li> <li>• Leadership theories and leadership behavior styles.</li> <li>• Leadership skills and characteristics of a successful administrative leader.</li> <li>• Selecting and developing leaders.</li> </ul> <p>Chapter Nine: Training</p> <ul style="list-style-type: none"> <li>• The concept of training and its importance.</li> <li>• Types of training.</li> <li>• Training methods.</li> </ul> <p>Chapter Ten: Control</p> <ul style="list-style-type: none"> <li>• The concept of control and its importance.</li> <li>• Principles and steps of control.</li> </ul>

	<ul style="list-style-type: none"> <li>• Areas and types of control.</li> <li>• Control tools and requirements for an effective control system.</li> </ul> <p>Chapter Eleven: Motivation and Incentives</p> <ul style="list-style-type: none"> <li>• The concept of motivation and its importance.</li> <li>• Types of motivation.</li> <li>• The difference between motivation and incentives.</li> </ul> <p>Chapter Twelve: Communication, Directing, and Coordination</p> <ul style="list-style-type: none"> <li>• The concept of communication and its elements.</li> <li>• Communication systems and methods.</li> <li>• The concept of directing and its importance.</li> <li>• The concept of coordination and its importance.</li> <li>• Methods and techniques of coordination.</li> </ul> <p>Chapter Thirteen: Sub-functions in Public Administration</p> <ul style="list-style-type: none"> <li>• Production (Operations) Management Function.</li> <li>• Marketing (Warehouses and Procurement) Management Function.</li> <li>• Personnel (Human Resources Management) Function.</li> <li>• Financial Management Function.</li> <li>• Local Administration.</li> </ul> <p>Chapter Fourteen: Modern Trends in Public Administration</p> <ul style="list-style-type: none"> <li>• Management by Objectives.</li> <li>• Information Systems and Computer Use.</li> <li>• Administrative Development and Improvement.</li> </ul>
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<p><b>Learning and Teaching Strategies</b></p> <p><b>Learning and Teaching Strategies</b></p>
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<p><b>Strategies</b></p>	<p>Interactive Lecture: Presenting fundamental concepts and theories while engaging students in discussion and asking questions.</p> <p>Group Discussion: Encouraging students to analyze problems and exchange opinions on topics related to the principles of public administration.</p> <p>Solving Practical Exercises and Problems: Training students to perform management functions in various sectors.</p> <p>Case Study: Analyzing real-world cases related to management problems in public and private organizations.</p> <p>Cooperative Learning: Dividing students into small groups to complete joint activities and reports.</p>
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	<p>Brainstorming: Generating innovative ideas and solutions to public administration problems.</p> <p>Problem-based learning: Presenting practical problems and seeking solutions based on scientific tools and methods.</p> <p>Guided self-directed learning: Assigning students short readings and reports to enhance their understanding of modern concepts in public administration principles.</p>
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<p><b>Student Workload (SWL)</b></p> <p><b>The student's academic load is calculated for 15 weeks</b></p>
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<b>Structured SWL (h/sem)</b> <b>Student's regular academic load during the semester</b>	63	<b>Structured SWL (h/w)</b> <b>Regular Academic Load of the Student Weekly</b>	4
<b>Unstructured SWL (h/sem)</b> <b>Student's irregular academic load during class</b>	112	<b>Unstructured SWL (h/w)</b> <b>Student's irregular academic load per week</b>	1
<b>Total SWL (h/sem)</b> <b>The student's total academic load during the semester</b>	175		

<p><b>Module Evaluation</b></p> <p><b>Assessment of the course</b></p>
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		<b>Time/Number</b>	<b>Weight (Marks)</b>	<b>Week Due</b>	<b>Relevant Learning Outcome</b>
<b>Formative assessment</b>	<b>Daily exams</b>	1hr/2	10% (5)	5,10	
	<b>Missions and Answers</b>	1hr/5	10% (2)	3,6,9,12,15	
	<b>Projects/Laboratory</b>	1hr/2	10% (5)	8,14	
	<b>The Report</b>	1hr	10% (10)	15	
<b>Summative assessment</b>	<b>Midterm Exam</b>	2hr	10% (10)	7	
	<b>Final Exam</b>	3hr	50% (50)	16	
<b>Overall Rating</b>			100% (100 Marks)		

<b>Delivery Plan (Weekly Syllabus)</b> <b>Theoretical Weekly Curriculum</b>	
	<b>Material Covered</b>
<b>Week 1</b>	Decision-Making and Making / The Concept of Decision-Making and Making / Stages of the Decision-Making Process.
<b>Week 2</b>	Types of Administrative Decisions / Quantitative Methods in Decision Making.
<b>Week 3</b>	Administrative Leadership / The Concept of Leadership / Leadership Theories and Leadership Behavior Styles
<b>Week 4</b>	Leadership Skills and Characteristics of a Successful Administrative Leader / Selecting and Developing Leaders
<b>Week 5</b>	Training / The concept and importance of training.
<b>Week 6</b>	Types of training / Training methods.
<b>Week 7</b>	Control / The concept and importance of control / Principles and steps of control.
<b>Week 8</b>	Areas and types of control / Control tools and requirements for an effective control system.
<b>Week 9</b>	Motivation and incentives / The concept and importance of motivation / Types of motivation.
<b>Week 10</b>	The concept and importance of incentives / The difference between motivation and incentives.
<b>Week 11</b>	Communication, direction, and coordination / The concept and elements of communication / Communication systems and methods.
<b>Week 12</b>	The concept and importance of direction / The concept and importance of coordination / Coordination methods and techniques.
<b>Week 13</b>	Sub-functions in public administration / Production (operations) management / Marketing (warehousing and purchasing) management.
<b>Week 14</b>	Modern trends in public administration / Management by objectives / Information systems and computer use / Administrative development and improvement.

<b>Week 15</b>	Comprehensive Review and Discussion of Case Studies and Final Exercises			
<b>Week 16</b>	Examination			
<b>Delivery Plan (Weekly Lab. Syllabus)</b>				
<b>Weekly Laboratory Curriculum</b>				
<b>Week 1</b>				
<b>Week 2</b>				
<b>Week 3</b>				
<b>Week 4</b>				
<b>Week 5</b>				
<b>Week 6</b>				
<b>Week 7</b>				
<b>Learning and Teaching Resources</b>				
<b>Learning and Teaching Resources</b>				
	<b>Text</b>			<b>Available in the Library?</b>
<b>Required Texts</b>				no
<b>Recommended Texts</b>				no
<b>Websites</b>				
<b>Grading Scheme</b>				
<b>Grading Chart</b>				
<b>Group</b>	<b>Grade</b>	<b>Recognition</b>	<b>Marks %</b>	<b>Definition</b>
<b>Success Group (50 – 100)</b>	<b>A – Excellent</b>	<b>Privilege</b>	90 – 100	Amazing Performance
	<b>B – Very Good</b>	<b>Very good</b>	80 – 89	Above average with some mistakes
	<b>C – Good</b>	<b>Good</b>	70 – 79	Proper work with noticeable errors
	<b>D – Satisfactory</b>	<b>Medium</b>	60 – 69	Fair but with major drawbacks
	<b>E – Sufficient</b>	<b>Acceptable</b>	50 – 59	The work meets minimum standards

<b>Fail Group</b> (0 – 49)	<b>FX – Fail</b>	<b>Deposit (in processing)</b>	(45–49)	More work is required but credit has been awarded
	<b>F – Fail</b>	<b>Fail</b>	(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

## Sample course description

Module Information			
Course Information			
Module Title	Readings		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	EC1204		
ECTS Credits	5		
SWL (hr/sem)	125		
Module Level	1	Semester of Delivery	
Administering Department	General management	College	Admestration of economic
Module Leader	Ali hammed ali	e-mail	<a href="mailto:Ali.hammed@tu.edu.iq">Ali.hammed@tu.edu.iq</a>
Module Leader's Acad. Title		Module Leader's Qualification	
Module Tutor		e-mail	
Peer Reviewer Name	Scientific Committee	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	<p>Course Objectives</p> <p>1- Enabling the student to understand some basic economic concepts and terms in English.</p> <p>2- Empowering the student and developing his skills in learning economics and learning its rationales and basic contents in English.</p> <p>3- Enabling the student to understand the theories of demand, supply, and markets and the most important factors affecting them, in addition to mathematical and graphical examples in English.</p> <p>4- Enabling the student to distinguish between costs, revenues and the most important factors of production in English.</p> <p>5- Identify the most important fields of the international economy and the most important international economic and financial organizations within the scope of the English language</p>		
Module Learning Outcomes Learning Outcomes for the Course	<p>1. Explain the concept of economics and economic terminology in English.</p> <p>2- Giving an idea of economics and putting forward more than one point of view of foreign scientists and thinkers in clarifying and giving concepts to this science.</p> <p>3- Give students an idea of how to express economic phenomena by drawing curves, making tables, and giving mathematical examples in English.</p>		

	<p>4- Review the most important types of costs, theories of production and markets, in addition to explaining the economic problem and classifying it for the individual, the institution and the society</p> <p>5- Clarifying the theories of demand and supply and explaining the most important factors affecting them, in addition to explaining the form of the relationship graphically, theoretically and mathematically.</p> <p>6- Reviewing the most important features of the new world order economically through its three institutions.</p>
<b>Indicative Contents</b>	Introducing students to the basic concepts of management and organization and their importance in the business environment.
<b>How-to Contents</b>	Explaining the managerial functions represented by planning, organizing, directing, and controlling.
	Developing students' understanding of organizational structure and its different dimensions.
	Introducing students to specialization and division of work principles and their role in enhancing organizational efficiency.
	Clarifying the concepts of centralization, decentralization, and span of control in organizations.
	Enhancing students' ability to connect theoretical concepts with practical applications in management.

**Learning and Teaching Strategies**  
**Learning and Teaching Strategies**

<b>Strategies</b>	<ol style="list-style-type: none"> <li>1. By giving lectures in the classroom</li> <li>2. 2- Encouraging students to think collectively through panel discussions.</li> <li>3. 3- Expand the student's thinking skills by making reports</li> <li>4. 4- Conducting daily quizzes</li> <li>5. Conduct predefined tests</li> <li>6. Teaching the student how to expand on resources and not be limited to a specific topic.</li> </ol>
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**Student Workload (SWL)**

**The student's academic load is calculated for 15 weeks**

<b>Structured SWL (h/sem)</b> <b>Student's regular academic load during the semester</b>	45	<b>Structured SWL (h/w)</b> <b>Regular Academic Load of the Student Weekly</b>	3
<b>Unstructured SWL (h/sem)</b> <b>Student's irregular academic load during class</b>	77	<b>Unstructured SWL (h/w)</b> <b>Student's irregular academic load per week</b>	5.13
<b>Total SWL (h/sem)</b> <b>The student's total academic load during the semester</b>	<b>125 hours</b>		

**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	5- Chapter One 10- Capital Operations
	Tasks Duties	1hr/2	10% (10)	3+12	3. Record journal. 12- Capital Operations
	Discussions and Working Parties	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	What is organization
Week 2	Who are manager
Week 3	What is management
Week 4	Management process
Week 5	Efficiency and Effectively
Week 6	Definition, types and purpose of planning
Week 7	Planning and performance, misconceptions about planning, types of plan
Week 8	Exam
Week 9	Defining organization structure and design
Week 10	The role of managers and organization structure
Week 11	Work specialization and the importance of work specialization
Week 12	Departmentalization and its types
Week 13	Chain of command and responsibility
Week 14	Span of control, centralization and decentralization, formalization
Week 15	Types of budgets
Week 16	Exam

**Learning and Teaching Resources**  
**Learning and Teaching Resources**

	Text	Available in the Library?
Required Texts	Mangment Readings E	yes
Recommended Texts		no
Websites		

**Grading Scheme  
Grading Chart**

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

## Sample course description

Module Information			
Course Information			
Module Title	statistics		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	Pu1202		
ECTS Credits	6		
SWL (hr/sem)	100		
Module Level	1	Semester of Delivery	
Administering Department	Public administration	College	Administration and economic
Module Leader	Moudher khalid abd alhamed	e-mail	<a href="mailto:moudher@tu.edu.iq">moudher@tu.edu.iq</a>
Module Leader's Acad. Title	Assistant prof	Module Leader's Qualification	
Module Tutor	Aasha Abdulkhleq Ismael	e-mail	<a href="mailto:Aasha.a.alkalek@tu.edu.iq">Aasha.a.alkalek@tu.edu.iq</a>
Peer Reviewer Name	Scientific Committee	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	1- Essential facts, concepts, and principles of statistics 2- Understanding the constraints facing managers in making sound decisions using mathematical models.		
Module Learning Outcomes Learning Outcomes for the Course	Important: Write at least 6 learning outcomes, preferably equal to the number of study weeks. 1. Understanding the basic concepts of statistical principles and their relationship to other sciences. 2. Understanding the basic concepts of the emergence and development of statistics and its importance in management. 3. The concept of statistics in management. 4. Stages of research in management. 5. Some statistical mathematical concepts and terminology needed by managers. 6. Understanding sampling methods and types of samples. 7. Understanding the most important statistical mathematical symbols and measures of central tendency.		

<p><b>Indicative Contents How-to Contents</b></p>	<p>The instructional content includes the following:</p> <p>1- Week 1: Chapter 1 - Definition and basic concepts of statistics (4 hours)</p> <p>2- Week 2: The concept of statistics in management and some mathematical concepts and terminology (4 hours)</p> <p>3- Week 3: General exercises and applied exercises in the field of management (4 hours)</p> <p>4- Week 4: Chapter 2 - Data Collection: a) Comprehensive enumeration method, b) Sampling method (4 hours)</p> <p>5- Week 5: Practical examples of types of random and non-random statistical sampling (4 hours)</p> <p>6- Week 6: First monthly exam</p> <p>7- Week 7: Random variables and frequency distributions (4 hours)</p> <p>8- Week 8: Relative frequency distribution, binary frequency distribution, cumulative frequency distribution (4 hours)</p> <p>9- Week 9: Geometric representation of data in the field of management (4 hours)</p> <p>10- Week 10: Presentation of tabulated data, histogram, frequency polygon, frequency curve (4 hours)</p>		
<p><b>Learning and Teaching Strategies</b> <b>Learning and Teaching Strategies</b></p>			
<p><b>Strategies</b></p>	<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 is achieved through classroom materials, interactive educational programs, and by considering simple experiments that involve engaging students in relevant activities. Our main objectives can be summarized as follows:</p> <ol style="list-style-type: none"> <li>1. Enabling students to address problems related to administrative activities.</li> <li>2. Enabling students to meet all the demands of the job market.</li> <li>3. Enabling students to make accurate and timely decisions.</li> <li>4. Developing students' ability to apply theoretical concepts to practical situations in various organizations.</li> </ol>		
<p><b>Student Workload (SWL)</b> <b>The student's academic load is calculated for 15 weeks</b></p>			
<p><b>Structured SWL (h/sem)</b> <b>Student's regular academic load during the semester</b></p>	<p>63</p>	<p><b>Structured SWL (h/w)</b> <b>Regular Academic Load of the Student Weekly</b></p>	<p>4</p>

<b>Unstructured SWL (h/sem)</b> <b>Student's irregular academic load during class</b>		37	<b>Unstructured SWL (h/w)</b> <b>Student's irregular academic load per week</b>		2
<b>Total SWL (h/sem)</b> <b>The student's total academic load during the semester</b>		100			
<b>Module Evaluation</b> <b>Assessment of the course</b>					
		<b>Time/Number</b>	<b>Weight (Marks)</b>	<b>Week Due</b>	<b>Relevant Learning Outcome</b>
<b>Formative assessment</b>	<b>Daily exams</b>	1hr/2	10% (5)	5,10	– Definitions and Statistical Concepts - Sampling: Practical Examples in Management - Data Collection Methods: Summa and Sampling; General Exercises on Sampling - Practical Examples of Sampling
	<b>Missions and Answers</b>	1hr/5	10% (2)	3,6	Common Mistakes – Data Classification and Tabulation
	<b>Projects/ Laboratory</b>	1hr/2	10% (5)	8,9, 10	Random variables - Frequency distributions - Relative frequency distribution Binary frequency distribution Cumulative frequency distribution Geometric representation of tabulated data - Histogram Frequency polygon Frequency curve
	<b>The Report</b>	1hr	10% (10)	11, 12	Symbols and terms Measures of central tendency
<b>Summative assessment</b>	<b>Midterm Exam</b>	2hr	10% (10)	13 , 14	(For the materials of the first and second semesters)
	<b>Final Exam</b>	3hr	50% (50)	15	

<b>Overall Rating</b>	100% (100 Marks)			
<b>Delivery Plan (Weekly Syllabus) Theoretical Weekly Curriculum</b>				
	<b>Material Covered</b>			
Week 1	<b>Definitions and basic concepts in statistics</b>			
Week 2	<b>The concept of statistics in management and some mathematical concepts and terminology</b>			
Week 3	<b>General exercises, applied exercises in the field of management</b>			
Week 4	<b>Chapter Two - Data Collection A- The enumeration method B- The sampling method</b>			
Week 5	<b>Practical examples of types of random and non-random statistical sampling</b>			
Week 6	<b>First monthly exam</b>			
Week 7	<b>Random Variables and Frequency Distributions</b>			
Week 8	<b>Relative Frequency Distribution – Binary Frequency Distribution –Cumulative Frequency Distribution</b>			
Week 9	<b>Geometric Representation of Data in Management</b>			
Week 10	<b>Tagged Data Representation – Histogram – Frequency Polygon – Frequency Curve</b>			
Week 11	<b>Practical Examples in Management and Daily Quiz</b>			
Week 12	<b>Second Monthly Exam</b>			
Week 13	<b>Chapter Four: Mathematical Symbols and Terminology – Addition and Multiplication Symbols – Practical Examples</b>			
Week 14	<b>Chapter Five: Measures of Central Tendency – Arithmetic Mean – Weighted Arithmetic Mean</b>			
Week 15	<b>Harmonic Mean – Squared Mean – Mode – Median – Practical Examples</b>			
Week 16	<b>Preparatory Week Before the Final Exam</b>			
<b>Delivery Plan (Weekly Lab. Syllabus) Weekly Laboratory Curriculum</b>				
	<b>Covered Materials</b>			
Week 1				
Week 2				
Week 3				
Week 4				
Week 5				
Week 6				
Week 7				
<b>Learning and Teaching Resources Learning and Teaching Resources</b>				
	<b>Text</b>	<b>Available in the Library?</b>		
<b>Required Texts</b>	<b>Systematic Statistics Book</b>	yes		
<b>Recommended Texts</b>				
<b>Websites</b>				
<b>Grading Scheme Grading Chart</b>				
<b>Group</b>	<b>Grade</b>	<b>Recognition</b>	<b>Marks %</b>	<b>Definition</b>
<b>Success Group (50 - 100)</b>	<b>A – Excellent</b>	<b>Privilege</b>	90 - 100	Amazing Performance
	<b>B - Very Good</b>	<b>Very good</b>	80 - 89	Above average with some mistakes

	<b>C – Good</b>	<b>Good</b>	70 - 79	Proper work with noticeable errors
	<b>D - Satisfactory</b>	<b>Medium</b>	60 - 69	Fair but with major drawbacks
	<b>E – Sufficient</b>	<b>Acceptable</b>	50 - 59	The work meets minimum standards
<b>Fail Group (0 – 49)</b>	<b>FX – Fail</b>	<b>Deposit (in processing)</b>	(45-49)	More work is required but credit has been awarded
	<b>F – Fail</b>	<b>Fail</b>	(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

Module Information			
Module Title	Accounting principles		Module Delivery
Module Type	B		<input type="checkbox"/> Theory
Module Code	PU1203		<input type="checkbox"/> Lecture
ECTS Credits	6.00		<input type="checkbox"/> Lab
SWL (hr/sem)	150		<input type="checkbox"/> Tutorial
			<input type="checkbox"/> Practical
			<input type="checkbox"/> Seminar
Module Level	1	Semester of Delivery	2
Administering Department	BSc-PA	College	Administration and economics
Module Leader	Ammar Taha Yaseen	e-mail	<a href="mailto:a.t.y.s@tu.edu.iq">a.t.y.s@tu.edu.iq</a>
Module Leader's Acad. Title		Module Leader's Qualification	
Module Tutor		e-mail	
Peer Reviewer Name		e-mail	<a href="mailto:a.t.y.s@tu.edu.iq">a.t.y.s@tu.edu.iq</a>
تاريخ موافقة اللجنة العلمية		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 أهداف المادة الدراسية	1 . Identify the concept and types of accounting discount. 2. Identify securities and methods of accounting for them. 3. Study and understand commercial papers and their types. 4. Understand what is meant by accounting errors. 5. The student will know how to prepare a trial balance. 6. Enabling the student to make record adjustments and correct accounting errors.		

	7. Know and understand how to prepare financial statements.
<b>Module Learning Outcomes</b>	<p>Important: Write at least 6 learning outcomes, preferably equal to the number of weeks of study</p> <ol style="list-style-type: none"> <li>1. Know the types of accounting discount.</li> <li>2. Knowledge of securities</li> <li>3. Knowledge of commercial papers in accounting.</li> <li>4. Know how to handle accounting errors.</li> <li>5. Know how to conduct constraint adjustments.</li> <li>6. Know how to prepare a trial balance.</li> <li>7. Knowledge of accounts and final financial statements.</li> </ol>
<b>Indicative Contents</b> المحتويات الإرشادية	<p>Instructional content includes the following.</p> <ol style="list-style-type: none"> <li>1– The first week: The concept of trade discount and cash discount with accounting examples, 3 hours</li> <li>2– The second week: The concept of the benefit of accelerating payment and discounting the quantity with accounting treatments for 3 hours</li> <li>3– The third week: Accounting for securities (current account and savings account), 3 hours</li> <li>4– The fourth week: Explaining the types of instruments, 3 hours</li> <li>5– The fifth week: Explaining the types of instruments in terms of the issuing authority, 3 hours</li> <li>6– Week Six: Explaining the types of instruments in terms of timing of disbursement, with a 3-hour exam.</li> <li>7– Week Seven: Accounting for commercial papers (notes receivable), 3 hours.</li> <li>8– The eighth week: Accounting for commercial papers (payable notes), 3 hours.</li> <li>9– Week 9: Correcting accounting errors for 3 hours.</li> <li>10– Week 10: Types of accounting errors and their causes, with a 3-hour exam.</li> <li>11– Week Eleven: Inventory settlements (the approved basis for proving the settlement entry) for 3 hours.</li> </ol>

	<p>12– Week Twelve: Inventory and settlement (expenses, revenues, assets) for 3 hours.</p> <p>13– The thirteenth week: Preparing the adjusted trial balance for 3 hours.</p> <p>14– Week Fourteen: Accounts and final financial statements.</p> <p>15– Week Fifteen: A panel discussion detailing the theoretical material and accounting treatments.</p>
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### Learning and Teaching Strategies

<b>Strategies</b>	<p>The most important strategies for learning and teaching are 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"> <li>1. It enables the student to address problems related to accounting activities</li> <li>2. It enables the student to meet all the requirements of the labor market</li> <li>3. It enables the student to make accurate and timely decisions.</li> </ol>
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### Student Workload (SWL)

<b>Structured SWL (h/sem)</b>	63	<b>Structured SWL (h/w)<sup>1</sup></b>	4.2
<b>Unstructured SWL (h/sem)</b>	87	<b>Unstructured SWL (h/w)<sup>1</sup></b>	5.8
<b>Total SWL (h/sem)</b>	150		

### Module Evaluation

		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
<b>Formative assessment</b>	<b>Daily exams</b>	0.25 hr/1	10% (2)	6- 10	مفهوم الخصم --The concept of trade discount and cash discount

					<ul style="list-style-type: none"> <li>-The concept of the benefit of accelerated payment and quantity discount</li> <li>-Accounting for securities</li> <li>-Accounting for commercial papers</li> <li>-Correcting accounting errors</li> <li>-Types of accounting errors</li> </ul>
	<b>Assignments, answers/presentation</b>	0.50 hr/2	10% (1)	1	Types of accounting - discount
	<b>Projects/Discussions</b>	0.50 hr/2	10% (2)	3 7	<ul style="list-style-type: none"> <li>- Accounting for securities</li> <li>- Accounting for commercial papers</li> </ul>
	<b>Report</b>	0.50 hr/2	10% (2)	12	- Final financial statements.
<b>Summative assessment</b>	<b>Midterm test</b>	2hr	10% (10)		
	<b>Final exam</b>	3hr	50% (50)		
التقييم الإجمالي			100% (100 Marks)		

### Delivery Plan (Weekly Syllabus)

	Material Covered
<b>Week 1</b>	The concept of trade discount and cash discount with accounting examples, 3 hours
<b>Week 2</b>	The concept of the benefit of accelerating payment and discounting the quantity with accounting treatments by 3 hours
<b>Week 3</b>	Accounting for securities (current account and savings account) for 3 hours
<b>Week 4</b>	Explaining the types of instruments, 3 hours
<b>Week 5</b>	Explaining the types of instruments in terms of the issuing authority, 3 hours

<b>Week 6</b>	Explaining the types of instruments in terms of the timing of disbursement by 3 hours
<b>Week 7</b>	Accounting for commercial papers. Accounting for commercial papers (notes receivable), 3 hours
<b>Week 8</b>	The concept of trade discount and cash discount with accounting examples, 3 hours
<b>Week 9</b>	Correcting accounting errors in 3 hours
<b>Week 10</b>	Types of accounting errors and their causes, 3 hours.
<b>Week 11</b>	Inventory settlements (the approved basis for proving the settlement entry) at a rate of 3 hours.
<b>Week 12</b>	Inventory and settlement (expenses, revenues, assets) in 3 hours.
<b>Week 13</b>	Preparing the adjusted trial balance in 3 hours.
<b>Week 14</b>	Final accounts and financial statements.
<b>Week 15</b>	A panel discussion detailing the theoretical material and accounting treatments.

### Delivery Plan (Weekly Lab. Syllabus)

<b>Week 1</b>	
<b>Week 2</b>	
<b>Week 3</b>	
<b>Week 4</b>	
<b>Week 5</b>	
<b>Week 6</b>	
<b>Week 7</b>	

### Learning and Teaching Resources

	Text	Available in the Library?
<b>Required texts</b>	Accounting principles book Miqdad Ahmed Al-Jalili Fouad Suleiman Zako Muhammad Taher Al-Shawi	Yes
<b>Recommended texts</b>	Accounting Principles Book Project Prof. Dr. Saddam Mahmoud Muhammad Prof. Dr. Ali Ibrahim Muhammad	No

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## Grading Scheme

### مخطط الدرجات

Group	Grade		Marks %	Definition
<b>Success Group (50 - 100)</b>	<b>A</b> – Excellent		90 - 100	Amazing performance
	<b>B</b> - Very Good		80 – 89	Above average with some errors
	<b>C</b> – Good		70 – 79	Working properly, with no noticeable errors
	<b>D</b> – Satisfactory		60 – 69	Fair but with major drawbacks
	<b>E</b> – Sufficient		50 – 59	The work meets minimum standards
<b>Fail Group (0 – 49)</b>	<b>FX</b> – Fail		(45-49)	More work required but credit given
	<b>F</b> – 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 (eg 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' and therefore the only adjustment to marks awarded by the original mark(s) will be the automatic rounding shown above..**

# MODULE DESCRIPTION FORM

Module Information			
Course Information			
Module Title	Computer Basics and Application		Module Delivery
Module Type	S	<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	Pu2205		
ECTS Credits	3		
SWL (hr/sem)	75		
Module Level	1	Semester of Delivery	2
Administering Department	Public administration	College	administration of economic
Module Leader	Hosam hammad majed		<a href="mailto:Hussam-hamd@tu.edu.iq">Hussam-hamd@tu.edu.iq</a>
Module Leader's Acad. Title	Assistant Professor	Module Leader's Qualification	
Module Tutor	Omer abdalrahman hamed		<a href="mailto:hermanalmana@tu.edu.iq">hermanalmana@tu.edu.iq</a>
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	<ul style="list-style-type: none"> <li>• Introducing the basic concepts of computer skills and familiarity with informa technology</li> </ul>		
Course Objectives			

	<ul style="list-style-type: none"> <li>• Computer Component Training</li> <li>• Learn about using Windows 11</li> <li>• Learn about using WordPress 2016</li> <li>• Using Computers in Everyday Life</li> <li>• Employing Computer Skills in User Service</li> </ul> <p>This course description provides a brief summary of the most important features of Word 2016 and Windows 11, and this helps the student understand how to use computers in practical and scientific life.</p>
<p><b>Module Learning Outcomes</b></p> <p><b>Learning Outcomes for the Course</b></p>	<p><b>1. Basic Skills in Using Computers:</b></p> <ul style="list-style-type: none"> <li>- Turn the computer on and off properly.</li> <li>- Understand the different computer components and their functions.</li> </ul> <p><b>2. Use of operating systems:</b></p> <ul style="list-style-type: none"> <li>- Ability to navigate the operating system (such as Windows, macOS, or Linux).</li> <li>- Manage files and folders: Create, copy, move, and delete files and folders.</li> </ul> <p><b>3. Productivity Programs:</b></p> <ul style="list-style-type: none"> <li>- Use word processing software (such as Microsoft Word or Google Docs).</li> <li>- Create and edit spreadsheets (such as Microsoft Excel or Google Sheets).</li> </ul> <p><b>4. Internet skills:</b></p> <ul style="list-style-type: none"> <li>- Browse the web and use search engines effectively.</li> <li>- Know how to set up and use email.</li> <li>- Understand the basics of online security and personal data protection.</li> </ul> <p><b>5. Advanced Technical Skills:</b></p> <ul style="list-style-type: none"> <li>- Understanding the fundamentals of programming (e.g., basic programming principles if they are part of the curriculum).</li> <li>- Learn how to install and remove software and applications.</li> </ul>

	<ul style="list-style-type: none"> <li>- Ability to solve basic technical problems.</li> </ul> <p><b>6. Online Collaborative Work:</b></p> <ul style="list-style-type: none"> <li>- Use online collaboration tools such as Google Drive or Microsoft OneDrive.</li> <li>- Participate in meetings and webinars using tools like Zoom or Microsoft Teams.</li> </ul> <p><b>7. Digital Ethics:</b></p> <ul style="list-style-type: none"> <li>- Understand ethical issues related to the use of technology.</li> <li>- Raising awareness of and respecting intellectual property rights.</li> </ul>
<p><b>Indicative Contents</b></p> <p><b>How-to Contents</b></p>	<p>The instructional content of the Computer Skills course aims to provide a comprehensive educational framework that helps students acquire basic and advanced skills in the use of computers and its technologies. This content can be divided into several main modules or topics, including:</p> <ol style="list-style-type: none"> <li>1. Introduction to Computer: <ul style="list-style-type: none"> <li>– Definition of a computer: what is a computer and the history of its development.</li> <li>– Computer types: Personal computer, laptop, tablet, supercomputer.</li> <li>– Computer components: hardware and software .</li> </ul> </li> <li>2. Operating System: <ul style="list-style-type: none"> <li>– Introduction to operating systems: Operating system definition and examples (e.g., Windows, macOS, Linux).</li> <li>– Operating system navigation: startup, desktop usage, window management.</li> <li>– Manage files and folders: Create, copy, move, and delete files and folders.</li> </ul> </li> <li>3. Productivity Programs:</li> </ol>

– Word Processing: Use software like Microsoft Word or Google Docs to create and format documents.

– Spreadsheets: Use software like Microsoft Excel or Google Sheets to organize and analyze data.

#### 4. Internet and Communications:

– Internet Basics: How to Connect to the Internet, Use Web Browsers, Effective Search Engine Search.

– Email: Create and manage an email account, send and receive messages.

– Online communication: Use tools like Zoom, Microsoft Teams, and Google Meet.

#### 5. Basic Programming:

– Introduction to programming: Definition and importance of programming.

– Programming languages: An overview of popular programming languages such as Python, JavaScript.

– Writing basic code: Create simple programs and understand programmatic logic.

#### 6. Digital Ethics:

– Ethics in the use of technology: responsible use of technology, intellectual property rights.

– Dealing with digital content: Respect copyright, dealing with inappropriate content.

#### 7. Basic Computer Maintenance:

– Preventive maintenance: hardware cleaning, software update.

– Fix basic issues: troubleshoot, reinstall the operating system.

<b>Learning and Teaching Strategies</b> <b>Learning and Teaching Strategies</b>	
<b>Strategies</b>	<p>Teaching and learning strategies for computer skills include several methods and means aimed at enhancing and deepening learners' understanding of the field. Some of these effective strategies are:</p> <ol style="list-style-type: none"> <li>1. Project-Based Learning: Using hands-on projects to apply acquired skills, helping students understand how to use software and technical tools in real-world contexts.</li> <li>2. Collaborative Learning: Encourage students to work in groups to solve problems, which enhances their communication and collaboration skills.</li> <li>3. Blended learning: Combining traditional (face-to-face) and e-learning to ensure a holistic learning experience.</li> <li>4. Hands-on and Exercises: Providing opportunities for students to apply what they have learned through applied exercises, which helps to solidify information.</li> <li>5. Use of educational games: The use of interactive games and applications to increase interaction and motivation in learners.</li> <li>6. Self-paced learning strategies: Encourage students to explore available online educational resources and learn skills independently.</li> <li>7. Continuous Assessment: Use various assessment methods to track students' progress and ensure their understanding of the content.</li> <li>8. Practical Laboratory Training: Providing computer laboratories equipped to apply the acquired skills in a professional environment.</li> </ol> <p>These strategies help make learning computer skills more effective and motivating for learners.</p>

## Student Workload (SWL)

The student's academic load is calculated for 15 weeks

<b>Structured SWL (h/sem)</b> Student's regular academic load during the semester	45	<b>Structured SWL (h/w)</b> Regular Academic Load of the Student Weekly	3
<b>Unstructured SWL (h/sem)</b> Student's irregular academic load during class	27	<b>Unstructured SWL (h/w)</b> Student's irregular academic load per week	1.8
<b>Total SWL (h/sem)</b> The student's total academic load during the semester	<b>75</b>		

## Module Evaluation

### Assessment of the course

		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
<b>Formative assessment</b>	<b>Daily exams</b>	1hr/2	10% (5)	5,10	Windows System
	<b>Missions and Answers</b>	1hr/5	10% (2)	3,6,9,12,15	Windows System
	<b>Projects/ Laboratory</b>	1hr/2	10% (5)	8,14	Windows Apps
	<b>The Report</b>	1hr	10% (10)	15	All
<b>Summative assessment</b>	<b>Midterm Exam</b>	2hr	10% (10)	7	Windows System
	<b>Final Exam</b>	3hr	50% (50)	16	All
<b>Overall Rating</b>			100% (100 Marks)		

## Delivery Plan (Weekly Syllabus)

### Theoretical Weekly Curriculum

	Material Covered
<b>Week 1</b>	<b>Computer Components , Introduction</b>
<b>Week 2</b>	<b>Computer Components</b>
<b>Week 3</b>	<b>Windows11 System , Introduction</b>

Week 4	<b>Windows 11 System Interface Desktop and Essential Icons</b>
Week 5	<b>Settings Window for Windows11</b>
Week 6	<b>Desktop Wallpaper and Screen Saver for Windows11</b>
Week 7	<b>First Semester Exam</b>
Week 8	<b>Delete and install programs or applications</b>
Week 9	<b>User Accounts</b>
Week 10	<b>Files and folders</b>
Week 11	<b>Introduction to Word 2016</b>
Week 12	<b>File List</b>
Week 13	<b>Home tab and insert tab</b>
Week 14	<b>Design tab and layout tab</b>
Week 15	<b>Second Exam of the First Semester</b>
Week 16	<b>A preparatory week before the final exam</b>

### Delivery Plan (Weekly Lab. Syllabus)

#### Weekly Laboratory Curriculum

	<b>Covered Materials</b>
Week 1	Practical application Windows 11 interface
Week 2	Practical application Windows installation
Week 3	Practical application for dealing with deleting and installing programs
Week 4	Practical Application User Accounts
Week 5	Practical Application Files & Folders
Week 6	Practical Application Introduction to WordPress 2016
Week 7	Practical Application WordPress Lists

### Learning and Teaching Resources

#### Learning and Teaching Resources

	<b>Text</b>	<b>Available in the Library?</b>
<b>Required Texts</b>	<b>Ibn Bilal Al-Zoghbi , Muhammad Malik</b>	No

<b>Recommended Texts</b>	<b>Introduction to Computer Skills / Written by Muhammad Malik and others</b>	No
<b>Websites</b>		

### Grading Scheme

#### Grading Chart

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

Module Information				
Course Information				
Module Title	Human rights and democracy		Human rights and democracy	
Module Type	S		<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	Pu1206			
ECTS Credits	2			
SWL (hr/sem)	50			
Module Level	UC	Semester of Delivery		
Administering Department	Type Dept. Code	College	Administration and economics	
Module Leader	Mohammed Ahmed Rahil		e-mail	<a href="mailto:Mohammed.rh@tu.edu.iq">Mohammed.rh@tu.edu.iq</a>
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	1/9/2025	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	1A statement on the importance of human rights and democracy.			
Course Objectives	2-Understanding the nature of human rights, their types, and international sourcesand patriotismIncluding the Constitution of the Republic of Iraq 2005.			

	<p><b>3–Understanding evolutionHistorical RightsHuman beings and the importance of these rights in Islamic law.</b></p> <p><b>4–Getting to knowTypes of Democracy And evaluate it.6</b></p> <p>5– Introducing the student to the most important sources for collecting data and information about the subject matter.</p>
<p><b>Module Learning Outcomes</b></p> <p><b>Learning outcomes for the subject</b></p>	<p>Important: Write at least 6 learning outcomes, preferably equal to the number of study weeks.</p> <ol style="list-style-type: none"> <li>1. Understanding the basic concepts of human rights</li> <li>2. Understanding human rights according to ancient civilizations and heavenly religions.</li> <li>3. knowledgeTypesRights, including gender equality rights and children's rights</li> <li>4. Understanding the sources of human rights.</li> <li>5. Knowledge of the principlesBasicWhich democracy requires</li> <li>6. A statement of the manifestations of democracy.</li> </ol>
<p><b>Indicative Contents</b></p> <p><b>Guideline Contents</b></p>	<p>The instructional content includes the following: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 Economic, Social and Political Rights.</p> <p>Week Four: The Constitution of the Republic of Iraq.</p> <p>Week Five: Constitutional and Judicial Guarantees of Human Rights, with preparation of a report on the topic.</p> <p>Week 6: Children's Rights and Gender Equality</p> <p>Week 7: Monthly exam</p> <p>Week 8: The concept of democracy.</p> <p>Week Nine: Elements of Democracy.</p> <p>Week 10: Images of Democracy</p>

	<p>Week Eleven: Evaluating Images of Democracy</p> <p>Week Twelve: Images of democracy as it is implemented in Iraq.</p> <p>Week Thirteen: Manifestations of Democracy.</p> <p>Week Fourteen: Comprehensive Review.</p> <p>Week fifteen: Monthly exam.</p>
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**Learning and Teaching Strategies**

**Learning and teaching strategies**

<b>Strategies</b>	<p>One of the most important strategies for learning and teaching is Encouraging student participation Through discussions At the same time, it improves and expands their thinking skills. Through Materials Interactive classrooms and educational programs, and by considering the types Crimes committed by the Ba'athist regime Our main goals can be summarized in the following points:-</p> <ol style="list-style-type: none"> <li>1. Keeping the student away from anything that might infringe upon individual rights</li> <li>2. maybe student knowledge Methods Regarding the protection of human rights</li> <li>3. maybe student m The practice of the democratic system in the process of representing one another.</li> <li>4. Students' knowledge of the guarantees that ensure the preservation of human rights and their practice of the democratic role in facilitating public affairs.</li> </ol>
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**Student Workload (SWL)**

**The student's academic workload is calculated for 15week**

<b>Structured SWL (h/sem)</b> Regular academic workload for the student during the semester	48	<b>Structured SWL (h/w)</b> Student's regular weekly study load	3.2
<b>Unstructured SWL (h/sem)</b> Irregular student workload during the semester	77	<b>Unstructured SWL (h/w)</b> Irregular weekly study load for the student	5.13

<b>Total SWL (h/sem)</b>					
<b>The student's total academic workload during the semester</b>		<b>125</b>			
<b>Module Evaluation</b>					
<b>Course Material Assessment</b>					
		<b>Time/Number</b>	<b>Weight (Marks)</b>	<b>Week Due</b>	<b>Relevant Learning Outcome</b>
<b>Formative assessment</b>	<b>Daily exams</b>	0.25 hr/5	10% (2)	2-4-7-11-14	<p>The concept of human rights</p> <p>The concept of human rights in ancient civilizations and its development</p> <p>–The Constitution of the Republic of Iraq.</p>
	<b>Tasks and duties/presentation</b>	0.50 hr/2	10% (5)	1 6	<p>Sources of human rights include: –The Universal Declaration of Human Rights</p> <p>– and the two International Covenants on Economic, Social and Cultural Rights</p>
	<b>Projects/discussions</b>	0.50 hr/2	10% (5)	5 12	<p>Constitutional and judicial guarantees for human rights</p> <p>–Children's rights</p> <p>Gender equality</p>

	<b>Report</b>	0.50 hr/2	10% (5)	3 9	Elements of democracy.  Images of democracy  – Evaluating the image of democracy
<b>Summative assessment</b>	<b>a testHalf the chapter</b>	2hr	10% (10)		Tests
	<b>Final exam</b>	3hr	50% (50)		
<b>Overall assessment</b>			100% (100 Marks)		

### Delivery Plan (Weekly Syllabus)

#### Weekly theoretical curriculum

	<b>Material Covered</b>
<b>Week 1</b>	The concept of human rights and types of rights
<b>Week 2</b>	The concept of human rights in ancient civilizations and its development in Islam
<b>Week 3</b>	Sources of human rights include: the Universal Declaration of Human Rights and the two International Covenants on Economic, Social and Political Rights.
<b>Week 4</b>	Constitution of the Republic of Iraq.
<b>Week 5</b>	Constitutional and judicial guarantees for human rights, with a report on the subject.
<b>Week 6</b>	Children's rights and gender equality
<b>Week 7</b>	monthly exam
<b>Week 8</b>	The concept of democracy.
<b>Week 9</b>	Elements of democracy.
<b>Week 10</b>	Images of democracy
<b>Week 11</b>	Evaluating the images of democracy
<b>Week 12</b>	Images of democracy as practiced in Iraq.
<b>Week 13</b>	Manifestations of democracy.

<b>Week 14</b>	A comprehensive review.
<b>Week 15</b>	Midterm exam
<b>Week 16</b>	Preparatory week before the final exam

### Delivery Plan (Weekly Lab. Syllabus)

#### Weekly laboratory schedule

	covered materials
<b>Week 1</b>	
<b>Week 2</b>	
<b>Week 3</b>	
<b>Week 4</b>	
<b>Week 5</b>	
<b>Week 6</b>	
<b>Week 7</b>	

### Learning and Teaching Resources

#### Learning and teaching resources

	Text	Available in the Library?
<b>Required texts</b>	Human and Child Rights by Dr. Maher Saleh Alawi	Yes
<b>Recommended texts</b>	Website of Iraqi academic scientific journals	no
<b>Websites</b>	Reviewing scientific websites via the internet	

### Grading Scheme

#### Grade chart

Group	Grade	Appreciation	Marks %	Definition
<b>Success Group (50 - 100)</b>	<b>A –Excellent</b>	<b>privilege</b>	90 - 100	Amazing performance
	<b>B -Very Good</b>	<b>very good</b>	80 - 89	Above average with some errors

	<b>C –Good</b>	<b>Good</b>	70 - 79	Sound work with some noticeable errors
	<b>D –Satisfactory</b>	<b>middle</b>	60-69	Fair, but with major flaws
	<b>E –Sufficient</b>	<b>acceptable</b>	50-59	The work meets minimum standards.
<b>Fail Group (0 – 49)</b>	<b>FX –Fail</b>	<b>Sediment (under processing)</b>	(45-49)	More is neededFrom work, but credit was granted
	<b>F –Fail</b>	<b>Precipitate</b>	(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

## نموذج وصف المادة الدراسية

Module Information			
معلومات المادة الدراسية			
Module Title	Accounting principles		Module Delivery
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	PU1103		
ECTS Credits	6.00		
SWL (hr/sem)	150		
Module Level	1	Semester of Delivery	1
Administering Department	BSc-PA	College	Administration and economics
Module Leader	Ammar Taha Yaseen		e-mail
Module Leader's Acad. Title		Module Leader's Qualification	
Module Tutor		e-mail	
Peer Reviewer Name		e-mail	<a href="mailto:a.t.y.s@tu.edu.iq">a.t.y.s@tu.edu.iq</a>
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			
Module Objectives	1. Identify the concept and objectives of accounting. 2. Identify the accounting function and its relationship to managing the accounting unit. 3. Study and understand the nature of the accounting equation.		
أهداف المادة الدراسية			

	<p>4. Understand what is meant by recording transactions in accounting records.</p> <p>5. The student will know how to prepare a trial balance.</p> <p>6. Enabling the student to make record adjustments and correct accounting errors.</p>
<p><b>Module Learning Outcomes</b></p> <p>مخرجات التعلم للمادة الدراسية</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"> <li>1. Knowing the historical development of accounting, its concept, and the parties benefiting from it.</li> <li>2. Knowledge of accounting assumptions and principles.</li> <li>3. Know the qualitative characteristics of accounting information.</li> <li>4. Know the double entry method to record the financial transaction.</li> <li>5. Knowing the concept and steps of the accounting cycle and preparing the trial balance.</li> <li>6. Knowledge of financial and capital operations.</li> <li>7. Knowledge of accounts and financial statements.</li> </ol>
<p><b>Indicative Contents</b></p> <p>المحتويات الإرشادية</p>	<p>Instructional content includes the following.</p> <ol style="list-style-type: none"> <li>1– The first week: – The concept of accounting, the factors that contributed to its development, the entities that benefit from it, and accounting assumptions and principles, 3 hours.</li> <li>2 – The second week: – Qualitative characteristics of accounting information with a daily exam in the first semester subject for 3 hours.</li> <li>3– The third week: – Accounting operations – The accounting equation</li> <li>4– The fourth week: Explaining the double–entry method for recording financial transactions according to the equation method, 3 hours.</li> <li>5– The fifth week: Explaining the double–entry method for recording financial transactions according to the accounting method, for 3 hours.</li> <li>6– The sixth week: Conducting an exam that includes how to record accounting operations, with a 3–hour discussion circle.</li> <li>7– The seventh week:–</li> </ol>

	<p>8- The eighth week: – Getting to know the concept and steps of the accounting cycle (registration, posting, balance and preparation of the trial balance, settlement and closing entries, reports and financial statements).</p> <p>9- The ninth week: Discussing a group of accounting examples that illustrate the steps of the accounting cycle for 3 hours</p> <p>10- The tenth week: Conducting an exam that includes how to record financial transactions in accounting records according to the stages of the accounting cycle, with a 3-hour discussion circle.</p> <p>11- Week Eleven: Accounting treatments for economic operations, 3 hours</p> <p>12- Week Twelve: Accounting treatments for financing operations, 2 hours.</p> <p>13- The thirteenth week: Accounting treatments for capital operations, 3 hours.</p> <p>14- The fourteenth week: Conducting a semester exam in the subject</p> <p>15- The fifteenth week: a discussion panel detailing the theoretical material and accounting treatments.</p>
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### Learning and Teaching Strategies

#### استراتيجيات التعلم والتعليم

<b>Strategies</b>	<p>The most important strategies for learning and teaching are 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"> <li>1. It enables the student to address problems related to accounting activities</li> <li>2. It enables the student to meet all the requirements of the labor market</li> <li>3. It enables the student to make accurate and timely decisions.</li> </ol>
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### Student Workload (SWL)

الحمل الدراسي للطالب محسوب لـ ١٥ أسبوعا

<b>Structured SWL (h/sem)</b> الحمل الدراسي المنتظم للطالب خلال الفصل	63	<b>Structured SWL (h/w)</b> الحمل الدراسي المنتظم للطالب أسبوعيا	4.2
<b>Unstructured SWL (h/sem)</b> الحمل الدراسي غير المنتظم للطالب خلال الفصل	87	<b>Unstructured SWL (h/w)</b> الحمل الدراسي غير المنتظم للطالب أسبوعيا	5.8
<b>Total SWL (h/sem)</b> الحمل الدراسي الكلي للطالب خلال الفصل	150		

**Module Evaluation**

تقييم المادة الدراسية

		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
<b>Formative assessment</b>	<b>Daily exams</b>	0.25 hr/1	10% (2)	5- 10	<ul style="list-style-type: none"> <li>-The concept of accounting, assumptions and accounting principles.</li> <li>-The double-entry method of recording financial transactions.</li> <li>-Recording financial transactions in accounting records according to the stages of the accounting cycle and the subject of the discount</li> </ul>
	<b>Assignments, answers/presentation</b>	0.50 hr/2	10% (1)	1	-The nature of accounting and the qualitative characteristics of accounting information

	<b>Projects /Discussions</b>	0.50 hr/2	10% (2)	4 7	- Explaining the double entry method - Stages of the accounting cycle
	<b>Report</b>	0.50 hr/2	10% (2)	12	- Financing and investment operations.
<b>Summative assessment</b>	<b>Midterm test</b>	2hr	10% (10)		
	<b>Final exam</b>	3hr	50% (50)		
<b>Overall rating</b>			100% (100 Marks)		

### Delivery Plan (Weekly Syllabus)

#### المنهاج الاسبوعي النظري

	<b>Material Covered</b>
<b>Week 1</b>	The concept of accounting, the factors that contributed to its development, the entities that benefit from it, and accounting assumptions and principles, 3 hours.
<b>Week 2</b>	Qualitative characteristics of accounting information with a daily exam in the first semester subject for 3 hours
<b>Week 3</b>	Accounting operations – accounting equation
<b>Week 4</b>	Explaining the double-entry method for recording financial transactions according to the equation method, 3 hours
<b>Week 5</b>	Explaining the double-entry method for recording financial transactions according to the accounting method, 3 hours
<b>Week 6</b>	Conducting an exam that includes how to record accounting operations, along with a 3-hour seminar
<b>Week 7</b>	Accounting cycle – accounting documents and records. By 3 hours.
<b>Week 8</b>	Identify the concept and steps of the accounting cycle (registration, posting, balance and trial balance numbers, settlement and closing entries, reports and financial statements).
<b>Week 9</b>	Discuss a group of accounting examples that illustrate the steps of the accounting cycle for 3 hours
<b>Week 10</b>	Conducting an exam that includes how to record financial transactions in accounting records according to the stages of the accounting cycle and the topic of discounting, with a 3-hour discussion circle.
<b>Week 11</b>	Accounting treatments for economic operations, 3 hours.

<b>Week 12</b>	Accounting treatments for financing operations, 3 hours.
<b>Week 13</b>	Accounting treatments for capital operations, 3 hours.
<b>Week 14</b>	Conduct a semester exam in the subject.
<b>Week 15</b>	A panel discussion detailing the theoretical material and accounting treatments.

### Delivery Plan (Weekly Lab. Syllabus)

#### المنهاج الاسبوعي للمختبر

	المواد المغطاة
<b>Week 1</b>	
<b>Week 2</b>	
<b>Week 3</b>	
<b>Week 4</b>	
<b>Week 5</b>	
<b>Week 6</b>	
<b>Week 7</b>	

### Learning and Teaching Resources

#### مصادر التعلم والتدريس

	Text	Available in the Library?
<b>Required texts</b>	Accounting principles book Miqdad Ahmed Al-Jalili Fouad Suleiman Zako Muhammad Taher Al-Shawi	نعم
<b>Recommended texts</b>	Accounting Principles Book Project Prof. Dr. Saddam Mahmoud Muhammad Prof. Dr. Ali Ibrahim Muhammad	لا
المواقع الإلكترونية		

### Grading Scheme

## مخطط الدرجات

Group	Grade	التقدير	Marks %	Definition
<b>Success Group</b> <b>(50 - 100)</b>	<b>A – Excellent</b>	امتياز	90 - 100	Amazing performance
	<b>B - Very Good</b>	جيد جدا	80 – 89	Above average with some errors
	<b>C – Good</b>	جيد	70 – 79	Working properly, with no noticeable errors
	<b>D - Satisfactory</b>	متوسط	60 – 69	Fair but with major drawbacks
	<b>E – Sufficient</b>	مقبول	50 – 59	The work meets minimum standards
<b>Fail Group</b> <b>(0 – 49)</b>	<b>FX – Fail</b>	راسب (قيد المعالجة)	(45-49)	More work required but credit given
	<b>F – Fail</b>	راسب	(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 (eg 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' and therefore the only adjustment to marks awarded by the original mark(s) will be the automatic rounding shown above.

# MODULE DESCRIPTION FORM

## Sample course description

Module Information			
Course Information			
Module Title	Principles of Mathematics for Administrators		Module Delivery
Module Type	B		<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	PU1104		
ECTS Credits	6		
SWL (hr/sem)	150		
Module Level	1	Semester of Delivery	
Administering Department	Public administration	College	Administration and economics
Module Leader	Aasha Abdulkhleq Ismael	e-mail	<a href="mailto:Aasha.a.alkalek@tu.edu.iq">Aasha.a.alkalek@tu.edu.iq</a>
Module Leader's Acad. Title	Assistant prof	Module Leader's Qualification	
Module Tutor		e-mail	
Peer Reviewer Name	Scientific Committee	e-mail	E-mail
Date of approval of the Scientific Committee	1/9/2025	Version Number	1
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	1. Essential facts, concepts, principles, and theories of mathematics. 2. Understanding the constraints that managers face in making sound decisions, using mathematical models to achieve this.		
Module Learning Outcomes Learning Outcomes for the Course	Important: Write at least 6 learning outcomes, preferably equal to the number of study weeks: 1. Understanding the basic concepts of mathematical principles and their relationship to other sciences 2. Understanding basic concepts of sets 3. Understanding algebraic operations on sets 4. The concept of a function and its graph 5. The concept of inequalities 6. Understanding what a linear equation is 7. Understanding methods for solving integrals		
Indicative Contents	1- Week 1: Chapter 1 – Definition and basic concepts of sets, algebraic operations on sets (3 hours)		

<p><b>How-to Contents</b></p>	<p>2- Week 2: Venn diagrams, ordered pairs, applied examples in management (3 hours)</p> <p>3- Week 3: General exercises, applied exercises in management (3 hours)</p> <p>4- Week 4: Chapter 2 – The concept of a function, function diagrams, types of functions (3 hours)</p> <p>5- Week 5: Applied examples of functions and their types in management, general exercises on functions and their types (3 hours)</p> <p>6- Week 6: Chapter 3: Compound inequalities, conjunctions (and) and (or) (3 hours)</p> <p>7- Week 7: Applied examples of inequalities and their types in management, general exercises on inequalities and their types (3 hours)</p> <p>8- Week 8: Chapter 4: Linear equations, the concept of linear equations in management (3 hours)</p> <p>9-Week 9: Methods of Solving Linear Equations; General Examples of Linear Equations; General Examples in Management (3 hours)</p> <p>Week 10: Chapter 5: Integration; The Concept of Integration; Basic Integration Formulas; General Examples; Applied Examples in Management (3 hours)</p> <p>Week 11: Definite Integration; General Examples of Definite Integration; Applied Examples of Definite Integration in Management; General Exercises (3 hours)</p> <p>Week 12: Midterm Exam (for Chapters 1, 2, 3, 4, and 5)</p> <p>Week 13: Chapter 6: Multivariable Functions; The Concept of Multivariable Functions in Management; Applied Examples (3 hours)</p> <p>Week 14: Chapter 7: Purpose and Continuity, General Exercises on Purpose and Continuity, General Examples in Management (3 hours)</p> <p>Week 15: Midterm Exam</p>
<p><b>Learning and Teaching Strategies</b> <b>Learning and Teaching Strategies</b></p>	
<p><b>Strategies</b></p>	<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 interactive classrooms and 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"> <li>1. Enabling students to address problems related to administrative activities.</li> <li>2. Enabling students to meet all the demands of the job market.</li> <li>3. Enabling students to make accurate and timely decisions.</li> </ol>

4. Developing students' ability to apply theoretical concepts to practical situations in various organizations.

### Student Workload (SWL)

**The student's academic load is calculated for 15 weeks**

<b>Structured SWL (h/sem)</b> <b>Student's regular academic load during the semester</b>	63	<b>Structured SWL (h/w)</b> <b>Regular Academic Load of the Student Weekly</b>	4.2
<b>Unstructured SWL (h/sem)</b> <b>Student's irregular academic load during class</b>	87	<b>Unstructured SWL (h/w)</b> <b>Student's irregular academic load per week</b>	5.8
<b>Total SWL (h/sem)</b> <b>The student's total academic load during the semester</b>	<b>150</b>		

### Module Evaluation

**Assessment of the course**

		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
<b>Formative assessment</b>	<b>Daily exams</b>	1hr/2	10% (5)	3	<ul style="list-style-type: none"> <li>- Definition and basic concepts of sets, algebraic operations on sets, Venn diagrams</li> <li>- Ordered pairs, practical examples in management</li> <li>- The concept of a function, function diagrams, types of functions, general exercises on functions and their types</li> <li>- Practical examples of functions and their types in management</li> </ul>
	<b>Missions and Answers</b>	1hr/5	10% (2)	6	<ul style="list-style-type: none"> <li>- Compound inequalities, conjunctions (and) and (or)</li> <li>- Practical examples of inequalities and their types in the field of management</li> </ul>
	<b>Projects/ Laboratory</b>	1hr/2	10% (5)	13	<ul style="list-style-type: none"> <li>- Multivariable functions: The concept of multivariable</li> </ul>

					functions in management and practical examples  - Integration: The concept of integration and basic integration formulas
	<b>The Report</b>	1hr	10% (10)	14	- Linear equations: The concept of linear equations  - The concept of limit and continuity
<b>Summative assessment</b>	<b>Midterm Exam</b>	2hr	10% (10)	11	(For the materials of the first, second, third, fourth and fifth semesters)
	<b>Final Exam</b>	3hr	50% (50)	15	
<b>Overall Rating</b>			100% (100 Marks)		

**Delivery Plan (Weekly Syllabus)**  
**Theoretical Weekly Curriculum**

	<b>Material Covered</b>
<b>Week 1</b>	<b>Definition and basic concepts of sets, algebraic operations on sets</b>
<b>Week 2</b>	<b>Ordered pairs, applied examples in management, general exercises, applied exercises in management</b>
<b>Week 3</b>	<b>The concept of a function, function graph, types of functions, general exercises on functions and their types</b>
<b>Week 4</b>	<b>limits and continuity, general exercises on limits and continuity</b>
<b>Week 5</b>	<b>Differential calculus, the concept of the derivative, derivative</b>
<b>Week 6</b>	<b>Uses of the derivative in management, applied examples of the derivative in management, applied exercises on the derivative</b>
<b>Week 7</b>	<b>Curve analysis, increasing and decreasing functions Linear equations, the concept of linear equations in management</b>
<b>Week 8</b>	<b>methods of solving algebraic equations, general examples of linear equations</b>
<b>Week 9</b>	<b>Integration, the concept of integration, basic formulas of integration, general examples, applied examples in management</b>
<b>Week 10</b>	<b>Definite integrals, general examples of definite integrals, applied examples of definite integrals in management</b>
<b>Week 11</b>	<b>Midterm exam:</b>
<b>Week 12</b>	<b>Vectors and Matrices The Concept of Vectors Algebraic Operations on Vectors General Examples</b>
<b>Week 13</b>	<b>Concavity and Convexity and Inflection Points</b>
<b>Week 14</b>	<b>General Examples, Applied Examples in Management</b>
<b>Week 15</b>	<b>Midterm Exam</b>

Week 16	<b>Preparatory Week Before the Final Exam</b>	
<b>Delivery Plan (Weekly Lab. Syllabus)</b> <b>Weekly Laboratory Curriculum</b>		
	<b>Covered Materials</b>	
Week 1		
Week 2		
Week 3		
Week 4		
Week 5		
Week 6		
Week 7		
<b>Learning and Teaching Resources</b> <b>Learning and Teaching Resources</b>		
	<b>Text</b>	<b>Available in the Library?</b>
<b>Required Texts</b>	Dhafer Hussein Rashid 1990 (Principles of Mathematics for Management Students)	yes
<b>Recommended Texts</b>	Rajput:R.K.:2008; Mathematics for Management : A Introduction	no
<b>Websites</b>		

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

Module Information			
Module Title	<b>Headway Plus for Pre-Intermediate</b>		Module Delivery
Module Type	S		<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	Pu1105		
ECTS Credits	2		
SWL (hr/sem)	50		
Module Level	2	Semester of Delivery	
Accounting Department	MAC	College	UOMM
Module Leader	<b>Adnsn fayhan mahmmod</b>	e-mail	<a href="mailto:adnan.afm66@tu.edu.iq">adnan.afm66@tu.edu.iq</a>
Module Leader's Acad. Title	Proff. assistant.	Module Leader's Qualification	
Module Tutor		e-mail	
Peer Reviewer Name		e-mail	
Scientific Committee Approval Date	01/9/2025	Version Number	1.0
Relation with other Modules			
Prerequisite module	No	Semester	
Co-requisites module	No	Semester	
Module Aims, Learning Outcomes and Indicative Contents			
Module Objectives	<p>.1Teach students how to ask questions and review tenses.</p> <p>.2Teach students how to distinguish between correct and incorrect words and social expressions.</p> <p>.3Teach students how to use the present tense and "have/have got".</p> <p>.4Teach students how to express things they enjoy doing and how to start a conversation.</p> <p>.5Teach students how to use the simple and past continuous tenses.</p>		

	<p>.6Teach students how to use adverbs and how to express when.</p> <p>.7Teach students how to eat, drink, and enjoy themselves.</p> <p>.8Teach students how to express quantity and how to use "something/no one".</p> <p>.9Teach students how to use articles, how to use "a piece of...", and how to order dinner.</p> <p>.10Teach students how to use verb patterns and express doubt and certainty.</p> <p>.11Teach students how to use phrasal verbs, synonyms, and antonyms.</p> <p>.12Teach students how to express doubt and certainty.</p>
<p><b>Module Learning Outcomes</b></p>	<ol style="list-style-type: none"> <li>1. The student can use different questions and tenses in everyday situations.</li> <li>2. The student can use correct and incorrect words and social expressions.</li> <li>3. The student can express themselves in the present tense and use "have/have got".</li> <li>4. The student can express things they like to do and have conversations.</li> <li>5. The student can use the simple and past continuous tenses in everyday situations.</li> <li>6. The student can use adverbs and express when.</li> <li>7. The student can talk about eating, drinking, and having fun.</li> <li>8. The student can express quantity and use "something/no one".</li> <li>9. The student can use articles and use "a piece of..." and "Can you come to dinner?"</li> <li>10. The student can identify verb patterns and express doubt and certainty.</li> <li>11. The student can use phrasal verbs, synonyms, and antonyms.</li> <li>12. The student can express doubt and certainty.</li> </ol>
<p><b>Indicative Contents</b></p>	<p>The instructional content includes the following:</p> <p>Part A - Class Lecture</p> <ul style="list-style-type: none"> <li>-1Studying tenses in English and how to ask and use questions correctly.</li> <li>-2Studying some English vocabulary related to social expressions and how to use them in conversations, in addition to spelling them correctly.</li> <li>-3Studying the present simple tense in English and its forms.</li> </ul>

	<p>-4Studying various conversations and how to express desire to do things.</p> <p>-5Studying the past simple and past continuous tenses and their different forms.</p> <p>-6Expressing oneself using adverbs. Expressing Food and Drink</p> <p>-7Studying how to express quantity, how to use articles (definite and indefinite)</p> <p>-8Studying verb patterns and phrasal verbs and how to use them</p> <p>-9Studying the future tense, how to express doubt</p> <p>-10Studying degrees of comparison and contrast, and studying synonyms and antonyms</p> <p>Part B - Tutorial</p> <p>-1Enabling the student to recognize new vocabulary and use it optimally</p> <p>-2Using conversations and direct questions and answers to enable the student to understand and comprehend, and to answer correctly in English</p> <p>-3Reading some texts to enable the student to understand and comprehend as many English vocabulary words as possible</p> <p>-4Using oral reading of texts by the student to ensure correct pronunciation of vocabulary words</p> <p>-5Using direct writing to enable the student to write correctly and fluently</p> <p>-6Enabling the student to use language skills (reading, listening, writing, speaking) skillfully through various classroom activities and integrating them into daily life</p> <p>Total hours = 60 = SSWL - (Exam hours) = 60+ 3 = 63 hr (Time table hrs x 15 weeks)</p>
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### Learning and Teaching Strategies

<b>Strategies</b>	<p>The main strategy to be followed in delivering this unit is to encourage student participation in exercises, while simultaneously refining and expanding their 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 cases.</p>
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### Student Workload (SWL)

<b>Structured SWL (h/sem)</b>	33	<b>Structured SWL (h/w)<sup>1</sup></b>	4
<b>Unstructured SWL (h/sem)</b>	17	<b>Unstructured SWL (h/w)<sup>1</sup></b>	6
<b>Total SWL (h/sem)</b>	<b>50</b>		

### Module Evaluation

		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
<b>Formative assessment</b>	<b>Quizzes</b>	3	20% (15)	4,7,10,13	LO#1, #2, #3, LO #4, #5, LO #6 #7, LO #8 #9

	<b>Online Assignments</b>	1	5% (10)	Continuous	LO #3, #4 and #6, #7
	<b>Onsite Assignments</b>	4	5% (10)	Continuous	All
	<b>Report</b>	1	5% (5)	13	LO #5, #8 and #9
	<b>Seminar</b>	1	5%(5)	2,12	LO #6, #7, #8, #9
<b>Summative assessment</b>	<b>Midterm Exam</b>	1hr	10% (10)	7	LO #1 - #7
	<b>Final Exam</b>	3hr	50% (50)	16	All
<b>Total assessment</b>			100% (100 Marks)		

### Delivery Plan (Weekly Syllabus)

	<b>Material Covered</b>
<b>Week 1</b>	Review of Tenses
<b>Week 2</b>	Correct Word, Incorrect Word, Social Expressions
<b>Week 3</b>	Present Tenses, have/have got
<b>Week 4</b>	Things I like to do, Starting a conversation
<b>Week 5</b>	Past Simple and Continuous Tenses
<b>Week 6</b>	Adverbs, Saying when
<b>Week 7</b>	Eat, drink, and enjoy!
<b>Week 8</b>	Expressing quantity, something/no one.....
<b>Week 9</b>	Articles, a piece of....., Can you come to dinner?
<b>Week 10</b>	Verb Patterns
<b>Week 11</b>	Future Forms
<b>Week 12</b>	Phrase Verbs
<b>Week 13</b>	Expressing doubt and certainty
<b>Week 14</b>	Comparison and superlative
<b>Week 15</b>	Synonyms and antonyms
<b>Week 16</b>	Final Exam

### Delivery Plan (Weekly Lab. Syllabus)

	<b>Material Covered</b>
<b>Week 1</b>	
<b>Week 2</b>	
<b>Week 3</b>	
<b>Week 4</b>	
<b>Week 5</b>	
<b>Week 6</b>	
<b>Week 7</b>	

### Learning and Teaching Resources

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

Recommended Texts		
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### Grading Scheme

مخطط الدرجات

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

## Sample course description

Module Information			
Course Information			
Module Title	Arabic Language		Module Delivery
Module Type	s		<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	Pu1106		
ECTS Credits	2		
SWL (hr/sem)	50		
Module Level	1	Semester of Delivery	
Administering Department	Public managment	College	Administration and economics
Module Leader	Ali Ghalib ali	e-mail	Add email
Module Leader's Acad. Title	assistant Professor	Module Leader's Qualification	assistant Professor
Module Tutor		e-mail	
Peer Reviewer Name		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	<ol style="list-style-type: none"> <li>1. Introduce students to the provisions of the Arabic language in accordance with their work in the field of accounting.</li> <li>2. The student should learn to write economic terms</li> <li>3. The student should learn to write economic reports correctly, arrange the font and coordinate the writing</li> <li>4. The student should learn transparency in economic transactions</li> <li>5. Develop the student's skill in using critical analysis and evaluation of information, concepts, and skills.</li> <li>6. Accuracy in the provision of financial information</li> </ol>		

	7. The student must understand that language is the basis of all sciences because it is the tool of thought
<b>Module Learning Outcomes</b>  <b>Learning Outcomes for the Course</b>	<b>Important: Write at least 6 learning outcomes, preferably equal to the number of weeks of study</b> <b>1- The Noble Qur'an (Surah Al-Kahf)</b> <b>2- Arabized and constructed in Arabic grammar</b> <b>3. Past Verb</b> <b>4. Present tense verb (expression and construction)</b> <b>5- Nominal sentence (beginner and news)</b> <b>6- Nominal sentence (missing verbs)</b> <b>7. Noun sentence (already suspicious letters)</b> <b>8- Write the number</b>
<b>Indicative Contents</b> <b>How-to Contents</b>	Identifying the correct accounting language and constructing sentences correctly Arabic is one of the subjects in which the professor needs to follow more than one teaching method in order to provide the student with the basic skills in the language, which are: writing, reading, listening, and speaking. In terms of language integrity in the first and second weeks, a passage of Surah Al-Kahf is studied and memorized, and in the remaining weeks, we deal with grammar only (the category of Ibn Malik) in grammar, we start with the actual sentence (the past participle, the present tense), then the nominal sentence (the beginner and the news, the letters that are similar to the verb, the missing verbs), then the dictation and the material is distributed over the weeks of the chapter according to the importance.

<b>Learning and Teaching Strategies</b> <b>Learning and Teaching Strategies</b>	
<b>Strategies</b>	<ul style="list-style-type: none"> <li>• <b>Theoretical Lecture on Surah Al-Kahf in the Noble Qur'an (4 Hours)</b></li> <li><b>Daily exam (hours)</b></li> <li><b>Theoretical Lecture on Past Tense (2 Hours)</b></li> <li><b>Theoretical Lecture on the Present Tense Verb (its Expression) (4 Hours)</b></li> <li><b>Theoretical Lecture on the Construction of the Present Tense Verb (1 Hour)</b></li> <li><b>Daily exam 1 hour</b></li> <li><b>Theoretical Lecture on Verb (2 Hours)</b></li> <li><b>First Month Exam ( 1 Hour )</b></li> <li><b>Theoretical Lecture on the Nominal Sentence Beginner and News (4 Hours)</b></li> <li><b>Daily exam ( 1 hour )</b></li> <li><b>Theoretical Lecture on Noun Sentence Missing Verbs (2 Hours)</b></li> </ul>

	<b>Theoretical Lecture on the Noun Sentence Already Similar Letters (1 Hour)</b> <b>Daily exam (1 hour)</b> <b>Writing the Issue ( 2 Hours )</b> <b>Drip (1 Hour)</b> <b>Second Month Exam ( 1 Hour )</b> <b>Review of Article (1 Hour) .</b>
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**Student Workload (SWL)**

**The student's academic load is calculated for 15 weeks**

<b>Structured SWL (h/sem)</b> <b>Student's regular academic load during the semester</b>	30	<b>Structured SWL (h/w)</b> <b>Regular Academic Load of the Student Weekly</b>	2
<b>Unstructured SWL (h/sem)</b> <b>Student's irregular academic load during class</b>	17	<b>Unstructured SWL (h/w)</b> <b>Student's irregular academic load per week</b>	1.3
<b>Total SWL (h/sem)</b> <b>The student's total academic load during the semester</b>	<b>50</b>		

**Module Evaluation**

**Assessment of the course**

		<b>Time/Number</b>	<b>Weight (Marks)</b>	<b>Week Due</b>	<b>Relevant Learning Outcome</b>
<b>Formative assessment</b>	<b>Daily exams</b>	1hr/4	10% (10)	2+5+7+10	1- Memorizing a passage from Surah Al-Kahf 5- Building the past participle 7. Present tense verb expression 10 Writing the Issue
	<b>Missions and Answers</b>	1hr/10	10% (10)	1+3+4+6+8 ++11+12+1 3+14	Lessons Learned from Surah Al-Kahf - Past Verb - Present Tense Verb - Constructing the present tense - Verb Command - The Beginner and the News - Already suspicious characters - Missing Verbs

					<ul style="list-style-type: none"> <li>- Write the issue</li> <li>- Drip</li> </ul>
	<b>Projects/ Laboratory</b>		10% (10)		
	<b>The Report</b>	1hr/1	10% (10)	15	
<b>Summative assessment</b>	<b>Midterm Exam</b>	2hr	10% (10)		
	<b>Final Exam</b>	3hr	50% (50)		
<b>Overall Rating</b>			100% (100 Marks)		

**Delivery Plan (Weekly Syllabus)  
Theoretical Weekly Curriculum**

	<b>Material Covered</b>
<b>Week 1</b>	Memorizing a Quranic passage from Surah Al-Kahf
<b>Week 2</b>	Lessons Learned from Surah Al-Kahf
<b>Week 3</b>	Verb Sentence (Past Participle)
<b>Week 4</b>	Verbal Sentence Present Verb (Expressive)
<b>Week 5</b>	Verb Sentence Present Verb (Construction)
<b>Week 6</b>	Verb Sentence (Commanding Verb)
<b>Week 7</b>	First month exam
<b>Week 8</b>	Nominal Sentence (Beginner and News)
<b>Week 9</b>	Nominal Sentence (Verbs for Deficiencies)
<b>Week 10</b>	Noun sentence (already similar characters)
<b>Week 11</b>	Dictation (Writing Hamza)
<b>Week 12</b>	Second Month Exam
<b>Week 13</b>	Writing the number (singular numbers)
<b>Week 14</b>	Writing the number (composite numbers)
<b>Week 15</b>	<b>Writing the number (large numbers) and dripping</b>
<b>Week 16</b>	<b>A preparatory week before the final exam</b>

**Delivery Plan (Weekly Lab. Syllabus)  
Weekly Laboratory Curriculum**

	<b>Covered Materials</b>
<b>Week 1</b>	
<b>Week 2</b>	
<b>Week 3</b>	
<b>Week 4</b>	
<b>Week 5</b>	
<b>Week 6</b>	
<b>Week 7</b>	

**Learning and Teaching Resources  
Learning and Teaching Resources**

	<b>Text</b>	<b>Available in the Library?</b>
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<b>Required Texts</b>	1- Interpretation of the Qur'an (Abdullah Shubbar) 2- The Arabic Language Book of Lalla Qassam is not specialized by (Abdullah Fader Hassan Amin)	no
<b>Recommended Texts</b>	3- The category of Ibn Malik in grammar 4- Clear Spelling Book	no
<b>Websites</b>	<a href="https://www.twinkl.com/blog/arabic-grammar-nahw-arabi-egypt-middle-east-educational-resources">https://www.twinkl.com/blog/arabic-grammar-nahw-arabi-egypt-middle-east-educational-resources</a> <a href="https://www.googleadservices.com/">https://www.googleadservices.com/</a>	

### Grading Scheme

#### Grading Chart

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

<b>Module Information</b>			
<b>Course Information</b>			
<b>Module Title</b>	Principles of Microeconomics		<b>Module Delivery</b>
<b>Module Type</b>	b		<input checked="" type="checkbox"/> Theory <input type="checkbox"/> Lecture <input type="checkbox"/> Lab <input checked="" type="checkbox"/> Tutorial <input type="checkbox"/> Practical <input type="checkbox"/> Seminar
<b>Module Code</b>	Pu1102		
<b>ECTS Credits</b>	6		
<b>SWL (hr/sem)</b>	150		
<b>Module Level</b>	1	<b>Semester of Delivery</b>	1
<b>Administering Department</b>	Public Administration	<b>College</b>	Faculty of Business and Economics
<b>Module Leader</b>	Baker hameed jasom	<b>e-mail</b>	<a href="mailto:bakir.hameed@tu.edu.iq">bakir.hameed@tu.edu.iq</a>
<b>Module Leader's Acad. Title</b>	lecturer	<b>Module Leader's Qualification</b>	PhD
<b>Module Tutor</b>			
<b>Peer Reviewer Name</b>			
<b>Date of approval of the Scientific Committee</b>	1/9/2025	<b>Version Number</b>	1.0
<b>Relation with other Modules</b>			
<b>Relationship with other subjects</b>			
<b>Prerequisite module</b>	None	<b>Semester</b>	
<b>Co-requisites module</b>	None	<b>Semester</b>	
<b>Module Aims, Learning Outcomes and Indicative Contents</b>			
<b>Course Objectives, Learning Outcomes, and Instructional Contents</b>			
<b>Module Objectives</b> <b>Course Objectives</b>	<b>Course Objectives</b>  1- Enabling the student to understand some basic economic concepts and terms  2- Enabling the student to know microeconomics and its mechanisms  3- Enabling the student to understand demand and supply, their determinants and market balances		

	<p>4- Enabling the student to distinguish between costs, revenues, types of costs and their curves.</p> <p>5. Applying what has been explained to applied exercises and explanatory graphs does not reach the students' perceptions as well as mathematical applications.</p>
<p><b>Module Learning Outcomes</b></p> <p><b>Learning Outcomes for the Course</b></p>	<ol style="list-style-type: none"> <li>1- Explanation of the concept of economics and economic terminology</li> <li>2- Giving an idea of the relationship between economics and other sciences</li> <li>3- Give students an idea of how to express economic phenomena by drawing curves and making tables</li> <li>4- Comparison of the economic systems applied in the countries of the world</li> <li>5- Clarifying the difference between micro and macroeconomics</li> <li>6- The most important theories of microeconomics, supply and demand</li> </ol>
<p><b>Indicative Contents</b></p> <p><b>How-to Contents</b></p>	<p>In the first week, clarify <b>the concept and development of economics and its relationship with other sciences</b> , in the second week clarify <b>the economic problem, its nature and characteristics, treat the economic problem in different economic systems</b>, and in the third week, <b>the theory of demand, the concept of demand, the demand table and curve, the law of demand, and its exceptions, the factors determining demand (change in the size of demand), the elasticity of demand,</b> and in the fourth week, clarify <b>Demand elasticity, definition of elasticity, types, methods of measuring it, importance of studying demand elasticity and its applications,</b> in the fifth week, <b>theories of consumer behavior - classical theory (utility theory),</b> and in the sixth week, clarifying <b>the concept of utility and the hypotheses of the theory, types and law of marginal utility accumulation, modern theory, theory of equal curves, map of equivalence, characteristics of equivalence curves,</b> and in the seventh week, giving students <b>Supply Theory – Supply Concept , Supply Table and Curve , Supply Law and its Exceptions , Factors Determining Supply , Methods of Measurement , Factors Determining Supply Elasticity , Effect of Demand and Supply Variables and Quantity of Equilibrium</b> In Week Eight <b>Production Theory – Production Concept , Production Factors 'Production Function' Types of Functions, Concept of Aggregate Output, Average Output, Marginal Output, Law of Demand Decrease, Its Concept, Production Characteristics, Economic Stage</b> and in Week Ninth Clarification <b>Costs and Revenues, Production Costs, Concept of Costs, Types of Costs, Short-Term Cost Curves, Revenue Concept and its Curves, Relationship between Costs and Revenues, and Achieving Balance in Economic Units</b> As for the Tenth to Fifteenth Week <b>Clarification, Market Concept, Market Elements, Market Types, Market Functions, Balance of the Enterprise, Full Competition and Monopoly Market</b></p>
<p><b>Learning and Teaching Strategies</b></p> <p><b>Learning and Teaching Strategies</b></p>	
<p><b>Strategies</b></p>	<ol style="list-style-type: none"> <li>1- By giving lectures in the classroom</li> <li>2- Encouraging students to think collectively through panel discussions</li> <li>3- Expand the student's thinking skills through reporting</li> </ol>

	4- Make daily quizzes 5- Preset tests 6- Teaching the student how to expand on resources and not be limited to a specific topic .
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**Student Workload (SWL)**  
**The student's academic load is calculated for 15 weeks**

<b>Structured SWL (h/sem)</b> <b>Student's regular academic load during the semester</b>	90	<b>Structured SWL (h/w)</b> <b>Regular Academic Load of the Student Weekly</b>	6
<b>Unstructured SWL (h/sem)</b> <b>Student's irregular academic load during class</b>	107	<b>Unstructured SWL (h/w)</b> <b>Student's irregular academic load per week</b>	7.13
<b>Total SWL (h/sem)</b> <b>The student's total academic load during the semester</b>	<b>200</b>		

**Module Evaluation**  
**Assessment of the course**

		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
<b>Formative assessment</b>	<b>Daily exams</b>	1hr/ 2	10% (5)	3-7	Chapter Three and Seven
	<b>Tasks Duties</b>	1hr/ 1	10% (10)	5	Chapter Five
	<b>Discussions</b>	1hr/ 5	10% (2)	4-6-9-10-11	Fourth and fifth
	<b>The Report</b>	1 1hr/ 1	10% (10)	15	All Seasons
<b>Summative assessment</b>	<b>Midterm Exam</b>	2/hr	10% (10)	10	Chapters I, II, III, IV, V, VI, VIII and VIII
	<b>Final Exam</b>	3/hr	50% (50)	15	Chapters One, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Thirteenth, Fourteenth and Fifteenth
<b>Overall Rating</b>			100% (100 Marks)		

**Delivery Plan (Weekly Syllabus)**  
**Theoretical Weekly Curriculum**

	<b>Material Covered</b>
Week 1	<b>The Concept and Development of Economics and its Relationship to Other Sciences</b>
Week 2	<b>The economic problem, its nature, characteristics and characteristics</b>
Week 3	<b>Addressing the economic problem in different economic systems</b>
Week 4	<b>Demand Theory Demand Concept , Demand Table and Curve</b>
Week 5	<b>, the law of the request, and its exceptions The determinants of the request (change in the size of the order) The flexibility of the request</b>
Week 6	<b>Demand Flexibility, Definition of Flexibility, Types, Methods of Measuring</b>
Week 7	<b>, the importance of studying demand flexibility and its applications</b>
Week 8	<b>Theories of Consumer Behavior - Classical Theory (Utility)</b>
Week 9	<b>The concept of utility and the assumptions of the theory, the types and law of marginal benefit accumulation,</b>
Week 10	<b>Modern Theory of Equation Curves Theory , Map of Equation , Properties of Equation Curves</b>
Week 11	<b>Supply Theory – Concept of Supply , Table and Curve of Supply , Law of Supply and its Exceptions , Determinants of Supply , Methods of Measurement , Determinants of Elasticity , Effect of Demand and Supply Variables and Quantity of Equilibrium</b>
Week 12	<b>Production Theory - Production Concept, Production Factors' Production Function, Types of Functions, Concept of Aggregate Output, Medium Output, Marginal Output, Law of Diminishing Demand, Its Concept, Characteristics of Production, Economic Stage</b>
Week 13	<b>Costs and Revenues, Production Costs, Cost Concept, Cost Types, Short-Run Cost Curves, Revenue Concept and its Curves, Relationship between Costs and Revenues, and Achieving Balance in Economic Units</b>
Week 14	<b>Market Concept, Types of Markets, Functions of Markets,</b>
Week 15	<b>The balance of the enterprise in the market of full competition and the monopoly market</b>
Week 16	<b>A preparatory week before the final exam</b>
<b>Delivery Plan (Weekly Lab. Syllabus)</b>	
<b>Weekly Laboratory Curriculum</b>	
	<b>Covered Materials</b>
Week 1	None
Week 2	None
Week 3	None

<b>Week 4</b>	None
<b>Week 5</b>	None
<b>Week 6</b>	None
<b>Week 7</b>	None

### Learning and Teaching Resources

### Learning and Teaching Resources

	Text	Available in the Library?
<b>Required Texts</b>	Principles of Economics / Dr. Karim Mahdi Al-Hasnawi Principles of Microeconomics / Dr. Mahmoud Dagher Microeconomics / Dr. Tariq Al-Okili	yes
<b>Recommended Texts</b>		no
<b>Websites</b>		

### Grading Scheme

### Grading Chart

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

**Tikrit University**

**College of Administration and Economics**

**Department of Public Administration**

**Academic Description / Second Stage**

# MODULE DESCRIPTION FORM

## نموذج وصف المادة الدراسية

Module Information			
Module Title	Excel		Module Delivery
Module Type	S		<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	Pu2204		
ECTS Credits	4		
SWL (hr/sem)	100		
Module Level	1	Semester of Delivery	
Administering Department	General Administration	College	College of Management and Economics
Module Leader	Ali Muhammad Huwaid	e-mail	Cade.2021.45@tu.edu.iq
Module Leader's Acad. Title	Teacher	Module Leader's Qualification	Master's
Module Tutor	Gaeth daham ali	e-mail	E-mail dgaeeth@gmail.com
Peer Reviewer Name	Name	e-mail	E-mail
تاريخ موافقة اللجنة العلمية	2025/9/1	Version Number	0.2
Relation with other Modules			
Prerequisite module	None	Semester	
Co-requisites module	None	Semester	
Module Aims, Learning Outcomes and Indicative Contents			
Module Objectives	<p><b>Course Objectives</b></p> <ul style="list-style-type: none"> <li>•To familiarize students with the concept and functions of Microsoft Excel</li> <li>•The benefits of Microsoft Excel</li> <li>•The advantages of Microsoft Excel</li> <li>•Excel functions</li> <li>•Statistical functions</li> <li>•Rules for writing functions</li> </ul> <p><b>Applications for calculating salaries and wages for company employees</b></p>		
Module Learning Outcomes	<p>To develop leading personnel in public sector institutions</p> <p>To disseminate knowledge within government institutions to meet societal aspirations</p> <p>To enable graduates to develop their administrative and cognitive skills and achieve leadership in government institutions</p>		

	<p>To cultivate and support creativity, innovation, and leadership</p> <ul style="list-style-type: none"> <li>•To create an open environment for cultural and intellectual exchange</li> </ul>
<p><b>Indicative Contents</b></p>	<p>In the first week, the concept of Excel, its importance and objectives are explained. In the second and third weeks, the concept of functions and how they work is explained. In the fourth week, the rules for writing statistical functions are explained. In the fifth and sixth weeks, the Poisson function, the skewness and kurtosis functions are explained. In the seventh to the tenth week, the correlation coefficient function is explained. In the eleventh and twelfth weeks, the concepts of the highest value and lowest value functions, the arithmetic mean function, and the standard deviation are explained. As for the thirteenth week, in the fourth week, there is an introduction to charts, their .types, and how to create charts</p>

### Learning and Teaching Strategies

#### استراتيجيات التعلم والتعليم

<p><b>Strategies</b></p>	<ul style="list-style-type: none"> <li>• 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. Collaborative Learning: Encouraging students to work together in small groups to solve problems related to their studies and share ideas, thus promoting interaction and knowledge exchange. Technology: Leveraging technology to provide interactive learning tools, such as computer programs and online resources, to enhance student understanding and motivation.</li> <li>• Problem-Based Learning: Presenting specific problems and stimulating students to think critically and use managerial skills to solve them.</li> <li>• Multiple Teaching Strategies: Providing a variety of teaching strategies, such as interactive lectures, practical lessons, and exercises, to meet the diverse needs of students.</li> <li>• Promoting Managerial Thinking: Encouraging students to develop managerial thinking skills, such as analysis, planning, and deduction, through stimulating questions and applied problems.</li> </ul>
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### Student Workload (SWL)

الحمل الدراسي للطالب محسوب لـ ١٥ أسبوعاً

<b>Structured SWL (h/sem)</b>	90	<b>Structured SWL (h/w)<sup>1</sup></b>	6
<b>Unstructured SWL (h/sem)</b>	132	<b>Unstructured SWL (h/w)</b>	8.8
<b>Total SWL (h/sem)</b>	<b>225</b>		

**Module Evaluation**

تقييم المادة الدراسية

		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
<b>Formative assessment</b>	Daily quizzes	1hr/ 2	10% (5)	3-7	Chapters 3 and 7
	Assignments	1hr/ 1	10% (10)	5	Chapter 5
	Discussions	1hr/ 5	10% (2)	4-6-9-10-11	Chapters 4 and 5
	Reports	11hr/ 1	10% (10)	15	All Chapters
<b>Summative assessment</b>	Midterm exam	2/hr	10% (10)	10	Chapters 1, 2, 3, 4, 5, 6, 7, and 8
	Final exam	3/hr	50% (50)	15	Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, and 15
			100% (100 Marks)		

**Delivery Plan (Weekly Syllabus)**

	Material Covered
<b>Week 1</b>	Rules for Writing Functions
<b>Week 2</b>	Square Root Function with Ratio
<b>Week 3</b>	Rules for Writing Functions
<b>Week 4</b>	Using the If Conditional Statement
<b>Week 5</b>	Rules for Writing Statistical Functions
<b>Week 6</b>	Finding the Average Deviation of Values
<b>Week 7</b>	Determining the Largest and Smallest Values
<b>Week 8</b>	Using the Mode Function
<b>Week 9</b>	First Monthly Exam
<b>Week 10</b>	Pitt and Skew Functions
<b>Week 11</b>	Exponential and Beta Distributions
<b>Week 12</b>	Poisson Distribution
<b>Week 13</b>	Introduction to Charts, Their Types, and How to Create Charts
<b>Week 14</b>	Changing the Chart Position
<b>Week 15</b>	Review of the Material
<b>Week 16</b>	Second Monthly Exam

## Delivery Plan (Weekly Lab. Syllabus)

<b>Week 1</b>	max ,min
<b>Week 2</b>	Average,sqort,stdeva
<b>Week 3</b>	Poasson
<b>Week 4</b>	Corrle ,skew
<b>Week 5</b>	Kort
<b>Week 6</b>	If
<b>Week 7</b>	And ,or

## Learning and Teaching Resources

مصادر التعلم والتدريس

	Text	Available in the Library?
Required texts	Methodological vocabulary approved by the Ministry of Higher Education and Scientific Research (Sectoral Committee)	نعم
Recommended texts		لا
Websites		

## Grading Scheme

مخطط الدرجات

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

# Sample course description

Module Information Course Information			
<b>Module Title</b>	Arabic Language Arabic Language	<b>Module Delivery</b>	
<b>Module Type</b>	S	<input type="checkbox"/> Theory <input type="checkbox"/> Lecture <input type="checkbox"/> Lab <input type="checkbox"/> Tutorial <input type="checkbox"/> Practical <input type="checkbox"/> Seminar	
<b>Module Code</b>	Pu2206		
<b>ECTS Credits</b>	2		
<b>SWL (hr/sem)</b>	50		
<b>Module Level</b>	1	<b>Semester of Delivery</b>	1
<b>Administering Department</b>	General management	<b>College</b>	Administration and economics
<b>Module Leader</b>	Wissam Mustafa Hassan	<b>e-mail</b>	<a href="mailto:wissam.mustafa93@tu.edu.iq">wissam.mustafa93@tu.edu.iq</a>
<b>Module Leader's Acad. Title</b>	Assistant Lecturer	<b>Module Leader's Qualification</b>	Master
<b>Module Tutor</b>		<b>e-mail</b>	
<b>Peer Reviewer Name</b>		<b>e-mail</b>	
<b>Date of approval of the Scientific Committee</b>	1/9/2025	<b>Version Number</b>	1.0
Relation with other Modules Relationship with other subjects			
<b>Prerequisite module</b>	None	<b>Semester</b>	
<b>Co-requisites module</b>	None	<b>Semester</b>	
Module Aims, Learning Outcomes and Indicative Contents Course Objectives, Learning Outcomes, and Instructional Contents			
<b>Module Objectives Course Objectives</b>	<ul style="list-style-type: none"> <li>Identify the most important mistakes that occur during writing among first-stage students.</li> <li>Students interact with the material during the lecture.</li> <li>Employing the language and enabling the student to solve the most important problems he faces in his academic and work life.</li> <li>Developing the mind and making it aware of the meaning of words in a way.</li> <li>Familiarity with the most important syntactic rules that enable him to practice his professional and work life</li> </ul> <p>Focusing on building a cultural and practical personality that enables him to manage the work in the absence of the responsible element.</p>		
<b>Module Learning Outcomes</b>	1- The Noble Qur'an (Surah Al-Isra' and Yusuf) 2- Arabized and constructed in Arabic grammar		

<b>Learning Outcomes for the Course</b>	3. Past Verb 4. Present tense verb (expression and construction) 5- Nominal sentence (beginner and news) 6- Nominal sentence (missing verbs) 7. Noun sentence (already suspicious letters) 8- Write the number				
<b>Indicative Contents How-to Contents</b>	Identifying the correct accounting language and constructing sentences correctly Arabic is one of the subjects in which the professor needs to follow more than one teaching method in order to provide the student with the basic skills in the language, which are: writing, reading, listening, and speaking. In terms of language integrity in the first and second weeks, a passage of Surah Al-Kahf is studied and memorized, and in the remaining weeks, we deal with grammar only (Al-Fifih Ibn Malik) in grammar, we start with the actual sentence (past participle, present tense), then the nominal sentence (the beginner and the news, the letters that are similar to the verb, the missing verbs), then the dictation and the material is distributed over the weeks of the chapter according to the importance:				
<b>Learning and Teaching Strategies</b> <b>Learning and Teaching Strategies</b>					
<b>Strategies</b>	The main objective adopted in the delivery of this module is to encourage students' participation in exercises, while at the same time improving and expanding their critical thinking skills. This will be achieved through interactive classrooms and tutorials and by looking at the types of simple experiments that involve taking some sampling activities that are of interest to students.				
<b>Student Workload (SWL)</b> <b>The student's academic load is calculated for 15 weeks</b>					
<b>Structured SWL (h/sem)</b> <b>Student's regular academic load during the semester</b>	30	<b>Structured SWL (h/w)</b> <b>Regular Academic Load of the Student Weekly</b>	2		
<b>Unstructured SWL (h/sem)</b> <b>Student's irregular academic load during class</b>	17	<b>Unstructured SWL (h/w)</b> <b>Student's irregular academic load per week</b>	1.13		
<b>Total SWL (h/sem)</b> <b>The student's total academic load during the semester</b>	<b>50</b>				
<b>Module Evaluation</b> <b>Assessment of the course</b>					
		<b>Time/Number</b>	<b>Weight (Marks)</b>	<b>Week Due</b>	<b>Relevant Learning Outcome</b>
<b>Formative assessment</b>	<b>Daily exams</b>	1hr/4	10% (10)	2+5+7+10	1- Memorizing a passage from Surah Al-Isra' and Yusuf 5. Past Verb Construction

					7. Present tense verb expression 10 Writing the Issue
	<b>Tasks Duties</b>	1hr/10	10% (10)	1+3+4+6+8 ++11+12+1 3+14	<ul style="list-style-type: none"> <li>Lessons learned from Surat Al-Isra' and Yusuf</li> <li>- Past Verb</li> <li>- Present Tense Verb</li> <li>- Constructing the present tense</li> <li>- Verb Command</li> <li>- The Beginner and the News</li> <li>- Already suspicious characters</li> <li>- Missing Verbs</li> <li>- Write the issue</li> <li>- Drip</li> </ul>
	<b>Projects/ Laboratory</b>		10% (10)		
	<b>The Report</b>	1hr/1	10% (10)	15	
<b>Summative assessment</b>	<b>Midterm Exam</b>	2hr	10% (10)		
	<b>Final Exam</b>	3hr	50% (50)		
<b>Overall Rating</b>			100% (100 Marks)		

### Delivery Plan (Weekly Syllabus) Theoretical Weekly Curriculum

Week	Material Covered
Week 1	The Noble Qur'an
Week 2	Hadith of the Prophet
Week 3	Arabic Literature
Week 4	Arabic Grammar / Present Tense Verb Monument
Week 5	Affirmation of the present tense verb
Week 6	Names Raised
Week 7	Names
Week 8	Test
Week 9	Name Threads
Week 10	Write the issue
Week 11	Test
Week 12	Dhaad and Dhaa
Week 13	Arabic Dictionaries
Week 14	Dictionaries of words and semantics
Week 15	Common language mistakes
Week 16	<b>Morphology/ in terms of reminding, feminization, abstraction, addition, individuality, Deuteronomy, and plural</b>

**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?
<b>Required Texts</b>	1- Interpretation of the Qur'an (Abdullah Shubbar) 2- The Arabic Language Book of Lalla Qassam is not specialized by (Abdullah Fader Hassan Amin)	No
<b>Recommended Texts</b>	3- The category of Ibn Malik in grammar 4- Clear Spelling Book	No
<b>Websites</b>	<a href="https://www.twinkl.com/blog/arabic-grammar-nahw-arabi-egypt-middle-east-educational-resources">https://www.twinkl.com/blog/arabic-grammar-nahw-arabi-egypt-middle-east-educational-resources</a> <a href="https://www.googleadservices.com/">https://www.googleadservices.com/</a>	

**Grading Scheme**

**Grading Chart**

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

## Sample course description

Module Information			
Course Information			
<b>Module Title</b>	Inventory Materials Management		<b>Module Delivery</b>
<b>Module Type</b>	B		<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
<b>Module Code</b>	PU2403		
<b>ECTS Credits</b>	7		
<b>SWL (hr/sem)</b>	175		
<b>Module Level</b>	2	<b>Semester of Delivery</b>	
<b>Administering Department</b>	public administration	<b>College</b>	Administration and economic
<b>Module Leader</b>	Hadher Sabah Shair	<b>e-mail</b>	hsthers@tu.edu.iq
<b>Module Leader's Acad. Title</b>	Assistant prof.	<b>Module Leader's Qualification</b>	
<b>Module Tutor</b>	Ahmed Abdulrahman Mahdi	<b>e-mail</b>	ahmed.abd.mahdi@tu.edu.iq
<b>Peer Reviewer Name</b>	Scientific Committee	<b>e-mail</b>	E-mail
<b>Date of approval of the Scientific Committee</b>	1/9/2025	<b>Version Number</b>	0.2
Relation with other Modules			
Relationship with other subjects			
<b>Prerequisite module</b>	None	<b>Semester</b>	
<b>Co-requisites module</b>	None	<b>Semester</b>	
Module Aims, Learning Outcomes and Indicative Contents			
Course Objectives, Learning Outcomes, and Instructional Contents			
<b>Module Objectives</b> <b>Course Objectives</b>	<ol style="list-style-type: none"> <li>To introduce students to the concept of Inventory Management and its importance in supporting administrative activities and ensuring efficient use of organizational resources.</li> <li>To enable students to plan material requirements and determine appropriate inventory levels using scientific techniques such as Economic Order Quantity and reorder point analysis.</li> <li>To develop students' ability to manage purchasing, receiving, storage, issuance, and control procedures to ensure operational continuity and reduce waste and damage.</li> <li>To equip students with the skills to analyze inventory costs and make decisions that balance ordering costs and holding costs.</li> <li>To enhance students' understanding of the role of information systems and modern technologies in inventory tracking, reporting, and effective managerial decision-making.</li> </ol>		
<b>Module Learning</b>	1 Explain the fundamental concepts, objectives, and functions of Inventory		

<p><b>Outcomes</b></p> <p><b>Learning Outcomes for the Course</b></p>	<p>Management and their role in organizational efficiency.</p> <p>2 Classify different types of inventories and identify the factors that influence inventory decisions in public and private organizations.</p> <p>3 Calculate the Economic Order Quantity, reorder point, and safety stock using quantitative methods.</p> <p>4 Analyze inventory-related costs, including ordering, holding, and shortage costs, to support cost-effective decision-making.</p> <p>5 Apply purchasing, receiving, storage, and issuance procedures in accordance with sound internal control principles.</p> <p>6 Use inventory records and information systems to monitor stock levels and prepare inventory reports.</p> <p>7 Evaluate inventory control techniques such as ABC analysis and Just-in-Time to improve operational performance.</p> <p>8 Develop practical solutions to inventory management problems through case studies and real-world applications.</p>
<p><b>Indicative Contents</b></p> <p><b>How-to Contents</b></p>	<p>Chapter 1: Introduction to Inventory Management</p> <p>Concept and importance of Inventory Management.</p> <p>Objectives of inventory management.</p> <p>Functions of materials management in organizations.</p> <p>Relationship between inventory management and other departments.</p> <p>Contemporary challenges in inventory management.</p> <p>Chapter 2: Materials Classification and Types of Inventory</p> <p>Concept of materials and supplies.</p> <p>Types of inventory (raw materials, work in process, finished goods, and auxiliary materials).</p> <p>Bases for materials classification.</p> <p>Factors affecting inventory levels.</p> <p>ABC Analysis.</p> <p>Chapter 3: Materials Requirements Planning and Demand Forecasting</p> <p>Forecasting material requirements.</p> <p>Demand estimation methods.</p> <p>Determining inventory levels.</p> <p>Safety stock.</p> <p>Reorder point.</p> <p>Chapter 4: Economic Order Quantity</p> <p>Concept of Economic Order Quantity.</p> <p>Assumptions of the EOQ model.</p> <p>Derivation of the model.</p> <p>Practical applications and exercises.</p> <p>Limitations and practical issues.</p> <p>Chapter 5: Purchasing and Procurement</p> <p>Concept of purchasing management.</p> <p>Steps in the purchasing cycle.</p> <p>Supplier selection and evaluation.</p> <p>Purchase orders and contracts.</p> <p>Ethics, transparency, and accountability in procurement.</p> <p>Chapter 6: Receiving, Storage, and Issuance</p> <p>Receiving and inspection procedures.</p>

	<p>Warehouse layout and material arrangement methods.</p> <p>Principles of proper storage.</p> <p>Materials issuance procedures.</p> <p>Control over material movement.</p> <p>Chapter 7: Inventory Control Systems</p> <p>Inventory records and stock cards.</p> <p>Periodic and perpetual inventory systems.</p> <p>Handling inventory discrepancies and obsolete items.</p> <p>Just-in-Time system.</p> <p>Computerized inventory control.</p> <p>Chapter 8: Analysis and Practical Applications</p> <p>Inventory cost analysis.</p> <p>Inventory performance indicators.</p> <p>Case studies and practical applications.</p> <p>Using Microsoft Excel for quantitative analysis.</p> <p>Modern trends in materials and inventory management.</p>
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<p><b>Learning and Teaching Strategies</b></p> <p><b>Learning and Teaching Strategies</b></p>
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<p><b>Strategies</b></p>	<p><b>Interactive Lectures</b> Presenting key concepts and theories while engaging students through questions and discussion.</p> <p><b>Group Discussions</b> Encouraging students to analyze inventory and procurement issues and exchange ideas.</p> <p><b>Problem-Solving Exercises</b> Practicing calculations such as the Economic Order Quantity, reorder point, and safety stock.</p> <p><b>Case Studies</b> Analyzing real-world situations related to inventory management and procurement.</p> <p><b>Collaborative Learning</b> Assigning students to small groups to complete joint tasks and reports.</p> <p><b>Student Presentations</b> Having students present topics such as ABC Analysis and Just-in-Time.</p> <p><b>Computer-Based Applications</b> Using Microsoft Excel for quantitative analysis and inventory calculations.</p> <p><b>Brainstorming</b> Generating practical solutions to inventory shortages, excess stock, and waste.</p> <p><b>Problem-Based Learning</b> Solving practical inventory management problems using analytical methods.</p> <p><b>Self-Directed Learning</b> Assigning readings and short reports to strengthen understanding of modern inventory management practices.</p>
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<p><b>Student Workload (SWL)</b></p> <p><b>The student's academic load is calculated for 15 weeks</b></p>
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<p><b>Structured SWL (h/sem)</b></p> <p><b>Student's regular academic load</b></p>	<p>63</p>	<p><b>Structured SWL (h/w)</b></p> <p><b>Regular Academic Load of the Student</b></p>	<p>4</p>
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during the semester		Weekly	
Unstructured SWL (h/sem) Student's irregular academic load during class	112	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	175		

**Module Evaluation  
Assessment of the course**

		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Daily exams	1hr/2	10% (5)	5,10	
	Missions and Answers	1hr/5	10% (2)	3,6,9,12,15	
	Projects/ Laboratory	1hr/2	10% (5)	8,14	
	The Report	1hr	10% (10)	15	
Summative assessment	Midterm Exam	2hr	10% (10)	7	
	Final Exam	3hr	50% (50)	16	
Overall Rating			100% (100 Marks)		

**Delivery Plan (Weekly Syllabus)  
Theoretical Weekly Curriculum**

	Material Covered
Week 1	Concept, Importance, Objectives, and Functions of Inventory Management
Week 2	The Role of Materials Management in the Organization and Its Relationship with Production, Purchasing, Finance, and Marketing
Week 3	Types of Inventory and Materials Classification Methods, Including ABC Analysis
Week 4	Factors Affecting Inventory Levels and Problems of Overstocking and Stockouts
Week 5	Demand Forecasting and Materials Requirements Planning
Week 6	Determining Inventory Levels: Minimum Level, Maximum Level, and Safety Stock
Week 7	Reorder Point and Practical Applications
Week 8	The Concept of Economic Order Quantity and the Assumptions of the Model
Week 9	Applications of Economic Order Quantity and Analysis of Ordering and Holding Costs
Week 10	Purchasing Management: Purchasing Cycle, Supplier Selection, and Purchase Orders
Week 11	Receiving, Inspection, Storage, and Issuance Procedures
Week 12	Inventory Control Systems: Periodic Inventory and Perpetual Inventory Systems
Week 13	Using Information Systems and Microsoft Excel in Inventory Management
Week 14	Modern Inventory Management Techniques, Including Just-in-Time, and Performance Analysis
Week 15	Comprehensive Review and Discussion of Case Studies and Final Exercises
Week 16	Examination

**Delivery Plan (Weekly Lab. Syllabus)  
Weekly Laboratory Curriculum**

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

Module Information					
Module Title	<b>Headway Plus for Pre-Intermediate</b>			Module Delivery	
Module Type	S			<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	Pu2205				
ECTS Credits	2				
SWL (hr/sem)	50				
Module Level	2		Semester of Delivery		3
Accounting Department	MAC		College	UOMM	
Module Leader	<b>Adnsn fayhan mahmmod</b>		e-mail	<a href="mailto:adnan.afm66@tu.edu.iq">adnan.afm66@tu.edu.iq</a>	
Module Leader's Acad. Title	Proff. assistant.		Module Leader's Qualification		
Module Tutor			e-mail		
Peer Reviewer Name			e-mail		
Scientific Committee Approval Date	01/9/2025		Version Number	1.0	
Relation with other Modules					
Prerequisite module	No			Semester	
Co-requisites module	No			Semester	
Module Aims, Learning Outcomes and Indicative Contents					
<b>Module Objectives</b>	<p>.1Teach students how to ask questions and review tenses.</p> <p>.2Teach students how to distinguish between correct and incorrect words and social expressions.</p> <p>.3Teach students how to use the present tense and "have/have got".</p> <p>.4Teach students how to express things they enjoy doing and how to start a conversation.</p> <p>.5Teach students how to use the simple and past continuous tenses.</p> <p>.6Teach students how to use adverbs and how to express when.</p> <p>.7Teach students how to eat, drink, and enjoy themselves.</p> <p>.8Teach students how to express quantity and how to use "something/no one".</p>				

	<p>.9Teach students how to use articles, how to use "a piece of...", and how to order dinner.</p> <p>.10Teach students how to use verb patterns and express doubt and certainty.</p> <p>.11Teach students how to use phrasal verbs, synonyms, and antonyms.</p> <p>.12Teach students how to express doubt and certainty.</p>
<p><b>Module Learning Outcomes</b></p>	<ol style="list-style-type: none"> <li>1. The student can use different questions and tenses in everyday situations.</li> <li>2. The student can use correct and incorrect words and social expressions.</li> <li>3. The student can express themselves in the present tense and use "have/have got".</li> <li>4. The student can express things they like to do and have conversations.</li> <li>5. The student can use the simple and past continuous tenses in everyday situations.</li> <li>6. The student can use adverbs and express when.</li> <li>7. The student can talk about eating, drinking, and having fun.</li> <li>8. The student can express quantity and use "something/no one".</li> <li>9. The student can use articles and use "a piece of..." and "Can you come to dinner?"</li> <li>10. The student can identify verb patterns and express doubt and certainty.</li> <li>11. The student can use phrasal verbs, synonyms, and antonyms.</li> <li>12. The student can express doubt and certainty.</li> </ol>
<p><b>Indicative Contents</b></p>	<p>The instructional content includes the following:</p> <p>Part A - Class Lecture</p> <ul style="list-style-type: none"> <li>-1Studying tenses in English and how to ask and use questions correctly.</li> <li>-2Studying some English vocabulary related to social expressions and how to use them in conversations, in addition to spelling them correctly.</li> <li>-3Studying the present simple tense in English and its forms.</li> <li>-4Studying various conversations and how to express desire to do things.</li> <li>-5Studying the past simple and past continuous tenses and their different forms.</li> <li>-6Expressing oneself using adverbs. Expressing Food and Drink</li> <li>-7Studying how to express quantity, how to use articles (definite and indefinite)</li> <li>-8Studying verb patterns and phrasal verbs and how to use them</li> </ul>

	<p>-9Studying the future tense, how to express doubt</p> <p>-10Studying degrees of comparison and contrast, and studying synonyms and antonyms</p> <p>Part B - Tutorial</p> <p>-1Enabling the student to recognize new vocabulary and use it optimally</p> <p>-2Using conversations and direct questions and answers to enable the student to understand and comprehend, and to answer correctly in English</p> <p>-3Reading some texts to enable the student to understand and comprehend as many English vocabulary words as possible</p> <p>-4Using oral reading of texts by the student to ensure correct pronunciation of vocabulary words</p> <p>-5Using direct writing to enable the student to write correctly and fluently</p> <p>-6Enabling the student to use language skills (reading, listening, writing, speaking) skillfully through various classroom activities and integrating them into daily life</p> <p>Total hours = 60 = SSWL - (Exam hours) = 60+ 3 = 63 hr (Time table hrs x 15 weeks)</p>
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### Learning and Teaching Strategies

<b>Strategies</b>	The main strategy to be followed in delivering this unit is to encourage student participation in exercises, while simultaneously refining and expanding their 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 cases.
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### Student Workload (SWL)

<b>Structured SWL (h/sem)</b>	33	<b>Structured SWL (h/w)<sup>1</sup></b>	4
<b>Unstructured SWL (h/sem)</b>	17	<b>Unstructured SWL (h/w)<sup>1</sup></b>	6
<b>Total SWL (h/sem)</b>	<b>50</b>		

### Module Evaluation

		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
<b>Formative assessment</b>	<b>Quizzes</b>	3	20% (15)	4 ,7,10,13	LO#1, #2, #3, LO #4, #5, LO #6 #7, LO #8 #9
	<b>Online Assignments</b>	1	5% (10)	Continuous	LO #3, #4 and #6, #7
	<b>Onsite Assignments</b>	4	5% (10)	Continuous	All
	<b>Report</b>	1	5% (5)	13	LO #5, #8 and #9
	<b>Seminar</b>	1	5%(5)	2,12	LO #6, #7, #8, #9
<b>Summative</b>	<b>Midterm Exam</b>	1hr	10% (10)	7	LO #1 - #7

assessment	Final Exam	3hr	50% (50)	16	All
Total assessment			100% (100 Marks)		

### Delivery Plan (Weekly Syllabus)

	Material Covered
Week 1	Review of Tenses
Week 2	Correct Word, Incorrect Word, Social Expressions
Week 3	Present Tenses, have/have got
Week 4	Things I like to do, Starting a conversation
Week 5	Past Simple and Continuous Tenses
Week 6	Adverbs, Saying when
Week 7	Eat, drink, and enjoy!
Week 8	Expressing quantity, something/no one.....
Week 9	Articles, a piece of....., Can you come to dinner?
Week 10	Verb Patterns
Week 11	Future Forms
Week 12	Phrase Verbs
Week 13	Expressing doubt and certainty
Week 14	Comparison and superlative
Week 15	Synonyms and antonyms
Week 16	Final Exam

### 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	<b>New Headway Plus / Beginner Student's Boob. For : John and Liz Soars/ Oxford University Press</b>	No
Recommended Texts		

### Grading Scheme

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

## Course description template

Module Information				
Course Information				
Module Title	Crimes of the Ba'ath regime in Iraq		Baath regime crimes in Iraq	
Module Type	S		<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	Pu2106			
ECTS Credits	2			
SWL (hr/sem)	50			
Module Level	U	Semester of Delivery		
Administering Department	Public Administration	College	Administration and economics	
Module Leader	Mohammed Ahmed Rahil	e-mail	<a href="mailto:Mohammed.rh@tu.edu.iq">Mohammed.rh@tu.edu.iq</a>	
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	1/9/2025	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	1-DefinitionThe student in the concept of scienceThe crime 2- Introducing the student toCrimes committed by the Ba'ath Party regime 3- ExplanationBaathist crimes according to the Iraqi High Criminal Court Law of 2005 4-A statement of the psychological and social crimes committed by the Ba'ath regime and their effects on society. 5- Providing the opportunityFor students to learn about the repressive methods used by the Ba'athist regime, so that they may be witnesses to the era. 6- Introducing the student to the most important sources for collecting data and information about the subject matter. 7-Keeping students away from sectarian, ethnic, and religious ideas and methods, as their fate is destruction, and urging them to coexist peacefully.			

<p><b>Module Learning Outcomes</b></p> <p><b>Learning outcomes for the subject</b></p>	<p>Important: Write at least 6 learning outcomes, preferably equal to the number of study weeks.</p> <ol style="list-style-type: none"> <li>1. Understanding the basic concepts of crime</li> <li>2. Understanding the concept of crime according to the terms of sociology, psychology, law, politics, and Sharia.</li> <li>3. Knowledge of the environmental crimes committed during the Ba'athist regime and all its categories.</li> <li>4. Knowledge of crimes related to mass graves</li> </ol>
<p><b>Indicative Contents</b></p> <p><b>Guideline Contents</b></p>	<p>The instructional content includes the following:.</p> <ol style="list-style-type: none"> <li>1- First week: Chapter One: Baathist crimes according to the Iraqi High Criminal Court Law of 2005, for 2 hours.</li> <li>2-Week Two: – Getting acquainted with the concept of crimes and their categories, with a daily exam on the material of the first chapter, for 2 hours.</li> <li>3- Third week: Types of international crimes with a request for a report from the students for 2 hours.</li> <li>4- Week Four: Decisions issued by the Supreme Criminal CourtWith a daily test for students of 2 hours.</li> <li>5- The fifth week: Chapter Two, which includes identifying psychological and social crimes and their effects, along with a 2-hour discussion session.</li> <li>6- Week Six: Psychological Crimes, Their Mechanisms and EffectsWith a 2-hour presentation.</li> <li>7- The seventh week: Psychological crimes and the militarization of society, with a daily 2-hour test:</li> <li>8- The eighth week: The Ba'athist regime's stance on religion, for 2 hours.</li> <li>9- The ninth week: Pictures of human rights violations and crimes of authority, with a request for a report from the students on the concept of human rights and the violations suffered by Iraqis inside and outside the country, for a duration of 2 hours.</li> <li>10- Week 10: Environmental Crimes (2 hours)</li> <li>11- Eleventh week: War and radioactive contamination and mine explosions with a daily test lasting 2 hours.</li> <li>12- Twelfth week: Destruction of cities, villages and marshes at a rate of 2 hours.</li> <li>13- Week 13: Mass grave crimes, two hours.</li> <li>14- The fourteenth week: – The events of those mass graves committed by the</li> </ol>

	Baathist regime, at a rate of 2 hours. 15– Fifteenth week: Midterm exam
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### Learning and Teaching Strategies

#### Learning and teaching strategies

<b>Strategies</b>	<p>One of the most important strategies for learning and teaching is Encouraging student participation Through discussions At the same time, it improves and expands their thinking skills. Through Materials Interactive classrooms and educational programs, and by considering the types Crimes committed by the Ba'athist regime Our main goals can be summarized in the following points:-</p> <ol style="list-style-type: none"> <li>1. Keeping the student away from anything that might infringe upon individual rights</li> <li>2. maybe student knowledge Methods The repression perpetrated by the Ba'athist regime</li> <li>3. maybe student mRejecting hatred and racism and living in peace in one homeland</li> </ol>
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### Student Workload (SWL)

**The student's academic workload is calculated for 15week**

<b>Structured SWL (h/sem)</b> Regular academic workload for the student during the semester	48	<b>Structured SWL (h/w)</b> Student's regular weekly study load	3.2
<b>Unstructured SWL (h/sem)</b> Irregular student workload during the semester	77	<b>Unstructured SWL (h/w)</b> Irregular weekly study load for the student	5.13
<b>Total SWL (h/sem)</b> The student's total academic workload during the semester	<b>125</b>		

### Module Evaluation

#### Course Material Assessment

		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
<b>Formative assessment</b>	<b>Daily exams</b>	0.25 hr/5	10% (2)	2-4-7-11-14	<p>The concept of crime Crime divisions - Linguistically, technically, jurisprudentially, legally - Crimes committed by the Ba'ath regime</p>

	<b>Tasks and duties/presentation</b>	0.50 hr/2	10% (5)	1 6	-A statement of the concept of the Criminal Court Law and what that law refers to regarding Ba'athist crimes. International crimes
	<b>Projects/discussions</b>	0.50 hr/2	10% (5)	5 12	-Criminal Court decisions -Psychological crimes and their effects Social crimes and their effects
	<b>Report</b>	0.50 hr/2	10% (5)	3 9	-militarization of society The Ba'athist regime's stance on religion
<b>Summative assessment</b>	<b>a testHalf the chapter</b>	2hr	10% (10)		Tests
	<b>Final exam</b>	3hr	50% (50)		
<b>Overall assessment</b>			100% (100 Marks)		

**Delivery Plan (Weekly Syllabus)**  
**Weekly theoretical curriculum**

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

**Delivery Plan (Weekly Lab. Syllabus)**  
**Weekly laboratory schedule**

	<b>covered materials</b>
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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?
<b>Required texts</b>	The crimes of the Ba'ath regime in Iraq: a required course for all public and private universities.	Yes
<b>Recommended texts</b>	Website of Iraqi academic scientific journals	No
<b>Websites</b>	Reviewing scientific websites via the internet	

### Grading Scheme

#### Grade chart

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

## Course description template

Module Information			
Course Information			
Module Title	Civil Service Legislation		Civil Service Legislation
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	Pu2202		
ECTS Credits	7		
SWL (hr/sem)	175		
Module Level	U	Semester of Delivery	
Administering Department	Type Dept. Code	College	Administration and economics
Module Leader	Mohammed Ahmed Rahil	e-mail	<a href="mailto:Mohammed.rh@tu.edu.iq">Mohammed.rh@tu.edu.iq</a>
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	1/9/2025	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	<p>-The Civil Service and Law Legislation course aims to introduce students to civil service legislation and administrative law, and how to apply them in practice.</p> <p>- Enhancing the student's knowledge and ability to deal with the management of public facilities in the country</p> <p>- Encouraging and spreading a culture of successful legal management.</p>		
Module Learning Outcomes Learning outcomes for the subject	<p>Important: Write at least 6 learning outcomes, preferably equal to the number of study weeks.</p> <ol style="list-style-type: none"> <li>Understanding the basic concepts of the civil service.</li> <li>Understanding the historical development of the Mandaean service in Iraq.</li> <li>Knowledge of the laws pertaining to public service.</li> <li>Statement on the Federal Civil Service Council Law and its importance</li> <li>Statement of legal conceptsAdministrative(Definition, characteristics, historical development, administrative decision, elements of the decision)TypesState public facilities, regulationAdministrativecontractsAdministrative)</li> </ol>		

<p><b>Indicative Contents</b> <b>Guideline Contents</b></p>	<p>The instructional content includes the following:.</p> <p>Week 1: The historical development of the civil service, administrative law, and the relationship between them.</p> <p>Week Two: The Civil Service Law in force.</p> <p>Week Three: The Civil Service Law in force.</p> <p>Week 4: The Civil Service Law in force.</p> <p>Week 5: Studying the Federal Civil Service Council Law.</p> <p>Week Six: Statement of the State Employees' Discipline Law in force and a study of the duties of the public employee.</p> <p>Week Seven: Studying job and employee ethics by explaining the most important legislation and regulations related to this matter.</p> <p>Week 8: Written exam.</p> <p>Week 9: Studying the Unified Retirement Law and explaining the most important retirement rights for public employees.</p> <p>Week 10: Studying the administrative decision and everything related to it, including its definition, characteristics, and implementation.</p> <p>Week Eleven: Studying the University Service Law</p> <p>Week Twelve: Statement of the most important differences between a civil service employee and a university service employee.</p> <p>Week Thirteen: Government contracts (public contracts) and everything related to them according to the latest updates.</p> <p>Week Fourteen: The Law of Provinces Not Organized in a Region.</p> <p>Week Fifteen: The role of provincial law in achieving sustainable development, managing natural resources, and promoting renewable energy.</p>
<p><b>Learning and Teaching Strategies</b> <b>Learning and teaching strategies</b></p>	
<p><b>Strategies</b></p>	<p>One of the most important strategies for learning and teaching is Encouraging student participation Through discussions At the same time, it improves and expands their thinking skills. Through Materials Interactive classrooms and educational programs, and by considering the types Crimes committed by the Ba'athist regime Our main goals can be summarized in the following points:–</p> <p style="padding-left: 40px;">4. Giving students regular tests and assessment assignments to evaluate their problem–solving skills Related to their field of expertise And their</p>

	<p>understanding of the concepts presented.</p> <ol style="list-style-type: none"> <li>5. Presenting specific problems and stimulating students to think critically and use skillsLegalTo solve it.</li> <li>6. Encouraging students to work together in small groups to solve problemsrelated to their studiesSharing ideas contributes to enhancing interaction and knowledge exchange.Legal and AdministrativeAmong them.</li> <li>7. Encouraging students to develop thinking skillsAdministratorSuch as analysis, planning, and conclusion, by presenting stimulating questions and applied problems.</li> <li>8. Providing mechanisms to give students immediate feedback on their performance and understanding of conceptsLegal and AdministrativeWhether through periodic assessments or direct interaction with the teacher.</li> </ol>
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### Student Workload (SWL)

**The student's academic workload is calculated for 15week**

<b>Structured SWL (h/sem)</b> Regular academic workload for the student during the semester	48	<b>Structured SWL (h/w)</b> Student's regular weekly study load	3.2
<b>Unstructured SWL (h/sem)</b> Irregular student workload during the semester	77	<b>Unstructured SWL (h/w)</b> Irregular weekly study load for the student	5.13
<b>Total SWL (h/sem)</b> The student's total academic workload during the semester	<b>125</b>		

### Module Evaluation

#### Course Material Assessment

		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
<b>Formative assessment</b>	<b>Daily exams</b>	0.25 hr/5	10% (2)	2-4-7-11-14	- The concept of civil service legislation Civil Service - Linguistically, technically, jurisprudentially, legally - Statement of the concept of a public employee
	<b>Tasks and duties/presentation</b>	0.50 hr/2	10% (5)	1 6	Historical - development of civil service law and

					administrative law
	<b>Projects/discussions</b>	0.50 hr/2	10% (5)	5 12	-A statement of the most important rights of public employees through a study of the Civil Service Law
	<b>Report</b>	0.50 hr/2	10% (5)	3 9	-A statement of the duties of a public employee, based on a study of the State Employees' Discipline Law. - A study of administrative law and related matters such as administrative decisions, administrative control, public facilities, and public contracts. Studies on the Federal Civil Service Council Law, the Law of Provinces Not Organized in a Region...etc.
<b>Summative assessment</b>	<b>a testHalf the chapter</b>	2hr	10% (10)		Tests
	<b>Final exam</b>	3hr	50% (50)		
<b>Overall assessment</b>			100% (100 Marks)		

**Delivery Plan (Weekly Syllabus)**  
**Weekly theoretical curriculum**

	<b>Material Covered</b>
<b>Week 1</b>	Week 1: The historical development of the civil service and administrative law
<b>Week 2</b>	Week Two: The Civil Service Law in force.
<b>Week 3</b>	For the third week: The Civil Service Law in force.
<b>Week 4</b>	Week 4: The Civil Service Law in force.
<b>Week 5</b>	Week 5: Studying the Federal Civil Service Council Law.
<b>Week 6</b>	Week Six: Statement of the State Employees' Discipline Law in force and a study of the duties of the public employee.
<b>Week 7</b>	Week Seven: Studying job and employee ethics by explaining the most important legislation and regulations related to this matter.
<b>Week 8</b>	Week 8: Administrative decisions, their implementation and types.
<b>Week 9</b>	Week 9: Studying the Unified Retirement Law and explaining the most important retirement rights for public employees.
<b>Week 10</b>	Week 10: Public Contracts and Methods of Concluding Them

<b>Week 11</b>	Week Eleven: Studying the University Service Law
<b>Week 12</b>	Week Twelve: Statement of the most important differences between a civil service employee and a university service employee.
<b>Week 13</b>	Week 13: Homework + Administrative Control
<b>Week 14</b>	Week Fourteen: The Law of Provinces Not Organized in a Region.
<b>Week 15</b>	Week Fifteen: The role of provincial law in achieving sustainable development, managing natural resources, and promoting renewable energy.
<b>Week 16</b>	<b>Written exam</b>

**Delivery Plan (Weekly Lab. Syllabus)**  
**Weekly laboratory schedule**

	covered materials
<b>Week 1</b>	
<b>Week 2</b>	
<b>Week 3</b>	
<b>Week 4</b>	
<b>Week 5</b>	
<b>Week 6</b>	
<b>Week 7</b>	

**Learning and Teaching Resources**  
**Learning and teaching resources**

	Text	Available in the Library?
<b>Required texts</b>	Civil Service Laws, Administrative Law, and Provincial Councils, with a brief explanation of those laws.	Yes
<b>Recommended texts</b>	Website of Iraqi academic scientific journals	no
<b>Websites</b>	Reviewing scientific websites via the internet	

**Grading Scheme**

**Grade chart**

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

	<b>F –Fail</b>	<b>Precipitate</b>	<b>(0-44)</b>	<b>A large amount of work is required</b>

**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

## Course description template

Module Information				
Course Information				
<b>Module Title</b>	The evolution of organizational thought Organizational Thought Development		<b>Module Delivery</b>	
<b>Module Type</b>	C		<input checked="" type="checkbox"/>	<b>Theory</b>
<b>Module Code</b>	Pu2104		<input type="checkbox"/>	<b>Lecture</b>
<b>ECTS Credits</b>	6		<input type="checkbox"/>	<b>Lab</b>
<b>SWL (hr/sem)</b>	150		<input checked="" type="checkbox"/>	<b>Tutorial</b>
				<b>Practical</b>
				<input type="checkbox"/> <b>Seminar</b>
<b>Module Level</b>	U		<b>Semester of Delivery</b>	2
<b>Administering Department</b>	Type Dept. Code	<b>College</b>		
<b>Module Leader</b>	Asst. Prof.Dr. Qutaiba Ibrahim Hamada		e-mail	<a href="mailto:cade.2021.22@tu.edu.iq">cade.2021.22@tu.edu.iq</a>
<b>Module Leader's Acad. Title</b>	assistant professor		<b>Module Leader's Qualification</b>	PhD
<b>Module Tutor</b>			e-mail	
<b>Peer Reviewer Name</b>	Scientific Committee		e-mail	Email
<b>Date of approval by the Scientific Committee</b>			<b>Version Number</b>	1.0
Relation with other Modules				
Relationship with other study subjects				
<b>Prerequisite module</b>	None		<b>Semester</b>	
<b>Co-requisites module</b>	None		<b>Semester</b>	
Module Aims, Learning Outcomes and Indicative Contents				
Course objectives, learning outcomes, and guidance content				
<b>Module Objectives</b> <b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. The course "Development of Organizational Thought" aims to introduce the student to the philosophy of management schools and the ideas of their pioneers.</li> <li>2. To enhance the student's knowledge of the historical stages that organizational thought has gone through.</li> <li>3. Directing the student's attention towards cognitive interaction to achieve maximum benefit from the information contained in the course vocabulary.</li> </ol>			
<b>Module Learning Outcomes</b>	<ol style="list-style-type: none"> <li>1. Providing leading personnel in the leadership of public sector institutions.</li> <li>2. Spreading knowledge in government institutions in a way that</li> </ol>			

<b>Learning outcomes for the subject</b>	fulfills the aspirations of society. 3. The ability to manage and invest knowledge in a way that achieves quality and efficiency of the academic program outputs and their suitability to the labor market.			
<b>Indicative Contents</b> <b>Guideline Contents</b>	Chapter one: Concept The organization and management As Introduction year For knowledge Administration Chapter Two: The school Classic)traditional) and its theories Chapter Three:school Relations Humanity Chapter Four:the school Modern)Contemporary(and its theories Chapter Five:thought Administrative Hadith			
<b>Learning and Teaching Strategies</b> <b>Learning and teaching strategies</b>				
<b>Strategies</b>	<ul style="list-style-type: none"> <li>• Panel discussions and dialogues</li> <li>• Lecturer's</li> <li>• Case studies</li> <li>• Interactive model strategy</li> </ul> brainstorming.			
<b>Student Workload (SWL)</b> <b>The student's academic workload is calculated for 15week</b>				
<b>Structured SWL (h/sem)</b> <b>Regular academic workload for the student during the semester</b>	Hour 63	<b>Structured SWL (h/w)</b> <b>Student's regular weekly study load</b>	4 hours	
<b>Unstructured SWL (h/sem)</b> <b>Irregular student workload during the semester</b>	87 o'clock	<b>Unstructured SWL (h/w)</b> <b>Irregular weekly study load for the student</b>	4hours	
<b>Total SWL (h/sem)</b> <b>The student's total academic workload during the semester</b>	<b>150 hours</b>			
<b>Module Evaluation</b> <b>Course Material Assessment</b>				
	<b>Time/Number</b>	<b>Weight (Marks)</b>	<b>Week Due</b>	<b>Relevant Learning Outcome</b>

<b>Formative assessment</b>	<b>Daily exams</b>	1hr/2	10% (10)	4+10	
	<b>Tasks and duties</b>	1hr/2	10% (10)	3+12	
	<b>Discussions and working groups</b>	1hr/15	10% (10)	During the semester	
	<b>Report</b>	1/1	10% (10)	13	
<b>Summative assessment</b>	<b>a testHalf the chapter</b>	2hr	10% (10)		
	<b>Final exam</b>	3hr	50% (50)		
<b>Overall assessment</b>			100% (100 Marks)		

### Delivery Plan (Weekly Syllabus) Weekly theoretical curriculum

	<b>Material Covered</b>
<b>Week 1</b>	<ul style="list-style-type: none"> <li>Scientific Management Theory</li> <li>Classical schools</li> </ul>
<b>Week 2</b>	<ul style="list-style-type: none"> <li>The concept of the school of administrative divisions</li> <li>Principles proposed by Henri Fayol</li> <li>Criticisms directed at the school</li> </ul>
<b>Week 3</b>	<ul style="list-style-type: none"> <li>Scientific Management Theory</li> <li>Classical schools</li> </ul>
<b>Week 4</b>	<ul style="list-style-type: none"> <li>Introduction to Human Relations Theory</li> <li>Foundations of Human Relations Theory</li> <li>Contributions of the School of Human Relations</li> <li>Criticisms directed at the human relations school</li> </ul> <p>Results of the Hawthorne experiments</p>
<b>Week 5</b>	<ul style="list-style-type: none"> <li>Organizational Cooperation Theory</li> </ul> <p style="text-align: center;">Theory of Accepting Authority</p>
<b>Week 6</b>	<ul style="list-style-type: none"> <li>The concept of systems theory and its components</li> </ul> <p style="text-align: center;">Benefits and characteristics of a management information system</p>
<b>Week 7</b>	<ul style="list-style-type: none"> <li>Introduction to Situational Theory</li> <li>Foundations of Situational Theory</li> </ul> <p style="text-align: center;">Criticisms directed at the theory</p>
<b>Week 8</b>	The conceptual framework of Organizational evolution theory
<b>Week 9</b>	<ul style="list-style-type: none"> <li>Introduction to Situational Theory</li> <li>Foundations and concepts of the situational approach</li> </ul>
<b>Week 10</b>	<ul style="list-style-type: none"> <li>Japanese administration</li> <li>Rules and foundations of Japanese theory</li> </ul> <p style="text-align: center;">The difference between Japanese and American management</p>
<b>Week 11</b>	<ul style="list-style-type: none"> <li>The concept and benefits of Total Quality Management</li> <li>Total Quality Management (TQM) Requirements and its Leading Pioneers</li> <li>Deming Circle of Quality</li> </ul> <p style="text-align: center;">Principles of Total Quality Management and obstacles to its implementation</p>
<b>Week 12</b>	<ul style="list-style-type: none"> <li>Introduction to Knowledge Management and its Administration</li> <li>Types of knowledge</li> <li>The importance and benefits of knowledge management in organizations</li> <li>Knowledge management stages and application requirements</li> </ul>
<b>Week 13</b>	<ul style="list-style-type: none"> <li>Conceptual framework of management information systems</li> </ul>

<b>Week 14</b>	<ul style="list-style-type: none"> <li>• Introduction to e-Governance</li> <li>• Requirements and advantages of implementing e-governance systems</li> </ul>			
<b>Week 15</b>	<ul style="list-style-type: none"> <li>• Introduction to Learning Organizations</li> <li>• Concept and characteristics of a learning organization</li> <li>• Dimensions of learning organizations</li> </ul>			
<b>Week 16</b>	<b>Preparatory week before the final exam</b>			
<b>Delivery Plan (Weekly Lab. Syllabus)</b> <b>Weekly laboratory schedule</b>				
	<b>covered materials</b>			
<b>Week 1</b>				
<b>Week 2</b>				
<b>Week 3</b>				
<b>Week 4</b>				
<b>Week 5</b>				
<b>Week 6</b>				
<b>Week 7</b>				
<b>Learning and Teaching Resources</b> <b>Learning and teaching resources</b>				
	<b>Text</b>	<b>Available in the Library?</b>		
<b>Required texts</b>	Methodological vocabulary approved by the Ministry of Higher Education and Scientific Research (Sectoral Committee)	Yes		
<b>Recommended texts</b>	References that addressed the development of organizational thought	No		
<b>Websites</b>	Books on the development of organizational thought, research and articles published in peer-reviewed scientific journals.			
	Reputable scientific websites on the Internet			
<b>Grading Scheme</b> <b>Grade chart</b>				
<b>Group</b>	<b>Grade</b>	<b>Appreciation</b>	<b>Marks %</b>	<b>Definition</b>
<b>Success Group (50 - 100)</b>	<b>A –Excellent</b>	<b>privilege</b>	90 - 100	Amazing performance
	<b>B -Very Good</b>	<b>very good</b>	80 - 89	Above average with some errors
	<b>C –Good</b>	<b>good</b>	70 - 79	Sound work with some noticeable errors
	<b>D –Satisfactory</b>	<b>middle</b>	60-69	Fair, but with major flaws
	<b>E –Sufficient</b>	<b>acceptable</b>	50-59	The work meets minimum standards.
<b>Fail Group (0 – 49)</b>	<b>FX –Fail</b>	<b>Sediment (under processing)</b>	(45-49)	More work is required, but credit has been granted.
	<b>F –Fail</b>	<b>Precipitate</b>	(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

Module Information					
Module Title	<b>Government Accounting</b>			Module Delivery	
Module Type	b			<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	Pu2103				
ECTS Credits	6				
SWL (hr/sem)	150				
Module Level	UGx11	<b>2</b>	Semester of Delivery		<b>2</b>
Administering Department	Public Administration		College	Administration and economics	
Module Leader	Mohammed Fakhri Mohammed		e-mail	<a href="mailto:fmo35@tu.edu.iq">fmo35@tu.edu.iq</a>	
Module Leader's Acad. Title	Assistant Professor		Module Leader's Qualification	PhD	
Module Tutor			e-mail		
Peer Reviewer Name	Name		e-mail	E-mail	
Date of approval of the Scientific Committee	21/9/2025		Version Number	1.0	
Relation with other Modules					
Prerequisite module	None			Semester	1
Co-requisites module	None			Semester	
Module Aims, Learning Outcomes and Indicative Contents					
<b>Module Objectives</b>	<ol style="list-style-type: none"> <li>1. The student should be aware of the basic concepts of government accounting, the characteristics of government units, and the theories that determine spending capacity.</li> <li>2. The doctor should be familiar with the concept of the public budget and the stages of preparing it.</li> <li>3. The student should be familiar with the concepts of income and expenses, how to treat them in accounting, and how to estimate them.</li> <li>4. The student should be familiar with the general budget tabs and the stages that the concept of privatization goes through.</li> <li>5. The student should be familiar with the concept of the public treasury and its divisions.</li> <li>6. The student should be familiar with what the central and decentralized accounting system is.</li> <li>7. The student should be able to prepare the final accounts</li> <li>8. The student should be able to handle accounting records</li> <li>9. The student should be able to process income and expenses</li> </ol>				
Module Learning Outcomes	<b>Important: Write at least 6 learning outcomes, preferably equal to the number of weeks of study</b>				

	<ol style="list-style-type: none"> <li>1. The student will be familiar with the basic concepts of government accounting and the requirements for designing the Hassouni accounting system</li> <li>2. The student's knowledge of the nature of financial accounting and the differences between it and financial accounting</li> <li>3. Familiarize the student with the most important theories that determine the spending capacity</li> <li>4. Inform the student about government budgets</li> <li>5. Teach the student how to estimate revenues and expenses</li> <li>6. Teaching the student on the general budget tabs</li> <li>7. Knowledge of the student not types of public vaults</li> <li>8. Knowledge of the student not types of public vaults</li> <li>9. Student's knowledge of the centralized and decentralized system</li> <li>10. Educating the student on the control procedures in the government accounting system</li> <li>11. Student's knowledge of the book collection</li> <li>12. Teaching the student on the accounting processing of expenses</li> <li>13. Teaching the student on the accounting processing of expenses</li> <li>14. Teach the student on the accounting processing of revenues</li> <li>15. Teach the student on the accounting processing of revenues</li> </ol>
<p><b>Indicative Contents</b></p>	<p>How-to content includes.</p> <p>1- First Week:</p> <p>2 hours of presentation: Basic concepts in government accounting and the requirements of designing the government accounting system.</p> <p>2- Second Week</p> <p>Characteristics of Government Units and the Impact of Legislation on the Government Accounting System and the Difference Between Government Accounting and Financial Accounting</p> <p>3- Week Three:</p> <p>Theories that determine the spending capacity of government units</p> <p>4- Week Four:</p> <p>The general budget of the state, the concept, characteristics and objectives of the general budget of the state, the types of budgets, and the concept of public debt</p>

<b>Student Workload (SWL)</b>			
<b>15 Weeks</b>			
<b>Structured SWL (h/sem)</b>	48	<b>Structured SWL (h/w)</b>	3
<b>Unstructured SWL (h/sem)</b>	144	<b>Unstructured SWL (h/w)</b>	6
<b>Total SWL (h/sem)</b>	<b>50</b>		
<b>Strategies</b>	<p>experiences that include taking some activities that interest students, the most important things we aspire to can be summarized through the following points:</p> <ol style="list-style-type: none"> <li>1. Managing the lecture in an applied way related to the reality of daily life to attract the student to the topic of the lecture without deviating from the core of the topic so that the lecture is flexible, understandable and analyzed.</li> <li>2- Assigning the student to some group activities and duties.</li> <li>3- Allocating a percentage of the grade for daily assignments and tests</li> </ol>		

<b>Module Evaluation</b>					
		<b>Time/Number</b>	<b>Weight (Marks)</b>	<b>Week Due</b>	<b>Relevant Learning Outcome</b>
<b>Formative assessment</b>	<b>Daily exams</b>	0.25 hr/5	10% (2)	2-4-7-11-14	Basic Concepts in Government Accounting and the Requirements for Designing the Government Accounting System
	<b>Assignments Answers/Presentation</b>	0.50 hr/2	10% (5)	1 6	Characteristics of Government Units and the Impact of Legislation on the Government Accounting System and the Difference Between Government Accounting and Financial Accounting
	<b>Projects/Discussions</b>	0.50 hr/2	10% (5)	5 12	Theories that determine the spending capacity of government units
	<b>The Report</b>	0.50 hr/2	10% (5)	3 9	The general budget of the state, the concept, characteristics and objectives of the general budget of the state, the types of budgets, and the concept of public debt
<b>Summative assessment</b>	<b>Midterm Exam</b>	2hr	10% (10)		Tests
	<b>Final Exam</b>	3hr	50% (50)		
<b>Overall Rating</b>			100% (100 Marks)		

<b>Delivery Plan (Weekly Syllabus)</b>		
	<b>Material Covered</b>	
<b>Week 1</b>	Basic Concepts in Government Accounting and the Requirements for Designing the Government Accounting System	
<b>Week 2</b>	Characteristics of Government Units and the Impact of Legislation on the Government Accounting System and the Difference Between Government Accounting and Financial Accounting	
<b>Week 3</b>	Theories that determine the spending capacity of government units	
<b>Week 4</b>	The general budget of the state, the concept, characteristics and objectives of the general budget of the state, the types of budget, and the concept of public debt	
<b>Week 5</b>	Expenditures and Revenues in the Government Accounting System, Methods of Estimating Revenues and Expenditures, and Rules for Preparing the General Budget	
<b>Week 6</b>	Classification of the State General Budget and the Stages Passed by the Concept of Privatization and Financing in the Government Accounting System	
<b>Week 7</b>	The Concept of the Public Treasury and its Formations in the Government Accounting System	
<b>Week 8</b>	The Concept of the Public Treasury and its Formations in the Government Accounting System	
<b>Week 9</b>	Central Government Accounting System and Decentralized Government Accounting System	
<b>Week 10</b>	Document and Expense Control	
<b>Week 11</b>	Identify the book group used in the centralized and decentralized accounting system	
<b>Week 12</b>	Expense Accounting Treatment and Government Financial Statistics Manual (GFS)	
<b>Week 13</b>	Expense Accounting Treatment and Government Financial Statistics Manual (GFS)	
<b>Week 14</b>	Expense Accounting Treatment and Government Financial Statistics Manual (GFS)	
<b>Week 15</b>	Expense Accounting Treatment and Government Financial Statistics Manual (GFS)	
<b>Week 16</b>	Basic Concepts in Government Accounting and the Requirements for Designing the Government Accounting System	
<b>Week 17</b>	Written exam	
<b>Delivery Plan (Weekly Lab. Syllabus)</b>		
	<b>Covered Materials</b>	
<b>Week 1</b>		
<b>Week 2</b>		
<b>Week 3</b>		
<b>Week 4</b>		
<b>Week 5</b>		
<b>Week 6</b>		
<b>Week 7</b>		
<b>Learning and Teaching Resources</b>		
	<b>Text</b>	<b>Available in the Library?</b>

<b>Required Texts</b>	Theoretical and Practical Principles of Government Accounting with Applications for the Republic of Iraq / Written by Hassan Abdul Karim Salloum 2001	yes
<b>Recommended Texts</b>		no
<b>Websites</b>		

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

# MODULE DESCRIPTION FORM

## نموذج وصف المادة الدراسية

Module Information			
معلومات المادة الدراسية			
Module Title	Quantitative Methods		Module Delivery
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	Pu2105		
ECTS Credits	4		
SWL (hr/sem)	100		
Module Level	1	Semester of Delivery	
Administering Department	Public Administration	College	Administration and economics
Module Leader	Moudher Khaled abd alhammed	e-mail	<a href="mailto:moudher@tu.edu.iq">moudher@tu.edu.iq</a>
Module Leader's Acad. Title	prophesier	Module Leader's Qualification	doctor
Module Tutor		e-mail	
Peer Reviewer Name	Name	e-mail	E-mail
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			
Module Objectives أهداف المادة الدراسية	1-The student should be able to understand the theoretical framework of quantitative methods and their role in supporting the administrative process and decision-making. 2-The student should recognize the importance of quantitative methods in analyzing administrative and economic problems in practical life. 3-The student should be able to apply basic quantitative models in data analysis and supporting administrative decisions. 4-The student should acquire the ability to use quantitative planning methods and build plans based on mathematical and statistical models. 5-The student should learn methods of organizing, presenting, and analyzing data to serve the purposes of planning and control. 6-Enabling the student to use quantitative methods to make rational decisions in various fields of work. -7The student should be able to diagnose administrative problems, formulate them mathematically, and select the appropriate quantitative method to address them.		
Module Learning	1- Identifying the basic concepts of quantitative methods and their role in		

<p><b>Outcomes</b></p> <p>مخرجات التعلم للمادة الدراسية</p>	<p>supporting administrative decision-making, and explaining their relationship to administrative, economic, and statistical sciences.</p> <p>2- Understanding the nature of administrative problems amenable to quantitative treatment and distinguishing between quantitative and descriptive models in problem analysis.</p> <p>3- Using basic descriptive statistical tools (such as the mean, variance, and standard deviation) to summarize and analyze data to support decisions.</p> <p>4- Building simple linear quantitative models and formulating objective functions and constraints, while interpreting their results in the context of administrative problems.</p> <p>5- Applying linear programming methods using graphical or analytical techniques to solve resource allocation problems and make optimal decisions.</p> <p>6- Analyzing decision-making problems under certainty, uncertainty, and risk using appropriate quantitative criteria and methods.</p> <p>7- Evaluating the results of quantitative solutions and making decisions based on them, while understanding the limitations and assumptions of quantitative models when applied in practical situations.</p>		
<p><b>Indicative Contents</b></p> <p>المحتويات الإرشادية</p>	<p>1- First week: Introductory, for 2 hours.</p> <p>2- Second week: Adherence to the curriculum and the possibility of constructive cooperation among students using a team spirit.</p>		
<p><b>Learning and Teaching Strategies</b></p> <p>استراتيجيات التعلم والتعليم</p>			
<p><b>Strategies</b></p>	<p>Here is the translation of the provided text regarding teaching and learning strategies for the Quantitative Methods course:</p> <p>Teaching and Learning Strategies for the Quantitative Methods Course</p> <p>The Quantitative Methods course relies on a set of educational strategies aimed at encouraging effective student participation through classroom discussions, while simultaneously developing and expanding their analytical and logical thinking skills. This is achieved by employing classroom instructional materials supported by interactive educational programs, in addition to integrating applied experiments and simple activities related to students' interests and practical administrative reality. This contributes to enhancing the understanding and practical application of quantitative concepts. The main educational objectives that the course seeks to achieve can be summarized as follows:</p> <p>1- Enabling the student to address and analyze problems related to administrative activities using appropriate quantitative methods and models.</p> <p>2- Preparing the student to meet the requirements of the labor market by developing quantitative analysis and problem-solving skills, and using data to support decision-making.</p> <p>3- Enabling the student to make accurate and timely decisions based on quantitative methods, thereby enhancing the efficiency and effectiveness of administrative performance.</p>		
<p><b>Student Workload (SWL)</b></p> <p>الحمل الدراسي للطالب محسوب لـ ١٥ أسبوعا</p>			
<p><b>Structured SWL (h/sem)</b></p>	<p>78</p>	<p><b>Structured SWL (h/w)</b></p>	<p>4</p>

الحمل الدراسي المنتظم للطالب خلال الفصل			الحمل الدراسي المنتظم للطالب أسبوعيا		
<b>Unstructured SWL (h/sem)</b> الحمل الدراسي غير المنتظم للطالب خلال الفصل		122	<b>Unstructured SWL (h/w)</b> الحمل الدراسي غير المنتظم للطالب أسبوعيا	4	
<b>Total SWL (h/sem)</b> الحمل الدراسي الكلي للطالب خلال الفصل		200			
<b>Module Evaluation</b> تقييم المادة الدراسية					
		<b>Time/Number</b>	<b>Weight (Marks)</b>	<b>Week Due</b>	<b>Relevant Learning Outcome</b>
<b>Formative assessment</b>	<b>Daily exams or Quizzes</b>	0.25 hr/5	10% (2)	2-4-7-11-14	Here is the translation of the provided topics: 1- Introduction to Quantitative Methods in Management and their Importance in Supporting Decision-Making. 2- The Use of Quantitative Methods in Designing and Analyzing Organizational Structures. 3- Managerial Directing from a Quantitative Perspective (Motivation, Productivity, Performance Indicators). 4- Managerial Control Using Quantitative Methods (Concept of Control, its Importance, Stages, and Statistical Measurement Indicators).
	<b>Assignments/Answers: A Presentation or more naturally: Assignments and Answers: A Presentation or Presenting Assignments and Answers</b>	0.50 hr/2	10% (5)	1 6	The nature of quantitative methods in supporting management, their fields, and administrative .performance indicators
	<b>Projects/Discussions</b>	0.50 hr/2	10% (5)	5 12	The decision-making process and its stages in the field of management.
	<b>Report</b>	0.50 hr/2	10% (5)	3 9	The most important probability applications and their methods in the field of management.

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 or Total evaluation			100% (100 Marks)	
<b>Delivery Plan (Weekly Syllabus)</b>				
<b>Weekly theoretical curriculum or Theoretical weekly syllabus</b>				
	<b>Material Covered</b>			
Week 1	The concept of quantitative methods			
Week 2	Probability: Permutations and Combinations			
Week 3	Binomial Distribution - Poisson Distribution			
Week 4	Normal Distribution - Applications in the Field of Administrative, Accounting, and Financial Sciences			
Week 5	Hypothesis Testing (Basic Concepts in Hypothesis Testing)			
Week 6	Testing the mean of a sample from a normal population using the difference test between two arithmetic means for two independent samples using (t, z), and testing proportions using (z)			
Week 7	One-way analysis of variance, homogeneity of variance test using the F-test			
Week 8	Variance testing using Chi-square			
Week 9	Applications in the field of administrative, accounting, financial, and economic sciences			
Week 10	Independence test (association) using Chi-square			
Week 11	Goodness of fit test using the Chi-square test			
Week 12	The concept of organization and its importance			
Week 13	Applications in the field of administrative, accounting, financial, and economic sciences			
Week 14	Groups and their applications			
Week 15	<b>Laws of sets</b>			
Week 16	Final exam			
<b>Delivery Plan (Weekly Lab. Syllabus)</b>				
المنهاج الاسبوعي للمختبر				
	المواد المغطاة			
Week 1				
Week 2				
Week 3				
Week 4				
Week 5				
Week 6				
Week 7				
<b>Learning and Teaching Resources</b>				
مصادر التعلم والتدريس				
	<b>Text</b>		<b>Available in the Library?</b>	
Required texts	Here is the translation of the book references:		Yes-NO-NO	

	-Principles of Statistics - Dr. Mahmoud Al-Mashhadani -Introduction to Statistics and Probability - Dr. Adel Mohammed Abdulrahman -Statistics and Probability for Administrative Sciences - Dr. Abdelkader Mohammed Abdelkader	
Recommended texts	Introduction to Probability and Statistics William Mendenhall, Robert Beaver	JNO
Websites		

### Grading Scheme

مخطط الدرجات

Group	Grade	Estimation	Marks %	Definition
<b>Success Group (50 - 100)</b>	<b>A</b> - Excellent	Excellent	90 - 100	Excellent performance
	<b>B</b> - Very Good	Very Good	80 - 89	Above average with some errors
	<b>C</b> - Good	Good	70 - 79	Correct work with noticeable errors
	<b>D</b> - Satisfactory	Satisfactory	60 - 69	Fair but with major flaws
	<b>E</b> - Sufficient	Sufficien	50 - 59	Work that meets the minimum standards
<b>Fail Group (0 – 49)</b>	<b>FX</b> – Fail	<b>Fail (in process)</b>	(45-49)	More work is required, but credit is given
	<b>F</b> – Fail	Fail	(0-44)	A large amount of work 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 down to 54. The university has a policy of not overlooking "near pass failures," and therefore the only adjustment to the marks awarded from the original mark(s) will be the automatic rounding explained above.

**Tikrit University**

**College of Administration and Economics**

**Department of Public Administration**

**Academic Description / Third Stage**

## Academic Program Description Form

University name: University Tikrit

College/Institute: College Management and Economics

Scientific Department: Department General Administration

Name of academic or professional program: Public Administration Department

Final Certificate Name: Bachelor Science in Public Administration

Academic system: Course system

Description preparation date: 1/9/2025

Date of filling the file: 1/9/2025

  
Signature  
Asst. Prof. Dr. Ahmed Khudhair Ahmed  
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 attested by  
Khaldoon Abdullah Khalaf  
Name of the Director of the Quality Assurance and  
University Performance Division  
2025/9/1

  
Approval of the Dean

## **1. Program Vision**

**Excellence in deliveryAndspioneerAndTo lead public sector institutions that meet stakeholder requirements, in line with global quality standards..**

## **2. Program message**

**Providing the public sector with the educated administrative energies it needs to meet its aspirations in serving the community, and communicating with relevant stakeholders to consolidate community behaviors through education.andLearning, creating an open environment for cultural and intellectual exchange that stimulates scientific research, creativity, innovation and leadership, as well as disseminating knowledge to public sector institutions to ensure the well-being and excellence of society..**

## **3. Program objectives**

- 1. Preparing graduates capable of working in government organizations, thus contributing to achieving social and economic development in society..**
- 2. Supporting government organizations and developing their knowledge in the fields of central and local administration by providing them with specialized administrative cadres.In this field.**
- 3. Disseminating noble community values and instilling integrity behaviorsAnd community serviceIn the basics of workAdministrative.**
- 4. Continuous development of the scientific contributions portfolioFor membersThe teaching staff in the department and following up on their feedback to ensure the achievement of the objectives of the educational process.**
- 5. Building bridges of cooperation between the Public Administration Department and the community, and achieving a strategic partnership with government organizations by creating a cooperative environment that achieves continuous communication.andfor.**

## **4. Program accreditation**

**6. DoThe programIs the program accredited? And from which authority? both**

## **5. Other external influences**

**7. Is there a sponsor? Forprogram? Yes, Ministry of Higher Education and Scientific**

**Research**

**6. Program Structure**

<b>comments</b>	<b>Percentage</b>	<b>Study unit</b>	<b>Number of courses</b>	<b>Program Structure</b>
	<b>9.4%</b>	<b>14</b>	<b>6</b>	Institutional Requirements
	<b>18%</b>	<b>27</b>	<b>10</b>	College Requirements
	<b>72.6%</b>	<b>109</b>	<b>40</b>	Department Requirements
				Summer training
				Other

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

**7. Program Description / Curriculum of the Department of Public Administration**

<b>Credit hours</b>		<b>Course name</b>	<b>Course code</b>	<b>Year/Level</b>
<b>practical</b>	<b>theoretical</b>			<b>First</b>
	<b>3</b>	<b>Principles of Public Administration 1</b>		
	<b>3</b>	<b>Principles of Economics</b>		
	<b>3</b>	<b>Principles of Statistics</b>		
<b>1</b>	<b>2</b>	<b>Computer 1Word</b>		
	<b>2</b>	<b>Arabic</b>		
	<b>2</b>	<b>Human rights and democracy</b>		
	<b>3</b>	<b>Principles of Public Administration 2</b>		
	<b>3</b>	<b>Mathematics for administrators</b>		
	<b>3</b>	<b>Accounting principles</b>		
	<b>3</b>	<b>ReadingsEnglish</b>		
<b>1</b>	<b>2</b>	<b>Computer2Word</b>		
	<b>2</b>	<b>English language</b>		

	3	Marketing Management	Second
	3	Human Resources Management	
	2	Administrative law	
2	2	Intermediate Accounting	
	3	The development of organizational thought	
	2	English language	
	2	Quantitative methods	
1	2	Computer1Excel	
	2	Baath crimes in Iraq	
	3	Public Relations	
2	2	Government accounting	
	2	Administrative Psychology	
	2	Civil Service Legislation	
	3	Political systems	
	2	Operations research	
1	2	Computer1Excel	
	3	Public Financial Management	Third
2	2	unified accounting system	
	3	Local administration	
	3	Contract management	
	2	Quality Management	
	2	Public service ethics	
1	2	Database Computer Applications2	
	2	English language	
	3	Organizational Behavior	
	3	Financial policies	
	2	General Project Management	
	3	Management Information Technology	
	3	Comparative local	

		<b>management systems</b>		<b>Fourth</b>
	<b>2</b>	<b>Environmental management</b>		
<b>1</b>	<b>2</b>	<b>Database Computer Applications<sup>2</sup></b>		
	<b>3</b>	<b>Production and Operations Management</b>		
	<b>2</b>	<b>Comparative Public Administration</b>		
	<b>3</b>	<b>Administrative development<sup>1</sup></b>		
	<b>3</b>	<b>Strategic Management<sup>1</sup></b>		
	<b>2</b>	<b>English language</b>		
<b>1</b>	<b>2</b>	<b>Computer Applications<sup>1</sup>QSB</b>		
	<b>2</b>	<b>Scientific research methods and ethics</b>		
	<b>3</b>	<b>Strategic management</b>		
	<b>3</b>	<b>Administrative development 2</b>		
	<b>2</b>	<b>Risk Management and Insurance</b>		
	<b>3</b>	<b>General Policies</b>		
<b>1</b>	<b>2</b>	<b>Computer Applications<sup>2</sup>QSB</b>		

## 8. Expected learning outcomes of the program

### Knowledge

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>- The ability of the department's graduates to develop their administrative and cognitive skills and achieve leadership in leading government institutions.</li> </ul> | <ul style="list-style-type: none"> <li>- Providing leading cadres in leading public sector institutions.</li> <li>- Disseminating knowledge in government institutions to achieve the aspirations of society.</li> </ul> |
|---|--|

	<ul style="list-style-type: none"> <li>- The ability to manage and invest knowledge in a way that achieves the quality and efficiency of the academic program's outputs and their suitability for the labor market.</li> </ul>
--	--

**Skills**

<ul style="list-style-type: none"> <li>- Management Department graduates have the ability to think, solve problems and manage time.</li> </ul>	<ul style="list-style-type: none"> <li>- Developing and supporting the spirit of creativity, innovation and leadership.</li> <li>- Creating an open environment for cultural and intellectual exchange.</li> </ul>
--	--

<ul style="list-style-type: none"> <li>- Our outputs should be knowledgeable and skilled in how to accomplish the tasks assigned to them.</li> </ul>	<ul style="list-style-type: none"> <li>- Communicate and interact constructively with stakeholders.</li> </ul>
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**Values**

<ul style="list-style-type: none"> <li>- Adherence to professional ethics and the ability to demonstrate high professional competence.</li> </ul>	<ul style="list-style-type: none"> <li>- Establishing social and ethical responsibility.</li> <li>- Serving the community and meeting its requirements.</li> </ul>
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<ul style="list-style-type: none"> <li>- The student must believe in the principles of integrity and transparency, and have the ability to apply the concepts of quality management at work.</li> </ul>	<ul style="list-style-type: none"> <li>- Integrity and transparency.</li> <li>- Quality.</li> </ul>
---	---

**9. Teaching and learning strategies**

1. Active learning: Encouraging students' active participation in learning processes, such as discussions, group activities, and problem solving, to enhance their deep understanding of mathematical concepts.
2. Cooperative learning: Encouraging students to work together in small groups to solve problems related to their studies and sharing ideas, which contributes to

enhancing interaction and knowledge exchange between them.

3. Use of Technology: Leveraging technology to provide interactive learning tools such as computer software and online resources to enhance student understanding and motivation.
4. Problem-based learning: presenting specific problems and motivating students to think critically and use skillsAdministrativeTo solve it.
5. Multiple Instructional Strategies: Providing a variety of instructional strategies, such as interactive lectures, practical lessons, and hands-on exercises, to meet the diverse needs of students.
6. Promote thinkingAdministrativeEncourage students to develop thinking skills.AdministrativeSuch as analysis, planning and inference, by providing stimulating questions and applied problems.
7. Provide immediate feedback: Provide mechanisms to provide immediate feedback to students on their performance and understanding of concepts.Administrative, whether through periodic assessments or direct interaction with the teacher.

## 10. Evaluation methods

1. Classroom performance assessment: This includes assessing students' performance during lessons, lectures and workshops, whether through written tests or continuous assessment of their participation and understanding of the material.
2. Participation in discussions and activities: Students' participation in class discussions, group activities, and individual projects can be assessed to assess their understanding and engagement with the material.
3. Tests and assignments: Students may be given regular tests and assessment assignments to assess their problem-solving skills.related to their field of expertiseAnd their understanding of the concepts presented.
4. Evaluating participation in research: The extent to which students participate in research activities and scientific projects can be assessed, and an evaluation can be provided of their presentation style and analysis of their results and conclusions.

5. Practical Performance Evaluation: Students can be evaluated in practical performance through: Visits Process and participation in applied activities.
6. Evaluation of external participation: This includes evaluation of the extent of students' participation in external activities such as conferences, seminars, and sports competitions.
7. Evaluation of Personal and Professional Development: Students' personal, professional and academic development can be evaluated during their participation in the faculty mentoring program.

## 11. Faculty

### Faculty members

Faculty preparation		Requirements/ Skills (if any)	Specialization		Academic Rank
lecturer	angel		private	general	
	angel		Operations research	Statistics (Operations Research)	Asst. Prof. Dr. Mazhar Khaled Abdel Hamid
	angel		Administrative law	General law	A.M.D. Mohamed Ahmed Raheel Aftan
	angel		Financial management	business management	A.M.D. Qusay Jassim Mohammed Imran
	angel		Bank management	business management	A.M. Mazen Noman Abdullah Bakr
	angel		linguistics	English language	<b>A.M. Adnan Fayhan Mahmoud Khader.</b>
	angel		Financial management	business management	<b>A.M. Ahmed Khader Ahmed Ali</b>
lecturer			Political economy	economy	<b>Prof. Dr. Saad Saleh Issa</b>
lecturer			Special law	law	<b>Asst. Prof. Dr. Yasser Ali Hamdan</b>

	angel		Networks	Calculators	Asst. Prof. Dr. Qusay Abboudi Ali
	angel		Financial management	business management	A.M. Present Sabah Shaeer Jabara
	angel		Knowledge management	business management	A.M. Tariq Aziz Kurdi
	angel		organized	business management	M. Khalaf Mohammed Alou
	angel		Organization theory	business management	M Iman Muwaffaq Omar
	angel		administration Financial	business management	Mr. Salam Hussein Jassim Handa
	angel		administration Financial	administration works	M. Najm Suhail Najm Abdullah
	angel		Human Resources	business management	M. Talha Kwan Salem
	angel		Applied statistics	count	Ms. Aisha Abdel Khaleq Ismail
	angel		business management	business management	Mr. Saad Salem Ghanem Suleiman
	angel		Financial management	business management	Dr. Qutaiba Ibrahim Hamada
	angel		General Administration	General Administration	M. Hamid Anwar Danok
	angel		business management	business management	Mr. Naji Hassan Ahmed Allawi
	angel		Production and	business management	M. Maysam Riad Bahr

			operations		
	<b>angel</b>		Human Resources	business management	Mr. Hussein Abdul Hamad Hussein
	<b>angel</b>		Human Resources	business management	millimeter. Hassan Farhan Ahmed Handal
	<b>angel</b>		General Policies	General Administration	Mr. Mohamed Mustafa Mohamed Ibrahim
	<b>angel</b>		Human Resources	business management	M. Ahmed Ayed Makhlaf
	<b>angel</b>		Human Resources	business management	M.M. Nihad Khamis Hassan
	<b>angel</b>		Quality Management	business management	M. Mazhar Ahmed Khalaf
	<b>angel</b>		Production management	business management	Mr. Ali Mohammed Huwaid Khater
	<b>angel</b>		Bank management	Financial and Banking Sciences	M.M. Ali Hamad Ali
	<b>angel</b>		Information systems	Management Information Systems	M.M. Mohammed Salem Abdel
<b>lecturer</b>			English literature	English language	M. Alaa Ahmed Abdullah
	<b>angel</b>		law	law	Mr. Ihab Abdullah Muhaimid
	<b>angel</b>		Cost accounting	accounting	Mr. Yasser Fouad Taha
<b>lecturer</b>			law	law	Mr. Maher Sabah Habib
	<b>angel</b>		Financial accounting	accounting	Mr. Mohammed Ahmed Diab
	<b>angel</b>		Management	accounting	Mr. Ali Fouad Taha

			accounting		
	angel		about	Arabic	M.M. Ali Ghaleb Ali

## Professional development

### Orientation of new faculty members

- 1- **Determining the needs of the university and the department:** The needs of the university and the department are determined in terms of the required educational cadres and preferred specializations.
- 2- **Orientation Programs:** Customized orientation programs are designed for new, visiting, full-time and part-time members based on their needs and specialties.
- 3- **Introduction to the University Environment:** A comprehensive introduction to the university and the Department of Public Administration is provided, including an overview of the department, vision, mission, goals, and available services.
- 4- **Providing support resources:** New members are provided with the necessary resources and support, including training courses, workshops, and technical assistance.
- 5- **Academic Orientation:** New members are oriented regarding the curricula, research areas and teaching methods used in the department.
- 6- **Administrative Orientation:** New members are oriented to administrative procedures, responsibilities, university policies and code of conduct.
- 7- **Ongoing Support:** Ongoing support is provided to new, visiting, full-time and part-time faculty members through advisory sessions, workshops and periodic evaluations.

### Professional development for faculty members

1. Identifying needs and setting goals: Faculty needs are identified through surveys and performance evaluations, and then specific goals to be achieved within the program are identified.
2. Development Program Design: Based on the specific needs and objectives, a comprehensive development program is designed that includes a set of activities,

training courses, workshops, and educational resources.

3. Program Implementation: The development program is implemented in a regular and organized manner, including organizing workshops, conducting training courses, and providing appropriate educational resources.
4. Use effective teaching strategies: Faculty members learn to use and apply modern and effective teaching strategies, such as cooperative learning, active learning, and educational technology.
5. Evaluation of learning outcomes: The effectiveness of the development program is evaluated by evaluating the learning outcomes of faculty members, such as increased levels of knowledge, teaching skills, and interaction with students.
6. Continuous Development: Ongoing feedback and support is provided to faculty members to promote ongoing professional and academic development.
7. Participation in scientific research and publication: Faculty members are encouraged to participate in scientific research and publish the results in prestigious academic journals, which enhances their academic standing and contributes to the development of knowledge in their fields.

## **12. Acceptance Criteria**

- 1- Central acceptance.
- 2- Accepting exceptions (martyrs' families, children of faculty, distinguished employees, top students in institutes, foreign students).
- 3- Private government education
- 4- Accepting evening studies.

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

University, college and electronic department website.

priorities for establishing the department.

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

## **14. Program Development Plan**

- 1- Curriculum development.
- 2- Open postgraduate studies (higher diploma equivalent to a master's degree).
- 3- Developing teaching and administrative staff through courses, seminars and

workshops in areas of specialization.

- 4- Supporting scientific research efforts by encouraging faculty members to publish, especially in international journals.
- 5- Conducting training programs to develop students' capabilities in technical and information technology fields.
- 6- Organizing field visits and scientific trips for students to government institutions.

### Program Skills Chart

Required learning outcomes of the program

Values				Skills				Knowledge				Essential or optional?	Course name	Course code	Year/Level
A4	A3	A2	A1	B4	B3	B2	B1	A4	A3	A2	A1				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Public Administration 1		First year
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Statistics		
	✓	✓	✓		✓	✓	✓		✓	✓	✓		Computer 1Word		
	✓	✓	✓		✓	✓	✓		✓	✓	✓		Arabic		
	✓	✓	✓		✓	✓	✓			✓	✓		Human rights and democracy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Public Administration 2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematics for administrators		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Accounting principles		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		ReadingsEnglish		
	✓	✓	✓		✓	✓	✓		✓	✓	✓		Computer2Word		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Marketing Management		Second year
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human Resources Management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Administrative law		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Intermediate Accounting		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		The development of organizational thought		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		

✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Quantitative methods		
	✓	✓	✓		✓	✓	✓		✓	✓	✓		Computer1Excel		
	✓	✓	✓		✓	✓	✓		✓	✓	✓		Baath crimes in Iraq		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Relations		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Government accounting		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Administrative Psychology		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Civil Service Legislation		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Political systems		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations research		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer1Excel		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Financial Management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		unified accounting system		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Local administration		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Contract management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Quality Management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Public service ethics		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Database Computer Applications2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		Third year
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Organizational Behavior		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policies		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		General Project Management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Management Information Technology		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Comparative local management systems		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Environmental management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Database Computer Applications2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Production and Operations Management		Fourth year
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Comparative Public Administration		year

✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Administrative development1
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Strategic Management1
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	English language
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Computer Applications1QS B
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Scientific research methods and ethics
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Strategic management
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Administrative development 2
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Risk Management and Insurance
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	General Policies
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Computer Applications2QS B

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

### Course Description Form

<b>1. Course name</b>	
Environmental management	
<b>2. Course code</b>	
Nothing	
<b>3. Semester/Year</b>	
Second semester/third year	
<b>4. Date this description was prepared</b>	
28/1/2024	
<b>5. Available forms of attendance</b>	
Weekly/Full attendance	
<b>6. Number of study hours (total) / Number of units (total)</b>	
30 hours / 2 units	
<b>7. Name of the course supervisor (if more than one name is mentioned)</b>	
Name: M. Saad Salem Ghanem Email:saadsalim2023@tu.edu.iq	
<b>8. Course objectives</b>	
<ul style="list-style-type: none"> <li>Providing the student with a cognitive skill about the concept, principles and importance of</li> </ul>	Subject objectives

<p>environmental management.</p> <ul style="list-style-type: none"> <li>• Developing the student's skills in the process of analysis and evaluation of the environment.</li> <li>• Raising awareness of contemporary environmental challenges</li> <li>• Enhancing student awareness of social responsibility and environmental quality</li> </ul>	
--	--

### 9. Teaching and learning strategies

<ol style="list-style-type: none"> <li>1. The lecture</li> <li>2. Discussion</li> <li>3. strategy Thinking According to capacity</li> <li>4. strategy skill Thinking High</li> <li>5. strategy Thinking critic in Learning</li> <li>6. Storm Mental</li> </ol>	Strategy
--	----------

### 10. Course Structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
tracking Duties Home And formulation Questions	Theory + Examples	The emergence and development of environmental management systems	Historical development of environmental management	2	the first
Follow up on homework and formulate questions	Theory + Examples	Environmental concepts and patterns	-Definition of environment Definition of environmental management	2	the second
Follow up on homework and formulate questions	Theory + Examples	Patternsthe environment	-Natural environments - Urban environments	2	the third

Follow up on homework and formulate questions	Theory + Examples	Elements and dimensions Management Environmental	The importance of environmental management - Environmental management objectives	2	Fourth
Follow up on homework and formulate questions	Theory + Examples	Methods and evaluation methods The impact Environmental	- Comprehensive Environmental Assessment - Strategic Environmental Assessment	2	Fifth
Follow up on homework and formulate questions	Theory + Examples	evaluation The impact Environmental	- Identify affected environments - Data collection - Providing alternatives	2	Sixth
Follow up on homework and formulate questions	Theory + Examples	Parties involved in the evaluation The impact Environmental	- Environmental authorities - Government agencies - Scientific bodies	2	Seventh
Follow up on homework and formulate questions	Theory + Examples	Motivations and areas for adopting systems Management Environmental	- Preserving the environment - Environmental regulations - Sustainability	2	The eighth
Follow up on	Theory + Examples	Areas of application of systems Management Environmen	- Industry - Energy	2	Ninth

homework and formulate questions		tal	-Education and training		
Follow up on homework and formulate questions	Theory + Examples	System Evaluation Requirements Management Environmental	- Commitment of senior leadership - Environmental Officer - Environmental risk assessment	2	Tenth
Follow up on homework and formulate questions	Theory + Examples	tools Supervisory implementation performance Organizations	- Environmental audit - Comprehensive Environmental Assessment - Environmental performance indicators - Environmental documentation	2	Eleventh
Follow up on homework and formulate questions	Theory + Examples	Factors affecting the emergence of international standards	-Global environmental pressures -Unification of standards -Social responsibility	2	Twelfth
Follow up on homework and formulate questions	Theory + Examples	Benefits of obtaining a registration certificate	- Competitive excellence -Improve the organization's reputation - Sustainability and	2	Thirteenth

			<b>social responsibility</b>		
Follow up on homework and formulate questions	Theory + Examples	Requirements for success and sustainability Management Environmental	- <b>Leadership commitment</b> - <b>Awareness and training</b> - <b>Continuous improvement</b> - <b>Disclosure</b>	2	<b>Fourteenth</b>
Follow up on homework and formulate questions	Theory + Examples	Case Study	Case Study	2	<b>fifteenth</b>

**11. Course Evaluation**

- 1- 70degree on exam end The course**
- 2- 30degree striving Annual And distributed As follows:**
  - A- 10degree exam month first**
  - for- 10exam month second**
  - G- 10presence and sharing**

**12. Learning and teaching resources**

The curriculum book prescribed by the ministry	Required textbooks (methodology if any)
	Main References (Sources)
Scientific research published in international journals	Recommended supporting books and references (scientific journals, reports...)
Specialized websites	Electronic references, websites

## Academic Program Description Form

University name: University Tikrit

College/Institute: College Management and Economics

Scientific Department: Department General Administration

Name of academic or professional program: Public Administration Department

Final Certificate Name: Bachelor Science in Public Administration

Academic system: Course system

Description preparation date: 1/9/2025

Date of filling the file: 1/9/2025

  
Signature  
Asst. Prof. Dr. Ahmed Khudhair Ahmed  
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

## 1. Program Vision

Excellence in delivery  
To lead public sector institutions that meet stakeholder requirements, in line with global quality standards..

## 2. Program message

Providing the public sector with the educated administrative energies it needs to meet its aspirations in serving the community, and communicating with relevant stakeholders to consolidate community behaviors through education.  
Learning, creating an open environment for cultural and intellectual exchange that stimulates scientific research, creativity, innovation and leadership, as well as disseminating knowledge to public sector institutions to ensure the well-being and excellence of society..

## 3. Program objectives

8. Preparing graduates capable of working in government organizations, thus contributing to achieving social and economic development in society..
9. Supporting government organizations and developing their knowledge in the fields of central and local administration by providing them with specialized administrative cadres.  
In this field.
10. Disseminating noble community values and instilling integrity behaviors  
And community service  
In the basics of work  
Administrative.
11. Continuous development of the scientific contributions portfolio  
For members  
The teaching staff in the department and following up on their feedback to ensure the achievement of the objectives of the educational process.
12. Building bridges of cooperation between the Public Administration Department and the community, and achieving a strategic partnership with government organizations by creating a cooperative environment that achieves continuous communication.  
and for.

## 4. Program accreditation

13. Do the programs in the program accredited? And from which authority? both

## 5. Other external influences

14. Is there a sponsor? For program? Yes, Ministry of Higher Education and Scientific Research

## 6. Program Structure

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

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

## 7. Program Description / Curriculum of the Department of Public Administration

Credit hours		Course name	Course code	Year/Level
practical	theoretical			
	3	Principles of Public Administration 1		<b>First</b>
	3	Principles of Economics		
	3	Principles of Statistics		
1	2	Computer 1 Word		
	2	Arabic		
	2	Human rights and democracy		
	3	Principles of Public Administration 2		
	3	Mathematics for administrators		
	3	Accounting principles		

	3	ReadingsEnglish		<b>Second</b>
1	2	Computer2Word		
	2	English language		
	3	Marketing Management		
	3	Human Resources Management		
	2	Administrative law		
2	2	Intermediate Accounting		
	3	The development of organizational thought		
	2	English language		
	2	Quantitative methods		
1	2	Computer1Excel		
	2	Baath crimes in Iraq		
	3	Public Relations		
2	2	Government accounting		
	2	Administrative Psychology		
	2	Civil Service Legislation		
	3	Political systems		
	2	Operations research		
1	2	Computer1Excel		
	3	Public Financial Management		<b>Third</b>
2	2	unified accounting system		
	3	Local administration		
	3	Contract management		
	2	Quality Management		
	2	Public service ethics		
1	2	Database Computer Applications2		
	2	English language		
	3	Organizational Behavior		
	3	Financial policies		
	2	General Project Management		

	3	Management Information Technology		<b>Fourth</b>
	3	Comparative local management systems		
	2	Environmental management		
1	2	Database Computer Applications <sup>2</sup>		
	3	Production and Operations Management		
	2	Comparative Public Administration		
	3	Administrative development <sup>1</sup>		
	3	Strategic Management <sup>1</sup>		
	2	English language		
1	2	Computer Applications <sup>1</sup> QSB		
	2	Scientific research methods and ethics		
	3	Strategic management		
	3	Administrative development 2		
	2	Risk Management and Insurance		
	3	General Policies		
1	2	Computer Applications <sup>2</sup> QSB		

### 8. Expected learning outcomes of the program

#### Knowledge

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>- The ability of the department's graduates to develop their administrative and cognitive skills and</li> </ul> | <ul style="list-style-type: none"> <li>- Providing leading cadres in leading public sector institutions.</li> <li>- Disseminating knowledge in</li> </ul> |
|--|---|

achieve leadership in leading government institutions.	government institutions to achieve the aspirations of society. - The ability to manage and invest knowledge in a way that achieves the quality and efficiency of the academic program's outputs and their suitability for the labor market.
--	--

### **Skills**

- Management Department graduates have the ability to think, solve problems and manage time.	- Developing and supporting the spirit of creativity, innovation and leadership. - Creating an open environment for cultural and intellectual exchange.
- Our outputs should be knowledgeable and skilled in how to accomplish the tasks assigned to them.	- Communicate and interact constructively with stakeholders.

### **Values**

- Adherence to professional ethics and the ability to demonstrate high professional competence.	- Establishing social and ethical responsibility. - Serving the community and meeting its requirements.
- The student must believe in the principles of integrity and transparency, and have the ability to apply the concepts of quality management at work.	- Integrity and transparency. - Quality.

### **9. Teaching and learning strategies**

8. Active learning: Encouraging students' active participation in learning processes, such as discussions, group activities, and problem solving, to enhance their deep understanding of mathematical concepts.
---

9. Cooperative learning: Encouraging students to work together in small groups to solve problems related to their studies and sharing ideas, which contributes to enhancing interaction and knowledge exchange between them.
10. Use of Technology: Leveraging technology to provide interactive learning tools such as computer software and online resources to enhance student understanding and motivation.
11. Problem-based learning: presenting specific problems and motivating students to think critically and use skills to solve it.
12. Multiple Instructional Strategies: Providing a variety of instructional strategies, such as interactive lectures, practical lessons, and hands-on exercises, to meet the diverse needs of students.
13. Promote thinking: Encourage students to develop thinking skills such as analysis, planning and inference, by providing stimulating questions and applied problems.
14. Provide immediate feedback: Provide mechanisms to provide immediate feedback to students on their performance and understanding of concepts, whether through periodic assessments or direct interaction with the teacher.

## 10. Evaluation methods

8. Classroom performance assessment: This includes assessing students' performance during lessons, lectures and workshops, whether through written tests or continuous assessment of their participation and understanding of the material.
9. Participation in discussions and activities: Students' participation in class discussions, group activities, and individual projects can be assessed to assess their understanding and engagement with the material.
10. Tests and assignments: Students may be given regular tests and assessment assignments to assess their problem-solving skills related to their field of expertise and their understanding of the concepts presented.
11. Evaluating participation in research: The extent to which students participate in research activities and scientific projects can be assessed, and an evaluation can

be provided of their presentation style and analysis of their results and conclusions.

12. Practical Performance Evaluation: Students can be evaluated in practical performance through: Visits Process and participation in applied activities.

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

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

## 11. Faculty

### Faculty members

Faculty preparation		Requirements/ Skills (if any)	Specialization		Academic Rank
lecturer	angel		private	general	
	angel		Operations research	Statistics (Operations Research)	Asst. Prof. Dr. Mazhar Khaled Abdel Hamid
	angel		Administrative law	General law	A.M.D. Mohamed Ahmed Raheel Aftan
	angel		Financial management	business management	A.M.D. Qusay Jassim Mohammed Imran
	angel		Bank management	business management	A.M. Mazen Noman Abdullah Bakr
	angel		linguistics	English language	<b>A.M. Adnan Fayhan Mahmoud Khader.</b>
	angel		Financial management	business management	<b>A.M. Ahmed Khader Ahmed Ali</b>
lecturer			Political economy	economy	<b>Prof. Dr. Saad Saleh Issa</b>

lecturer			Special law	law	Asst. Prof. Dr. Yasser Ali Hamdan
	angel		Networks	Calculators	Asst. Prof. Dr. Qusay Abboudi Ali
	angel		Financial management	business management	A.M. Present Sabah Shaeer Jabara
	angel		Knowledge management	business management	A.M. Tariq Aziz Kurdi
	angel		organized	business management	M. Khalaf Mohammed Alou
	angel		Organization theory	business management	M Iman Muwaffaq Omar
	angel		administration Financial	business management	Mr. Salam Hussein Jassim Handa
	angel		administration Financial	administration works	M. Najm Suhail Najm Abdullah
	angel		Human Resources	business management	M. Talha Kwan Salem
	angel		Applied statistics	count	Ms. Aisha Abdel Khaleq Ismail
	angel		business management	business management	Mr. Saad Salem Ghanem Suleiman
	angel		Financial management	business management	Dr. Qutaiba Ibrahim Hamada
	angel		General Administration	General Administration	M. Hamid Anwar Danok
	angel		business management	business management	Mr. Naji Hassan Ahmed Allawi

	<b>angel</b>		Production and operations	business management	M. Maysam Riad Bahr
	<b>angel</b>		Human Resources	business management	Mr. Hussein Abdul Hamad Hussein
	<b>angel</b>		Human Resources	business management	millimeter. Hassan Farhan Ahmed Handal
	<b>angel</b>		General Policies	General Administration	Mr. Mohamed Mustafa Mohamed Ibrahim
	<b>angel</b>		Human Resources	business management	M. Ahmed Ayed Makhlaf
	<b>angel</b>		Human Resources	business management	M.M. Nihad Khamis Hassan
	<b>angel</b>		Quality Management	business management	M. Mazhar Ahmed Khalaf
	<b>angel</b>		Production management	business management	Mr. Ali Mohammed Huwaid Khater
	<b>angel</b>		Bank management	Financial and Banking Sciences	M.M. Ali Hamad Ali
	<b>angel</b>		Information systems	Management Information Systems	M.M. Mohammed Salem Abdel
<b>lecturer</b>			English literature	English language	M. Alaa Ahmed Abdullah
	<b>angel</b>		law	law	Mr. Ihab Abdullah Muhaimid
	<b>angel</b>		Cost accounting	accounting	Mr. Yasser Fouad Taha
<b>lecturer</b>			law	law	Mr. Maher Sabah Habib
	<b>angel</b>		Financial accounting	accounting	Mr. Mohammed Ahmed Diab

	angel		Management accounting	accounting	Mr. Ali Fouad Taha
	angel		about	Arabic	M.M. Ali Ghaleb Ali

### Professional development

#### Orientation of new faculty members

- 1- **Determining the needs of the university and the department:** The needs of the university and the department are determined in terms of the required educational cadres and preferred specializations.
- 2- **Orientation Programs:** Customized orientation programs are designed for new, visiting, full-time and part-time members based on their needs and specialties.
- 3- **Introduction to the University Environment:** A comprehensive introduction to the university and the Department of Public Administration is provided, including an overview of the department, vision, mission, goals, and available services.
- 4- **Providing support resources:** New members are provided with the necessary resources and support, including training courses, workshops, and technical assistance.
- 5- **Academic Orientation:** New members are oriented regarding the curricula, research areas and teaching methods used in the department.
- 6- **Administrative Orientation:** New members are oriented to administrative procedures, responsibilities, university policies and code of conduct.
- 7- **Ongoing Support:** Ongoing support is provided to new, visiting, full-time and part-time faculty members through advisory sessions, workshops and periodic evaluations.

#### Professional development for faculty members

8. **Identifying needs and setting goals:** Faculty needs are identified through surveys and performance evaluations, and then specific goals to be achieved within the program are identified.
9. **Development Program Design:** Based on the specific needs and objectives, a comprehensive development program is designed that includes a set of activities, training

courses, workshops, and educational resources.

**10. Program Implementation:** The development program is implemented in a regular and organized manner, including organizing workshops, conducting training courses, and providing appropriate educational resources.

**11. Use effective teaching strategies:** Faculty members learn to use and apply modern and effective teaching strategies, such as cooperative learning, active learning, and educational technology.

**12. Evaluation of learning outcomes:** The effectiveness of the development program is evaluated by evaluating the learning outcomes of faculty members, such as increased levels of knowledge, teaching skills, and interaction with students.

**13. Continuous Development:** Ongoing feedback and support is provided to faculty members to promote ongoing professional and academic development.

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

## **12. Acceptance Criteria**

5- Central acceptance.

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

7- Private government education

8- Accepting evening studies.

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

4- University, college and electronic department website.

5- Priorities for establishing the department.

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

## **14. Program Development Plan**

7- Curriculum development.

8- Open postgraduate studies (higher diploma equivalent to a master's degree).

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

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

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

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

### Program Skills Chart

Required learning outcomes of the program

Values				Skills				Knowledge				Essential or optional?	Course name	Course code	Year/Level
A4	A3	A2	A1	B4	B3	B2	B1	A4	A3	A2	A1				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Public Administration 1		First year
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Statistics		
	✓	✓	✓		✓	✓	✓		✓	✓	✓		Computer 1Word		
	✓	✓	✓		✓	✓	✓		✓	✓	✓		Arabic		
	✓	✓	✓		✓	✓	✓			✓	✓		Human rights and democracy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Public Administration 2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematics for administrators		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Accounting principles		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		ReadingsEnglish		
	✓	✓	✓		✓	✓	✓		✓	✓	✓		Computer2Word		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Marketing Management		Second year
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human Resources Management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Administrative law		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Intermediate Accounting		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		The development of organizational thought		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Quantitative methods		
	✓	✓	✓		✓	✓	✓		✓	✓	✓		Computer1Excel		
	✓	✓	✓		✓	✓	✓		✓	✓	✓		Baath crimes in Iraq		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Relations		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Government accounting		

✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Administrative Psychology		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Civil Service Legislation		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Political systems		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations research		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer I Excel		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Financial Management		Third year
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		unified accounting system		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Local administration		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Contract management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Quality Management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Public service ethics		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Database Computer Applications2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Organizational Behavior		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policies		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		General Project Management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Management Information Technology		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Comparative local management systems		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Environmental management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Database Computer Applications2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Production and Operations Management		Fourth year
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Comparative Public Administration		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Administrative development1		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Strategic Management1		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer Applications IQS B		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Scientific research methods and		

✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	ethics	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Strategic management	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Administrative development 2	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Risk Management and Insurance	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	General Policies	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Computer Applications2QS B	

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

### Course Description Form

<b>1. Course name</b>	
project management	
<b>2. Course code</b>	
Nothing	
<b>3. Semester/Year</b>	
Second course	
<b>4. Date this description was prepared</b>	
1/9/2025	
<b>5. Available forms of attendance</b>	
Weekly	
<b>6. Number of study hours (total) / Number of units (total)</b>	
30 hours / 2	
<b>7. Name of the course supervisor (if more than one name is mentioned)</b>	
Mr. tareq azez kurdy      tareq <a href="mailto:1982@tu.edu.iq">1982@tu.edu.iq</a> m.	
<b>8. Course objectives</b>	
Apply knowledge, processes, skills, tools and techniques that can have a significant impact on the success of projects.	Provides project management guidelines, as well as a description of the project management life cycle and associated processes.
<b>9. Teaching and learning strategies</b>	
Achieving good project management practices that enhance the chances of success, and considering them an essential element of professional conduct.	To enhance common project management vocabulary with the aim of using and applying project management

concepts.

## 10. Course Structure

<b>Evaluation method</b>	<b>Learning method</b>	<b>Name of the unit or topic</b>	<b>Required learning outcomes</b>	<b>Watch es</b>	<b>The week</b>
Ask questions and tests	theoretical	Concept and nature of project management	Understanding project concepts and project management	2	the first
Ask questions and tests	theoretical	Introduction to Project Management	Identifying the possible approaches through which projects can be managed	2	the second
Ask questions and tests	theoretical	Project selection and project manager	Identify the determinants of project selection and project manager	2	the third
Ask questions and tests	theoretical	Project planning	Learn about goal setting methods and the requirements for achieving them	2	Fourth
Ask questions and tests	Theory with examples	Organizational approaches to project management	Learn how to organize project resources	2	Fifth
Ask questions and tests	theoretical	Project life cycle	Identify the stages of the project life	2	Sixth
Ask questions and tests	theoretical	Project Management Strategy	Learn about the strategic plan for project management	2	Seventh
Ask questions and tests	theoretical	Project Quality Management	Understand how to achieve quality in all project activities.	2	The eighth
Ask questions and tests	theoretical	Risks in Project Management	Explaining the risks that the project may face and how to confront or reduce them	2	Ninth
Ask questions and tests	theoretical	Change Management Projects	Learn about change management projects	2	Tenth
Ask questions and tests	Theory with examples	Project Management: Network Models	Learn about contemporary project management systems, especially network models.	2	Eleventh
Ask questions and tests	theoretical	Project Management Ethics	Explaining the ethical characteristics in project management	2	Twelfth
Ask questions and tests	Theory with examples	Financial analysis and evaluation of investment decisions	Learn about financial analysis methods, evaluating investment decisions, and the rate of return on projects.	4	Thirteenth and fourteenth
Tests	Examples	Case Study	Consolidating project management concepts and mechanisms	2	fifteenth

## 11. Course Evaluation

**Through monthly and daily exams and discussions on project management concepts, evaluating daily assignments, and following up on the stages of completing reports on project management topics.**

## **12. Learning and teaching resources**

	Required textbooks (methodology if any)
Project Management Institute's Guide to the Project Management Body of Knowledge	Main References (Sources)
	Recommended supporting books and references (scientific journals, reports...)
	Electronic references, websites

## Academic Program Description Form

University name: University Tikrit

College/Institute: College Management and Economics

Scientific Department: Department General Administration

Name of academic or professional program: Public Administration Department

Final Certificate Name: Bachelor Science in Public Administration

Academic system: Course system

Description preparation date: 1/9/2025

Date of filling the file: 1/9/2025

Signature

Asst. Prof. Dr. Ahmed Khudhair Ahmed  
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

## **1. Program Vision**

**Excellence in deliveryAndspioneerAndTo lead public sector institutions that meet stakeholder requirements, in line with global quality standards..**

## **2. Program message**

**Providing the public sector with the educated administrative energies it needs to meet its aspirations in serving the community, and communicating with relevant stakeholders to consolidate community behaviors through education.andLearning, creating an open environment for cultural and intellectual exchange that stimulates scientific research, creativity, innovation and leadership, as well as disseminating knowledge to public sector institutions to ensure the well-being and excellence of society..**

## **3. Program objectives**

**15.Preparing graduates capable of working in government organizations, thus contributing to achieving social and economic development in society..**

**16.Supporting government organizations and developing their knowledge in the fields of central and local administration by providing them with specialized administrative cadres.In this field.**

**17.Disseminating noble community values and instilling integrity behaviorsAnd community serviceIn the basics of workAdministrative.**

**18.Continuous development of the scientific contributions portfolioFor membersThe teaching staff in the department and following up on their feedback to ensure the achievement of the objectives of the educational process.**

**19.Building bridges of cooperation between the Public Administration Department and the community, and achieving a strategic partnership with government organizations by creating a cooperative environment that achieves continuous communication.andfor.**

## **4. Program accreditation**

**20. DoThe programIs the program accredited? And from which authority? Both**

## **5. Other external influences**

21. Is there a sponsor? For program? Yes, Ministry of Higher Education and Scientific Research

### 6. Program Structure

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

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

### 7. Program Description / Curriculum of the Department of Public Administration

Credit hours		Course name	Course code	Year/Level
practical	theoretical			<b>First</b>
	3	Principles of Public Administration 1		
	3	Principles of Economics		
	3	Principles of Statistics		
1	2	Computer 1Word		
	2	Arabic		
	2	Human rights and democracy		
	3	Principles of Public Administration 2		
	3	Mathematics for administrators		
	3	Accounting principles		
	3	ReadingsEnglish		
1	2	Computer2Word		

	2	English language		
	3	Marketing Management		<b>Second</b>
	3	Human Resources Management		
	2	Administrative law		
2	2	Intermediate Accounting		
	3	The development of organizational thought		
	2	English language		
	2	Quantitative methods		
1	2	Computer1Excel		
	2	Baath crimes in Iraq		
	3	Public Relations		
2	2	Government accounting		
	2	Administrative Psychology		
	2	Civil Service Legislation		
	3	Political systems		
	2	Operations research		
1	2	Computer1Excel		
	3	Public Financial Management		<b>Third</b>
2	2	unified accounting system		
	3	Local administration		
	3	Contract management		
	2	Quality Management		
	2	Public service ethics		
1	2	Database Computer Applications2		
	2	English language		
	3	Organizational Behavior		
	3	Financial policies		
	2	General Project Management		
	3	Management Information Technology		

	3	Comparative local management systems		<b>Fourth</b>
	2	Environmental management		
1	2	Database Computer Applications <sup>2</sup>		
	3	Production and Operations Management		
	2	Comparative Public Administration		
	3	Administrative development <sup>1</sup>		
	3	Strategic Management <sup>1</sup>		
	2	English language		
1	2	Computer Applications <sup>1</sup> QSB		
	2	Scientific research methods and ethics		
	3	Strategic management		
	3	Administrative development <sup>2</sup>		
	2	Risk Management and Insurance		
	3	General Policies		
1	2	Computer Applications <sup>2</sup> QSB		

## 8. Expected learning outcomes of the program

### Knowledge

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>- The ability of the department's graduates to develop their administrative and cognitive skills and achieve leadership in leading government institutions.</li> </ul> | <ul style="list-style-type: none"> <li>- Providing leading cadres in leading public sector institutions.</li> <li>- Disseminating knowledge in government institutions to achieve the aspirations of society.</li> </ul> |
|---|--|

	<ul style="list-style-type: none"> <li>- The ability to manage and invest knowledge in a way that achieves the quality and efficiency of the academic program's outputs and their suitability for the labor market.</li> </ul>
--	--

**Skills**

<ul style="list-style-type: none"> <li>- Management Department graduates have the ability to think, solve problems and manage time.</li> </ul>	<ul style="list-style-type: none"> <li>- Developing and supporting the spirit of creativity, innovation and leadership.</li> <li>- Creating an open environment for cultural and intellectual exchange.</li> </ul>
--	--

<ul style="list-style-type: none"> <li>- Our outputs should be knowledgeable and skilled in how to accomplish the tasks assigned to them.</li> </ul>	<ul style="list-style-type: none"> <li>- Communicate and interact constructively with stakeholders.</li> </ul>
--	--

**Values**

<ul style="list-style-type: none"> <li>- Adherence to professional ethics and the ability to demonstrate high professional competence.</li> </ul>	<ul style="list-style-type: none"> <li>- Establishing social and ethical responsibility.</li> <li>- Serving the community and meeting its requirements.</li> </ul>
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<ul style="list-style-type: none"> <li>- The student must believe in the principles of integrity and transparency, and have the ability to apply the concepts of quality management at work.</li> </ul>	<ul style="list-style-type: none"> <li>- Integrity and transparency.</li> <li>- Quality.</li> </ul>
---	---

**9. Teaching and learning strategies**

<p>15.Active learning: Encouraging students' active participation in learning processes, such as discussions, group activities, and problem solving, to enhance their deep understanding of mathematical concepts.</p> <p>16.Cooperative learning: Encouraging students to work together in small groups to solve problems.related to their studiesAnd sharing ideas, which contributes to</p>
--

enhancing interaction and knowledge exchange between them.

17. Use of Technology: Leveraging technology to provide interactive learning tools such as computer software and online resources to enhance student understanding and motivation.
18. Problem-based learning: presenting specific problems and motivating students to think critically and use skills to solve it.
19. Multiple Instructional Strategies: Providing a variety of instructional strategies, such as interactive lectures, practical lessons, and hands-on exercises, to meet the diverse needs of students.
20. Promote thinking skills: Encourage students to develop thinking skills such as analysis, planning and inference, by providing stimulating questions and applied problems.
21. Provide immediate feedback: Provide mechanisms to provide immediate feedback to students on their performance and understanding of concepts, whether through periodic assessments or direct interaction with the teacher.

## 10. Evaluation methods

15. Classroom performance assessment: This includes assessing students' performance during lessons, lectures and workshops, whether through written tests or continuous assessment of their participation and understanding of the material.
16. Participation in discussions and activities: Students' participation in class discussions, group activities, and individual projects can be assessed to assess their understanding and engagement with the material.
17. Tests and assignments: Students may be given regular tests and assessment assignments to assess their problem-solving skills related to their field of expertise and their understanding of the concepts presented.
18. Evaluating participation in research: The extent to which students participate in research activities and scientific projects can be assessed, and an evaluation can be provided of their presentation style and analysis of their results and conclusions.

19. Practical Performance Evaluation: Students can be evaluated in practical performance through: Visits Process and participation in applied activities.

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

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

## 11. Faculty

### Faculty members

Faculty preparation		Requirements/ Skills (if any)	Specialization		Academic Rank
lecturer	angel		private	general	
	angel		Operations research	Statistics (Operations Research)	Asst. Prof. Dr. Mazhar Khaled Abdel Hamid
	angel		Administrative law	General law	A.M.D. Mohamed Ahmed Raheel Aftan
	angel		Financial management	business management	A.M.D. Qusay Jassim Mohammed Imran
	angel		Bank management	business management	A.M. Mazen Noman Abdullah Bakr
	angel		linguistics	English language	<b>A.M. Adnan Fayhan Mahmoud Khader.</b>
	angel		Financial management	business management	<b>A.M. Ahmed Khader Ahmed Ali</b>
lecturer			Political economy	economy	<b>Prof. Dr. Saad Saleh Issa</b>
lecturer			Special law	law	<b>Asst. Prof. Dr. Yasser Ali Hamdan</b>

	angel		Networks	Calculators	Asst. Prof. Dr. Qusay Abboudi Ali
	angel		Financial management	business management	A.M. Present Sabah Shaeer Jabara
	angel		Knowledge management	business management	A.M. Tariq Aziz Kurdi
	angel		organized	business management	M. Khalaf Mohammed Alou
	angel		Organization theory	business management	M Iman Muwaffaq Omar
	angel		administration Financial	business management	Mr. Salam Hussein Jassim Handa
	angel		administration Financial	administration works	M. Najm Suhail Najm Abdullah
	angel		Human Resources	business management	M. Talha Kwan Salem
	angel		Applied statistics	count	Ms. Aisha Abdel Khaleq Ismail
	angel		business management	business management	Mr. Saad Salem Ghanem Suleiman
	angel		Financial management	business management	Dr. Qutaiba Ibrahim Hamada
	angel		General Administration	General Administration	M. Hamid Anwar Danok
	angel		business management	business management	Mr. Naji Hassan Ahmed Allawi
	angel		Production and	business management	M. Maysam Riad Bahr

			operations		
	<b>angel</b>		Human Resources	business management	Mr. Hussein Abdul Hamad Hussein
	<b>angel</b>		Human Resources	business management	millimeter. Hassan Farhan Ahmed Handal
	<b>angel</b>		General Policies	General Administration	Mr. Mohamed Mustafa Mohamed Ibrahim
	<b>angel</b>		Human Resources	business management	M. Ahmed Ayed Makhlaf
	<b>angel</b>		Human Resources	business management	M.M. Nihad Khamis Hassan
	<b>angel</b>		Quality Management	business management	M. Mazhar Ahmed Khalaf
	<b>angel</b>		Production management	business management	Mr. Ali Mohammed Huwaid Khater
	<b>angel</b>		Bank management	Financial and Banking Sciences	M.M. Ali Hamad Ali
	<b>angel</b>		Information systems	Management Information Systems	M.M. Mohammed Salem Abdel
<b>lecturer</b>			English literature	English language	M. Alaa Ahmed Abdullah
	<b>angel</b>		law	law	Mr. Ihab Abdullah Muhaimid
	<b>angel</b>		Cost accounting	accounting	Mr. Yasser Fouad Taha
<b>lecturer</b>			law	law	Mr. Maher Sabah Habib
	<b>angel</b>		Financial accounting	accounting	Mr. Mohammed Ahmed Diab
	<b>angel</b>		Management	accounting	Mr. Ali Fouad Taha

			accounting		
	angel		about	Arabic	M.M. Ali Ghaleb Ali

### Professional development

#### Orientation of new faculty members

- 1- **Determining the needs of the university and the department:** The needs of the university and the department are determined in terms of the required educational cadres and preferred specializations.
- 2- **Orientation Programs:** Customized orientation programs are designed for new, visiting, full-time and part-time members based on their needs and specialties.
- 3- **Introduction to the University Environment:** A comprehensive introduction to the university and the Department of Public Administration is provided, including an overview of the department, vision, mission, goals, and available services.
- 4- **Providing support resources:** New members are provided with the necessary resources and support, including training courses, workshops, and technical assistance.
- 5- **Academic Orientation:** New members are oriented regarding the curricula, research areas and teaching methods used in the department.
- 6- **Administrative Orientation:** New members are oriented to administrative procedures, responsibilities, university policies and code of conduct.
- 7- **Ongoing Support:** Ongoing support is provided to new, visiting, full-time and part-time faculty members through advisory sessions, workshops and periodic evaluations.

#### Professional development for faculty members

15. **Identifying needs and setting goals:** Faculty needs are identified through surveys and performance evaluations, and then specific goals to be achieved within the program are identified.
16. **Development Program Design:** Based on the specific needs and objectives, a comprehensive development program is designed that includes a set of activities, training courses, workshops, and educational resources.
17. **Program Implementation:** The development program is implemented in a regular and

organized manner, including organizing workshops, conducting training courses, and providing appropriate educational resources.

18. **Use effective teaching strategies:** Faculty members learn to use and apply modern and effective teaching strategies, such as cooperative learning, active learning, and educational technology.
19. **Evaluation of learning outcomes:** The effectiveness of the development program is evaluated by evaluating the learning outcomes of faculty members, such as increased levels of knowledge, teaching skills, and interaction with students.
20. **Continuous Development:** Ongoing feedback and support is provided to faculty members to promote ongoing professional and academic development.
21. **Participation in scientific research and publication:** Faculty members are encouraged to participate in scientific research and publish the results in prestigious academic journals, which enhances their academic standing and contributes to the development of knowledge in their fields.

## **12. Acceptance Criteria**

- 9- Central acceptance.
- 10- Accepting exceptions (martyrs' families, children of faculty, distinguished employees, top students in institutes, foreign students).
- 11- Private government education
- 12- Accepting evening studies.

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

- 7- University, college and electronic department website.
- 8- Priorities for establishing the department.
- 9- Project to develop and update the curricula of the faculties of management and economics in Iraqi universities for the year 2017.

## **14. Program Development Plan**

- 13- Curriculum development.
- 14- Open postgraduate studies (higher diploma equivalent to a master's degree).
- 15- Developing teaching and administrative staff through courses, seminars and workshops in areas of specialization.
- 16- Supporting scientific research efforts by encouraging faculty members to publish, especially in international journals.
- 17- Conducting training programs to develop students' capabilities in technical and

information technology fields.

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

**Program Skills Chart**

Required learning outcomes of the program

Values				Skills				Knowledge				Essential or optional?	Course name	Course code	Year/Level
A4	A3	A2	A1	B4	B3	B2	B1	A4	A3	A2	A1				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Public Administration 1		First year
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Statistics		
	✓	✓	✓		✓	✓	✓		✓	✓	✓		Computer 1Word		
	✓	✓	✓		✓	✓	✓		✓	✓	✓		Arabic		
	✓	✓	✓		✓	✓	✓			✓	✓		Human rights and democracy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Public Administration 2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematics for administrators		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Accounting principles		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		ReadingsEnglish		
	✓	✓	✓		✓	✓	✓		✓	✓	✓		Computer2Word		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Marketing Management		Second year
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human Resources Management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Administrative law		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Intermediate Accounting		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		The development of organizational thought		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Quantitative methods		
	✓	✓	✓		✓	✓	✓		✓	✓	✓		Computer1Excel		
	✓	✓	✓		✓	✓	✓		✓	✓	✓		Baath crimes in Iraq		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Relations		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Government		

														accounting		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			Administrative Psychology		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			Civil Service Legislation		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			Political systems		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			Operations research		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			Computer I Excel		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			Public Financial Management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			unified accounting system		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			Local administration		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			Contract management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			Quality Management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			Public service ethics		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			Database Computer Applications2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			English language		Third year
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			Organizational Behavior		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			Financial policies		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			General Project Management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			Management Information Technology		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			Comparative local management systems		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			Environmental management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			Database Computer Applications2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			Production and Operations Management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			Comparative Public Administration		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			Administrative development1		Fourth year
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			Strategic Management1		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			English language		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			Computer Applications IQS B		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			Scientific research		

														methods and ethics		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Strategic management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Administrative development 2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Risk Management and Insurance		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	General Policies		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Computer Applications2QS B		

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

### Course Description Form

<b>1. Course name</b>	
Organizational Behavior	
<b>2. Course code</b>	
Nothing	
<b>3. Semester/Year</b>	
Second semester / third year	
<b>4. Date this description was prepared</b>	
`1/9/2025	
<b>5. Available forms of attendance</b>	
Weekly/Full attendance	
<b>6. Number of study hours (total) / Number of units (total)</b>	
30 hours / 3 units	
<b>7. Name of the course supervisor (if more than one name is mentioned)</b>	
M. Talha Kawan Salem Email: <a href="mailto:talha.kawan@tu.edu.iq">talha.kawan@tu.edu.iq</a> <a href="mailto:Homdi hassan atea_homadi@tu.edu.iq">Homdi hassan atea_homadi@tu.edu.iq</a>	
<b>8. Course objectives</b>	
<ul style="list-style-type: none"> <li>• Providing the student with a cognitive skill about the concept and importance of Organizational behavior and its relationship to other behavioral sciences and administrative theories</li> <li>• Providing the student with</li> </ul>	Subject objectives

<p>information about the nature of Organizational behavior in business organizations</p> <ul style="list-style-type: none"> <li>• Identifying systems of behavior such as Islamic management and Japanese management</li> <li>• Identify the dimensions of organizational behavior such as personality, attitudes, values, and other dimensions.</li> </ul>	
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### 9. Teaching and learning strategies

<ul style="list-style-type: none"> <li>• Teaching and learning strategy in the subject of organizational behavior: organizing student participation and contribution to planning teaching and choosing teaching methods and tests.</li> </ul>	Strategy
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### 10. Course Structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
Ask questions and tests	Homework, asking questions, and interaction between the teacher and the students, as well as the students with each other.	The development of behavioral sciences in classical management theories such as administrative principles and scientific management.	Learn about the development of behavioral sciences	3	the first
Ask questions and tests	Homework, asking questions, and interaction between the teacher and the students, as well as the students with each	Personality, its nature and characteristics	Get to know the character	3	the second

	<b>other.</b>				
<b>Ask questions and tests</b>	<b>Homework, asking questions, and interaction between the teacher and the students, as well as the students with each other.</b>	<b>The concept of trends and how they are formed</b>	<b>Directions</b>	<b>3</b>	<b>the third</b>
<b>Ask questions and tests</b>	<b>Homework, asking questions, and interaction between the teacher and the students, as well as the students with each other.</b>	<b>The concept of values and their classification</b>	<b>Values</b>	<b>3</b>	<b>Fourth</b>
<b>Ask questions and tests</b>	<b>Homework, asking questions, and interaction between the teacher and the students, as well as the students with each other.</b>	<b>The importance of perception in human behavior</b>	<b>perception</b>	<b>3</b>	<b>Fifth</b>
<b>Ask questions and tests</b>	<b>Homework, asking questions, and interaction between the teacher and the students, as well as the students with each other.</b>	<b>Principles, elements and influencing factors of learning</b>	<b>Learning and behavior modification</b>	<b>3</b>	<b>Sixth</b>
<b>Ask</b>	<b>Homework,</b>	<b>Motivation and human</b>	<b>Motivation</b>	<b>3</b>	<b>Seventh</b>

<b>questions and tests</b>	<b>asking questions, and interaction between the teacher and the students, as well as the students with each other.</b>	<b>motivation</b>			
<b>Ask questions and tests</b>	<b>Homework, asking questions, and interaction between the teacher and the students, as well as the students with each other.</b>	<b>The nature of groups, their types and characteristics</b>	<b>Groups</b>	<b>3</b>	<b>The eighth</b>
<b>Ask questions and tests</b>	<b>Homework, asking questions, and interaction between the teacher and the students, as well as the students with each other.</b>	<b>Factors affecting communication and methods of communication</b>	<b>Communications</b>	<b>3</b>	<b>Ninth</b>
<b>Ask questions and tests</b>	<b>Homework, asking questions, and interaction between the teacher and the students, as well as the students with each other.</b>	<b>The concept of leadership, its sources and methods</b>	<b>Administrative leadership and decision making</b>	<b>3</b>	<b>Tenth</b>
<b>Ask questions and tests</b>	<b>Homework, asking questions,</b>	<b>Causes, levels and characteristics of conflict</b>	<b>Organizational conflict</b>	<b>3</b>	<b>eleventh</b>

	and interaction between the teacher and the students, as well as the students with each other.				
Ask questions and tests	Homework, asking questions, and interaction between the teacher and the students, as well as the students with each other.	Concept, elements and effects	Managing stress and work pressure	3	Twelfth
Ask questions and tests	Homework, asking questions, and interaction between the teacher and the students, as well as the students with each other.	The need for creativity, areas and levels	Organizational creativity	3	thirteenth
Ask questions and tests	Homework, asking questions, and interaction between the teacher and the students, as well as the students with each other.	Causes, objectives and types of change	Organizational change	3	fourteenth
Ask questions and tests	Homework, asking questions, and interaction	Organizational strategy in the development process	Organizational development	3	fifteenth

	<p>between the teacher and the students, as well as the students with each other.</p>				
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### 11. Course Evaluation

### 12. Learning and teaching resources

Organizational behavior in business organizations	Required textbooks (methodology if any)
Organizational behavior in business organizations Mahmoud Salman Al-Amian / Third Edition 2019	Main References (Sources)
Academic scientific journals	Recommended supporting books and references (scientific journals, reports...)
Websites	Electronic references, websites

## Academic Program Description Form

University name: University Tikrit

College/Institute: College Management and Economics

Scientific Department: Department Business Administration.

Name of academic or professional program: Bachelor business management

Final Certificate Name: Bachelor's in Business Administration.

Academic system: My semester (courses)

Description preparation date: 1/9/2025

Date of filling the file: 1/9/2025

  
Signature  
Asst. Prof. Dr. Ahmed Khudhair Ahmed  
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 attested by  
Khaldoon Abdullah Khalaf  
Name of the Director of the Quality Assurance and  
University Performance Division  
2025/9/1

  
Approval of the Dean

## 1. Program Vision

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

## 2. Program message

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

## 3. Program objectives

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

## 4. Program accreditation

Is the program accredited? And by which authority? No

## 5. Other external influences

Is there a sponsor for the program? A government program of the Ministry of Higher Education and Scientific Research

## 6. Program Structure

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 basic or optional.

### 7. Program Description

Credit hours		Course name	Course code	Year/Level
practical	theoretical	business management		
4	35	The first stage		First
4	35	Phase 2		Second
6	35	Stage 3		Third
2	31	Stage Four		Fourth

### 8. Expected learning outcomes of the program

#### Knowledge

Learning Outcome Statement 1:  
Enabling the student to perform his practical tasks in a professional manner.

Learning Outcomes 1: The graduate will be able to organize knowledge and information and retain it in his memory in preparation for its functional use in the future.

#### Skills

Learning Outcome Statement 2: Enabling the graduate to perform his work efficiently and effectively.

Learning Outcomes 2: To be able to analyze results and re-employ them to solve problems and to have the mentality of an analyst according to scientific data based on the method of thinking and scientific research.

Learning Outcome Statement 3: Rely on regional analysis of phenomena in the field of business administration.

Learning Outcome 2: To be able to judge phenomena away from impressions and subjective judgments.

#### Values

Learning Outcome Statement

Learning Outcome 4: Provide the student with the core values that

4:Inculcating values in students and considering them as the basis for future work	guidecurrency fromWhere organizational citizenship, teamwork, interactive decisions, academic excellence and equal opportunities prevail.
Learning Outcome Statement 5: Building Administrative Staff that Serves the Community	Learning Outcomes 5:Improving community relations and faithWith ethicsProfessionalism and high quality work performance.

## 9. Teaching and learning strategies

- Use the board
- Home solutions
- Try to investigate some tasks and problems to find out their causes.
- Blended learning

## 10. Evaluation methods

- Exams
- Follow up on homework
- Direct interaction with students
- Brainstorming

## 11. Faculty

### Faculty members

Faculty preparation		Requirements/ Skills (if any)	Specialization		Academic Rank
Lecturer	angel		private	general	
	angel		Knowledge management	business management	Asst. Prof. Dr. Ahmed Jadaan Hammad Musa Al-Jabouri
	angel		Management Information Systems	business management	Mr. Ahmed Hamdan Mahdi Saleh Al-Jubouri
	angel		Human Resources Management	business management	A.M. Ahmed Khalaf Hamdan Saho Al-Janabi
	angel		Organizational theory	business management	Prof. Dr. Ahmed Ali Hussein Attia Al-Mawla
	angel		Information systems	business management	Mr. Osama Musa Farhan Mahmoud Al-Douri
	angel		Production management	business management	Dr. Tahseen Fadhel Mohammed Jassim Al-Ahbabi
	angel		Production management	business management	Dr. Thamer Akab Hawas Thamer Al-Saray
	angel		Strategic Management-	business management	Asst. Prof. Dr. Hatem Ali Abdullah Hussein Al-Hamdani

			Knowledge		
	angel		Organizational theory	business management	Dr. Riyadh Shahada Hussein Shahada Al-Jabouri
	angel		Marketing Management	business management	A.M. Zahid Mohammed Saleh Subhi Al-Azzawi
	angel		Information systems	business management	M. Sherine Ismail Khalil Mohammed Al-Hadidi
	angel		Information systems	business management	A.M. Sohaib Abdulrahman Taama Al-Douri
	angel		Human Resources Management	business management	Asst. Prof. Dr. Amer Ali Hamad Shuwaish Al-Nasiri
	angel		Marketing Management - Knowledge	business management	Assistant Professor Abdullah Mahmoud Abdullah Dawood Al-Daraji
	angel		Organizational theory	business management	Dr. Ali Ihsan Abdul Karim Mohammed Al-Kumait
	angel		Strategic management	business management	Assistant Professor Ammar Awad Mohammed Mukhlef Al-Hamdani
	angel		Organizational theory	business management	Mr. Omar Wasfi Mukhlef Mohammed Al-Ajili
	angel		Human Resources Management	business management	Dr. Firas Hassan Rashid Salman Al-Jabouri
	angel		Organizational theory	business management	Asst. Prof. Dr. Firas Hussein Alwan Al-Tayef Al-Jabouri
	angel		Production management	business management	Prof. Dr. Qasim Ahmed Hanzel Mohammed Al-Azzawi
	angel		Strategic management	business management	A.M. Kifah Abbas Muhaimid Hajim Al-Janabi
	angel		Information systems	Information systems	Mr. Mohammed Salem Abdul Jamili
	angel		Human Resources Management	business management	Asst. Prof. Dr. Mohammed Ali Abdullah Hussein Al-Jumaili
	angel		Marketing Management	business management	Mr. Mohammed Mahmoud Abdullah Mahjoub Al-Jubouri
	angel		Marketing Management	business management	A.M. Marwan Rashid Hamoud Naseef Al-Abidi
	angel		Organizational theory	business management	Mr. Mahdi Khalaf Ali Ahmed Al-Jumaili
	angel		Strategic management	business management	M. Mahran Mahmoud Khattab Hamad
	angel		Production management	business management	Prof. Dr. Naji Abdel Sattar Mahmoud Ahmed
	angel		Marketing Management	business management	Mr. Nawaf Rasool Ismail Al-Maamari

	angel		Organizational theory	business management	Dr. Wissam Hashim Kamel Kurdi Al-Janabi
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## Professional development

### Orientation of new faculty members

1. We must be aware of how to harmonize between the department's vision and the college's vision, which is derived from the university's vision and even the ministry's, which enables the department to make decisive decisions in building and achieving the set goals.
2. The goals set are realistic and achievable, and each individual in this program should objectively achieve these goals.

### Professional development for faculty members

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

## 12. Acceptance Criteria

(central, parallel, evening)

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

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

## 14. Program Development Plan

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

### Program Skills Chart

Required learning outcomes of the program

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

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

### Course Description Form

**1. Course name:**

**Management Information Technology**

**2. Course Code: None**

**3. Semester / Year: / 2025-2026**

First course/ fourth stage

**4. Date of preparation of this description: First course 9/1/2023 Second course 1/9/2025**

**5. Available forms of attendance: In-person**

**My presence in the classroom, using the program Classroom To notify students of exam times and download monthly exam grades and annual effort grades, while providing them with some instructions regarding attendance, absence, and exams.**

**6. Number of study hours (total) / Number of units (total): hour / unit**

**45 hours/3**

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

the name: **M.D. mayssm riyaad bahar      mayssam.r.b@tu.edu.iq**

**muneb ali hussen**

**ma230002ad@tu.edu.iq**

## 8. Course objectives

- Identify the basic foundations of information technology, its stages of development and future trends.
- acquisition Student knowledge about the uses of administrative information technology In the field of Information, design and production.
- Understanding the functions of management information systems and their effective role in decision making.
- Recognition On modern technical systems that enhance the effectiveness and performance of business organizations.

Subject objectives

## 9. Teaching and learning strategies

- Use the board
- Home solutions
- Try to investigate some tasks and problems to find out their causes.
- Blended learning

Strategy

## 10. Course Structure

Evaluati on method	Learning method	Name of the unit or topic	Required learning outcomes	Watch es	The week
direct observation	theory	IT Management Fundamentals	He is able to understand the concept of information technology, its stages of development, future trends and its importance.	3	1
Direct questions	theory	Components of administrative information technology, its characteristics and features	Able to identify the components of information technology, its characteristics and features	3	2
Questions and discussions	theory	Tools, requirements and determinants of administrative information technology	Identify the tools, requirements and limitations of applying this technology.	3	3
Oral tests	theory	Introduction to Information Systems	Understand the concept of information system, its importance and role in making and taking decisions	3	4
Direct questions	theory	Planning MIS Activities	Learn about planning methods for information system activities Administrative	3	5

discussions And questions	theory	Information technology and its uses in business organizations	Learn about the uses of this technology in the field of information	3	6
discussions And questions	theory	Information processing systems, decision support systems, strategic information systems, office automation systems, artificial intelligence and expert systems	Identify the types of systems used in decision support	3	7
discussions And questions	theory	Uses of technology in design and production	Learn about modern technical systems used in the field of design and manufacturing	3	8
Direct questions	theory	E-administration and its application prospects	Learn about e-administration, its features and requirements	3	9
direct observation	theory	E-business and e-commerce	Learn about the concepts of e-business and e-commerce, their characteristics and advantages.	3	10
discussions And questions	theory	Information Security for Information Systems	Learn about the methods and techniques of information security for information systems	3	11
Direct questions	theory	The strategic role of information systems and competitive advantage	Identify the strategic role of information systems in achieving competitive advantage	3	12
Discussions and questions	theory	The concept, importance and uses of nanotechnology	Learn about nanotechnology, its importance and uses	3	13
discussions And questions	theory	The relationship between information technology and elements of competitive advantage	Understand the role of information technology in enhancing competitive advantages	3	14
discussions And questions	theory	Internet, Intranet and Extranet Effective communication processes	Defining the role of information technology in enhancing knowledge sharing	3	15

## 11. Course Evaluation

The final grade for the evaluation is 100 points, and the minimum for success is 50 points, and the grade is distributed. Evaluation on the end of the course is 30 points and the end of the course exam is 70 points. As follows:

- First month exam 10 marks
- Second month exam 10 marks
- Daily preparation 5 degrees
- Posts 5 points
- End of course exam 70 points

## 12. Learning and teaching resources

<b>Various sources (books, research, recent studies).</b>	Required textbooks (methodology if any)
<b>Books available in the library or on the Internet</b>	Main References (Sources)
<b>Research and periodicals via the World Wide Web</b>	Recommended supporting books and references (scientific journals, reports...)
<b>A group of websites and electronic forums.</b>	Electronic references, websites

## Academic Program Description Form

University name: University Tikrit

College/Institute: College Management and Economics

Scientific Department: Department General Administration

Name of academic or professional program: Public Administration Department

Final Certificate Name: Bachelor Science in Public Administration

Academic system: Course system

Description preparation date: 1/9/2025

Date of filling the file: 1/9/2025

  
Signature  
Asst. Prof. Dr. Ahmed Khudhair Ahmed  
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

## **1. Program Vision**

**Excellence in deliveryAndspioneerAndTo lead public sector institutions that meet stakeholder requirements, in line with global quality standards..**

## **2. Program message**

**Providing the public sector with the educated administrative energies it needs to meet its aspirations in serving the community, and communicating with relevant stakeholders to consolidate community behaviors through education.andLearning, creating an open environment for cultural and intellectual exchange that stimulates scientific research, creativity, innovation and leadership, as well as disseminating knowledge to public sector institutions to ensure the well-being and excellence of society..**

## **3. Program objectives**

**22.Preparing graduates capable of working in government organizations, thus contributing to achieving social and economic development in society..**

**23.Supporting government organizations and developing their knowledge in the fields of central and local administration by providing them with specialized administrative cadres.In this field.**

**24.Disseminating noble community values and instilling integrity behaviorsAnd community serviceIn the basics of workAdministrative.**

**25.Continuous development of the scientific contributions portfolioFor membersThe teaching staff in the department and following up on their feedback to ensure the achievement of the objectives of the educational process.**

**26.Building bridges of cooperation between the Public Administration Department and the community, and achieving a strategic partnership with government organizations by creating a cooperative environment that achieves continuous communication.andfor.**

## **4. Program accreditation**

**27. DoThe programIs the program accredited? And from which authority? Both**

## **5. Other external influences**

**28. Is there a sponsor? Forprogram? Yes, Ministry of Higher Education and**

**Scientific Research**

**6. Program Structure**

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

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

**7. Program Description / Curriculum of the Department of Public Administration**

Credit hours		Course name	Course code	Year/Level
practical	theoretical			<b>First</b>
	3	Principles of Public Administration 1		
	3	Principles of Economics		
	3	Principles of Statistics		
1	2	Computer 1Word		
	2	Arabic		
	2	Human rights and democracy		
	3	Principles of Public Administration 2		
	3	Mathematics for administrators		
	3	Accounting principles		
	3	ReadingsEnglish		
1	2	Computer2Word		
	2	English language		
	3	Marketing Management		
	3	Human Resources Management		

	2	Administrative law	
2	2	Intermediate Accounting	
	3	The development of organizational thought	
	2	English language	
	2	Quantitative methods	
1	2	Computer1Excel	
	2	Baath crimes in Iraq	
	3	Public Relations	
2	2	Government accounting	
	2	Administrative Psychology	
	2	Civil Service Legislation	
	3	Political systems	
	2	Operations research	
1	2	Computer1Excel	
	3	Public Financial Management	
2	2	unified accounting system	
	3	Local administration	
	3	Contract management	
	2	Quality Management	
	2	Public service ethics	
1	2	Database Computer Applications2	
	2	English language	
	3	Organizational Behavior	
	3	Financial policies	
	2	General Project Management	
	3	Management Information Technology	
	3	Comparative local management systems	
	2	Environmental management	
1	2	Database Computer Applications2	
	3	Production and Operations	<b>Fourth</b>

**Third**

		<b>Management</b>	
	<b>2</b>	<b>Comparative Public Administration</b>	
	<b>3</b>	<b>Administrative development1</b>	
	<b>3</b>	<b>Strategic Management1</b>	
	<b>2</b>	<b>English language</b>	
<b>1</b>	<b>2</b>	<b>Computer Applications1QSB</b>	
	<b>2</b>	<b>Scientific research methods and ethics</b>	
	<b>3</b>	<b>Strategic management</b>	
	<b>3</b>	<b>Administrative development 2</b>	
	<b>2</b>	<b>Risk Management and Insurance</b>	
	<b>3</b>	<b>General Policies</b>	
<b>1</b>	<b>2</b>	<b>Computer Applications2QSB</b>	

## 8. Expected learning outcomes of the program

### Knowledge

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>- The ability of the department's graduates to develop their administrative and cognitive skills and achieve leadership in leading government institutions.</li> </ul> | <ul style="list-style-type: none"> <li>- Providing leading cadres in leading public sector institutions.</li> <li>- Disseminating knowledge in government institutions to achieve the aspirations of society.</li> <li>- The ability to manage and invest knowledge in a way that achieves the quality and efficiency of the academic program's outputs and their suitability for the labor market.</li> </ul> |
|---|--|

### Skills

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>- Management Department graduates have the ability to think, solve problems and manage time.</li> </ul> | <ul style="list-style-type: none"> <li>- Developing and supporting the spirit of creativity, innovation and leadership.</li> <li>- Creating an open environment</li> </ul> |
|--|--|

	for cultural and intellectual exchange.
- Our outputs should be knowledgeable and skilled in how to accomplish the tasks assigned to them.	- Communicate and interact constructively with stakeholders.

### Values

- Adherence to professional ethics and the ability to demonstrate high professional competence.	- Establishing social and ethical responsibility. - Serving the community and meeting its requirements.
- The student must believe in the principles of integrity and transparency, and have the ability to apply the concepts of quality management at work.	- Integrity and transparency. - Quality.

### 9. Teaching and learning strategies

22.Active learning: Encouraging students' active participation in learning processes, such as discussions, group activities, and problem solving, to enhance their deep understanding of mathematical concepts.

23.Cooperative learning: Encouraging students to work together in small groups to solve problems.related to their studiesAnd sharing ideas, which contributes to enhancing interaction and knowledge exchange between them.

24.Use of Technology: Leveraging technology to provide interactive learning tools such as computer software and online resources to enhance student understanding and motivation.

25.Problem-based learning: presenting specific problems and motivating students to think critically and use skillsAdministrativeTo solve it.

26.Multiple Instructional Strategies: Providing a variety of instructional strategies, such as interactive lectures, practical lessons, and hands-on exercises, to meet the diverse needs of students.

27.Promote thinkingAdministrativeEncourage students to develop thinking

skills. Administrative Such as analysis, planning and inference, by providing stimulating questions and applied problems.

28. Provide immediate feedback: Provide mechanisms to provide immediate feedback to students on their performance and understanding of concepts. Administrative, whether through periodic assessments or direct interaction with the teacher.

## **10. Evaluation methods**

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

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

24. Tests and assignments: Students may be given regular tests and assessment assignments to assess their problem-solving skills related to their field of expertise and their understanding of the concepts presented.

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

26. Practical Performance Evaluation: Students can be evaluated in practical performance through: Visits Process and participation in applied activities.

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

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

## **11. Faculty**

### **Faculty members**

Faculty preparation		Requirements/Skills (if any)	Specialization		Academic Rank
lecturer	angel		private	general	
	angel		Operations research	Statistics (Operations Research)	Asst. Prof. Dr. Mazhar Khaled Abdel Hamid
	angel		Administrative law	General law	A.M.D. Mohamed Ahmed Raheel Aftan
	angel		Financial management	business management	A.M.D. Qusay Jassim Mohammed Imran
	angel		Bank management	business management	A.M. Mazen Noman Abdullah Bakr
	angel		linguistics	English language	<b>A.M. Adnan Fayhan</b> <b>Mahmoud Khader.</b>
	angel		Financial management	business management	<b>A.M. Ahmed Khader</b> <b>Ahmed Ali</b>
lecturer			Political economy	economy	<b>Prof. Dr. Saad Saleh Issa</b>
lecturer			Special law	law	<b>Asst. Prof. Dr. Yasser Ali Hamdan</b>
	angel		Networks	Calculators	<b>Asst. Prof. Dr. Qusay Abboudi Ali</b>
	angel		Financial management	business management	<b>A.M. Present Sabah Shaeer Jabara</b>
	angel		Knowledge management	business management	A.M. Tariq Aziz Kurdi
	angel		organized	business management	M. Khalaf Mohammed Alou
	angel		Organization theory	business management	M Iman Muwaffaq Omar
	angel		administration Financial	business management	Mr. Salam Hussein Jassim Handa
	angel		administration Financial	administration works	M. Najm Suhail Najm Abdullah

	angel		Human Resources	business management	M. Talha Kwan Salem
	angel		Applied statistics	count	Ms. Aisha Abdel Khaleq Ismail
	angel		business management	business management	Mr. Saad Salem Ghanem Suleiman
	angel		Financial management	business management	Dr. Qutaiba Ibrahim Hamada
	angel		General Administration	General Administration	M. Hamid Anwar Danok
	angel		business management	business management	Mr. Naji Hassan Ahmed Allawi
	angel		Production and operations	business management	M. Maysam Riad Bahr
	angel		Human Resources	business management	Mr. Hussein Abdul Hamad Hussein
	angel		Human Resources	business management	millimeter. Hassan Farhan Ahmed Handal
	angel		General Policies	General Administration	Mr. Mohamed Mustafa Mohamed Ibrahim
	angel		Human Resources	business management	M. Ahmed Ayed Makhlaf
	angel		Human Resources	business management	M.M. Nihad Khamis Hassan
	angel		Quality Management	business management	M. Mazhar Ahmed Khalaf
	angel		Production management	business management	Mr. Ali Mohammed Huwaid Khater
	angel		Bank management	Financial and Banking Sciences	M.M. Ali Hamad Ali

	angel		Information systems	Management Information Systems	M.M. Mohammed Salem Abdel
lecturer			English literature	English language	M. Alaa Ahmed Abdullah
	angel		law	law	Mr. Ihab Abdullah Muhaimid
	angel		Cost accounting	accounting	Mr. Yasser Fouad Taha
lecturer			law	law	Mr. Maher Sabah Habib
	angel		Financial accounting	accounting	Mr. Mohammed Ahmed Diab
	angel		Management accounting	accounting	Mr. Ali Fouad Taha
	angel		about	Arabic	M.M. Ali Ghaleb Ali

## Professional development

### Orientation of new faculty members

- 1- **Determining the needs of the university and the department:** The needs of the university and the department are determined in terms of the required educational cadres and preferred specializations.
- 2- **Orientation Programs:** Customized orientation programs are designed for new, visiting, full-time and part-time members based on their needs and specialties.
- 3- **Introduction to the University Environment:** A comprehensive introduction to the university and the Department of Public Administration is provided, including an overview of the department, vision, mission, goals, and available services.
- 4- **Providing support resources:** New members are provided with the necessary resources and support, including training courses, workshops, and technical assistance.
- 5- **Academic Orientation:** New members are oriented regarding the curricula,

research areas and teaching methods used in the department.

**6- Administrative Orientation:** New members are oriented to administrative procedures, responsibilities, university policies and code of conduct.

**7- Ongoing Support:** Ongoing support is provided to new, visiting, full-time and part-time faculty members through advisory sessions, workshops and periodic evaluations.

#### **Professional development for faculty members**

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

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

**3. Program Implementation:** The development program is implemented in a regular and organized manner, including organizing workshops, conducting training courses, and providing appropriate educational resources.

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

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

**6. Continuous Development:** Ongoing feedback and support is provided to faculty members to promote ongoing professional and academic development.

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

#### **12. Acceptance Criteria**

**13- Central acceptance.**

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

15- Private government education

16- Accepting evening studies.

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

10- University, college and electronic department website.

11- Priorities for establishing the department.

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

### 14. Program Development Plan

19- Curriculum development.

20- Open postgraduate studies (higher diploma equivalent to a master's degree).

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

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

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

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

### Program Skills Chart

#### Required learning outcomes of the program

Values					Skills			Knowledge				Essential or optional?	Course name	Course code	Year/L level
A4	A3	A2	A1	B4	B3	B2	B1	A4	A3	A2	A1				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Public Administration 1		First year
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Statistics		
	✓	✓	✓		✓	✓	✓		✓	✓	✓		Computer 1Word		
	✓	✓	✓		✓	✓	✓		✓	✓	✓		Arabic		
	✓	✓	✓		✓	✓	✓			✓	✓		Human rights and democracy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Public Administration 2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematics for administrators		

✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Accounting principles		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Readings English		
	✓	✓	✓		✓	✓	✓		✓	✓	✓		Computer 2 Word		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Marketing Management		Second year
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human Resources Management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Administrative law		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Intermediate Accounting		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		The development of organizational thought		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Quantitative methods		
	✓	✓	✓		✓	✓	✓		✓	✓	✓		Computer 1 Excel		
	✓	✓	✓		✓	✓	✓		✓	✓	✓		Baath crimes in Iraq		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Relations		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Government accounting		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Administrative Psychology		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Civil Service Legislation		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Political systems		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations research		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1 Excel		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Financial Management		Third year
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		unified accounting system		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Local administration		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Contract management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Quality Management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Public service ethics		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Database Computer Applications 2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Organizational Behavior		

✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Financial policies		Four h year
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	General Project Management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Management Information Technology		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Comparative local management systems		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Environmental management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Database Computer Applications2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Production and Operations Management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Comparative Public Administration		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Administrative development1		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Strategic Management1		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	English language		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Computer Applications1QS B		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Scientific research methods and ethics		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Strategic management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Administrative development 2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Risk Management and Insurance		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	General Policies		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Computer Applications2QS B		

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

### Course Description Form

<b>1. Course name</b>
Advanced Administrative Databases (2)
<b>2. Course code</b>
Nothing
<b>3. Semester/Year</b>
Second semester\third year
<b>4. Date this description was prepared</b>

1/9/2025

**5. Available forms of attendance**

Weekly / Full time

**6. Number of study hours (total) / Number of units (total)**

45 hours-3 units

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

Assistant Professor Dr. Qusay Abboudi Ali Email:Dr.qusay.a.ali@tu.edu.iq

**8. Course objectives**

- 1- understand the roleManagement information in computer technology.
- 2- Knowing the aspectsApplied databases
- 3- knowledgeOperations Administrative databases
- 4- Building student capacityAdministrativeIn the fieldComputer.
- 5- Gaining diverse information in different specializations
- 6- The student gains experience in the field ofPractical learning on modern administrative applications and systems
- 7- The student gains experience in the field ofAdministrative information

Subject objectives

**9. Teaching and learning strategies**

Promote interaction and hands-on experience, including organizing activities that encourage students to build projects.AdministrativeApplied and teamwork to solve technical problems In addition, innovative educational technologies are

Strategy

used to provide interactive learning experiences while providing individual support and career guidance to students for a deeper understanding of the concept. Advanced administrative databases and their applications.

### 10. Course Structure

<b>Evaluation method</b>	<b>Learning method</b>	<b>Name of the unit or topic</b>	<b>Required learning outcomes</b>	<b>Watches</b>	<b>The week</b>
Follow up on homework and formulate questions On the systemAccess	theoretical	Database concept	Introduction to databasesAdministrativeAdvanced	3	the first
Follow up on homework and formulate questions On the systemAccess	theoretical	Data organization	The purpose of databasesAdministrativeAdvanced	3	the second
Follow up on homework and formulate questions On the systemAccess	Theoretical + Practical	Administrative users	systemadministrationAdministrative databases	3	the third
Follow up on homework and formulate questions On the systemAccess	Theoretical + Practical	Storage properties	Data and information storage system	3	Fourth
Follow up on homework and formulate	Theoretical + Practical	Organize table linking	RelationshipsAdministrative	3	Fifth

questions On the systemAccess					
Follow up on homework and formulate questions On the systemAccess	Theoretical + Practical	Main + Secondary	Types of databases	3	Sixth
Follow up on homework and formulate questions On the systemAccess	Theoretical + Practical	Create tables (main, secondary, sub)	Functions	3	Seventh
<b>First month exam + practical exam</b>					
Follow up on homework and formulate questions On the systemAccess	Theoretical + Practical	Types of arithmetic functions	Arithmetic and logical functions in databasesAdministrative	3	The eighth
Follow up on homework and formulate questions On the systemAccess	Theoretical + Practical	How to use and write functions	Applications of arithmetic functions	3	Ninth
Follow up on homework and formulate questions On the systemAccess	Theoretical + Practical	How to use and write functions	Applications of arithmetic functions	3	Tenth
Follow up on homework and formulate questions On the systemAccess	Theoretical + Practical	Insert function on data fields	Inserting mathematical functions into database tables	3	Eleventh

ess					
Follow up on homework and formulate questions On the systemAccess	Theoretical + Practical	Insert function on data fields	Inserting mathematical functions into database tables	3	twelfth
Follow up on homework and formulate questions On the systemAccess	Theoretical + Practical	Design a report for tables	ReportsAdministrative	3	Thirteenth
<b>Second month exam + practical exam</b>					
	practical	-----	Review of practical lectures	3	fourteenth
	practical	----	practical exam	3	fifteenth
<b>Final exam for the second course</b>					

## 11. Course Evaluation

**12 degrees (first month exam (theoretical + practical))**

**12 degrees (second month exam (theoretical + practical))**

**6 degrees (attendance, student participation and daily exams)**

**70 marks final exam(Theoretical + Practical)**

## 12. Learning and teaching resources

	Required textbooks (methodology if any)
1. Johnson, S.: 'Access 2013 on demand' (Que Publishing, 2013. 2013) 2. Levesque, J.-F., Harris, M.F., and Russell, G.: 'Patient-centred access to health care: conceptualizing access at the interface of health systems and populations', International journal for equity in health, 2013, 12, (1), pp. 1-9	Main References (Sources)
	Recommended supporting books and references (scientific journals, reports...)
	Electronic references, websites

## Academic Program Description Form

University name: University Tikrit

College/Institute: College Management and Economics

Scientific Department: Department General Administration

Name of academic or professional program: Public Administration Department

Final Certificate Name: Bachelor Science in Public Administration

Academic system: Course system

Description preparation date: 1/9/2025

Date of filling the file: 1/9/2025

  
Signature  
Asst. Prof. Dr. Ahmed Khudhair Ahmed  
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

## **1. Program Vision**

**Excellence in deliveryAndspioneerAndTo lead public sector institutions that meet stakeholder requirements, in line with global quality standards..**

## **2. Program message**

**Providing the public sector with the educated administrative energies it needs to meet its aspirations in serving the community, and communicating with relevant stakeholders to consolidate community behaviors through education.andLearning, creating an open environment for cultural and intellectual exchange that stimulates scientific research, creativity, innovation and leadership, as well as disseminating knowledge to public sector institutions to ensure the well-being and excellence of society..**

## **3. Program objectives**

**29.Preparing graduates capable of working in government organizations, thus contributing to achieving social and economic development in society..**

**30.Supporting government organizations and developing their knowledge in the fields of central and local administration by providing them with specialized administrative cadres.In this field.**

**31.Disseminating noble community values and instilling integrity behaviorsAnd community serviceIn the basics of workAdministrative.**

**32.Continuous development of the scientific contributions portfolioFor membersThe teaching staff in the department and following up on their feedback to ensure the achievement of the objectives of the educational process.**

**33.Building bridges of cooperation between the Public Administration Department and the community, and achieving a strategic partnership with government organizations by creating a cooperative environment that achieves continuous communication.andfor.**

## **4. Program accreditation**

**34. DoThe programIs the program accredited? And from which authority? Both**

## **5. Other external influences**

**35. Is there a sponsor? Forprogram? Yes, Ministry of Higher Education and**

## Scientific Research

### 6. Program Structure

Comments	Percentage	Study unit	Number of courses	Program Structure
	9.4%	14	6	Institutional Requirements
	18%	27	10	College Requirements
	72.6%	109	40	Department Requirements
				Summer training
				Other

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

### 7. Program Description / Curriculum of the Department of Public Administration

Credit hours		Course name	Course code	Year/Level
practical	Theoretical			
	3	Principles of Public Administration 1		First
	3	Principles of Economics		
	3	Principles of Statistics		
1	2	Computer 1 Word		
	2	Arabic		
	2	Human rights and democracy		
	3	Principles of Public Administration 2		
	3	Mathematics for Administrators		
	3	Accounting principles		
	3	Readings English		
1	2	Computer 2 Word		
	2	English language		
	3	Marketing Management		
	3	Human Resources Management		
	2	Administrative law		
2	2	Intermediate Accounting		
	3	The development of organizational thought		
	2	English language		
	2	Quantitative methods		
1	2	Computer 1 Excel		
	2	Baath crimes in Iraq		
	3	Public Relations		

2	2	Government accounting		
	2	Administrative Psychology		
	2	Civil Service Legislation		
	3	Political systems		
	2	Operations research		
1	2	Computer1Excel		Third
	3	Public Financial Management		
2	2	unified accounting system		
	3	Local administration		
	3	Contract management		
	2	Quality Management		
	2	Public service ethics		
1	2	Database Computer Applications2		
	2	English language		
	3	Organizational Behavior		
	3	Financial policies		
	2	General Project Management		
	3	Management Information Technology		
	3	Comparative local management systems		
	2	Environmental management		
1	2	Database Computer Applications2		Fourth
	3	Production and Operations Management		
	2	Comparative Public Administration		
	3	Administrative development1		
	3	Strategic Management1		
	2	English language		
1	2	Computer Applications1QSB		
	2	Scientific research methods and ethics		
	3	Strategic management		
	3	Administrative development 2		
	2	Risk Management and		

		Insurance	
	3	General Policies	
1	2	Computer Applications2QSB	

## 8. Expected learning outcomes of the program

### Knowledge

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>- The ability of the department's graduates to develop their administrative and cognitive skills and achieve leadership in leading government institutions.</li> </ul> | <ul style="list-style-type: none"> <li>- Providing leading cadres in leading public sector institutions.</li> <li>- Disseminating knowledge in government institutions to achieve the aspirations of society.</li> <li>- The ability to manage and invest knowledge in a way that achieves the quality and efficiency of the academic program's outputs and their suitability for the labor market.</li> </ul> |
|---|--|

### Skills

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>- Management Department graduates have the ability to think, solve problems and manage time.</li> </ul>       | <ul style="list-style-type: none"> <li>- Developing and supporting the spirit of creativity, innovation and leadership.</li> <li>- Creating an open environment for cultural and intellectual exchange.</li> </ul> |
| <ul style="list-style-type: none"> <li>- Our outputs should be knowledgeable and skilled in how to accomplish the tasks assigned to them.</li> </ul> | <ul style="list-style-type: none"> <li>- Communicate and interact constructively with stakeholders.</li> </ul>   |

### Values

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>- Adherence to professional ethics and the ability to demonstrate high professional competence.</li> </ul> | <ul style="list-style-type: none"> <li>- Establishing social and ethical responsibility.</li> <li>- Serving the community and meeting its requirements.</li> </ul> |
| <ul style="list-style-type: none"> <li>- The student must believe in the</li> </ul>   | <ul style="list-style-type: none"> <li>- Integrity and transparency.</li> </ul>  |

principles of integrity and transparency, and have the ability to apply the concepts of quality management at work.

- Quality.

## **9. Teaching and learning strategies**

29. Active learning: Encouraging students' active participation in learning processes, such as discussions, group activities, and problem solving, to enhance their deep understanding of mathematical concepts.
30. Cooperative learning: Encouraging students to work together in small groups to solve problems related to their studies and sharing ideas, which contributes to enhancing interaction and knowledge exchange between them.
31. Use of Technology: Leveraging technology to provide interactive learning tools such as computer software and online resources to enhance student understanding and motivation.
32. Problem-based learning: presenting specific problems and motivating students to think critically and use skills to solve it.
33. Multiple Instructional Strategies: Providing a variety of instructional strategies, such as interactive lectures, practical lessons, and hands-on exercises, to meet the diverse needs of students.
34. Promote thinking: Encourage students to develop thinking skills. Such as analysis, planning and inference, by providing stimulating questions and applied problems.
35. Provide immediate feedback: Provide mechanisms to provide immediate feedback to students on their performance and understanding of concepts, whether through periodic assessments or direct interaction with the teacher.

## **10. Evaluation methods**

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

30. Participation in discussions and activities: Students' participation in class discussions, group activities, and individual projects can be assessed to assess their understanding and engagement with the material.
31. Tests and assignments: Students may be given regular tests and assessment assignments to assess their problem-solving skills related to their field of expertise and their understanding of the concepts presented.
32. Evaluating participation in research: The extent to which students participate in research activities and scientific projects can be assessed, and an evaluation can be provided of their presentation style and analysis of their results and conclusions.
33. Practical Performance Evaluation: Students can be evaluated in practical performance through: Visits Process and participation in applied activities.
34. Evaluation of external participation: This includes evaluation of the extent of students' participation in external activities such as conferences, seminars, and sports competitions.
35. Evaluation of Personal and Professional Development: Students' personal, professional and academic development can be evaluated during their participation in the faculty mentoring program.

## 11. Faculty

### Faculty members

Faculty preparation		Requirements/ Skills (if any)	Specialization		Academic Rank
lecturer	angel		private	general	
	angel		Operations research	Statistics (Operations Research)	Asst. Prof. Dr. Mazhar Khaled Abdel Hamid
	angel		Administrati ve law	General law	A.M.D. Mohamed Ahmed Raheel Aftan
	angel		Financial manageme nt	business management	A.M.D. Qusay Jassim Mohammed Imran
	angel		Bank	business	A.M. Mazen Noman

			managem ent	management	Abdullah Bakr
	<b>angel</b>		linguistics	English language	<b>A.M. Adnan Fayhan Mahmoud Khader.</b>
	<b>angel</b>		Financial managem ent	business management	<b>A.M. Ahmed Khader Ahmed Ali</b>
<b>lecturer</b>			Political economy	economy	<b>Prof. Dr. Saad Saleh Issa</b>
<b>lecturer</b>			Special law	law	<b>Asst. Prof. Dr. Yasser Ali Hamdan</b>
	<b>angel</b>		Networks	Calculators	<b>Asst. Prof. Dr. Qusay Abboudi Ali</b>
	<b>angel</b>		Financial managem ent	business management	<b>A.M. Present Sabah Shaeer Jabara</b>
	<b>angel</b>		Knowledge managem ent	business management	A.M. Tariq Aziz Kurdi
	<b>angel</b>		organized	business management	M. Khalaf Mohammed Alou
	<b>angel</b>		Organizatio n theory	business management	M Iman Muwaffaq Omar
	<b>angel</b>		administrati on Financial	business management	Mr. Salam Hussein Jassim Handa
	<b>angel</b>		administrati on Financial	administration works	M. Najm Suhail Najm Abdullah
	<b>angel</b>		Human Resources	business management	M. Talha Kwan Salem
	<b>angel</b>		Applied statistics	count	Ms. Aisha Abdel Khaleq Ismail
	<b>angel</b>		business managem ent	business management	Mr. Saad Salem Ghanem Suleiman

	<b>angel</b>		Financial manageme nt	business management	Dr. Qutaiba Ibrahim Hamada
	<b>angel</b>		General Administrati on	General Administration	M. Hamid Anwar Danok
	<b>angel</b>		business manageme nt	business management	Mr. Naji Hassan Ahmed Allawi
	<b>angel</b>		Production and operations	business management	M. Maysam Riad Bahr
	<b>angel</b>		Human Resources	business management	Mr. Hussein Abdul Hamad Hussein
	<b>angel</b>		Human Resources	business management	millimeter. Hassan Farhan Ahmed Handal
	<b>angel</b>		General Policies	General Administration	Mr. Mohamed Mustafa Mohamed Ibrahim
	<b>angel</b>		Human Resources	business management	M. Ahmed Ayed Makhlaf
	<b>angel</b>		Human Resources	business management	M.M. Nihad Khamis Hassan
	<b>angel</b>		Quality Manageme nt	business management	M. Mazhar Ahmed Khalaf
	<b>angel</b>		Production manageme nt	business management	Mr. Ali Mohammed Huwait Khater
	<b>angel</b>		Bank manageme nt	Financial and Banking Sciences	M.M. Ali Hamad Ali
	<b>angel</b>		Information systems	Management Information Systems	M.M. Mohammed Salem Abdel

lecturer			English literature	English language	M. Alaa Ahmed Abdullah
	angel		law	law	Mr. Ihab Abdullah Muhaimid
	angel		Cost accounting	accounting	Mr. Yasser Fouad Taha
lecturer			law	law	Mr. Maher Sabah Habib
	angel		Financial accounting	accounting	Mr. Mohammed Ahmed Diab
	angel		Management accounting	accounting	Mr. Ali Fouad Taha
	angel		about	Arabic	M.M. Ali Ghaleb Ali

## Professional development

### Orientation of new faculty members

1. Determining the needs of the university and the department: The needs of the university and the department are determined in terms of the required educational cadres and preferred specializations.
2. Orientation Programs: Customized orientation programs are designed for new, visiting, full-time and part-time members based on their needs and specialties.
3. Introduction to the University Environment: A comprehensive introduction to the university and the Department of Public Administration is provided, including an overview of the department, vision, mission, goals, and available services.
4. Providing support resources: New members are provided with the necessary resources and support, including training courses, workshops, and technical assistance.
5. Academic Orientation: New members are oriented regarding the curricula, research areas and teaching methods used in the department.
6. Administrative Orientation: New members are oriented to administrative procedures, responsibilities, university policies and code of conduct.
7. Ongoing Support: Ongoing support is provided to new, visiting, full-time and part-time faculty members through advisory sessions, workshops and periodic evaluations.

### Professional development for faculty members

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

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

24. Program Implementation: The development program is implemented in a regular and organized manner, including organizing workshops, conducting training courses, and providing appropriate educational resources.

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

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

27. Continuous Development: Ongoing feedback and support is provided to faculty members to promote ongoing professional and academic development.

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

## **12. Acceptance Criteria**

17- Central acceptance.

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

19- Private government education

20- Accepting evening studies.

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

13- University, college and electronic department website.

14- Priorities for establishing the department.

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

## **14. Program Development Plan**

25- Curriculum development.

26-Open postgraduate studies (higher diploma equivalent to a master's degree).

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

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

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

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

### Program Skills Chart

#### Required learning outcomes of the program

Values				Skills				Knowledge				Essential or optional?	Course name	Course code	Year/Level
A4	A3	A2	A1	B4	B3	B2	B1	A4	A3	A2	A1				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Public Administration 1		First year
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Statistics		
	✓	✓	✓		✓	✓	✓		✓	✓	✓		Computer 1Word		
	✓	✓	✓		✓	✓	✓		✓	✓	✓		Arabic		
	✓	✓	✓		✓	✓	✓			✓	✓		Human rights and democracy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Public Administration 2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematics for administrators		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Accounting principles		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		ReadingsEnglish		
	✓	✓	✓		✓	✓	✓		✓	✓	✓		Computer2Word		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Marketing Management		Second year
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human Resources Management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Administrative law		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Intermediate Accounting		

✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		The development of organizational thought		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Quantitative methods		
	✓	✓	✓		✓	✓	✓		✓	✓	✓		Computer I Excel		
	✓	✓	✓		✓	✓	✓		✓	✓	✓		Baath crimes in Iraq		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Relations		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Government accounting		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Administrative Psychology		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Civil Service Legislation		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Political systems		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations research		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer I Excel		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Financial Management		Third year
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		unified accounting system		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Local administration		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Contract management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Quality Management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Public service ethics		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Database Computer Applications2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Organizational Behavior		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policies		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		General Project Management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Management Information Technology		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Comparative local management systems		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Environmental management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Database Computer Applications2		

✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Production and Operations Management		Fourth year
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Comparative Public Administration		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Administrative development1		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Strategic Management1		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer Applications1QS B		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Scientific research methods and ethics		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Strategic management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Administrative development 2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Risk Management and Insurance		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		General Policies		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer Applications2QS B		

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

### Course Description Form

<b>1. Course name</b>
Financial policies
<b>2. Course code</b>
<b>3. Semester/Year</b>
Second course / third stage
<b>4. Date this description was prepared</b>
1/9/2025
<b>5. Available forms of attendance</b>
In-room attendance, using software ClassroomTo notify students of exam times and download monthly exam grades and annual effort grades, while providing them with some instructions regarding attendance, absence, and exams, along with practical lessons in the computer lab.
<b>6. Number of study hours (total) / Number of units (total)</b>
45 hours/3

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

A.M. Ahmed Khader Ahmed [ahmed.kh.84@tu.edu.iq](mailto:ahmed.kh.84@tu.edu.iq)

m. hassan farhan ahmed [hassan-a-82@tu.edu.iq](mailto:hassan-a-82@tu.edu.iq)

**8. Course objectives**

- Understanding Fiscal Policies: This course aims to provide students with a deep understanding of fiscal policies and their role in managing financial resources within institutions and governments.
- Fiscal Policy Analysis: Students learn how to analyze different fiscal policies, including taxes, public spending, and debt.
- Applying Financial Principles: Students learn how to apply financial principles in government and private sectors, including budget planning, debt management, and investment analysis.
- Understanding Economic Policies: This course helps students understand how fiscal policies affect the economy as a whole, and how they can be used to achieve economic stability.
- Developing communication and negotiation skills: Students learn how to negotiate and communicate about financial and economic issues.
- Economic Analysis: Students learn how to use economic tools to analyze financial policies and make sound financial decisions.

Subject objectives

**9. Teaching and learning strategies**

- Cooperative learning strategy:
- Encourage students to work together on projects. Serves the country's economic sector.

Strategy

- Survey strategy:
- Encourage students to research and investigate specific topics. About the mechanisms for implementing financial policy tools.
- Teach them how to search the Internet and use search tools. Fiscal Policy Topics.
- Cognitive mapping strategy:
- Use concept maps to organize information and ideas in economic policy of the country.
- Multiple Intelligences Strategy:
- Directing students to use their different skills in Operating Systems
- Encourage students to tap into their unique writing, design, and critical thinking abilities.
- Use these strategies to improve your students' experience using State budget

## 10. Course Structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
discussion	theory	Concepts about fiscal policy	Fiscal policy concept Some concepts related to fiscal policy	3	the first
viva voce	theory	Economic development of fiscal policy	Fiscal policy within the framework of macroeconomic policy	3	the second
discussion	theory	Fiscal Policy Theories	Fiscal policy from the point of view of the most important economic theories in the development of fiscal policy	3	the third
cone	theory	National income and government spending	Fiscal policy tools	3	Fourth
discussion	theory	The most important goals that financial policy seeks to achieve	Fiscal policy objectives	3	Fifth
Written exam	theory		First month theory exam	3	Sixth
viva voce	theory	The role of fiscal policy in internal and external balance	Fiscal policy and internal balance Fiscal policy and	3	Seventh

			<b>external balance</b>		
<b>discussion</b>	theory	<b>Economic development of fiscal policy</b>	<b>Fiscal Policy and Economic Development</b>	<b>3</b>	<b>The eighth</b>
<b>cone</b>	theory	<b>The role of fiscal policy in economic and political stability</b>	<b>The impact of fiscal policy on economic and political stability</b>	<b>3</b>	<b>Ninth</b>
<b>discussion</b>	theory	<b>Modern economic approach</b>	<b>Fiscal policy according to the modern economic and political approach</b>	<b>3</b>	<b>Tenth</b>
<b>discussion</b>	theory	<b>The relationship of state institutions to financial policy</b>	<b>The relationship between fiscal policy and state institutions</b>	<b>3</b>	<b>Eleventh</b>
<b>viva voce</b>	theory	<b>Fiscal policy approaches and rules</b>	<b>Foundations, methods, rules, drawing and setting the country's financial policy</b>	<b>3</b>	<b>Twelfth</b>
<b>Written exam</b>	theory	<b>Theoretical exam</b>	<b>Second month exam</b>	<b>3</b>	<b>thirteenth</b>
<b>Homework</b>	theory	<b>Iraq's budget according to the rentier system</b>	<b>Fiscal policy and modern financial budgets The general financial budget in Iraq according to the rentier system</b>	<b>3</b>	<b>fourteenth</b>
<b>discussion</b>	theory	<b>Optimal financial budget</b>	<b>Optimal financial budget in Iraq</b>	<b>3</b>	<b>fifteenth</b>

### 11. Course Evaluation

The annual effort grade is (30 points) and is divided as follows:

- 10 marks for the first month exam.
- 10 marks for the second monthly exam.
- 10 marks homework.

The final exam score is (70 points).

### 12. Learning and teaching resources

	Required textbooks (methodology if any)
Ministry of Higher Education and Scientific Research Book	Main References (Sources)
	Recommended supporting books and references (scientific journals, reports...)
A group of websites and electronic forums.	Electronic references, websites

## Academic Program Description Form

University name: University Tikrit

College/Institute: College Management and Economics

Scientific Department: Department General Administration

Name of academic or professional program: Public Administration Department

Final Certificate Name: Bachelor Science in Public Administration

Academic system: Course system

Description preparation date: 1/9/2025

Date of filling the file: 1/9/2025

  
Signature  
Asst. Prof. Dr. Ahmed Khudhair Ahmed  
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 attested by  
Khaldoon Abdullah Khalaf  
Name of the Director of the Quality Assurance and  
University Performance Division  
2025/9/1

  
Approval of the Dean

## **1. Program Vision**

**Excellence in deliveryAndspioneerAndTo lead public sector institutions that meet stakeholder requirements, in line with global quality standards..**

## **2. Program message**

**Providing the public sector with the educated administrative energies it needs to meet its aspirations in serving the community, and communicating with relevant stakeholders to consolidate community behaviors through education.andLearning, creating an open environment for cultural and intellectual exchange that stimulates scientific research, creativity, innovation and leadership, as well as disseminating knowledge to public sector institutions to ensure the well-being and excellence of society..**

## **3. Program objectives**

**36.Preparing graduates capable of working in government organizations, thus contributing to achieving social and economic development in society..**

**37.Supporting government organizations and developing their knowledge in the fields of central and local administration by providing them with specialized administrative cadres.In this field.**

**38.Disseminating noble community values and instilling integrity behaviorsAnd community serviceIn the basics of workAdministrative.**

**39.Continuous development of the scientific contributions portfolioFor membersThe teaching staff in the department and following up on their feedback to ensure the achievement of the objectives of the educational process.**

**40.Building bridges of cooperation between the Public Administration Department and the community, and achieving a strategic partnership with government organizations by creating a cooperative environment that achieves continuous communication.andfor.**

## **4. Program accreditation**

**41. DoThe programIs the program accredited? And from which authority? both**

## 5. Other external influences

42. Is there a sponsor? For program? Yes, Ministry of Higher Education and Scientific Research

## 6. Program Structure

Comments	Percentage	Study unit	Number of courses	Program Structure
	9.4%	14	6	Institutional Requirements
	18%	27	10	College Requirements
	72.6%	109	40	Department Requirements
				Summer training
				Other

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

## 7. Program Description / Curriculum of the Department of Public Administration

Credit hours		Course name	Course code	Year/Level
practical	theoretical			<b>First</b>
	3	Principles of Public Administration 1		
	3	Principles of Economics		
	3	Principles of Statistics		
1	2	Computer 1 Word		
	2	Arabic		
	2	Human rights and democracy		
	3	Principles of Public Administration 2		
	3	Mathematics for administrators		
	3	Accounting principles		
	3	Readings English		
1	2	Computer 2 Word		

	2	English language		
	3	Marketing Management		<b>Second</b>
	3	Human Resources Management		
	2	Administrative law		
2	2	Intermediate Accounting		
	3	The development of organizational thought		
	2	English language		
	2	Quantitative methods		
1	2	Computer1Excel		
	2	Baath crimes in Iraq		
	3	Public Relations		
2	2	Government accounting		
	2	Administrative Psychology		
	2	Civil Service Legislation		
	3	Political systems		
	2	Operations research		
1	2	Computer1Excel		
	3	Public Financial Management		<b>Third</b>
2	2	unified accounting system		
	3	Local administration		
	3	Contract management		
	2	Quality Management		
	2	Public service ethics		
1	2	Database Computer Applications2		
	2	English language		
	3	Organizational Behavior		
	3	Financial policies		
	2	General Project Management		
	3	Management Information Technology		
	3	Comparative local management systems		
	2	Environmental management		

1	2	Database Computer Applications2		
	3	Production and Operations Management		<b>Fourth</b>
	2	Comparative Public Administration		
	3	Administrative development1		
	3	Strategic Management1		
	2	English language		
1	2	Computer Applications1QSB		
	2	Scientific research methods and ethics		
	3	Strategic management		
	3	Administrative development 2		
	2	Risk Management and Insurance		
	3	General Policies		
1	2	Computer Applications2QSB		

## 8. Expected learning outcomes of the program

### Knowledge

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>- The ability of the department's graduates to develop their administrative and cognitive skills and achieve leadership in leading government institutions.</li> </ul> | <ul style="list-style-type: none"> <li>- Providing leading cadres in leading public sector institutions.</li> <li>- Disseminating knowledge in government institutions to achieve the aspirations of society.</li> <li>- The ability to manage and invest knowledge in a way that achieves the quality and efficiency of the academic program's outputs and their suitability for the labor market.</li> </ul> |
|---|--|

### Skills

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>- Management Department graduates have</li> </ul> | <ul style="list-style-type: none"> <li>- Developing and supporting</li> </ul> |
|--|---|

the ability to think, solve problems and manage time.	the spirit of creativity, innovation and leadership. - Creating an open environment for cultural and intellectual exchange.
- Our outputs should be knowledgeable and skilled in how to accomplish the tasks assigned to them.	- Communicate and interact constructively with stakeholders.

### Values

- Adherence to professional ethics and the ability to demonstrate high professional competence.	- Establishing social and ethical responsibility. - Serving the community and meeting its requirements.
- The student must believe in the principles of integrity and transparency, and have the ability to apply the concepts of quality management at work.	- Integrity and transparency. - Quality.

### 9. Teaching and learning strategies

36.Active learning: Encouraging students' active participation in learning processes, such as discussions, group activities, and problem solving, to enhance their deep understanding of mathematical concepts.

37.Cooperative learning: Encouraging students to work together in small groups to solve problems.related to their studiesAnd sharing ideas, which contributes to enhancing interaction and knowledge exchange between them.

38.Use of Technology: Leveraging technology to provide interactive learning tools such as computer software and online resources to enhance student understanding and motivation.

39.Problem-based learning: presenting specific problems and motivating students to think critically and use skillsAdministrativeTo solve it.

40.Multiple Instructional Strategies: Providing a variety of instructional strategies,

such as interactive lectures, practical lessons, and hands-on exercises, to meet the diverse needs of students.

41. Promote thinking Administrative Encourage students to develop thinking skills. Administrative Such as analysis, planning and inference, by providing stimulating questions and applied problems.

42. Provide immediate feedback: Provide mechanisms to provide immediate feedback to students on their performance and understanding of concepts. Administrative, whether through periodic assessments or direct interaction with the teacher.

## 10. Evaluation methods

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

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

38. Tests and assignments: Students may be given regular tests and assessment assignments to assess their problem-solving skills related to their field of expertise and their understanding of the concepts presented.

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

40. Practical Performance Evaluation: Students can be evaluated in practical performance through: Visits Process and participation in applied activities.

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

42. Evaluation of Personal and Professional Development: Students' personal, professional and academic development can be evaluated during their

participation in the faculty mentoring program.

## 11. Faculty

### Faculty members

Faculty preparation		Requirements/Skills (if any)	Specialization		Academic Rank
lecturer	angel		private	general	
	angel		Operations research	Statistics (Operations Research)	Asst. Prof. Dr. Mazhar Khaled Abdel Hamid
	angel		Administrative law	General law	A.M.D. Mohamed Ahmed Raheel Aftan
	angel		Financial management	business management	A.M.D. Qusay Jassim Mohammed Imran
	angel		Bank management	business management	A.M. Mazen Noman Abdullah Bakr
	angel		linguistics	English language	<b>A.M. Adnan Fayhan Mahmoud Khader.</b>
	angel		Financial management	business management	<b>A.M. Ahmed Khader Ahmed Ali</b>
lecturer			Political economy	economy	<b>Prof. Dr. Saad Saleh Issa</b>
lecturer			Special law	law	<b>Asst. Prof. Dr. Yasser Ali Hamdan</b>
	angel		Networks	Calculators	<b>Asst. Prof. Dr. Qusay Abboudi Ali</b>
	angel		Financial management	business management	<b>A.M. Present Sabah Shaeer Jabara</b>
	angel		Knowledge management	business management	A.M. Tariq Aziz Kurdi
	angel		organized	business management	M. Khalaf Mohammed Alou
	angel		Organization theory	business management	M Iman Muwaffaq Omar

	angel		administration Financial	business management	Mr. Salam Hussein Jassim Handa
	angel		administration Financial	administration works	M. Najm Suhail Najm Abdullah
	angel		Human Resources	business management	M. Talha Kwan Salem
	angel		Applied statistics	count	Ms. Aisha Abdel Khaleq Ismail
	angel		business management	business management	Mr. Saad Salem Ghanem Suleiman
	angel		Financial management	business management	Dr. Qutaiba Ibrahim Hamada
	angel		General Administration	General Administration	M. Hamid Anwar Danok
	angel		business management	business management	Mr. Naji Hassan Ahmed Allawi
	angel		Production and operations	business management	M. Maysam Riad Bahr
	angel		Human Resources	business management	Mr. Hussein Abdul Hamad Hussein
	angel		Human Resources	business management	millimeter. Hassan Farhan Ahmed Handal
	angel		General Policies	General Administration	Mr. Mohamed Mustafa Mohamed Ibrahim
	angel		Human Resources	business management	M. Ahmed Ayed Makhlaf
	angel		Human Resources	business management	M.M. Nihad Khamis Hassan
	angel		Quality Management	business management	M. Mazhar Ahmed Khalaf
	angel		Production	business	Mr. Ali Mohammed

			management	management	Huwaid Khater
	angel		Bank management	Financial and Banking Sciences	M.M. Ali Hamad Ali
	angel		Information systems	Management Information Systems	M.M. Mohammed Salem Abdel
lecturer			English literature	English language	M. Alaa Ahmed Abdullah
	angel		law	law	Mr. Ihab Abdullah Muhaimid
	angel		Cost accounting	accounting	Mr. Yasser Fouad Taha
lecturer			law	law	Mr. Maher Sabah Habib
	angel		Financial accounting	accounting	Mr. Mohammed Ahmed Diab
	angel		Management accounting	accounting	Mr. Ali Fouad Taha
	angel		about	Arabic	M.M. Ali Ghaleb Ali

## Professional development

### Orientation of new faculty members

- 1- **Determining the needs of the university and the department: The needs of the university and the department are determined in terms of the required educational cadres and preferred specializations.**
- 2- **Orientation Programs: Customized orientation programs are designed for new, visiting, full-time and part-time members based on their needs and specialties.**
- 3- **Introduction to the University Environment: A comprehensive introduction to the university and the Department of Public Administration is provided, including an overview of the department, vision, mission, goals, and available services.**

**4- Providing support resources: New members are provided with the necessary resources and support, including training courses, workshops, and technical assistance.**

**5- Academic Orientation: New members are oriented regarding the curricula, research areas and teaching methods used in the department.**

**6- Administrative Orientation: New members are oriented to administrative procedures, responsibilities, university policies and code of conduct.**

**7- Ongoing Support: Ongoing support is provided to new, visiting, full-time and part-time faculty members through advisory sessions, workshops and periodic evaluations.**

### **Professional development for faculty members**

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

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

31. Program Implementation: The development program is implemented in a regular and organized manner, including organizing workshops, conducting training courses, and providing appropriate educational resources.

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

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

34. Continuous Development: Ongoing feedback and support is provided to faculty members to promote ongoing professional and academic development.

35. Participation in scientific research and publication: Faculty members are encouraged to participate in scientific research and publish the results in prestigious academic journals, which enhances their academic standing and

contributes to the development of knowledge in their fields.

## 12. Acceptance Criteria

- 21- Central acceptance.
- 22- Accepting exceptions (martyrs' families, children of faculty, distinguished employees, top students in institutes, foreign students).
- 23- Private government education
- 24- Accepting evening studies.

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

- 16- University, college and electronic department website.
- 17- Priorities for establishing the department.
- 18- Project to develop and update the curricula of the faculties of management and economics in Iraqi universities for the year 2017.

## 14. Program Development Plan

- 31- Curriculum development.
- 32- Open postgraduate studies (higher diploma equivalent to a master's degree).
- 33- Developing teaching and administrative staff through courses, seminars and workshops in areas of specialization.
- 34- Supporting scientific research efforts by encouraging faculty members to publish, especially in international journals.
- 35- Conducting training programs to develop students' capabilities in technical and information technology fields.
- 36- Organizing field visits and scientific trips for students to government institutions.

## Program Skills Chart

### Required learning outcomes of the program

Values				Skills				Knowledge				Essential or optional?	Course name	Course code	Year/Level
A4	A3	A2	A1	B4	B3	B2	B1	A4	A3	A2	A1				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Public Administration 1		First year
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Statistics		
	✓	✓	✓		✓	✓	✓		✓	✓	✓		Computer 1 Word		
	✓	✓	✓		✓	✓	✓		✓	✓	✓		Arabic		
	✓	✓	✓		✓	✓	✓			✓	✓		Human rights and democracy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of		



													Computer Applications2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	English language		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Organizational Behavior		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Financial policies		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	General Project Management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Management Information Technology		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Comparative local management systems		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Environmental management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Database Computer Applications2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Production and Operations Management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Comparative Public Administration		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Administrative development1		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Strategic Management1		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	English language		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Computer Applications1QS B		Four h year
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Scientific research methods and ethics		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Strategic management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Administrative development 2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Risk Management and Insurance		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	General Policies		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Computer Applications2QS B		

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

### Course Description Form

<b>1. Course name</b>
Comparative local government systems
<b>2. Course code</b>
Nothing

**3. Semester/Year**

Second semester / third year

**4. Date this description was prepared**

1/9/2025

**5. Available forms of attendance**

Weekly/Full attendance

**6. Number of study hours (total) / Number of units (total)**

30 hours / 3 units

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

M. salam hussen jasem Email: [salam.handa@tu.edu.iq](mailto:salam.handa@tu.edu.iq)  
[m.hussen.abed.hamed](mailto:m.hussen.abed.hamed) hussein-A-Hammad@tu.edu.iq

**8. Course objectives**

<ul style="list-style-type: none"> <li>• Providing the student with a cognitive skill about the concept and importance of Comparative systems</li> <li>• Providing the student with information about the nature of Comparative local systems</li> <li>• Comparison between local, global and Arab systems</li> <li>• Identify the local system in Iraq and compare it to its counterparts in Western countries.</li> </ul>	<p style="text-align: center;">Subject objectives</p>
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**9. Teaching and learning strategies**

<ul style="list-style-type: none"> <li>• The teaching and learning strategy in the subject of comparative local administration systems regulates the student’s participation and contribution to planning teaching and choosing teaching methods and tests.</li> </ul>	<p style="text-align: center;">Strategy</p>
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**10. Course Structure**

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
Ask	Homework,	The concept of	- The concept	2	the first

questions and tests	asking questions, and interaction between the teacher and the students, as well as the students with each other.	comparative local administration	of comparative local administration - The importance of comparative local administration		
Ask questions and tests	Homework, asking questions, and interaction between the teacher and the students, as well as the students with each other.	Types of comparison	- Forms of comparisons used in administrative systems	2	the second
Ask questions and tests	Homework, asking questions, and interaction between the teacher and the students, as well as the students with each other.	Concepts and definition of the administrative unit	- The concept of administrative unit - Methods of organizing administrative units	2	the third
Ask questions and tests	Homework, asking questions, and interaction between the teacher and the students, as well as the students with each other.	Administrative evaluation in light of the experiences of some countries	- Evaluation methods used by some countries (Britain and France)	2	Fourth
Ask questions and tests	Homework, asking questions,	Heads of administrative units	- The concept of the head of the	2	Fifth

	and interaction between the teacher and the students, as well as the students with each other.		administrative unit - Conditions for selecting the head of the administrative unit		
Ask questions and tests	Homework, asking questions, and interaction between the teacher and the students, as well as the students with each other.	Statement of methods for selecting, promoting and disciplining heads of administrative units in some European countries and the United States	- Methods of selecting the head of the administrative unit in comparative local systems (British and American models)	2	Sixth
Ask questions and tests	Homework, asking questions, and interaction between the teacher and the students, as well as the students with each other.	Selection, promotion, transfer and discipline of local administration employees in light of the experiences of some countries in the world	- Local Service Employee Concept - Selection methods - Promotion methods - Reasons for transfer	2	Seventh
Ask questions and tests	Homework, asking questions, and interaction between the teacher and the students, as well as the students with each other.	Local Councils	-The concept of local councils	2	The eighth
Ask questions and tests	Homework, asking questions, and interaction	Local government budget	- Methods of preparing budgets for local administration and the	2	Ninth

	between the teacher and the students, as well as the students with each other.		beneficiaries thereof		
Ask questions and tests	Homework, asking questions, and interaction between the teacher and the students, as well as the students with each other.	The relationship between the central government and local administration	-The concept of central government Forms of the relationship between the central and local government	2	Tenth
Ask questions and tests	Homework, asking questions, and interaction between the teacher and the students, as well as the students with each other.	Financial control in light of the experiences of some countries	Forms of control in comparative local systems	2	eleventh
Ask questions and tests	Homework, asking questions, and interaction between the teacher and the students, as well as the students with each other.	International regional cooperation	Forms of regional cooperation	2	Twelfth
Ask questions and tests	Homework, asking questions, and interaction between the teacher	International organizations in some experiences of different countries	- The concept of international organizations - Forms of international	2	thirteenth

	and the students, as well as the students with each other.		I organization s		
Ask questions and tests	Homework, asking questions, and interaction between the teacher and the students, as well as the students with each other.	Local Finance	Local Finance Concept - Beneficiaries of local finance	2	fourteenth
Ask questions and tests	Homework, asking questions, and interaction between the teacher and the students, as well as the students with each other.	Case Study	View one of the models in developed countries to learn aboutWhat are comparative local systems?	2	fifteenth

## 11. Course Evaluation

## 12. Learning and teaching resources

Comparative Local Administration Book prescribed by the Ministry	Required textbooks (methodology if any)
	Main References (Sources)
Scientific journals in the specializations of local administration	Recommended supporting books and references (scientific journals, reports...)
Specialized websites	Electronic references, websites

## Academic Program Description Template

University Name: University Tikrit

College/Institute: College Management and Economics

Scientific Department: Department General Administration

Name of academic or professional program: General Administration Department

Final Certificate Name: Bachelor's Sciences in Public Administration

Study system: Bologna System + Course System

Date the description was prepared: 1/29/2025

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

  
Signature  
Asst. Prof. Dr. Ahmed Khudhair Ahmed  
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

## 1. Program Vision

Excellence in providingAngelspioneeröTo lead public sector institutions in a way that meets the requirements of stakeholders, and in line with global quality standards..

## 2. Program Message

To provide the public sector with the necessary educated administrative personnel to meet its aspirations in serving the community, and to communicate with relevant stakeholders to consolidate societal behaviors through education.andLearning, and creating an open environment for cultural and intellectual exchange that stimulates scientific research, creativity, innovation and leadership, as well as disseminating knowledge to public sector institutions to ensure the well-being and excellence of society..

## 3. Program Objectives

43.Preparing graduates capable of working in governmental organizations in a way that contributes to achieving the social and economic development of society..

44.Supporting governmental organizations and developing their knowledge in the areas of central and local administration by providing them with specialized administrative personnel.In this field.

45.Spreading noble societal values and establishing integrity behaviorsCommunity serviceln the basics of workThe administrator.

46.Continuous development of the scientific contributions portfolioFor membersThe department's faculty and monitoring of their feedback to ensure the achievement of the educational process's goals..

47.Building bridges of cooperation between the Department of Public Administration and the community, and achieving strategic partnerships with governmental organizations by creating a collaborative environment that fosters continuous communication.andfor.

## 4. Program accreditation

48. DoThe programsIs the program accredited? And by which organization?  
Both

## 5. Other external influences

49. Is there a sponsor? ForprogramYes, the Ministry of Higher Education and Scientific Research.

## 6. Program Structure

Program structure	Number of courses	Study unit	Percentage	comments
Institutional	6	14	9.4%	

requirements				
College requirements	10	27	18%	
Department requirements	40	109	72.6%	
Summer training				
Other				

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

7. Program Description / Curriculum of the Public Administration Department				
Year / Level	Course code	Course name	Credit Hours	
			theoretical	practical
First		Principles of Public Administration 1	3	
		Principles of Economics	3	
		Principles of Statistics	3	
		Computer 1 Word	2	1
		Arabic	2	
		Human rights and democracy	2	
		Principles of Public Administration 2	3	
		Mathematics for administrators	3	
		Principles of Accounting	3	
		Readings English	3	
		Computer 2 Word	2	1
		English language	2	
Second		Marketing Department	3	
		Human Resources Management	3	
		Administrative law	2	
		Intermediate Accounting	2	2
		The evolution of organizational thought	3	
		English language	2	
		Quantitative methods	2	
		Computer 1 Excel	2	1
		Ba'athist crimes in Iraq	2	
		Public Relations	3	
		Government accounting	2	2
		Administrative Psychology	2	
	Civil Service Legislation	2		
	Political systems	3		

		Operations Research	2	
		Computer 1Excel	2	1
Third		Public Financial Management	3	
		Unified accounting system	2	2
		Local administration	3	
		Organization theory	3	
		Quality Management	2	
		Ethics of public service	2	
		Computer Applications Databases 2	2	1
		English language	2	
		organizational behavior	3	
		Financial policies	3	
		General Project Management	2	
		Management Information Technology	3	
		Comparative Local Government Systems	3	
		Environmental Management	2	
		Computer Applications Databases 2	2	1
Fourth		Production and Operations Management	3	
		Comparative Public Administration	2	
		Administrative Development 1	3	
		Strategic Management 1	3	
		English language	2	
		Computer Applications 1QSB	2	1
		Methods and ethics of scientific research	2	
		Strategic Management	3	
		Administrative Development 2	3	
		Risk Management and Insurance	2	
		Public policies	3	
	Computer Applications 2QSB	2	1	

## 8. Expected learning outcomes of the program

### Knowledge

<ul style="list-style-type: none"> <li>- Providing leading personnel in the leadership of public sector institutions.</li> <li>- Spreading knowledge in government institutions in a way that fulfills the aspirations of society.</li> <li>- The ability to manage and invest knowledge in a way that achieves quality and efficiency of the academic program outputs and their suitability to the labor market.</li> </ul>	<ul style="list-style-type: none"> <li>- The ability of the department's graduates to develop their managerial and cognitive skills and achieve leadership in governmental institutions.</li> </ul>
--	---

**Skills**

<ul style="list-style-type: none"> <li>- Developing and supporting the spirit of creativity, innovation, and leadership.</li> <li>- Creating an open environment for cultural and intellectual exchange.</li> </ul>	<ul style="list-style-type: none"> <li>- Graduates of the Management Department possess the ability to think, solve problems, and manage time.</li> </ul>
<ul style="list-style-type: none"> <li>- Communication and constructive interaction with stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>- Our output should be knowledgeable and have acquired the skills in how to accomplish the tasks assigned to them.</li> </ul>

**Values**

<ul style="list-style-type: none"> <li>- Establishing social and moral responsibility.</li> <li>- Serving the community and meeting its needs.</li> </ul>	<ul style="list-style-type: none"> <li>- Adherence to professional ethics and the ability to demonstrate high professional competence.</li> </ul>
<ul style="list-style-type: none"> <li>- Integrity and transparency.</li> <li>- Quality.</li> </ul>	<ul style="list-style-type: none"> <li>- The student must believe in the principles of integrity and transparency, and have the</li> </ul>

ability to apply quality management concepts at work.

## 9. Teaching and learning strategies

43. Active learning: Encouraging students' active participation in learning processes, such as discussions, group activities, and problem-solving, to enhance their deep understanding of mathematical concepts.
44. Cooperative learning: Encouraging students to work together in small groups to solve problems related to their studies. Sharing ideas contributes to enhancing interaction and knowledge exchange among them.
45. Using technology: Utilizing technology to provide interactive educational tools such as computer programs and online resources to enhance student understanding and motivation.
46. Problem-based learning: presenting specific problems and motivating students to think critically and use skills. Administrative To solve it.
47. Multiple teaching strategies: Providing a variety of teaching strategies, such as interactive lectures, practical lessons and practical exercises, to meet the diverse needs of students.
48. Enhancing thinking. Administrator Encouraging students to develop thinking skills. Administrator Such as analysis, planning, and conclusion, by presenting stimulating questions and applied problems.
49. Providing immediate feedback: Providing mechanisms to give students immediate feedback on their performance and understanding of concepts. Administrative Whether through periodic assessments or direct interaction with the teacher.

## 10. Assessment Methods

43. Classroom performance assessment: This includes evaluating student performance during lessons, lectures, and workshops, whether through written tests or continuous assessment of their participation and understanding of the material.
44. Participation in discussions and activities: The extent of student participation in classroom discussions, group activities, and individual projects can be assessed

to evaluate their understanding and interaction with the material.

45. Tests and assignments: Students may be given regular tests and assessment assignments to evaluate their problem-solving skills. Related to their field of expertise and their understanding of the concepts presented.

46. Evaluating research participation: The extent of student participation in research activities and scientific projects can be assessed, and an evaluation can be provided of their presentation style, analysis of results, and conclusions.

47. Assessment of practical performance: Students can be assessed in practical performance through visits. The process and participation in practical activities.

48. Assessment of external participation: This includes assessing the extent of student participation in external activities such as conferences, seminars, and sports competitions.

49. Assessment of personal and professional development: Students' personal, professional, and academic development can be assessed during their participation in the faculty mentoring program.

## 11. Faculty

### Faculty members

academic rank	Specialization		Requirements/Skills (if any)	Faculty preparation	
	general	private		angel	lecturer
Dr. Mazhar Khalid Abdul Hamid	Statistics (Operations Research)	Operations Research		angel	
Prof. Dr. Mohamed Ahmed Raheel Aftan	General law	Administrative law		angel	
Dr. Qusay Jassim Mohammed Omran	business management	Financial Management		angel	
Prof. Dr. Mazen Naaman Abdullah Bakr	business management	Bank management		angel	
<b>A.M. Adnan Fayhan Mahmoud Khader.</b>	English	linguistics		angel	

	language			
<b>Dr. Ahmed Khudair Ahmed Ali</b>	business management	Financial Management		<b>angel</b>
<b>M. Bakr Jasoom Hamid</b>	economy	economy		<b>lecturer</b>
<b>Dr. Qusay Aboudi Ali</b>	Calculators	networks		<b>angel</b>
<b>A.M. Present, Sabah Sha'ir Jabara</b>	business management	Financial Management		<b>angel</b>
Dr. Tariq Aziz Kurdi	business management	Knowledge management		<b>angel</b>
Dr. Khalaf Mohammed Alou	business management	organized		<b>angel</b>
Dr. Iman Muwaffaq Omar	business management	Organization theory		<b>angel</b>
M. Salam Hussein Jassim Handa	business management	administration Finance		<b>angel</b>
Dr. Najm Suhail Najm Abdullah	administration works	administration Finance		<b>angel</b>
A.M. Talha Kawan Salem	business management	Human Resources		<b>angel</b>
A.M. Aisha Abdel Khaleq Ismail	count	Applied Statistics		<b>angel</b>
Dr. Saad Salem Ghanem Suleiman	business management	business management		<b>angel</b>
Dr. Qutaiba Ibrahim Hamada	business management	Financial Management		<b>angel</b>
M. Hamid Anwar Danouk	General Administration	General Administration		<b>angel</b>
M. Naji Hassan Ahmed Alawi	business management	business management		<b>angel</b>
Dr. Maysam Riyadh Bahr	business management	Production and operations		<b>angel</b>

Dr. Hamadi Hassan Attia	business management	Human Resources		angel	
M. Hussein Abdul Hamad Hussein	business management	Human Resources		angel	
M. Hassan Farhan Ahmed Handal	business management	Human Resources		angel	
M. Muhammad Mustafa Muhammad Ibrahim	General Administration	Public policies		angel	
M.M. Munib Ali Hussein	business management	business management		angel	
M.M. Nihad Khamis Hassan	business management	Human Resources		angel	
M.M. Ali Mohammed Huwaid Khater	business management	Production Management		angel	
M. Ali Hamad Ali	Financial and banking sciences	Bank management		angel	
Dr. Muhammad Ahmad Dhiab	accounting	Financial accounting		angel	
M.M. Ali Ghaleb Ali	Arabic	About		angel	
M.M. Samer Khalaf Hamid	economy	Economy		angel	

### **Professional Development**

#### **Orienting new faculty members**

8. Determining the needs of the university and the department: The needs of the university and the department are determined in terms of the required teaching staff and preferred specializations.
9. Orientation Program Preparation: Customized orientation programs are designed targeting new members, visitors, full-time and part-time members based on their needs and specializations.
10. Introduction to the university environment: A comprehensive introduction to the university and the Department of Public Administration is provided, including an

overview of the department, its vision, mission, goals, and available services.

11. Providing support resources: New members are provided with the necessary resources and support, including training courses, workshops, and technical assistance.
12. Academic orientation: New members are given orientation regarding the curriculum, research areas, and teaching methods used in the department.
13. Administrative orientation: New members are briefed on administrative procedures, responsibilities, university policies and rules of conduct.
14. Ongoing support: Ongoing support is provided to new, visiting, full-time and part-time faculty members through consultations, workshops and periodic evaluations.

### **Professional development of faculty members**

36. Identifying needs and setting goals: Faculty needs are identified through surveys and performance evaluations, and then specific goals are set to be achieved within the framework of the program.
37. Designing the development program: Based on the identified needs and objectives, a comprehensive development program is designed that includes a range of activities, training courses, workshops, and educational resources.
38. Program Implementation: The development program is implemented in a regular and organized manner, including organizing workshops, conducting training courses, and providing appropriate educational resources.
39. Using effective teaching strategies: Faculty members learn to use and apply modern and effective teaching strategies, such as cooperative learning, active learning, and educational technology.
40. Evaluating learning outcomes: The effectiveness of the development program is evaluated by assessing the learning outcomes of faculty members, such as increased knowledge, teaching skills, and interaction with students.
41. Continuous Development: Ongoing feedback and support are provided to faculty members to promote continuous professional and academic development.
42. Participation in research and scientific publication: Faculty members are encouraged to participate in scientific research and publish the results in prestigious academic journals, which enhances their academic standing and contributes to the development of knowledge in their fields.





		Quality Management		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Ethics of public service		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Materials Management		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		English language		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		organizational behavior		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	*	Financial policies		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		General Project Management		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Management Information Technology		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Comparative Local Government Systems		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Environmental Management		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		International Management		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Fourth year		Production and Operations Management		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Comparative Public Administration		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Administrative Development 1		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Strategic Management 1		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		English language		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Computer Applications 1QSB		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Methods and ethics of scientific research		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Strategic Management		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Administrative Development 2		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Risk Management and Insurance		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Public policies		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Computer Applications 2QSB		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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

### Course description template

#### 1. Course Name

Organization theory

**2. Course Code****3. Term/Year**

First course / Third stage

**4. Date this description was prepared**

1-9-2025

**5. Available attendance formats**

Attendance inside the hall, using the program Claasroom To inform students of exam times and to download monthly exam grades and annual coursework grades, while providing them with some instructions regarding attendance, absence, and exams, along with practical lessons in the computer lab.

**6. Total number of study hours / Total number of units**

45 hours/3

**7. Name of the course coordinator (if there is more than one, mention it)**Dr. Ahmed khudhair Ahmed [ahmed.kh.84@tu.edu.iq](mailto:ahmed.kh.84@tu.edu.iq)m. ahmed abd alrahmn Mahdi [ahmed.abd.mahdi@tu.edu.iq](mailto:ahmed.abd.mahdi@tu.edu.iq)**8. Course Objectives**

Course objectives

- Introducing students to the concept of an organization, its origins, and the development of organizational thought.
- Developing students' understanding of various classical and modern organizational theories.
- Clarifying the nature of organizational structures and formal and informal relationships within the organization.
- Developing students' ability to analyze organizational problems in governmental and private institutions.
- Statement of the impact of the internal and external environment on the design and effectiveness of the organization.

- Developing students' analytical and critical thinking skills in interpreting organizational phenomena.
- Enabling students to link theory and practical application in the administrative work environment.
- To enhance students' understanding of the importance of leadership, communication, and organizational culture in the success of organizations.

### 9. Teaching and learning strategies

Strategy

- Introducing students to the concept of an organization, its origins, and the development of organizational thought.
- Developing students' understanding of various classical and modern organizational theories.
- Clarifying the nature of organizational structures and formal and informal relationships within the organization.
- Developing students' ability to analyze organizational problems in governmental and private institutions.
- Statement of the impact of the internal and external environment on the design and effectiveness of the organization.
- Developing students' analytical and critical thinking skills in interpreting organizational phenomena.
- Enabling students to link theory and practical application in the administrative work environment.
- To enhance students' understanding of the importance of leadership, communication, and organizational culture in the success of organizations.

### 10. Course Structure

Week	Hours	Required	Unit or topic name	Learning	Evaluation
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		learning outcomes		method	Method
the first	3	Understanding the concept of an organization and its importance	The concept of the organization and its characteristics	theory	discussion
the second	3	Understanding the origins and development of organizational thought	The evolution of organizational thought	theory	viva voce
the third	3	Getting acquainted with the classical school	Scientific and Administrative Management Theory	theory	discussion
Fourth	3	Understanding the behavioral school	School of Human Relations	theory	cone
Fifth	3	Analysis of modern theories	Modern theory and systems	theory	discussion
Sixth	3	Assessing students' understanding of the above concepts	First month exam	theory	Written exam
Seventh	3	Understanding the organizational structure	Organizational structure and its types	theory	viva voce
Eighth	3	Understanding authority and responsibility	Authority, delegation, and responsibility	theory	discussion
Ninth	3	Understanding organizational communications	Communication systems within the organization	theory	cone
Tenth	3	Management Leadership Analysis	Leadership and organizational styles	theory	discussion
Eleventh	3	Understanding organizational culture	Organizational culture and change	theory	discussion
Twelfth	3	Organizational environment analysis	The internal and external environment of the organization	theory	viva voce
thirteenth	3	Evaluating acquired knowledge	Second month exam	theory	Written exam
fourteenth	3	Identifying organizational conflict	Organizational conflict and its management	theory	homework
Fifteenth	3	Applying organizational concepts	Modern trends in organization theory	theory	discussion

## 11. Course Evaluation

**The annual effort grade is out of (30 points) and is divided as follows:**

- **10 marks for the first month's exam.**
- **10 marks for the second monthly exam.**
- **10 marks for homework.**

**The final exam grade is out of (70 marks).**

## **12. Learning and teaching resources**

Required textbooks (methodology, if applicable)	Principles of organizational theory. Modern management and organization. organizational behavior
Main references (sources)	Organization theory
Recommended supporting books and references (scientific journals, reports)	For research and scientific journals in the field of management and organization. Modern administrative reports and organizational studies.
Electronic references, websites	A collection of websites and online forums.

## Academic Program Description Form

University name: University Tikrit

College/Institute: College Management and Economics

Scientific Department: Department General Administration

Name of academic or professional program: Public Administration Department

Final Certificate Name: Bachelor Science in Public Administration

Academic system: Course system

Description preparation date: 1/9/2025

Date of filling the file: 1/9/2025

  
Signature  
Asst. Prof. Dr. Ahmed Khudhair Ahmed  
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 attested by  
Khaldoon Abdullah Khalaf  
Name of the Director of the Quality Assurance and  
University Performance Division  
2025/9/1

  
Approval of the Dean

## **1. Program Vision**

**Excellence in deliveryAndspioneerAndTo lead public sector institutions that meet stakeholder requirements, in line with global quality standards..**

## **2. Program message**

**Providing the public sector with the educated administrative energies it needs to meet its aspirations in serving the community, and communicating with relevant stakeholders to consolidate community behaviors through education.andLearning, creating an open environment for cultural and intellectual exchange that stimulates scientific research, creativity, innovation and leadership, as well as disseminating knowledge to public sector institutions to ensure the well-being and excellence of society..**

## **3. Program objectives**

**50.Preparing graduates capable of working in government organizations, thus contributing to achieving social and economic development in society..**

**51.Supporting government organizations and developing their knowledge in the fields of central and local administration by providing them with specialized administrative cadres.In this field.**

**52.Disseminating noble community values and instilling integrity behaviorsAnd community serviceIn the basics of workAdministrative.**

**53.Continuous development of the scientific contributions portfolioFor membersThe teaching staff in the department and following up on their feedback to ensure the achievement of the objectives of the educational process.**

**54.Building bridges of cooperation between the Public Administration Department and the community, and achieving a strategic partnership with government organizations by creating a cooperative environment that achieves continuous communication.andfor.**

## **4. Program accreditation**

**55. DoThe programIs the program accredited? And from which authority? both**

## 5. Other external influences

56. Is there a sponsor? For program? Yes, Ministry of Higher Education and Scientific Research

## 6. Program Structure

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

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

## 7. Program Description / Curriculum of the Department of Public Administration

Credit hours		Course name	Course code	Year/Level
practical	theoretical			<b>First</b>
	3	Principles of Public Administration 1		
	3	Principles of Economics		
	3	Principles of Statistics		
1	2	Computer 1 Word		
	2	Arabic		
	2	Human rights and democracy		

	3	Principles of Public Administration 2		
	3	Mathematics for administrators		
	3	Accounting principles		
	3	ReadingsEnglish		
1	2	Computer2Word		
	2	English language		
	3	Marketing Management		
	3	Human Resources Management		
	2	Administrative law		
2	2	Intermediate Accounting		
	3	The development of organizational thought		
	2	English language		
	2	Quantitative methods		
1	2	Computer1Excel		
	2	Baath crimes in Iraq		
	3	Public Relations		
2	2	Government accounting		
	2	Administrative Psychology		
	2	Civil Service Legislation		
	3	Political systems		
	2	Operations research		
1	2	Computer1Excel		
	2	Administrative governance		Third
	3	Public Financial Management		
2	2	unified accounting system		
	3	Local administration		
	3	Contract management		
	2	Quality Management		
	2	Public service ethics		
1	2	Database Computer		

		<b>Applications2</b>	
	<b>2</b>	<b>English language</b>	
	<b>3</b>	<b>Organizational Behavior</b>	
	<b>3</b>	<b>Financial policies</b>	
	<b>2</b>	<b>General Project Management</b>	
	<b>3</b>	<b>Management Information Technology</b>	
	<b>3</b>	<b>Comparative local management systems</b>	
	<b>2</b>	<b>Environmental management</b>	
<b>1</b>	<b>2</b>	<b>Database Computer Applications2</b>	
	<b>3</b>	<b>Production and Operations Management</b>	
	<b>2</b>	<b>Comparative Public Administration</b>	
	<b>3</b>	<b>Administrative development1</b>	
	<b>3</b>	<b>Strategic Management1</b>	
	<b>2</b>	<b>English language</b>	
<b>1</b>	<b>2</b>	<b>Computer Applications1QSB</b>	
	<b>2</b>	<b>Scientific research methods and ethics</b>	
	<b>3</b>	<b>Strategic management</b>	
	<b>3</b>	<b>Administrative development 2</b>	
	<b>2</b>	<b>Risk Management and Insurance</b>	
	<b>3</b>	<b>General Policies</b>	
<b>1</b>	<b>2</b>	<b>Computer Applications2QSB</b>	
			<b>Fourth</b>

## 8. Expected learning outcomes of the program

### Knowledge

<ul style="list-style-type: none"><li>- The ability of the department's graduates to develop their administrative and cognitive skills and achieve leadership in leading government institutions.</li></ul>	<ul style="list-style-type: none"><li>- Providing leading cadres in leading public sector institutions.</li><li>- Disseminating knowledge in government institutions to achieve the aspirations of society.</li><li>- The ability to manage and invest knowledge in a way that achieves the quality and efficiency of the academic program's outputs and their suitability for the labor market.</li></ul>
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### Skills

<ul style="list-style-type: none"><li>- Management Department graduates have the ability to think, solve problems and manage time.</li></ul>	<ul style="list-style-type: none"><li>- Developing and supporting the spirit of creativity, innovation and leadership.</li><li>- Creating an open environment for cultural and intellectual exchange.</li></ul>
<ul style="list-style-type: none"><li>- Our outputs should be knowledgeable and skilled in how to accomplish the tasks assigned to them.</li></ul>	<ul style="list-style-type: none"><li>- Communicate and interact constructively with stakeholders.</li></ul>

### Values

<ul style="list-style-type: none"><li>- Adherence to professional ethics and the ability to demonstrate high professional competence.</li></ul>	<ul style="list-style-type: none"><li>- Establishing social and ethical responsibility.</li><li>- Serving the community and meeting its requirements.</li></ul>
<ul style="list-style-type: none"><li>- The student must believe in the principles of integrity and transparency, and have the ability to apply the</li></ul>	<ul style="list-style-type: none"><li>- Integrity and transparency.</li><li>- Quality.</li></ul>

concepts of quality management at work.

## 9. Teaching and learning strategies

50. Active learning: Encouraging students' active participation in learning processes, such as discussions, group activities, and problem solving, to enhance their deep understanding of mathematical concepts.
51. Cooperative learning: Encouraging students to work together in small groups to solve problems related to their studies and sharing ideas, which contributes to enhancing interaction and knowledge exchange between them.
52. Use of Technology: Leveraging technology to provide interactive learning tools such as computer software and online resources to enhance student understanding and motivation.
53. Problem-based learning: presenting specific problems and motivating students to think critically and use skills to solve it.
54. Multiple Instructional Strategies: Providing a variety of instructional strategies, such as interactive lectures, practical lessons, and hands-on exercises, to meet the diverse needs of students.
55. Promote thinking: Encourage students to develop thinking skills. Such as analysis, planning and inference, by providing stimulating questions and applied problems.
56. Provide immediate feedback: Provide mechanisms to provide immediate feedback to students on their performance and understanding of concepts, whether through periodic assessments or direct interaction with the teacher.

## 10. Evaluation methods

50. Classroom performance assessment: This includes assessing students' performance during lessons, lectures and workshops, whether through written tests or continuous assessment of their participation and understanding of the material.
51. Participation in discussions and activities: Students' participation in class discussions, group activities, and individual projects can be assessed to assess

their understanding and engagement with the material.

52. Tests and assignments: Students may be given regular tests and assessment assignments to assess their problem-solving skills related to their field of expertise and their understanding of the concepts presented.

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

54. Practical Performance Evaluation: Students can be evaluated in practical performance through: Visits Process and participation in applied activities.

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

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

## 11. Faculty

### Faculty members

Faculty preparation		Requirements/ Skills (if any)	Specialization		Academic Rank
lecturer	angel		private	general	
	angel		Operations research	Statistics (Operations Research)	Asst. Prof. Dr. Mazhar Khaled Abdel Hamid
	angel		Administrative law	General law	A.M.D. Mohamed Ahmed Raheel Aftan
	angel		Financial management	business management	A.M.D. Qusay Jassim Mohammed Imran
	angel		Bank management	business management	A.M. Mazen Noman Abdullah Bakr

	angel		linguistics	English language	<b>A.M. Adnan Fayhan Mahmoud Khader.</b>
	angel		Financial manageme nt	business management	<b>A.M. Ahmed Khader Ahmed Ali</b>
<b>lecturer</b>			Political economy	economy	<b>Prof. Dr. Saad Saleh Issa</b>
<b>lecturer</b>			Special law	law	<b>Asst. Prof. Dr. Yasser Ali Hamdan</b>
	angel		Networks	Calculators	<b>Asst. Prof. Dr. Qusay Abboudi Ali</b>
	angel		Financial manageme nt	business management	<b>A.M. Present Sabah Shaeer Jabara</b>
	angel		Knowledge manageme nt	business management	A.M. Tariq Aziz Kurdi
	angel		organized	business management	M. Khalaf Mohammed Alou
	angel		Organizatio n theory	business management	M Iman Muwaffaq Omar
	angel		administrati on Financial	business management	Mr. Salam Hussein Jassim Handa
	angel		administrati on Financial	administration works	Asst. Prof. Dr. Najm Suhail Najm Abdullah
	angel		Human Resources	business management	M. Talha Kwan Salem
	angel		Applied statistics	count	Ms. Aisha Abdel Khaleq Ismail
	angel		business manageme nt	business management	Mr. Saad Salem Ghanem Suleiman
	angel		Financial manageme	business management	Dr. Qutaiba Ibrahim Hamada

			nt		
	<b>angel</b>		General Administrati on	General Administration	M. Hamid Anwar Danok
	<b>angel</b>		business manageme nt	business management	Mr. Naji Hassan Ahmed Allawi
	<b>angel</b>		Production and operations	business management	M. Maysam Riad Bahr
	<b>angel</b>		Human Resources	business management	Mr. Hussein Abdul Hamad Hussein
	<b>angel</b>		Human Resources	business management	millimeter. Hassan Farhan Ahmed Handal
	<b>angel</b>		General Policies	General Administration	Mr. Mohamed Mustafa Mohamed Ibrahim
	<b>angel</b>		Human Resources	business management	M. Ahmed Ayed Makhlaf
	<b>angel</b>		Human Resources	business management	M.M. Nihad Khamis Hassan
	<b>angel</b>		Quality Manageme nt	business management	M. Mazhar Ahmed Khalaf
	<b>angel</b>		Production manageme nt	business management	Mr. Ali Mohammed Huwait Khater
	<b>angel</b>		Bank manageme nt	Financial and Banking Sciences	M.M. Ali Hamad Ali
	<b>angel</b>		Information systems	Management Information Systems	M.M. Mohammed Salem Abdel
<b>lecturer</b>			English literature	English language	M. Alaa Ahmed Abdullah

	angel		law	law	Mr. Ihab Abdullah Muhaimid
	angel		Cost accounting	accounting	Mr. Yasser Fouad Taha
lecturer			law	law	Mr. Maher Sabah Habib
	angel		Financial accounting	accounting	Mr. Mohammed Ahmed Diab
	angel		Manageme nt accounting	accounting	Mr. Ali Fouad Taha
	angel		about	Arabic	M.M. Ali Ghaleb Ali

## Professional development

### Orientation of new faculty members

- 1- **Determining the needs of the university and the department:** The needs of the university and the department are determined in terms of the required educational cadres and preferred specializations.
- 2- **Orientation Programs:** Customized orientation programs are designed for new, visiting, full-time and part-time members based on their needs and specialties.
- 3- **Introduction to the University Environment:** A comprehensive introduction to the university and the Department of Public Administration is provided, including an overview of the department, vision, mission, goals, and available services.
- 4- **Providing support resources:** New members are provided with the necessary resources and support, including training courses, workshops, and technical assistance.
- 5- **Academic Orientation:** New members are oriented regarding the curricula,

research areas and teaching methods used in the department.

**6- Administrative Orientation:** New members are oriented to administrative procedures, responsibilities, university policies and code of conduct.

**7- Ongoing Support:** Ongoing support is provided to new, visiting, full-time and part-time faculty members through advisory sessions, workshops and periodic evaluations.

### **Professional development for faculty members**

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

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

**45. Program Implementation:** The development program is implemented in a regular and organized manner, including organizing workshops, conducting training courses, and providing appropriate educational resources.

**46. Use effective teaching strategies:** Faculty members learn to use and apply modern and effective teaching strategies, such as cooperative learning, active learning, and educational technology.

**47. Evaluation of learning outcomes:** The effectiveness of the development program is evaluated by evaluating the learning outcomes of faculty members, such as increased levels of knowledge, teaching skills, and interaction with students.

**48. Continuous Development:** Ongoing feedback and support is provided to faculty members to promote ongoing professional and academic development.

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

### **12. Acceptance Criteria**

**29- Central acceptance.**

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

**31- Private government education**

32- Accepting evening studies.

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

22- University, college and electronic department website.

23- Priorities for establishing the department.

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

### 14. Program Development Plan

43- Curriculum development.

44- Open postgraduate studies (higher diploma equivalent to a master's degree).

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

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

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

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

### Program Skills Chart

#### Required learning outcomes of the program

Values				Skills				Knowledge				Essential or optional?	Course name	Course code	Year/Level
A4	A3	A2	A1	B4	B3	B2	B1	A4	A3	A2	A1				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Public Administration 1		First year
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Statistics		
	✓	✓	✓		✓	✓	✓		✓	✓	✓		Computer 1 Word		
	✓	✓	✓		✓	✓	✓		✓	✓	✓		Arabic		
	✓	✓	✓		✓	✓	✓			✓	✓		Human rights and democracy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Public Administration 2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematics for administrators		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Accounting principles		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Readings English		



✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		General Project Management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Management Information Technology		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Comparative local management systems		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Environmental management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Database Computer Applications2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Production and Operations Management		Four h year
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Comparative Public Administration		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Administrative development1		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Strategic Management1		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer Applications1QS B		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Scientific research methods and ethics		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Strategic management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Administrative development 2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Risk Management and Insurance		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		General Policies		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer Applications2QS B		

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

### Course Description Form

<b>1. Course name</b>
Administrative governance
<b>2. Course code</b>
nothing
<b>3. Semester/Year</b>
Second semester / third year

**4. Date this description was prepared**

1/9/2025

**5. Available forms of attendance**

Weekly/Full attendance

**6. Number of study hours (total) / Number of units (total)**

30 hours / 2 units

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

Asst. Prof. Dr. Najm Suhail Najm Abdullah: [najimsuhel@tu.ed.iq](mailto:najimsuhel@tu.ed.iq)

**8. Course objectives**

<ul style="list-style-type: none"> <li>• To equip students with knowledge of the concept and importance of administrative governance in the public sector and its relationship to good governance.</li> <li>• To provide students with information about the nature of administrative governance in public sector organizations.</li> <li>• To familiarize students with the dimensions of administrative governance in the public sector, such as participation, transparency, accountability, and other dimensions.</li> </ul>	<p>Subject objectives</p>
--	---------------------------

**9. Teaching and learning strategies**

<ul style="list-style-type: none"> <li>• The teaching and learning strategy in the subject of administrative governance in the public sector involves organizing student participation and contribution in planning instruction, selecting teaching methods, and administering assessments.</li> </ul>	<p>Strategy</p>
--	-----------------

**10. Course Structure**

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
Ask questions	Homework, asking	The concept of administrative	Understanding the concept of	2	the first

and tests	questions, and interaction between the teacher and the students, as well as the students with each other.	governance: linguistic and technical definitions, and the evolution and emergence of the concept.	administrative governance and its origins		
Ask questions and tests	Homework, asking questions, and interaction between the teacher and the students, as well as the students with each other.	Reasons for the Emergence of Good Governance and its Characteristics	Good Governance and its Principles	2	the second
Ask questions and tests	Homework, asking questions, and interaction between the teacher and the students, as well as the students with each other.	The Role of Governance in Enhancing the Efficiency and Effectiveness of the Public Sector	The Importance of Governance in the Public Sector	2	the third
Ask questions and tests	Homework, asking questions, and interaction between the teacher and the students, as well as the students with each other.	To enhance the effectiveness of achieving public sector objectives through administrative governance tools.	Objectives of Administrative Governance	2	Fourth
Ask questions and tests	Homework, asking questions, and	The concept of assessment, its importance, and stakeholders involved in governance	Governance Assessment	2	Fifth

	interaction between the teacher and the students, as well as the students with each other.	assessment Governance assessment indicators			
Ask questions and tests	Homework, asking questions, and interaction between the teacher and the students, as well as the students with each other.	Explanation of the dimensions of administrative governance in the public sector and the indicators adopted.	Dimensions of Administrative Governance in the Public Sector	2	Sixth
Ask questions and tests	Homework, asking questions, and interaction between the teacher and the students, as well as the students with each other.	Indicators of efficiency and participation in the public sector	Efficiency and Participation	2	Seventh
Ask questions and tests	Homework, asking questions, and interaction between the teacher and the students, as well as the students with each other.	Indicators of accountability and transparency in the public sector	Accountability and Transparency	2	The eighth
Ask questions and tests	Homework, asking questions, and interaction between	Indicators of the Rule of Law and the Strength of Legislation in the Public Sector	Rule of Law	2	Ninth

	the teacher and the students, as well as the students with each other.				
Ask questions and tests	Homework, asking questions, and interaction between the teacher and the students, as well as the students with each other.	Explaining the concept and dimensions of e-governance	E-governance	2	tenth
Ask questions and tests	Homework, asking questions, and interaction between the teacher and the students, as well as the students with each other.	Strategies that promote e-governance	E-governance Strategies	2	eleventh
Ask questions and tests	Homework, asking questions, and interaction between the teacher and the students, as well as the students with each other.	Explaining the strategies that support successful administrative governance	Governance Support Strategies	2	twelfth
Ask questions and tests	Homework, asking questions, and interaction between the teacher and the	The concept of decentralization and its relationship to governance	Governance and Decentralization	2	thirteenth

	students, as well as the students with each other.				
Ask questions and tests	Homework, asking questions, and interaction between the teacher and the students, as well as the students with each other.	The concept of participatory democracy and its relationship to governance	Governance and Participatory Democracy	2	fourteenth
Ask questions and tests	Homework, asking questions, and interaction between the teacher and the students, as well as the students with each other.	Definitions by international development organizations and the extent to which governance contributes to promoting development	Governance and Development	2	fifteenth

## 11. Course Evaluation

## 12. Learning and teaching resources

Administrative governance in public sector organizations	Required textbooks (methodology if any)
	Main References (Sources)
Academic scientific journals	Recommended supporting books and references (scientific journals, reports...)
Websites	Electronic references, websites

**Tikrit University**

**College of Administration and Economics**

**Department of Public Administration**

**Academic Description / Fourth Stage**

## Academic Program Description Form

**University name: University Tikrit**

**College/Institute: College Management and Economics**

**Scientific Department: Department General Administration**

**Name of academic or professional program: Public Administration Department**

**Final Certificate Name: Bachelor Science in Public Administration**

**Academic system: Course system**

**Description preparation date: 1/9/2025**

**Date of filling the file: 1/9/2025**

Signature

Asst. Prof. Dr. Ahmed Khudhair Ahmed  
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 attested by  
Khaldoon Abdullah Khalaf  
Name of the Director of the Quality Assurance and  
University Performance Division  
2025/9/1

Approval of the Dean

## **1. Program Vision**

**Excellence in deliveryAndspioneerAndTo lead public sector institutions that meet stakeholder requirements, in line with global quality standards..**

## **2. Program message**

**Providing the public sector with the educated administrative energies it needs to meet its aspirations in serving the community, and communicating with relevant stakeholders to consolidate community behaviors through education.andLearning, creating an open environment for cultural and intellectual exchange that stimulates scientific research, creativity, innovation and leadership, as well as disseminating knowledge to public sector institutions to ensure the well-being and excellence of society..**

## **3. Program objectives**

- 1. Preparing graduates capable of working in government organizations, thus contributing to achieving social and economic development in society..**
- 2. Supporting government organizations and developing their knowledge in the fields of central and local administration by providing them with specialized administrative cadres.In this field.**
- 3. Disseminating noble community values and instilling integrity behaviorsAnd community serviceIn the basics of workAdministrative.**
- 4. Continuous development of the scientific contributions portfolioFor membersThe teaching staff in the department and following up on their feedback to ensure the achievement of the objectives of the educational process.**
- 5. Building bridges of cooperation between the Public Administration Department and the community, and achieving a strategic partnership with government organizations by creating a cooperative environment that achieves continuous communication.andfor.**

## **4. Program accreditation**

- 6. DoThe programIs the program accredited? And from which authority? Both**

## **5. Other external influences**

7. Is there a sponsor? For program? Yes, Ministry of Higher Education and Scientific Research

### 6. Program Structure

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

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

### 7. Program Description / Curriculum of the Department of Public Administration

Credit hours		Course name	Course code	Year/Level
practical	theoretical			<b>First</b>
	3	Principles of Public Administration 1		
	3	Principles of Economics		
	3	Principles of Statistics		
1	2	Computer 1Word		
	2	Arabic		
	2	Human rights and democracy		
	3	Principles of Public Administration 2		
	3	Mathematics for administrators		
	3	Accounting principles		
	3	ReadingsEnglish		
1	2	Computer2Word		

	2	English language		
	3	Marketing Management		Second
	3	Human Resources Management		
	2	Administrative law		
2	2	Intermediate Accounting		
	3	The development of organizational thought		
	2	English language		
	2	Quantitative methods		
1	2	Computer1Excel		
	2	Baath crimes in Iraq		
	3	Public Relations		
2	2	Government accounting		
	2	Administrative Psychology		
	2	Civil Service Legislation		
	3	Political systems		
	2	Operations research		
1	2	Computer1Excel		
	3	Public Financial Management		Third
2	2	unified accounting system		
	3	Local administration		
	3	Contract management		
	2	Quality Management		
	2	Public service ethics		
1	2	Database Computer Applications2		
	2	English language		
	3	Organizational Behavior		
	3	Financial policies		
	2	General Project Management		
	3	Management Information Technology		
	3	Comparative local management systems		
	2	Environmental management		

1	2	Database Computer Applications2		
	3	Production and Operations Management		<b>Fourth</b>
	2	Comparative Public Administration		
	3	Administrative development1		
	3	Strategic Management1		
	2	English language		
1	2	Computer Applications1QSB		
	2	Scientific research methods and ethics		
	3	Strategic management		
	3	Administrative development 2		
	2	Risk Management and Insurance		
	3	General Policies		
1	2	Computer Applications2QSB		

### 8. Expected learning outcomes of the program

#### Knowledge

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>- The ability of the department's graduates to develop their administrative and cognitive skills and achieve leadership in leading government institutions.</li> </ul> | <ul style="list-style-type: none"> <li>- Providing leading cadres in leading public sector institutions.</li> <li>- Disseminating knowledge in government institutions to achieve the aspirations of society.</li> <li>- The ability to manage and invest knowledge in a way that achieves the quality and efficiency of the academic program's outputs and their suitability for the labor market.</li> </ul> |
|---|--|

#### Skills

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>- Management Department graduates have the</li> </ul> | <ul style="list-style-type: none"> <li>- Developing and supporting</li> </ul> |
|--|---|

ability to think, solve problems and manage time.	the spirit of creativity, innovation and leadership. - Creating an open environment for cultural and intellectual exchange.
- Our outputs should be knowledgeable and skilled in how to accomplish the tasks assigned to them.	- Communicate and interact constructively with stakeholders.

### Values

- Adherence to professional ethics and the ability to demonstrate high professional competence.	- Establishing social and ethical responsibility. - Serving the community and meeting its requirements.
- The student must believe in the principles of integrity and transparency, and have the ability to apply the concepts of quality management at work.	- Integrity and transparency. - Quality.

### 9. Teaching and learning strategies

1. Active learning: Encouraging students' active participation in learning processes, such as discussions, group activities, and problem solving, to enhance their deep understanding of mathematical concepts.
2. Cooperative learning: Encouraging students to work together in small groups to solve problems related to their studies and sharing ideas, which contributes to enhancing interaction and knowledge exchange between them.
3. Use of Technology: Leveraging technology to provide interactive learning tools such as computer software and online resources to enhance student understanding and motivation.
4. Problem-based learning: presenting specific problems and motivating students to think critically and use skills Administrative To solve it.
5. Multiple Instructional Strategies: Providing a variety of instructional strategies, such as interactive lectures, practical lessons, and hands-on exercises, to meet the

diverse needs of students.

6. Promote thinkingAdministrativeEncourage students to develop thinking skills.AdministrativeSuch as analysis, planning and inference, by providing stimulating questions and applied problems.
7. Provide immediate feedback: Provide mechanisms to provide immediate feedback to students on their performance and understanding of concepts.Administrative, whether through periodic assessments or direct interaction with the teacher.

## 10. Evaluation methods

1. Classroom performance assessment: This includes assessing students' performance during lessons, lectures and workshops, whether through written tests or continuous assessment of their participation and understanding of the material.
2. Participation in discussions and activities: Students' participation in class discussions, group activities, and individual projects can be assessed to assess their understanding and engagement with the material.
3. Tests and assignments: Students may be given regular tests and assessment assignments to assess their problem-solving skills.related to their field of expertiseAnd their understanding of the concepts presented.
4. Evaluating participation in research: The extent to which students participate in research activities and scientific projects can be assessed, and an evaluation can be provided of their presentation style and analysis of their results and conclusions.
5. Practical Performance Evaluation: Students can be evaluated in practical performance through:VisitsProcess and participation in applied activities.
6. Evaluation of external participation: This includes evaluation of the extent of students' participation in external activities such as conferences, seminars, and sports competitions.
7. Evaluation of Personal and Professional Development: Students' personal, professional and academic development can be evaluated during their participation in the faculty mentoring program.

## 11. Faculty

### Faculty members

Faculty preparation		Requirements/Skills (if any)	Specialization		Academic Rank
lecturer	angel		private	general	
	angel		Operations research	Statistics (Operations Research)	Asst. Prof. Dr. Mazhar Khaled Abdel Hamid
	angel		Administrative law	General law	A.M.D. Mohamed Ahmed Raheel Aftan
	angel		Financial management	business management	A.M.D. Qusay Jassim Mohammed Imran
	angel		Bank management	business management	A.M. Mazen Noman Abdullah Bakr
	angel		linguistics	English language	<b>A.M. Adnan Fayhan Mahmoud Khader.</b>
	angel		Financial management	business management	<b>A.M. Ahmed Khader Ahmed Ali</b>
lecturer			Political economy	economy	<b>Prof. Dr. Saad Saleh Issa</b>
lecturer			Special law	law	<b>Asst. Prof. Dr. Yasser Ali Hamdan</b>
	angel		Networks	Calculators	<b>Asst. Prof. Dr. Qusay Abboudi Ali</b>
	angel		Financial management	business management	<b>A.M. Present Sabah Shaeer Jabara</b>
	angel		Knowledge management	business management	A.M. Tariq Aziz Kurdi
	angel		organized	business management	M. Khalaf Mohammed Alou
	angel		Organization theory	business management	M Iman Muwaffaq Omar
	angel		administration Financial	business management	Mr. Salam Hussein Jassim Handa

	angel		administration Financial	administration works	M. Najm Suhail Najm Abdullah
	angel		Human Resources	business management	M. Talha Kwan Salem
	angel		Applied statistics	count	Ms. Aisha Abdel Khaleq Ismail
	angel		business management	business management	Mr. Saad Salem Ghanem Suleiman
	angel		Financial management	business management	Dr. Qutaiba Ibrahim Hamada
	angel		General Administration	General Administration	M. Hamid Anwar Danok
	angel		business management	business management	Mr. Naji Hassan Ahmed Allawi
	angel		Production and operations	business management	M. Maysam Riad Bahr
	angel		Human Resources	business management	Mr. Hussein Abdul Hamad Hussein
	angel		Human Resources	business management	millimeter. Hassan Farhan Ahmed Handal
	angel		General Policies	General Administration	Mr. Mohamed Mustafa Mohamed Ibrahim
	angel		Human Resources	business management	M. Ahmed Ayed Makhlaf
	angel		Human Resources	business management	M.M. Nihad Khamis Hassan
	angel		Quality Management	business management	M. Mazhar Ahmed Khalaf
	angel		Production management	business management	Mr. Ali Mohammed Huwaïd Khater
	angel		Bank management	Financial and Banking Sciences	M.M. Ali Hamad Ali
	angel		Information	Management	M.M. Mohammed

			systems	Information Systems	Salem Abdel
lecturer			English literature	English language	A.M. Alaa Ahmed Abdullah
	angel		law	law	Mr. Ihab Abdullah Muhaimid
	angel		Cost accounting	accounting	Mr. Yasser Fouad Taha
lecturer			law	law	Mr. Maher Sabah Habib
	angel		Financial accounting	accounting	Mr. Mohammed Ahmed Diab
	angel		Management accounting	accounting	Mr. Ali Fouad Taha
	angel		about	Arabic	M.M. Ali Ghaleb Ali

### Professional development

#### Orientation of new faculty members

- 1- **Determining the needs of the university and the department:** The needs of the university and the department are determined in terms of the required educational cadres and preferred specializations.
- 2- **Orientation Programs:** Customized orientation programs are designed for new, visiting, full-time and part-time members based on their needs and specialties.
- 3- **Introduction to the University Environment:** A comprehensive introduction to the university and the Department of Public Administration is provided, including an overview of the department, vision, mission, goals, and available services.
- 4- **Providing support resources:** New members are provided with the necessary resources and support, including training courses, workshops, and technical assistance.
- 5- **Academic Orientation:** New members are oriented regarding the curricula, research areas and teaching methods used in the department.

**6- Administrative Orientation: New members are oriented to administrative procedures, responsibilities, university policies and code of conduct.**

**7- Ongoing Support: Ongoing support is provided to new, visiting, full-time and part-time faculty members through advisory sessions, workshops and periodic evaluations.**

### **Professional development for faculty members**

1. Identifying needs and setting goals: Faculty needs are identified through surveys and performance evaluations, and then specific goals to be achieved within the program are identified.
2. Development Program Design: Based on the specific needs and objectives, a comprehensive development program is designed that includes a set of activities, training courses, workshops, and educational resources.
3. Program Implementation: The development program is implemented in a regular and organized manner, including organizing workshops, conducting training courses, and providing appropriate educational resources.
4. Use effective teaching strategies: Faculty members learn to use and apply modern and effective teaching strategies, such as cooperative learning, active learning, and educational technology.
5. Evaluation of learning outcomes: The effectiveness of the development program is evaluated by evaluating the learning outcomes of faculty members, such as increased levels of knowledge, teaching skills, and interaction with students.
6. Continuous Development: Ongoing feedback and support is provided to faculty members to promote ongoing professional and academic development.
7. Participation in scientific research and publication: Faculty members are encouraged to participate in scientific research and publish the results in prestigious academic journals, which enhances their academic standing and contributes to the development of knowledge in their fields.

### **12. Acceptance Criteria**

- 1- Central acceptance.
- 2- Accepting exceptions (martyrs' families, children of faculty, distinguished employees, top students in institutes, foreign students).
- 3- Private government education
- 4- Accepting evening studies.

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

- 1- University, college and electronic department website.
- 2- Priorities for establishing the department.
- 3- Project to develop and update the curricula of the faculties of management and economics in Iraqi universities for the year 2017.

#### 14. Program Development Plan

- 1- Curriculum development.
- 2- Open postgraduate studies (higher diploma equivalent to a master's degree).
- 3- Developing teaching and administrative staff through courses, seminars and workshops in areas of specialization.
- 4- Supporting scientific research efforts by encouraging faculty members to publish, especially in international journals.
- 5- Conducting training programs to develop students' capabilities in technical and information technology fields.
- 6- Organizing field visits and scientific trips for students to government institutions.

#### Program Skills Chart

##### Required learning outcomes of the program

Values				Skills				Knowledge				Essential or optional?	Course name	Course code	Year/Level
A4	A3	A2	A1	B4	B3	B2	B1	A4	A3	A2	A1				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Public Administration 1		First year
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Statistics		
	✓	✓	✓		✓	✓	✓		✓	✓	✓		Computer 1Word		
	✓	✓	✓		✓	✓	✓		✓	✓	✓		Arabic		
	✓	✓	✓		✓	✓	✓			✓	✓		Human rights and democracy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Public Administration 2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematics for administrators		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Accounting principles		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		ReadingsEnglish		
	✓	✓	✓		✓	✓	✓		✓	✓	✓		Computer2Word		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Marketing		Second





**6. Number of study hours (total) / Number of units (total)****30 hours / 2 units****7. Name of the course supervisor (if more than one name is mentioned)**Dr. Qutaiba Ibrahim Hamada Email [cade.2021.22@tu.edu.iq](mailto:cade.2021.22@tu.edu.iq)**8. Course objectives**

- The Risk Management and Insurance course aims to introduce the student to the conceptual and operational frameworks of risk and insurance.
- Enhancing the student's knowledge and ability to deal with risks and means of avoiding them
- Encouraging and spreading the insurance culture among students and the community to which they belong, as it is the ideal way to reduce the severity of various risks.

Subject objectives

**9. Teaching and learning strategies**

- Discussion panels and dialogues
- LecturerAnd
- Field visits
- Case Studies
- Interactive Model Strategy
- Brainstorming

Strategy

**10. Course Structure**

<b>Evaluation method</b>	<b>Learning method</b>	<b>Name of the unit or topic</b>	<b>Required learning outcomes</b>	<b>Watches</b>	<b>The week</b>
Follow up on homework assignments and formulate questions	theoretical	Risk management	<b>Introduction to risk and its concept</b>	2	<b>the first</b>
Follow up on homework assignments and formulate questions	theoretical	Danger classifications	<b>Identify risk classifications</b>	2	<b>the second</b>
Follow up on homework assignments and formulate questions	theoretical	Insurance risks	<b>Insurance as a way to deal with risk</b>	2	<b>the third</b>
Follow up on homework	theoretical	Insurance Management	<b>Insurance concept and related terms</b>	2	<b>Fourth</b>

assignments and formulate questions					
Follow up on homework assignments and formulate questions	theoretical	Insurance	<b>The difference between insurance and similar operations</b>	2	<b>Fifth</b>
exam	theoretical	Insurance Features	<b>Types of insurance in terms of purpose, need and loss assessment</b>	2	<b>Sixth</b>
Follow up on homework assignments and formulate questions	theoretical	Insurance Divisions	<b>Legal principles of insurance contract</b>	2	<b>Seventh</b>
Follow up on homework assignments and formulate questions	theoretical	Insurance contract principles	<b>Technical principles and basic principles of insurance contract</b>	2	<b>The eighth</b>
Follow up on homework assignments and formulate questions	theoretical	Insurance contract principles	<b>Mathematical methods for calculating compensation and loss</b>	2	<b>Ninth</b>
Follow up on homework assignments and formulate questions	theoretical	Compensation principle	<b>The concept of general insurance and related documents</b>	2	<b>tenth</b>
Follow up on homework assignments and formulate questions	theoretical	General Insurance	<b>Characteristics of general insurance documents</b>	2	<b>eleventh</b>
Follow up on homework assignments and formulate questions	theoretical	General Insurance	<b>Life insurance contract concept and description</b>	2	<b>twelfth</b>
Follow up on homework assignments and formulate questions	theoretical	life insurance	<b>Liability insurance</b>	2	<b>thirteenth</b>
exam	theoretical	Liability insurance and reinsurance	<b>Concept, types and concept of reinsurance</b>	2	<b>fourteenth</b>
Follow up on homework assignments and formulate	theoretical	Reinsurance	<b>Reinsurance divisions and features</b>	2	<b>fifteenth</b>

## 11. Course Evaluation

**The endeavour grade is (30 points) and the final exam (70 points) and is divided as follows:**

- 10 marks for the first month exam
- 10 marks for the second month exam
- 5 marks for classroom activities, participation and interaction
- 5 marks for scientific reports and homework assignments
- 70 marks for the final exam of the semester

## 12. Learning and teaching resources

Methodological vocabulary approved by the Ministry of Higher Education and Scientific Research (Sectoral Committee)	Required textbooks (methodology if any)
	Main References (Sources)
Books on risk management and insurance, research and articles published in peer-reviewed scientific journals.	Recommended supporting books and references (scientific journals, reports...)
Reliable scientific websites on the Internet	Electronic references, websites

## Academic Program Description Form

**University name: University Tikrit**

**College/Institute: College Management and Economics**

**Scientific Department: Department General Administration**

**Name of academic or professional program: Public Administration Department**

**Final Certificate Name: Bachelor Science in Public Administration**

**Academic system: Course system**

**Description preparation date: 1/9/2025**

**Date of filling the file: 1/9/2025**

Signature

Asst. Prof. Dr. Ahmed Khudhair Ahmed  
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 attested by  
Khaldoon Abdullah Khalaf  
Name of the Director of the Quality Assurance and  
University Performance Division  
2025/9/1

Approval of the Dean

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	3	Principles of Economics		
	3	Principles of Statistics		
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	2	Arabic		
	2	Human rights and democracy		
	3	Principles of Public Administration 2		
	3	Mathematics for		

		<b>administrators</b>		
	<b>3</b>	<b>Accounting principles</b>		
	<b>3</b>	<b>ReadingsEnglish</b>		
<b>1</b>	<b>2</b>	<b>Computer2Word</b>		
	<b>2</b>	<b>English language</b>		
	<b>3</b>	<b>Marketing Management</b>		
	<b>3</b>	<b>Human Resources Management</b>		
	<b>2</b>	<b>Administrative law</b>		
<b>2</b>	<b>2</b>	<b>Intermediate Accounting</b>		
	<b>3</b>	<b>The development of organizational thought</b>		
	<b>2</b>	<b>English language</b>		
	<b>2</b>	<b>Quantitative methods</b>		
<b>1</b>	<b>2</b>	<b>Computer1Excel</b>		
	<b>2</b>	<b>Baath crimes in Iraq</b>		
	<b>3</b>	<b>Public Relations</b>		
<b>2</b>	<b>2</b>	<b>Government accounting</b>		
	<b>2</b>	<b>Administrative Psychology</b>		
	<b>2</b>	<b>Civil Service Legislation</b>		
	<b>3</b>	<b>Political systems</b>		
	<b>2</b>	<b>Operations research</b>		
<b>1</b>	<b>2</b>	<b>Computer1Excel</b>		
	<b>3</b>	<b>Public Financial Management</b>		
<b>2</b>	<b>2</b>	<b>unified accounting system</b>		
	<b>3</b>	<b>Local administration</b>		
	<b>3</b>	<b>Contract management</b>		
	<b>2</b>	<b>Quality Management</b>		
	<b>2</b>	<b>Public service ethics</b>		
<b>1</b>	<b>2</b>	<b>Database Computer Applications2</b>		
	<b>2</b>	<b>English language</b>		
	<b>3</b>	<b>Organizational Behavior</b>		
	<b>3</b>	<b>Financial policies</b>		

**Second**

**Third**

	2	General Project Management		
	3	Management Information Technology		
	3	Comparative local management systems		
	2	Environmental management		
1	2	Database Computer Applications <sup>2</sup>		
	3	Production and Operations Management		Fourth
	2	Comparative Public Administration		
	3	Administrative development <sup>1</sup>		
	3	Strategic Management <sup>1</sup>		
	2	English language		
1	2	Computer Applications <sup>1</sup> QSB		
	2	Scientific research methods and ethics		
	3	Strategic management		
	3	Administrative development 2		
	2	Risk Management and Insurance		
	3	General Policies		
1	2	Computer Applications <sup>2</sup> QSB		

## 8. Expected learning outcomes of the program

### Knowledge

- The ability of the department's

- Providing leading cadres in leading

graduates to develop their administrative and cognitive skills and achieve leadership in leading government institutions.	public sector institutions. - Disseminating knowledge in government institutions to achieve the aspirations of society.
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### **Skills**

- Management Department graduates have the ability to think, solve problems and manage time.	- Developing and supporting the spirit of creativity, innovation and leadership. - Creating an open environment for cultural and intellectual exchange.
- Our outputs should be knowledgeable and skilled in how to accomplish the tasks assigned to them.	- Communicate and interact constructively with stakeholders.

### **Values**

- Adherence to professional ethics and the ability to demonstrate high professional competence.	- Establishing social and ethical responsibility. - Serving the community and meeting its requirements.
- The student must believe in the principles of integrity and transparency, and have the ability to apply the concepts of quality management at work.	- Integrity and transparency. - Quality.

### **9. Teaching and learning strategies**

8. Active learning: Encouraging students' active participation in learning processes, such as discussions, group activities, and problem solving, to enhance their deep understanding of mathematical concepts.
9. Cooperative learning: Encouraging students to work together in small groups to solve problems related to their studies and sharing ideas, which contributes to enhancing interaction and knowledge exchange between them.
10. Use of Technology: Leveraging technology to provide interactive learning tools

such as computer software and online resources to enhance student understanding and motivation.

11. Problem-based learning: presenting specific problems and motivating students to think critically and use skills to solve it.

12. Multiple Instructional Strategies: Providing a variety of instructional strategies, such as interactive lectures, practical lessons, and hands-on exercises, to meet the diverse needs of students.

13. Promote thinking skills: Encourage students to develop thinking skills such as analysis, planning and inference, by providing stimulating questions and applied problems.

14. Provide immediate feedback: Provide mechanisms to provide immediate feedback to students on their performance and understanding of concepts, whether through periodic assessments or direct interaction with the teacher.

## 10. Evaluation methods

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

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

10. Tests and assignments: Students may be given regular tests and assessment assignments to assess their problem-solving skills related to their field of expertise and their understanding of the concepts presented.

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

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

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

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

## 11. Faculty

### Faculty members

Faculty preparation		Requirements/ Skills (if any)	Specialization		Academic Rank
lecturer	angel		private	general	
	angel		Operations research	Statistics (Operations Research)	Asst. Prof. Dr. Mazhar Khaled Abdel Hamid
	angel		Administrative law	General law	A.M.D. Mohamed Ahmed Raheel Aftan
	angel		Financial management	business management	A.M.D. Qusay Jassim Mohammed Imran
	angel		Bank management	business management	A.M. Mazen Noman Abdullah Bakr
	angel		linguistics	English language	<b>A.M. Adnan Fayhan Mahmoud Khader.</b>
	angel		Financial management	business management	<b>A.M. Ahmed Khader Ahmed Ali</b>
	angel		Financial management	business management	<b>A.M. Present Sabah Shaeer Jabara</b>
	angel		Knowledge management	business management	A.M. Tariq Aziz Kurdi
	angel		organized	business	M. Khalaf Mohammed

				management	Alou
	<b>angel</b>		Organizational theory	business management	M Iman Muwaffaq Omar
	<b>angel</b>		administration Financial	business management	Mr. Salam Hussein Jassim Handa
	<b>angel</b>		administration Financial	administration works	M. Najm Suhail Najm Abdullah
	<b>angel</b>		Human Resources	business management	M. Talha Kwan Salem
	<b>angel</b>		Applied statistics	count	Ms. Aisha Abdel Khaleq Ismail
	<b>angel</b>		business management	business management	Mr. Saad Salem Ghanem Suleiman
	<b>angel</b>		Financial management	business management	Dr. Qutaiba Ibrahim Hamada
	<b>angel</b>		General Administration	General Administration	M. Hamid Anwar Danok
	<b>angel</b>		business management	business management	Mr. Naji Hassan Ahmed Allawi
	<b>angel</b>		Production and operations	business management	M. Maysam Riad Bahr
	<b>angel</b>		Human Resources	business management	Mr. Hussein Abdul Hamad Hussein
	<b>angel</b>		Human Resources	business management	millimeter. Hassan Farhan Ahmed Handal
	<b>angel</b>		General Policies	General Administration	Mr. Mohamed Mustafa Mohamed Ibrahim
	<b>angel</b>		Human Resources	business management	M. Ahmed Ayed Makhlaf
	<b>angel</b>		Human Resources	business management	M.M. Nihad Khamis Hassan

	angel		Quality Management	business management	M. Mazhar Ahmed Khalaf
	angel		Production management	business management	Mr. Ali Mohammed Huwaid Khater
	angel		Bank management	Financial and Banking Sciences	M.M. Ali Hamad Ali
	angel		about	Arabic	M.M. Ali Ghaleb Ali

### Professional development

#### Orientation of new faculty members

- 1- **Determining the needs of the university and the department:** The needs of the university and the department are determined in terms of the required educational cadres and preferred specializations.
- 2- **Orientation Programs:** Customized orientation programs are designed for new, visiting, full-time and part-time members based on their needs and specialties.
- 3- **Introduction to the University Environment:** A comprehensive introduction to the university and the Department of Public Administration is provided, including an overview of the department, vision, mission, goals, and available services.
- 4- **Providing support resources:** New members are provided with the necessary resources and support, including training courses, workshops, and technical assistance.
- 5- **Academic Orientation:** New members are oriented regarding the curricula, research areas and teaching methods used in the department.
- 6- **Administrative Orientation:** New members are oriented to administrative procedures, responsibilities, university policies and code of conduct.
- 7- **Ongoing Support:** Ongoing support is provided to new, visiting, full-time and part-time faculty members through advisory sessions, workshops and periodic

## **evaluations.**

### **Professional development for faculty members**

8. Identifying needs and setting goals: Faculty needs are identified through surveys and performance evaluations, and then specific goals to be achieved within the program are identified.
9. Development Program Design: Based on the specific needs and objectives, a comprehensive development program is designed that includes a set of activities, training courses, workshops, and educational resources.
10. Program Implementation: The development program is implemented in a regular and organized manner, including organizing workshops, conducting training courses, and providing appropriate educational resources.
11. Use effective teaching strategies: Faculty members learn to use and apply modern and effective teaching strategies, such as cooperative learning, active learning, and educational technology.
12. Evaluation of learning outcomes: The effectiveness of the development program is evaluated by evaluating the learning outcomes of faculty members, such as increased levels of knowledge, teaching skills, and interaction with students.
13. Continuous Development: Ongoing feedback and support is provided to faculty members to promote ongoing professional and academic development.
14. Participation in scientific research and publication: Faculty members are encouraged to participate in scientific research and publish the results in prestigious academic journals, which enhances their academic standing and contributes to the development of knowledge in their fields.

### **12. Acceptance Criteria**

- 5- Central acceptance.
- 6- Accepting exceptions (martyrs' families, children of faculty, distinguished employees, top students in institutes, foreign students).
- 7- Private government education
- 8- Accepting evening studies.

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

- 4- University, college and electronic department website.
- 5- Priorities for establishing the department.
- 6- Project to develop and update the curricula of the faculties of management and economics in Iraqi universities for the year 2017.

### **14. Program Development Plan**

- 7- Curriculum development.

- 8- Open postgraduate studies (higher diploma equivalent to a master's degree).
- 9- Developing teaching and administrative staff through courses, seminars and workshops in areas of specialization.
- 10- Supporting scientific research efforts by encouraging faculty members to publish, especially in international journals.
- 11- Conducting training programs to develop students' capabilities in technical and information technology fields.
- 12- Organizing field visits and scientific trips for students to government institutions.

### Program Skills Chart

#### Required learning outcomes of the program

Values				Skills				Knowledge				Essential or optional?	Course name	Course code	Year/Level
A4	A3	A2	A1	B4	B3	B2	B1	A4	A3	A2	A1				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Public Administration 1		First year
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Statistics		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1Word		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Arabic		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human rights and democracy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Public Administration 2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematics for administrators		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Accounting principles		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		ReadingsEnglish		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer2Word		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Marketing Management		Second year
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human Resources Management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Administrative law		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Intermediate Accounting		

✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		<b>The development of organizational thought</b>		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		<b>English language</b>		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		<b>Quantitative methods</b>		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		<b>Computer I Excel</b>		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		<b>Baath crimes in Iraq</b>		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		<b>Public Relations</b>		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		<b>Government accounting</b>		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		<b>Administrative Psychology</b>		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		<b>Civil Service Legislation</b>		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		<b>Political systems</b>		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		<b>Operations research</b>		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		<b>Computer I Excel</b>		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		<b>Public Financial Management</b>		Third year
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		<b>unified accounting system</b>		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		<b>Local administration</b>		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		<b>Contract management</b>		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		<b>Quality Management</b>		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		<b>Public service ethics</b>		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		<b>Database Computer Applications2</b>		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		<b>English language</b>		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		<b>Organizational Behavior</b>		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		<b>Financial policies</b>		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		<b>General Project Management</b>		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		<b>Management Information Technology</b>		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		<b>Comparative local management systems</b>		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		<b>Environmental management</b>		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		<b>Database Computer Applications2</b>		

✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Production and Operations Management		Four h year
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Comparative Public Administration		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Administrative development1		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Strategic Management1		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer Applications1QS B		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Scientific research methods and ethics		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Strategic management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Administrative development 2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Risk Management and Insurance		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		General Policies		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer Applications2QS B		

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

### Course Description Form

<b>1. Course name:</b>
<b>Strategic management.</b>
<b>2. Course code:</b>
<b>nothing</b>
<b>3. Semester/Year</b>
<b>:Second course: Fourth stage</b>
<b>4. Date this description was prepared</b>
<b>28/1/2024</b>
<b>5. Available forms of attendance:</b>
<b>My presence</b>
<b>6. Number of study hours (total) / Number of units (total)</b>
<b>Total (30) Number of units (3)</b>
<b>7. Name of the course supervisor (if more than one name is mentioned)</b>
<b>Name: Assistant Professor Mazen Noman Abdullah Email:mazin34@tu.iq.edu</b>

## 8. Course objectives

<p>1.Gives correct education in Fundamentals of Strategic Management.</p> <p>2.Continue to produce highly qualified graduates..</p> <p>3.To contribute to understanding strategic management processes and their developments., based on Strategic management And principles Has Scientific, Characteristics, obstacles and determinants of strategic management.</p>	Subject objectives
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## 9. Teaching and learning strategies

<p>Evaluation methods: Daily and monthly exams and Participation And commitment to the lecture time.</p> <p>Emotional and value goals.</p> <p>1.Strategic decision making is the essence of the administrative process and the axis around which the development of strategic management revolves..</p> <p>2.Vital strategic management decisions that involve important and vital problems that cannot be addressed by an immediate decision..</p> <p>3.AAn administrative decision is an order issued by a higher authority to a lower authority. minimum From it, then she commits to it, this is better for her than the first.</p>	<p>Traditional and modern teaching methods And electronic.</p> <p>1.Cognitive objectives</p> <p>A.Knowledge of the essential foundations, concepts, principles and theories of strategic management.</p> <p>B. The stages of development that the administrator faces in making the right decision.</p> <p>T. Strategic management and its specificities.</p>
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## 10. Course Structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
Follow up on homework and formulate three questions on The least.	theory	Enter to study the concept of strategic control .	<p>1. The concept of control Strategy.</p> <p>2. Characteristics of strategic control.</p> <p>3. Control and auditing and its supporting characteristics.</p>	3	1
Follow up on homework and formulate three questions on The least.	theory	Censorship Strategy And	<p>1. The relationship between the levels of strategy and strategic control.</p> <p>2 Requirements for achieving strategic control.</p> <p>3 Concept and stages of strategic auditing</p>	3	2
Follow up on homework and formulate three questions on The	theory	Strategic Control Steps	<p>1. General framework for strategic control steps:</p> <p>2.Strategic Control Problems</p>	6	3-4

least.					
Follow up on homework and formulate three questions onThe least.	theory	Review the basic steps of the internal cast.	1. Review the basics of the strategy. 2. Is the inner strength still there? 3.Has another internal force been added? 4. Is the internal weakness still ongoing? 5.Is there another internal weakness?	<b>3</b>	<b>5</b>
Follow up on homework and formulate three questions onThe least.	theory	Fundamental analysis of regulatory claims.	1. Measuring organizational performance. <b>2.</b> Is the strategy internally consistent? 3.Is the strategy compatible with the environment? 4.Is the strategy appropriate in comparison? 5. Does the strategy have a degree?	<b>6</b>	<b>6-7</b>
<b>8. First month exam</b>					
Follow up on homework and formulate three questions onThe least.	theory	The concept and models of systems supporting strategic implementation.	1.Administrative systems supporting strategy implementation:	<b>3</b>	<b>9</b>
<b>10 Second month exam</b>					
Follow up on homework and formulate three questions onThe least.	theory	practicalImplementation of strategic systems .	1. The organization's basic programs and systems. 2. McKinsey model for strategy implementation <b>3.</b> McKinsey provided an important model for implementing strategy. Explain the most important elements of the model?	<b>6</b>	<b>11-12</b>
<b>Second semester final exam</b>					

### 11. Course Evaluation

The grade is distributed out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams, reports, etc.

### 12. Learning and teaching resources

Prof. Dr. Kamel El-Sayed Ghorab  
Prof. Dr. Taher Al-Janabi

Required textbooks (methodology if any)

Dr. Abdul Hamid Al-Maghribi Dr. Ismail Mohammed	Main References (Sources)
Scientific journals in the fields of strategic management concepts and applications.	Recommended supporting books and references (scientific journals, reports...)
Specialized websites	Electronic references, websites

## Academic Program Description Form

**University name: University Tikrit**

**College/Institute: College Management and Economics**

**Scientific Department: Department General Administration**

**Name of academic or professional program: to divide Management General**

**Final Certificate Name: BachelorsciencesinGeneral Administration**

**Academic system: Courses**

**Description preparation date: 1/9/2025**

**Date of filling the file: 1/9/2025**

Signature

Asst. Prof. Dr. Ahmed Khudhair Ahmed  
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 attested by  
Khaldoon Abdullah Khalaf  
Name of the Director of the Quality Assurance and  
University Performance Division  
2025/9/1

Approval of the Dean

## 1. Program Vision

Excellence in presentation Angels Pioneer To lead Institutions Sector The year Meet requirements Owners interest, And since Harmonize with Criteria Global For quality.

## 2. Program message

Support Sector The year With what He needs it from Energies Administrative Educated Meet His aspirations in service the society, And communication with Owners interest Those with Relationship To consolidate Behaviors Community from during education and learning, And create environment Open For exchange Cultural And intellectual It works on Activate Search Scientific, And creativity And innovation And leadership, Please on to publish Knowledge For institutions Sector The year With what Ensures investigation Luxury And excellence For the community.

## 3. Program objectives

1. Setting up Graduates Able on the job in Organizations Government With what Contributes in investigation Development Social And economic For the community.
2. Support Organizations Government And development Knowing her in Areas Management Central And the local from during Support it With cadres Administrative Specialized in this The field.
3. broadcast Values Community Noble And consolidation Behaviors Integrity And service the society in basics the job Administrative.
4. Development Continuous For wallet Contributions Scientific For members The Authority The teacher in Section And follow up Nutrition The reviewer From it With what Ensures investigation Goals The process Instruction.
5. building Bridges For cooperation between to divide Management General And the community, And achieve partnership strategy with Organizations Government on road create environment Cooperative verification communication diligent.

## 4. Program accreditation

Do The program Result on Accreditation Programmatic ? And any Side ? both

### 5. Other external influences

Do there Side Shepherdess For the program ? Yes, ministry education High and Search Scientific

### 6. Program Structure

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

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

### 7. Program Description

Credit hours		Course name	Course code	Year/Level
practical	theoretical			
	3	Administrative development	Nothing	Fourth

### 8. Expected learning outcomes of the program

#### Knowledge

- |  |   |
|--|---|
| - capacity Graduates Section on development Their skills Administrative And cognitive And achieve Leadership in command Institutions Government. | - presentation Angels Pioneer in command Institutions Sector The year.<br>- to publish Knowledge in Institutions Government With what |
|--|---|

	achieves aspirations the society.
<b>Skills</b>	
- possession Graduates to divide Management ability on Thinking Solution Problems And management the time.	- development And support spirit Creativity And innovation And leadership. - create environment Open For exchange Cultural And intellectual.
- that Be Our outputs I know And acquired For skills in How to completion Tasks The agent To her.	- communication And interaction Construction with Owners interest.
<b>Values</b>	
- Adherence to professional ethics and the ability to demonstrate high professional competence.	- Establishing social and ethical responsibility. - Serving the community and meeting its requirements.
- The student must believe in the principles of integrity and transparency, and have the ability to apply the concepts of quality management at work.	- Integrity and transparency. - Quality.
<b>9. Teaching and learning strategies</b>	
<p>1. Learning Active:to encourage Participation Effective For students in Operations learning, like Discussions and activities Collective Solution problems, To enhance understand them Deep For concepts Sports.</p> <p>2. Learning Cooperative:to encourage Students on the job together in Groups small To solve Issues Related By studying them And share Ideas, Which Contributes in Enhance Interaction And exchange Knowledge Between them.</p> <p>3. Use Technology:Benefit from Technology in to provide tools Educational Interactive like Programs Computer and resources via Internet To enhance to understand Students And motivate them.</p> <p>4. Learning The one who stands on Problems:presentation Problems Specific And motivation Students To think Cash And use Skills Administrative To solve it.</p>	

5. Strategies Educational Multiple:to provide group Miscellaneous from Strategies educational, like Lectures Interactive And the lessons The process And exercises The process, To meet Needs Miscellaneous from Students.

6. Enhance Thinking Administrative:to encourage Students on development skills Thinking Administrative like Analysis And planning And the conclusion, from during presentation Questions Motivational And problems Applied.

7. presentation Replies an act Immediate:to provide Mechanisms To submit Replies an act Immediate For students about Their performance And understand them For concepts Administrative, whether He was that from during Ratings Periodic or Interaction Direct with teacher.

## **10. Evaluation methods**

1. evaluation Performance in the chapter:Includes evaluation performance Students during Lessons And lectures Workshops the job, whether from during Tests Writing or Evaluation Continuous To share them And understand them For materials.

2. Participation in Discussions and activities:maybe evaluation bezel sharing Students in Discussions Classroom and activities Collective And projects Individuality, And that To evaluate bezel understand them And their interaction with Materials.

3. Tests And duties:maybe give Students Tests Regular And duties Evaluation To evaluate Their skills in solution Issues Associated In the field Their specialty And understand them For concepts On display.

4. evaluation Participation in Search:maybe evaluation bezel sharing Students in Activities Search And projects Scientific, And present evaluation For style Show them And analysis Their results And their conclusions.

5. evaluation Performance Practical:maybe evaluation Students in Performance Practical from during Visits The process And participation in Activities Applied.

6. evaluation Participation Foreign:Includes evaluation bezel sharing Students in Activities Foreign like Conferences And seminars and competitions Sports.

7. evaluation Evolution Personal And professional:maybe evaluation development Students on Level Personal And professional And the academic during Their participation in program directing Members body Teaching.

## **11. Faculty**

## Faculty members

Faculty preparation		Requirements/Skills (if any)	Specialization		Academic Rank
lecturer	angel		private	general	
	angel		Operations research	Statistics (Operations Research)	Asst. Prof. Dr. Mazhar Khaled Abdel Hamid
	angel		Administrative law	General law	A.M.D. Mohamed Ahmed Raheel Aftan
	angel		Financial management	business management	A.M.D. Qusay Jassim Mohammed Imran
	angel		Bank management	business management	A.M. Mazen Noman Abdullah Bakr
	angel		linguistics	English language	<b>A.M. Adnan Fayhan Mahmoud Khader.</b>
	angel		Financial management	business management	<b>A.M. Ahmed Khader Ahmed Ali</b>
lecturer			Political economy	economy	<b>Prof. Dr. Saad Saleh Issa</b>
lecturer			Special law	law	<b>Asst. Prof. Dr. Yasser Ali Hamdan</b>
	angel		Networks	Calculators	<b>Asst. Prof. Dr. Qusay Abboudi Ali</b>
	angel		Financial management	business management	<b>A.M. Present Sabah Shaeer Jabara</b>
	angel		Knowledge management	business management	A.M. Tariq Aziz Kurdi

	angel		organized	business management	M. Khalaf Mohammed Alou
	angel		Organization theory	business management	M Iman Muwaffaq Omar
	angel		administration Financial	business management	Mr. Salam Hussein Jassim Handa
	angel		administration Financial	administration works	M. Najm Suhail Najm Abdullah
	angel		Human Resources	business management	M. Talha Kwan Salem
	angel		Applied statistics	count	Ms. Aisha Abdel Khaleq Ismail
	angel		business management	business management	Mr. Saad Salem Ghanem Suleiman
	angel		Financial management	business management	Dr. Qutaiba Ibrahim Hamada
	angel		General Administration	General Administration	M. Hamid Anwar Danok
	angel		business management	business management	Mr. Naji Hassan Ahmed Allawi
	angel		Production and operations	business management	M. Maysam Riad Bahr
	angel		Human Resources	business management	Mr. Hussein Abdul Hamad Hussein
	angel		Human Resources	business management	millimeter. Hassan Farhan Ahmed Handal
	angel		General Policies	General Administration	Mr. Mohamed Mustafa Mohamed Ibrahim
	angel		Human Resources	business management	M. Ahmed Ayed Makhlaf

	angel		Human Resources	business management	M.M. Nihad Khamis Hassan
	angel		Quality Management	business management	M. Mazhar Ahmed Khalaf
	angel		Production management	business management	Mr. Ali Mohammed Huwait Khater
	angel		Bank management	Financial and Banking Sciences	M.M. Ali Hamad Ali
	angel		Information systems	Management Information Systems	M.M. Mohammed Salem Abdel
lecturer			English literature	English language	M. Alaa Ahmed Abdullah
	angel		law	law	Mr. Ihab Abdullah Muhaimid
	angel		Cost accounting	accounting	Mr. Yasser Fouad Taha
lecturer			law	law	Mr. Maher Sabah Habib
	angel		Financial accounting	accounting	Mr. Mohammed Ahmed Diab
	angel		Management accounting	accounting	Mr. Ali Fouad Taha
	angel		about	Arabic	M.M. Ali Ghaleb Ali

### Professional development

### Orientation of new faculty members

1- to set Needs the university And the section:It is done to set Needs the university And the section from where Cadres Educational Required And specializations Favorites.

2- numbers Programs Guidance:It is done design Programs directing Customized Target Members New And visitors And the full-timers And other Full-time building

on Their needs And their specializations.

3- Definition In the environment University:It is done presentation introduction Comprehensive around the university And section Management General, With what in that About on Section And the vision And the message and goals And services Available.

4- presentation Resources Supportive:It is done to provide Resources And support Necessary For members New, With what in that Courses Training And the workshops The process And help Technical.

5- directing academic:It is done directing Members New While Related By curricula And the regions Research and the roads The teacher used in Section.

6- directing administrative:It is done directing Members New around procedures Administrative And responsibilities and policies University And rules Behavior.

7- to support continuous:It is done to provide to support continuous For members body Teaching New And visitors And the full-timers And other Full-time from during Sessions Consultant Workshops a job And ratings patrol.

### **Professional development for faculty members**

1. to set Needs And specify Objectives:It is done to set Needs Members body Teaching from during Surveys opinion And evaluation performance, And then to set Objectives Specific that He should achieve it in framework The program.

2. design The program Developmental:building on Needs Specific and goals specified, It is done design program My development comprehensive Includes group from Activities And courses Training Workshops the job and resources Educational.

3. to implement The program:It is done to implement The program Developmental In a way regular And organized, It includes that to organize Workshops the job, And conduct Courses Training, And present Resources Educational The occasion.

4. Use Strategies Teaching Effective:learn Members body Teaching Use And application Strategies Teaching Modern And effective, like Learning Cooperative And learning Active And technology Educational.

5. evaluation results Learning:It is done evaluation effectiveness The program Developmental from during evaluation results Learning For members body Teaching,

like more level Knowledge and skills The teacher and interactive with Students.

6. Development Continuous:Running presentation Nutrition The reviewer And support Continuous For members body Teaching To enhance Development Professional And the academic Continuous.

7. Participation in Search And publishing Scientific:He encourages Members body Teaching on Participation in Search Scientific And publish Results in Magazines academy Prestigious, Which enhances Their status academy And contributes in development Knowledge in Their fields.

## 12. Acceptance Criteria

1- acceptance central.

2- acceptance Exceptions(Those with Martyrs, people The Authority Teaching, Staff Distinguished, The firsts on Institutes, Students Expatriates).

3- education governmental private

4- acceptance studies Evening.

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

1- location the university And the college And the section Electronic.

2- Priorities Creation Section.

3- project development And update Curricula Colleges Management and the economy in Universities Iraqi For a year2017.

## 14. Program Development Plan

1- development Curricula Academic.

2- to open studies Alia(diploma High equivalent For Masters).

3- development Angels The teacher And administrative on road Courses And seminars Workshops in Areas Specialization.

4- to support efforts Search Scientific from during to encourage Members The Authority The teacher on Publishing especially in Containers Global.

5- stay Programs Training For development Capabilities Students in Areas Technology And technology Information.

6- stay Visits Field And trips Scientific For students to Institutions Government.

Required learning outcomes of the program															
Values				Skills				Knowledge				Essential or optional?	Course name	Course code	Year/Level
A4	A3	A2	A1	B4	B3	B2	B1	A4	A3	A2	A1				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Public Administration 1		First year
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Statistics		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1Word		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Arabic		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human rights and democracy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Public Administration 2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematics for administrators		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Accounting principles		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Readings English		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 2Word		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Marketing Management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human Resources Management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Administrative law		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Intermediate Accounting		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		The development of organizational thought		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		

Second year

✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Quantitative methods		Third year
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer IExcel		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Baath crimes in Iraq		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Relations		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Government accounting		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Administrative Psychology		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Civil Service Legislation		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Political systems		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations research		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer IExcel		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Financial Management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		unified accounting system		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Local administration		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Contract management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Quality Management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Public service ethics		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Database Computer Applications2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Organizational Behavior		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policies		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		General Project Management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Management		

													Information Technology		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Comparative local management systems		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Environmental management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Database Computer Applications2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Production and Operations Management		Fourth year
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Comparative Public Administration		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Administrative development1		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Strategic Management1		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer Applications1QSB		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Scientific research methods and ethics		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Strategic management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Administrative development 2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Risk Management and Insurance		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		General Policies		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer Applications2QSB		

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

## Course Description Form

<b>1. Course name</b>	
Development Administrative	
<b>2. Course code</b>	
Nothing	
<b>3. Semester/Year</b>	
second course	
<b>4. Date this description was prepared</b>	
1/9/2025	
<b>5. Available forms of attendance</b>	
100% attendance	
<b>6. Number of study hours (total) / Number of units (total)</b>	
45 hours per course	
<b>7. Name of the course supervisor (if more than one name is mentioned)</b>	
Name: Prof. Dr. Qusay Jassim Mohammed Email: <a href="mailto:qusayj39@tu.edu.iq">qusayj39@tu.edu.iq</a>	
<b>8. Course objectives</b>	
<ul style="list-style-type: none"> <li>Gain The student skill Cognitive on concept And specifications And the importance And application Development Administrative Which He is With relationship By work Administrative.</li> <li>supply The student With information on How to Use skills The century atheistic And the twenty All kinds Different And about How to Benefit From it By providing Data And information Correct And the minute Which Serve Taken decision in take decision Correct.</li> <li>How to Training Continuous To keep up all Types Evolution Fast The result in Areas the job Administrative.</li> </ul>	Subject objectives
<b>9. Teaching and learning strategies</b>	
<ol style="list-style-type: none"> <li><b>1. The lecture</b></li> <li><b>2. Discussion</b></li> <li><b>3. strategy Thinking According to capacity The student</b></li> <li><b>4. strategy skill Thinking High</b></li> </ol>	Strategy

**5. strategy Thinking critic in Learning**

**6. Storm Mental**

**10. Course Structure**

<b>Evaluation method</b>	<b>Learning method</b>	<b>Name of the unit or topic</b>	<b>Required learning outcomes</b>	<b>Watches</b>	<b>The week</b>
Follow up on homework and formulate at least 3 questions	Theory	concept Backwardness	- It is a societal condition characterized by a set of economic and social characteristics and other manifestations of general poverty, isolation and general deterioration in various aspects of societal life. - The inability to use modern technical and technological methods due to the resistance of the prevailing social institutions in underdeveloped countries to this use. - The relative decline in the standard of living of a group of countries - Annual per capita income less than \$300	3	1
Follow up on homework and formulate at least 3 questions	Theory	Manifestations of backwardness	Pluralism and disintegration of the social system - The helixity of economic construction - Weak political structure and absence of democratic traditions. Cultural vacuum and the inability to distinguish between scientific methodology and philosophical methodology.	3	2
Follow up on homework and formulate at least 3	theory	The concept of backwardness Administrative + Manifestations of administrative backwardness	1- Administrative diseases: The administrative system becomes ill when two of its	6	3 – 4

questions			<p>components are afflicted with corruption and dysfunction, namely, the administrative apparatus of civil service employees, among whom corruption is widespread, and the functional activity that includes administrative functions and organizational functions.</p> <p>2- Administrative stagnation: This refers to the dryness of the administrative system that affects four of its components, which together form what can be considered a framework for decision-making. We mean by this the public administration organizations, which are suffering from decay.</p> <p>3- Administrative disintegration: It occurs as a result of diseases and stagnation, and this disintegration is reflected in the three external components of the administrative system, represented by the deterioration of administrative culture and philosophy, the primitiveness of the technology used, and the atrophy of the business management style.</p>		
Follow up on homework and formulate at least 3 questions	Theory and scientific examples	Causes of backwardnessAdministrativeRelated to administrative organization+Causes of backwardnessAdministrativerelated to the surrounding climate	<ol style="list-style-type: none"> <li>1- Social factors</li> <li>2- Reasons related to economic factors</li> <li>3- Reasons related to</li> </ol>	5	5 - 6

			cultural and moral factors 4- Political reasons		
Follow up on homework and formulate at least 3 questions	Theory and scientific examples	Philosophy of administrative development	The philosophy of administrative development is evident from the comprehensive and integrated meaning of administrative development, which is: the renewable ability to build, develop and advance concepts, trends, systems, capabilities and methods to meet current needs and future requirements to confront the requirements of the political, economic, social and cultural development process.	3	7
<b>exam The month the first</b>					8
Follow up on homework and formulate at least 3 questions	Theory and scientific examples	conceptAdministrative development	A radical, purposeful and intentional change that changes with the change in the involuntary dimensions and variables and the preparation of the appropriate climate and suitable environment, side by side with the change in the administrative variables and dimensions that enter into the administrative apparatus and interact with its operations according to a well-studied plan that is consistent and balanced with the plans for social, economic and educational development and progress.	3	9
Follow up on homework and formulate at	Theory and scientific examples	The importance of administrative development + Administrative development goals	1- Administrative development and national development plans	6	10 – 11

least 3 questions			2- Administrative development and expansion of the state's role 3- Administrative development and rapid changes in community goals 4- Administrative development and manifestations of administrative backwardness 5- Administrative development and bridging the gap between developing countries and advanced industrial countries. 6- Administrative development and dealing with variables		
Follow up on homework and formulate at least 3 questions	Theory and scientific examples	Administrative development approaches	1- Traditional approach (trial and error) 2- Modern approach (scientific research)	3	12
Follow up on homework and formulate at least 3 questions	Theory and scientific examples	Administrative development theories	1- Traditional theories in administrative development 2- Modern theories in administrative development	3	13
<b>exam The month the second</b>					14
Follow up on homework and formulate at least 3 questions	Theory	Planning strategies for administrative development	1- Partial planning strategy for administrative development 2- Comprehensive planning strategy for administrative development	3	15

**First semester final exam**

## 11. Course Evaluation

- 1- 70 marks on the end of course exam
- 2- 30 annual pursuit points distributed as follows:
  - A- 10 marks for the first month exam
  - B- 10 Second month exam
  - C- 10 attendance and participation

## 12. Learning and teaching resources

Administrative Development: Dr. Jassim Al-Dhahabi	Required textbooks (methodology if any)
Yes	Main References (Sources)
Yes	Recommended supporting books and references (scientific journals, reports...)
Yes	Electronic references, websites

## Academic Program Description Form

**University name:** University Tikrit

**College/Institute:** College Management and Economics

**Scientific Department:** Department General Administration

**Name of academic or professional program:** Public Administration Department

**Final Certificate Name:** Bachelor Science in Public Administration

**Academic system:** Course system

**Description preparation date:** 1/9/2025

**Date of filling the file:** 1/9/2025

Signature

Asst. Prof. Dr. Ahmed Khudhair Ahmed  
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 attested by  
Khaldoon Abdullah Khalaf  
Name of the Director of the Quality Assurance and  
University Performance Division  
2025/9/1

Approval of the Dean

## **1. Program Vision**

**Excellence in deliveryAngelspioneerAndTo lead public sector institutions that meet stakeholder requirements, in line with global quality standards..**

## **2. Program message**

**Providing the public sector with the educated administrative energies it needs to meet its aspirations in serving the community, and communicating with relevant stakeholders to consolidate community behaviors through education.andLearning, creating an open environment for cultural and intellectual exchange that stimulates scientific research, creativity, innovation and leadership, as well as disseminating knowledge to public sector institutions to ensure the well-being and excellence of society..**

## **3. Program objectives**

- 15.Preparing graduates capable of working in government organizations, thus contributing to achieving social and economic development in society..**
- 16.Supporting government organizations and developing their knowledge in the fields of central and local administration by providing them with specialized administrative cadres.In this field.**
- 17.Disseminating noble community values and instilling integrity behaviorsAnd community serviceIn the basics of workAdministrative.**
- 18.Continuous development of the scientific contributions portfolioFor membersThe teaching staff in the department and following up on their feedback to ensure the achievement of the objectives of the educational process.**
- 19.Building bridges of cooperation between the Public Administration Department and the community, and achieving a strategic partnership with government organizations by creating a cooperative environment that achieves continuous communication.andfor.**

## **4. Program accreditation**

**20.DoThe programIs the program accredited? And from which authority? both**

### 5. Other external influences

21. Is there a sponsor? For program? Yes, Ministry of Higher Education and Scientific Research

### 6. Program Structure

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

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

### 7. Program Description / Curriculum of the Department of Public Administration

Credit hours		Course name	Course code	Year/Level
practical	theoretical			<b>First</b>
	3	Principles of Public Administration 1		
	3	Principles of Economics		
	3	Principles of Statistics		
1	2	Computer 1 Word		
	2	Arabic		
	2	Human rights and democracy		
	3	Principles of Public Administration 2		
	3	Mathematics for administrators		
	3	Accounting principles		
	3	Readings English		
1	2	Computer 2 Word		

	2	English language		
	3	Marketing Management		<b>Second</b>
	3	Human Resources Management		
	2	Administrative law		
2	2	Intermediate Accounting		
	3	The development of organizational thought		
	2	English language		
	2	Quantitative methods		
1	2	Computer1Excel		
	2	Baath crimes in Iraq		
	3	Public Relations		
2	2	Government accounting		
	2	Administrative Psychology		
	2	Civil Service Legislation		
	3	Political systems		
	2	Operations research		
1	2	Computer1Excel		
	3	Public Financial Management		<b>Third</b>
2	2	unified accounting system		
	3	Local administration		
	3	Contract management		
	2	Quality Management		
	2	Public service ethics		
1	2	Database Computer Applications2		
	2	English language		
	3	Organizational Behavior		
	3	Financial policies		
	2	General Project Management		
	3	Management Information Technology		
	3	Comparative local management systems		
	2	Environmental management		

1	2	Database Computer Applications2		
	3	Production and Operations Management		<b>Fourth</b>
	2	Comparative Public Administration		
	3	Administrative development1		
	3	Strategic Management1		
	2	English language		
1	2	Computer Applications1QSB		
	2	Scientific research methods and ethics		
	3	Strategic management		
	3	Administrative development 2		
	2	Risk Management and Insurance		
	3	General Policies		
1	2	Computer Applications2QSB		

### 8. Expected learning outcomes of the program

#### Knowledge

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>- The ability of the department's graduates to develop their administrative and cognitive skills and achieve leadership in leading government institutions.</li> </ul> | <ul style="list-style-type: none"> <li>- Providing leading cadres in leading public sector institutions.</li> <li>- Disseminating knowledge in government institutions to achieve the aspirations of society.</li> <li>- The ability to manage and invest knowledge in a way that achieves the quality and efficiency of the academic program's outputs and their suitability for the labor market.</li> </ul> |
|---|--|

#### Skills

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>- Management Department graduates have the</li> </ul> | <ul style="list-style-type: none"> <li>- Developing and supporting the</li> </ul> |
|--|---|

ability to think, solve problems and manage time.	spirit of creativity, innovation and leadership. - Creating an open environment for cultural and intellectual exchange.
- Our outputs should be knowledgeable and skilled in how to accomplish the tasks assigned to them.	- Communicate and interact constructively with stakeholders.

### Values

- Adherence to professional ethics and the ability to demonstrate high professional competence.	- Establishing social and ethical responsibility. - Serving the community and meeting its requirements.
- The student must believe in the principles of integrity and transparency, and have the ability to apply the concepts of quality management at work.	- Integrity and transparency. - Quality.

### 9. Teaching and learning strategies

15.Active learning: Encouraging students' active participation in learning processes, such as discussions, group activities, and problem solving, to enhance their deep understanding of mathematical concepts.

16.Cooperative learning: Encouraging students to work together in small groups to solve problems.related to their studiesAnd sharing ideas, which contributes to enhancing interaction and knowledge exchange between them.

17.Use of Technology: Leveraging technology to provide interactive learning tools such as computer software and online resources to enhance student understanding and motivation.

18.Problem-based learning: presenting specific problems and motivating students to think critically and use skillsAdministrativeTo solve it.

19.Multiple Instructional Strategies: Providing a variety of instructional strategies, such as interactive lectures, practical lessons, and hands-on exercises, to meet the

diverse needs of students.

20. Promote thinking: Encourage students to develop thinking skills. Such as analysis, planning and inference, by providing stimulating questions and applied problems.

21. Provide immediate feedback: Provide mechanisms to provide immediate feedback to students on their performance and understanding of concepts. Administrative, whether through periodic assessments or direct interaction with the teacher.

## 10. Evaluation methods

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

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

17. Tests and assignments: Students may be given regular tests and assessment assignments to assess their problem-solving skills related to their field of expertise and their understanding of the concepts presented.

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

19. Practical Performance Evaluation: Students can be evaluated in practical performance through: Visits Process and participation in applied activities.

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

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

## 11. Faculty

### Faculty members

Faculty preparation		Requirements/Skills (if any)	Specialization		Academic Rank
lecturer	angel		private	general	
	angel		Operations research	Statistics (Operations Research)	Asst. Prof. Dr. Mazhar Khaled Abdel Hamid
	angel		Administrative law	General law	A.M.D. Mohamed Ahmed Raheel Aftan
	angel		Financial management	business management	A.M.D. Qusay Jassim Mohammed Imran
	angel		Bank management	business management	A.M. Mazen Noman Abdullah Bakr
	angel		linguistics	English language	<b>A.M. Adnan Fayhan Mahmoud Khader.</b>
	angel		Financial management	business management	<b>A.M. Ahmed Khader Ahmed Ali</b>
lecturer			Political economy	economy	<b>Prof. Dr. Saad Saleh Issa</b>
lecturer			Special law	law	<b>Asst. Prof. Dr. Yasser Ali Hamdan</b>
	angel		Networks	Calculators	<b>Asst. Prof. Dr. Qusay Abboudi Ali</b>
	angel		Financial management	business management	<b>A.M. Present Sabah Shaeer Jabara</b>
	angel		Knowledge management	business management	A.M. Tariq Aziz Kurdi
	angel		organized	business management	M. Khalaf Mohammed Alou
	angel		Organization theory	business management	M Iman Muwaffaq Omar
	angel		administration Financial	business management	Mr. Salam Hussein Jassim Handa

	angel		administration Financial	administration works	M. Najm Suhail Najm Abdullah
	angel		Human Resources	business management	M. Talha Kwan Salem
	angel		Applied statistics	count	Ms. Aisha Abdel Khaleq Ismail
	angel		business management	business management	Mr. Saad Salem Ghanem Suleiman
	angel		Financial management	business management	Dr. Qutaiba Ibrahim Hamada
	angel		General Administration	General Administration	M. Hamid Anwar Danok
	angel		business management	business management	Mr. Najji Hassan Ahmed Allawi
	angel		Production and operations	business management	M. Maysam Riad Bahr
	angel		Human Resources	business management	Mr. Hussein Abdul Hamad Hussein
	angel		Human Resources	business management	millimeter. Hassan Farhan Ahmed Handal
	angel		General Policies	General Administration	Mr. Mohamed Mustafa Mohamed Ibrahim
	angel		Human Resources	business management	M. Ahmed Ayed Makhlaf
	angel		Human Resources	business management	M.M. Nihad Khamis Hassan
	angel		Quality Management	business management	M. Mazhar Ahmed Khalaf
	angel		Production management	business management	Mr. Ali Mohammed Huwaïd Khater
	angel		Bank management	Financial and Banking Sciences	M.M. Ali Hamad Ali
	angel		Information	Management	M.M. Mohammed

			systems	Information Systems	Salem Abdel
lecturer			English literature	English language	M. Alaa Ahmed Abdullah
	angel		law	law	Mr. Ihab Abdullah Muhaimid
	angel		Cost accounting	accounting	Mr. Yasser Fouad Taha
lecturer			law	law	Mr. Maher Sabah Habib
	angel		Financial accounting	accounting	Mr. Mohammed Ahmed Diab
	angel		Management accounting	accounting	Mr. Ali Fouad Taha
	angel		about	Arabic	M.M. Ali Ghaleb Ali

## Professional development

### Orientation of new faculty members

- 1- **Determining the needs of the university and the department: The needs of the university and the department are determined in terms of the required educational cadres and preferred specializations.**
- 2- **Orientation Programs: Customized orientation programs are designed for new, visiting, full-time and part-time members based on their needs and specialties.**
- 3- **Introduction to the University Environment: A comprehensive introduction to the university and the Department of Public Administration is provided, including an overview of the department, vision, mission, goals, and available services.**
- 4- **Providing support resources: New members are provided with the necessary resources and support, including training courses, workshops, and technical assistance.**
- 5- **Academic Orientation: New members are oriented regarding the curricula,**

**research areas and teaching methods used in the department.**

**6- Administrative Orientation: New members are oriented to administrative procedures, responsibilities, university policies and code of conduct.**

**7- Ongoing Support: Ongoing support is provided to new, visiting, full-time and part-time faculty members through advisory sessions, workshops and periodic evaluations.**

### **Professional development for faculty members**

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

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

17. Program Implementation: The development program is implemented in a regular and organized manner, including organizing workshops, conducting training courses, and providing appropriate educational resources.

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

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

20. Continuous Development: Ongoing feedback and support is provided to faculty members to promote ongoing professional and academic development.

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

### **12. Acceptance Criteria**

9- Central acceptance.

10- Accepting exceptions (martyrs' families, children of faculty, distinguished

employees, top students in institutes, foreign students).

11- Private government education

12- Accepting evening studies.

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

7- University, college and electronic department website.

8- Priorities for establishing the department.

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

### 14. Program Development Plan

13- Curriculum development.

14- Open postgraduate studies (higher diploma equivalent to a master's degree).

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

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

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

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

## Program Skills Chart

### Required learning outcomes of the program

Values				Skills				Knowledge				Essential or optional?	Course name	Course code	Year/L level
A4	A3	A2	A1	B4	B3	B2	B1	A4	A3	A2	A1				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Public Administration 1		First year
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Statistics		
	✓	✓	✓		✓	✓	✓		✓	✓	✓		Computer 1Word		
	✓	✓	✓		✓	✓	✓		✓	✓	✓		Arabic		
	✓	✓	✓		✓	✓	✓			✓	✓		Human rights and democracy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Public Administration 2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematics for administrators		

✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Accounting principles		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		ReadingsEnglish		
	✓	✓	✓		✓	✓	✓		✓	✓	✓		Computer2Word		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Marketing Management		Second year
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human Resources Management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Administrative law		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Intermediate Accounting		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		The development of organizational thought		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Quantitative methods		
	✓	✓	✓		✓	✓	✓		✓	✓	✓		Computer1Excel		
	✓	✓	✓		✓	✓	✓		✓	✓	✓		Baath crimes in Iraq		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Relations		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Government accounting		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Administrative Psychology		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Civil Service Legislation		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Political systems		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations research		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer1Excel		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Financial Management		Third year
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		unified accounting system		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Local administration		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Contract management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Quality Management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Public service ethics		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Database Computer Applications2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Organizational Behavior		

✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policies		Four h year
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		General Project Management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Management Information Technology		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Comparative local management systems		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Environmental management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Database Computer Applications2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Production and Operations Management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Comparative Public Administration		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Administrative development1		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Strategic Management1		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer Applications1QS B		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Scientific research methods and ethics		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Strategic management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Administrative development 2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Risk Management and Insurance		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		General Policies		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer Applications2QS B		

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

### Course Description Form

<b>1. Course name</b>
<b>Organization</b>
<b>2. Course code</b>
<b>Nothing</b>
<b>3. Semester/Year</b>

Second semester / Fourth year

**4. Date this description was prepared**

1/9/2025

**5. Available forms of attendance**

Weekly / Full time

**6. Number of study hours (total) / Number of units (total)**

45 hours / 3 units

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

Name: naji hassan khalaf Email: naji.h.ahmed@tu.edu.iq

**8. Course objectives**

- 1- Introducing the concept of international organizations.
- 2- Providing knowledge in the field of international organizations

Subject objectives

**9. Teaching and learning strategies**

A The strategy focuses on enhancing interaction and practical experience through organizing activities that encourage students to develop applied administrative projects and teamwork to solve technical problems. Innovative educational technologies are also used to provide interactive learning experiences, along with individual support and professional guidance for students to gain a deeper understanding of international organizations and their applications.

Strategy

**10. Course Structure**

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
Ask questions and tests	Homework, asking questions, and interaction between the teacher and the students, as well as the students with each other.	: International organization and types of international organizations.	• Week 1: International organization and types of international organizations.	3	the first
Ask questions	Homework, asking	: Conditions for membership in the United Nations.	Week 2: Conditions for	3	the second

and tests	questions, and interaction between the teacher and the students, as well as the students with each other.		membership in the United Nations.		
Ask questions and tests	Homework, asking questions, and interaction between the teacher and the students, as well as the students with each other.	The United Nations Organization and conditions for joining it.	Week 3: The United Nations Organization and conditions for joining it.	3	the third
Ask questions and tests	Homework, asking questions, and interaction between the teacher and the students, as well as the students with each other.	Week 4: The United Nations General Assembly.	• Week 4: The United Nations General Assembly.	3	Fourth
Ask questions and tests	Homework, asking questions, and interaction between the teacher and the students, as well as the students with each other.	Week 5: The United Nations Security Council.	Week 5: The United Nations Security Council.	3	Fifth
Ask questions and tests	Homework, asking questions, and	: The Economic and Social Council.	Week 6: The Economic and Social Council.	3	Sixth

	<b>interaction between the teacher and the students, as well as the students with each other.</b>				
<b>Ask questions and tests</b>	<b>Homework, asking questions, and interaction between the teacher and the students, as well as the students with each other.</b>	: International Court of Justice.	• Week 7: International Court of Justice.	<b>3</b>	<b>Seventh</b>
<b>Ask questions and tests</b>	<b>Homework, asking questions, and interaction between the teacher and the students, as well as the students with each other.</b>	First Monthly Examination.	• First Monthly Examination.	<b>3</b>	<b>The eighth</b>
<b>Ask questions and tests</b>	<b>Homework, asking questions, and interaction between the teacher and the students, as well as the students with each other.</b>	: World Health Organization.	• Week 8: World Health Organization.	<b>3</b>	<b>Ninth</b>
<b>Ask questions and tests</b>	<b>Homework, asking questions, and interaction between</b>	: Food and Agriculture Organization (FAO).	• Week 9: Food and Agriculture Organization (FAO).	<b>3</b>	<b>tenth</b>

	the teacher and the students, as well as the students with each other.				
Ask questions and tests	Homework, asking questions, and interaction between the teacher and the students, as well as the students with each other.	: International Monetary Fund.	• Week 10: International Monetary Fund.	3	eleventh
Ask questions and tests	Homework, asking questions, and interaction between the teacher and the students, as well as the students with each other.	: Regional Organization.	Week 11: Regional Organization.	3	twelfth
Ask questions and tests	Homework, asking questions, and interaction between the teacher and the students, as well as the students with each other.	: League of Arab States.	Week 12: League of Arab States.	3	thirteenth
Ask questions and tests	Homework, asking questions, and interaction between the teacher and the students, as well as the students with each other.	: United Nations Internal Accountability Program.	Week 13: United Nations Internal Accountability Program.	3	fourteenth

	students, as well as the students with each other.				
Ask questions and tests	Homework, asking questions, and interaction between the teacher and the students, as well as the students with each other.	Public policy analysts	Second Monthly Examination + Practical Examination.	3	fifteenth

### 11. Course Evaluation

10 First Exam  
 10 Second Exam  
 10 Attendance, reports, daily preparation and daily exams  
 = 30 degrees of pursuit  
 70 marks final exam for human resources management

### 12. Learning and teaching resources

Curriculum vocabulary in the special book General Administration	Required textbooks (methodology if any)
	Main References (Sources)
Scientific journals in the specializations of public administration	Recommended supporting books and references (scientific journals, reports...)
Specialized websites	Electronic references, websites

## Academic Program Description Form

**University name: University Tikrit**

**College/Institute: College Management and Economics**

**Scientific Department: Department General Administration**

**Name of academic or professional program: Public Administration Department**

**Final Certificate Name: Bachelor Science in Public Administration**

**Academic system: Course system**

**Description preparation date: 1/9/2025**

**Date of filling the file: 1/9/2025**

Signature

Asst. Prof. Dr. Ahmed Khudhair Ahmed  
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 attested by  
Khaldoon Abdullah Khalaf  
Name of the Director of the Quality Assurance and  
University Performance Division  
2025/9/1

Approval of the Dean

## **1. Program Vision**

**Excellence in deliveryAngelspioneerAndTo lead public sector institutions that meet stakeholder requirements, in line with global quality standards..**

## **2. Program message**

**Providing the public sector with the educated administrative energies it needs to meet its aspirations in serving the community, and communicating with relevant stakeholders to consolidate community behaviors through education.andLearning, creating an open environment for cultural and intellectual exchange that stimulates scientific research, creativity, innovation and leadership, as well as disseminating knowledge to public sector institutions to ensure the well-being and excellence of society..**

## **3. Program objectives**

**22.Preparing graduates capable of working in government organizations, thus contributing to achieving social and economic development in society..**

**23.Supporting government organizations and developing their knowledge in the fields of central and local administration by providing them with specialized administrative cadres.In this field.**

**24.Disseminating noble community values and instilling integrity behaviorsAnd community serviceIn the basics of workAdministrative.**

**25.Continuous development of the scientific contributions portfolioFor membersThe teaching staff in the department and following up on their feedback to ensure the achievement of the objectives of the educational process.**

**26.Building bridges of cooperation between the Public Administration Department and the community, and achieving a strategic partnership with government organizations by creating a cooperative environment that achieves continuous communication.andfor.**

## **4. Program accreditation**

**27.DoThe programIs the program accredited? And from which authority? both**

### 5. Other external influences

28. Is there a sponsor? For program? Yes, Ministry of Higher Education and Scientific Research

### 6. Program Structure

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

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

### 7. Program Description / Curriculum of the Department of Public Administration

Credit hours		Course name	Course code	Year/Level
practical	theoretical			<b>First</b>
	3	Principles of Public Administration 1		
	3	Principles of Economics		
	3	Principles of Statistics		
1	2	Computer 1 Word		
	2	Arabic		
	2	Human rights and democracy		
	3	Principles of Public Administration 2		
	3	Mathematics for administrators		
	3	Accounting principles		
	3	Readings English		
1	2	Computer 2 Word		

	2	English language		
	3	Marketing Management		<b>Second</b>
	3	Human Resources Management		
	2	Administrative law		
2	2	Intermediate Accounting		
	3	The development of organizational thought		
	2	English language		
	2	Quantitative methods		
1	2	Computer1Excel		
	2	Baath crimes in Iraq		
	3	Public Relations		
2	2	Government accounting		
	2	Administrative Psychology		
	2	Civil Service Legislation		
	3	Political systems		
	2	Operations research		
1	2	Computer1Excel		
	3	Public Financial Management		<b>Third</b>
2	2	unified accounting system		
	3	Local administration		
	3	Contract management		
	2	Quality Management		
	2	Public service ethics		
1	2	Database Computer Applications2		
	2	English language		
	3	Organizational Behavior		
	3	Financial policies		
	2	General Project Management		
	3	Management Information Technology		
	3	Comparative local management systems		
	2	Environmental management		

1	2	Database Computer Applications2		
	3	Production and Operations Management		<b>Fourth</b>
	2	Comparative Public Administration		
	3	Administrative development1		
	3	Strategic Management1		
	2	English language		
1	2	Computer Applications1QSB		
	2	Scientific research methods and ethics		
	3	Strategic management		
	3	Administrative development 2		
	2	Risk Management and Insurance		
	3	General Policies		
1	2	Computer Applications2QSB		

### 8. Expected learning outcomes of the program

#### Knowledge

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>- The ability of the department's graduates to develop their administrative and cognitive skills and achieve leadership in leading government institutions.</li> </ul> | <ul style="list-style-type: none"> <li>- Providing leading cadres in leading public sector institutions.</li> <li>- Disseminating knowledge in government institutions to achieve the aspirations of society.</li> <li>- The ability to manage and invest knowledge in a way that achieves the quality and efficiency of the academic program's outputs and their suitability for the labor market.</li> </ul> |
|---|--|

#### Skills

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>- Management Department graduates have the</li> </ul> | <ul style="list-style-type: none"> <li>- Developing and supporting the</li> </ul> |
|--|---|

ability to think, solve problems and manage time.	spirit of creativity, innovation and leadership. - Creating an open environment for cultural and intellectual exchange.
- Our outputs should be knowledgeable and skilled in how to accomplish the tasks assigned to them.	- Communicate and interact constructively with stakeholders.

### Values

- Adherence to professional ethics and the ability to demonstrate high professional competence.	- Establishing social and ethical responsibility. - Serving the community and meeting its requirements.
- The student must believe in the principles of integrity and transparency, and have the ability to apply the concepts of quality management at work.	- Integrity and transparency. - Quality.

### 9. Teaching and learning strategies

22. Active learning: Encouraging students' active participation in learning processes, such as discussions, group activities, and problem solving, to enhance their deep understanding of mathematical concepts.

23. Cooperative learning: Encouraging students to work together in small groups to solve problems related to their studies and sharing ideas, which contributes to enhancing interaction and knowledge exchange between them.

24. Use of Technology: Leveraging technology to provide interactive learning tools such as computer software and online resources to enhance student understanding and motivation.

25. Problem-based learning: presenting specific problems and motivating students to think critically and use skills to solve it.

26. Multiple Instructional Strategies: Providing a variety of instructional strategies, such as interactive lectures, practical lessons, and hands-on exercises, to meet the

diverse needs of students.

27. Promote thinking: Encourage students to develop thinking skills. Such as analysis, planning and inference, by providing stimulating questions and applied problems.

28. Provide immediate feedback: Provide mechanisms to provide immediate feedback to students on their performance and understanding of concepts. Administrative, whether through periodic assessments or direct interaction with the teacher.

## 10. Evaluation methods

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

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

24. Tests and assignments: Students may be given regular tests and assessment assignments to assess their problem-solving skills related to their field of expertise and their understanding of the concepts presented.

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

26. Practical Performance Evaluation: Students can be evaluated in practical performance through: Visits, Process and participation in applied activities.

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

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

## 11. Faculty

### Faculty members

Faculty preparation		Requirements/Skills (if any)	Specialization		Academic Rank
lecturer	angel		private	general	
	angel		Operations research	Statistics (Operations Research)	Asst. Prof. Dr. Mazhar Khaled Abdel Hamid
	angel		Administrative law	General law	A.M.D. Mohamed Ahmed Raheel Aftan
	angel		Financial management	business management	A.M.D. Qusay Jassim Mohammed Imran
	angel		Bank management	business management	A.M. Mazen Noman Abdullah Bakr
	angel		linguistics	English language	<b>A.M. Adnan Fayhan Mahmoud Khader.</b>
	angel		Financial management	business management	<b>A.M. Ahmed Khader Ahmed Ali</b>
lecturer			Political economy	economy	<b>Prof. Dr. Saad Saleh Issa</b>
lecturer			Special law	law	<b>Asst. Prof. Dr. Yasser Ali Hamdan</b>
	angel		Networks	Calculators	<b>Asst. Prof. Dr. Qusay Abboudi Ali</b>
	angel		Financial management	business management	<b>A.M. Present Sabah Shaeer Jabara</b>
	angel		Knowledge management	business management	A.M. Tariq Aziz Kurdi
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	angel		Human Resources	business management	Mr. Hussein Abdul Hamad Hussein
	angel		Human Resources	business management	millimeter. Hassan Farhan Ahmed Handal
	angel		General Policies	General Administration	Mr. Mohamed Mustafa Mohamed Ibrahim
	angel		Human Resources	business management	M. Ahmed Ayed Makhlaf
	angel		Human Resources	business management	M.M. Nihad Khamis Hassan
	angel		Quality Management	business management	M. Mazhar Ahmed Khalaf
	angel		Production management	business management	Mr. Ali Mohammed Huwaïd Khater
	angel		Bank management	Financial and Banking Sciences	M.M. Ali Hamad Ali
	angel		Information	Management	M.M. Mohammed

			systems	Information Systems	Salem Abdel
lecturer			English literature	English language	M. Alaa Ahmed Abdullah
	angel		law	law	Mr. Ihab Abdullah Muhaimid
	angel		Cost accounting	accounting	Mr. Yasser Fouad Taha
lecturer			law	law	Mr. Maher Sabah Habib
	angel		Financial accounting	accounting	Mr. Mohammed Ahmed Diab
	angel		Management accounting	accounting	Mr. Ali Fouad Taha
	angel		about	Arabic	M.M. Ali Ghaleb Ali

## Professional development

### Orientation of new faculty members

- 1- **Determining the needs of the university and the department: The needs of the university and the department are determined in terms of the required educational cadres and preferred specializations.**
- 2- **Orientation Programs: Customized orientation programs are designed for new, visiting, full-time and part-time members based on their needs and specialties.**
- 3- **Introduction to the University Environment: A comprehensive introduction to the university and the Department of Public Administration is provided, including an overview of the department, vision, mission, goals, and available services.**
- 4- **Providing support resources: New members are provided with the necessary resources and support, including training courses, workshops, and technical assistance.**
- 5- **Academic Orientation: New members are oriented regarding the curricula,**

**research areas and teaching methods used in the department.**

**6- Administrative Orientation: New members are oriented to administrative procedures, responsibilities, university policies and code of conduct.**

**7- Ongoing Support: Ongoing support is provided to new, visiting, full-time and part-time faculty members through advisory sessions, workshops and periodic evaluations.**

### **Professional development for faculty members**

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

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

24. Program Implementation: The development program is implemented in a regular and organized manner, including organizing workshops, conducting training courses, and providing appropriate educational resources.

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

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

27. Continuous Development: Ongoing feedback and support is provided to faculty members to promote ongoing professional and academic development.

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

### **12. Acceptance Criteria**

13- Central acceptance.

14- Accepting exceptions (martyrs' families, children of faculty, distinguished

employees, top students in institutes, foreign students).

15- Private government education

16- Accepting evening studies.

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

10- University, college and electronic department website.

11- Priorities for establishing the department.

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

### 14. Program Development Plan

19- Curriculum development.

20- Open postgraduate studies (higher diploma equivalent to a master's degree).

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

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

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

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

## Program Skills Chart

### Required learning outcomes of the program

Values				Skills				Knowledge				Essential or optional?	Course name	Course code	Year/L level
A4	A3	A2	A1	B4	B3	B2	B1	A4	A3	A2	A1				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Public Administration 1		First year
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Statistics		
	✓	✓	✓		✓	✓	✓		✓	✓	✓		Computer 1Word		
	✓	✓	✓		✓	✓	✓		✓	✓	✓		Arabic		
	✓	✓	✓		✓	✓	✓			✓	✓		Human rights and democracy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Public Administration 2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematics for administrators		

✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Accounting principles		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Readings English		
	✓	✓	✓		✓	✓	✓		✓	✓	✓		Computer 2 Word		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Marketing Management		Second year
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human Resources Management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Administrative law		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Intermediate Accounting		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		The development of organizational thought		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Quantitative methods		
	✓	✓	✓		✓	✓	✓		✓	✓	✓		Computer 1 Excel		
	✓	✓	✓		✓	✓	✓		✓	✓	✓		Baath crimes in Iraq		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Relations		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Government accounting		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Administrative Psychology		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Civil Service Legislation		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Political systems		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations research		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1 Excel		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Financial Management		Third year
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		unified accounting system		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Local administration		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Contract management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Quality Management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Public service ethics		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Database Computer Applications 2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Organizational Behavior		

✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policies		Four h year
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		General Project Management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Management Information Technology		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Comparative local management systems		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Environmental management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Database Computer Applications2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Production and Operations Management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Comparative Public Administration		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Administrative development1		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Strategic Management1		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer Applications1QS B		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Scientific research methods and ethics		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Strategic management		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Administrative development 2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Risk Management and Insurance		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		General Policies		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer Applications2QS B		

### Course Description Form

<b>1. Course name</b>
General Policies
<b>2. Course code</b>
Nothing
<b>3. Semester/Year</b>
Second semester / Fourth year
<b>4. Date this description was prepared</b>
1/9/2025

**5. Available forms of attendance**

Weekly / Full time

**6. Number of study hours (total) / Number of units (total)**

45 hours / 3 units

**7. Name of the course supervisor (if more than one name is mentioned)**Name: M. Khalaf Mohammed Alou Email: [kmag@tu.edu.iq](mailto:kmag@tu.edu.iq)**8. Course objectives**

- Gain The student skill Cognitive on concept And specifications And the importance And application Public policies and their implementation.
- supply The student With information on How to Use Skills Modern in the field of public policy.

Subject objectives

**9. Teaching and learning strategies**

- A Teaching and learning strategies in the subject Public policies Focuses on enhancing interaction and hands-on experience. and This includes organizing activities that encourage students to work in groups. To develop their skills and increase their knowledge of skills related to public policy and personal development.

Strategy

**10. Course Structure**

<b>Evaluation method</b>	<b>Learning method</b>	<b>Name of the unit or topic</b>	<b>Required learning outcomes</b>	<b>Watches</b>	<b>The week</b>
Ask questions and tests	Homework, asking questions, and interaction between the teacher and the students, as well as the	The origin and concept of public policies	Historical roots of the emergence of public policies • Concepts	3	the first

	students with each other.				
Ask questions and tests	Homework, asking questions, and interaction between the teacher and the students, as well as the students with each other.	Methodological approaches to the study of public policies	Learn about the most important approaches to studying public policies	3	the second
Ask questions and tests	Homework, asking questions, and interaction between the teacher and the students, as well as the students with each other.	Public policy formulation	Steps for drawing up public policies Public policy patterns	3	the third
Ask questions and tests	Homework, asking questions, and interaction between the teacher and the students, as well as the students with each other.	Implementation of public policies	• Principles or foundations of implementing public policies.	3	Fourth
Ask questions and tests	Homework, asking questions, and interaction between the teacher and the students, as well as the students with each	Pillars and patterns of public policy implementation	Public policy patterns	3	Fifth

	<b>other.</b>				
<b>Ask questions and tests</b>	<b>Homework, asking questions, and interaction between the teacher and the students, as well as the students with each other.</b>	<b>Public Policy Environment</b>	<b>Concept of public policy environment</b>	<b>3</b>	<b>Sixth</b>
<b>Ask questions and tests</b>	<b>Homework, asking questions, and interaction between the teacher and the students, as well as the students with each other.</b>	<b>Internal and external environmental factors</b>	<b>• Components of the internal and external environment</b>	<b>3</b>	<b>Seventh</b>
<b>Ask questions and tests</b>	<b>Homework, asking questions, and interaction between the teacher and the students, as well as the students with each other.</b>	<b>Public Policy Analysis</b>	<b>• Analysis concept</b>	<b>3</b>	<b>The eighth</b>
<b>Ask questions and tests</b>	<b>Homework, asking questions, and interaction between the teacher and the students, as well as the students with each other.</b>	<b>Analysis methods and steps</b>	<b>• Public Policy Analysis Steps</b>	<b>3</b>	<b>Ninth</b>
<b>Ask</b>	<b>Homework,</b>	<b>FramesTheory for Public</b>	<b>• System study</b>	<b>3</b>	<b>tenth</b>

questions and tests	asking questions, and interaction between the teacher and the students, as well as the students with each other.	Policy Analysis	<p>approach.</p> <ul style="list-style-type: none"> <li>• Ideal and descriptive approach.</li> <li>• Integrative approach.</li> <li>• Cost and return approach.</li> </ul>		
Ask questions and tests	Homework, asking questions, and interaction between the teacher and the students, as well as the students with each other.	Public Policy Evaluation	<ul style="list-style-type: none"> <li>• The concept of public policy evaluation.</li> <li>• Uses of public policies</li> </ul>	3	eleventh
Ask questions and tests	Homework, asking questions, and interaction between the teacher and the students, as well as the students with each other.	Evaluation directions and objectives	<p>Content of the policy or general program</p> <p>Evaluation objectives</p> <p>What do we evaluate?</p> <p>How is the evaluation done?</p> <p>Why do we evaluate?</p> <p>Program Efficiency Evaluation</p>	3	twelfth
Ask questions and tests	Homework, asking questions, and interaction between the teacher and the students, as well as the students with each other.	Public policy impact assessment	<p>Direct effects</p> <p>Social groups affected by the evaluation</p> <p>Evaluation dimensions</p>	3	thirteenth
Ask	Homework,	Public policy evaluation	Difficulties and obstacles	3	fourteenth

questions and tests	asking questions, and interaction between the teacher and the students, as well as the students with each other.	problems			
Ask questions and tests	Homework, asking questions, and interaction between the teacher and the students, as well as the students with each other.	Public policy analysts	Tendencies Response	3	fifteenth

### 11. Course Evaluation

10 First Exam

10 Second Exam

10 Attendance, reports, daily preparation and daily exams

= 30 degrees of pursuit

70 marks final exam for human resources management

### 12. Learning and teaching resources

Curriculum vocabulary in the special book General Administration	Required textbooks (methodology if any)
	Main References (Sources)
Scientific journals in the specializations of public administration	Recommended supporting books and references (scientific journals, reports...)
Specialized websites	Electronic references, websites

## Academic Program Description Form

**University name: University Tikrit**

**College/Institute: College Management and Economics**

**Scientific Department: Department General Administration**

**Name of academic or professional program: Public Administration Department**


**Final Certificate Name: Bachelor Science in Public Administration**

**Academic system: Course system**


**Description preparation date: 1/9/2025**

**Date of filling the file: 1/9/2025**

Signature

  
Asst. Prof. Dr. Ahmed Khudhair Ahmed  
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

## **1. Program Vision**

**Excellence in deliveryAngelspioneerAndTo lead public sector institutions that meet stakeholder requirements, in line with global quality standards..**

## **2. Program message**

**Providing the public sector with the educated administrative energies it needs to meet its aspirations in serving the community, and communicating with relevant stakeholders to consolidate community behaviors through education.andLearning, creating an open environment for cultural and intellectual exchange that stimulates scientific research, creativity, innovation and leadership, as well as disseminating knowledge to public sector institutions to ensure the well-being and excellence of society..**

## **3. Program objectives**

- 29.Preparing graduates capable of working in government organizations, thus contributing to achieving social and economic development in society..**
- 30.Supporting government organizations and developing their knowledge in the fields of central and local administration by providing them with specialized administrative cadres.In this field.**
- 31.Disseminating noble community values and instilling integrity behaviorsAnd community serviceIn the basics of workAdministrative.**
- 32.Continuous development of the scientific contributions portfolioFor membersThe teaching staff in the department and following up on their feedback to ensure the achievement of the objectives of the educational process.**
- 33.Building bridges of cooperation between the Public Administration Department and the community, and achieving a strategic partnership with government organizations by creating a cooperative environment that achieves continuous communication.andfor.**

## **4. Program accreditation**

- 34.DoThe programIs the program accredited? And from which authority? both**

## 5. Other external influences

35. Is there a sponsor? For program? Yes, Ministry of Higher Education and Scientific Research

## 6. Program Structure

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

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

## 7. Program Description / Curriculum of the Department of Public Administration

Credit hours		Course name	Course code	Year/Level
practical	theoretical			<b>First</b>
	3	Principles of Public Administration 1		
	3	Principles of Economics		
	3	Principles of Statistics		
1	2	Computer 1 Word		
	2	Arabic		
	2	Human rights and democracy		
	3	Principles of Public Administration 2		
	3	Mathematics for administrators		
	3	Accounting principles		
	3	Readings English		
1	2	Computer 2 Word		

	2	English language		
	3	Marketing Management		<b>Second</b>
	3	Human Resources Management		
	2	Administrative law		
2	2	Intermediate Accounting		
	3	The development of organizational thought		
	2	English language		
	2	Quantitative methods		
1	2	Computer1Excel		
	2	Baath crimes in Iraq		
	3	Public Relations		
2	2	Government accounting		
	2	Administrative Psychology		
	2	Civil Service Legislation		
	3	Political systems		
	2	Operations research		
1	2	Computer1Excel		
	3	Public Financial Management		<b>Third</b>
2	2	unified accounting system		
	3	Local administration		
	3	Contract management		
	2	Quality Management		
	2	Public service ethics		
1	2	Database Computer Applications2		
	2	English language		
	3	Organizational Behavior		
	3	Financial policies		
	2	General Project Management		
	3	Management Information Technology		
	3	Comparative local management systems		
	2	Environmental management		

1	2	Database Computer Applications2		
	3	Production and Operations Management		<b>Fourth</b>
	2	Comparative Public Administration		
	3	Administrative development1		
	3	Strategic Management1		
	2	English language		
1	2	Computer Applications1QSB		
	2	Scientific research methods and ethics		
	3	Strategic management		
	3	Administrative development 2		
	2	Risk Management and Insurance		
	3	General Policies		
1	2	Computer Applications2QSB		

## 8. Expected learning outcomes of the program

### Knowledge

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>- The ability of the department's graduates to develop their administrative and cognitive skills and achieve leadership in leading government institutions.</li> </ul> | <ul style="list-style-type: none"> <li>- Providing leading cadres in leading public sector institutions.</li> <li>- Disseminating knowledge in government institutions to achieve the aspirations of society.</li> <li>- The ability to manage and invest knowledge in a way that achieves the quality and efficiency of the academic program's outputs and their suitability for the labor market.</li> </ul> |
|---|--|

### Skills

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>- Management Department graduates have the</li> </ul> | <ul style="list-style-type: none"> <li>- Developing and supporting the</li> </ul> |
|--|---|

ability to think, solve problems and manage time.	spirit of creativity, innovation and leadership. - Creating an open environment for cultural and intellectual exchange.
- Our outputs should be knowledgeable and skilled in how to accomplish the tasks assigned to them.	- Communicate and interact constructively with stakeholders.

### Values

- Adherence to professional ethics and the ability to demonstrate high professional competence.	- Establishing social and ethical responsibility. - Serving the community and meeting its requirements.
- <b>The student must believe in the principles of integrity and transparency, and have the ability to apply the concepts of quality management at work.</b>	- <b>Integrity and transparency.</b> - <b>Quality.</b>

### 9. Teaching and learning strategies

<p>29. Active learning: Encouraging students' active participation in learning processes, such as discussions, group activities, and problem solving, to enhance their deep understanding of mathematical concepts.</p> <p>30. Cooperative learning: Encouraging students to work together in small groups to solve problems related to their studies and sharing ideas, which contributes to enhancing interaction and knowledge exchange between them.</p> <p>31. Use of Technology: Leveraging technology to provide interactive learning tools such as computer software and online resources to enhance student understanding and motivation.</p> <p>32. Problem-based learning: presenting specific problems and motivating students to think critically and use skills to solve it.</p> <p>33. Multiple Instructional Strategies: Providing a variety of instructional strategies, such as interactive lectures, practical lessons, and hands-on exercises, to meet the diverse needs of students.</p> <p>34. Promote thinking: Encourage students to develop thinking skills. Such as analysis, planning and inference, by providing stimulating questions and applied problems.</p>
--

35. Provide immediate feedback: Provide mechanisms to provide immediate feedback to students on their performance and understanding of concepts. Administrative, whether through periodic assessments or direct interaction with the teacher.

## 10. Evaluation methods

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

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

31. Tests and assignments: Students may be given regular tests and assessment assignments to assess their problem-solving skills related to their field of expertise and their understanding of the concepts presented.

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

33. Practical Performance Evaluation: Students can be evaluated in practical performance through: Visits Process and participation in applied activities.

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

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

## 11. Faculty

### Faculty members

Faculty preparation	Requirements/Skills (if any)	Specialization	Academic Rank
---------------------	------------------------------	----------------	---------------

lecturer	angel		private	general	
	angel		Operations research	Statistics (Operations Research)	Asst. Prof. Dr. Mazhar Khaled Abdel Hamid
	angel		Administrative law	General law	A.M.D. Mohamed Ahmed Raheel Aftan
	angel		Financial management	business management	A.M.D. Qusay Jassim Mohammed Imran
	angel		Bank management	business management	A.M. Mazen Noman Abdullah Bakr
	angel		linguistics	English language	A.M. Adnan Fayhan Mahmoud Khader.
	angel		Financial management	business management	A.M. Ahmed Khader Ahmed Ali
lecturer			Political economy	economy	Prof. Dr. Saad Saleh Issa
lecturer			Special law	law	Asst. Prof. Dr. Yasser Ali Hamdan
	angel		Networks	Calculators	Asst. Prof. Dr. Qusay Abboudi Ali
	angel		Financial management	business management	A.M. Present Sabah Shaer Jabara
	angel		Knowledge management	business management	A.M. Tariq Aziz Kurdi
	angel		organized	business management	M. Khalaf Mohammed Alou
	angel		Organization theory	business management	M Iman Muwaffaq Omar
	angel		administration Financial	business management	Mr. Salam Hussein Jassim Handa
	angel		administration Financial	administration works	M. Najm Suhail Najm Abdullah
	angel		Human Resources	business management	M. Talha Kwan Salem
	angel		Applied	count	Ms. Aisha Abdel

			statistics		Khaleq Ismail
	<b>angel</b>		business management	business management	Mr. Saad Salem Ghanem Suleiman
	<b>angel</b>		Financial management	business management	Dr. Qutaiba Ibrahim Hamada
	<b>angel</b>		General Administration	General Administration	M. Hamid Anwar Danok
	<b>angel</b>		business management	business management	Mr. Naji Hassan Ahmed Allawi
	<b>angel</b>		Production and operations	business management	M. Maysam Riad Bahr
	<b>angel</b>		Human Resources	business management	Mr. Hussein Abdul Hamad Hussein
	<b>angel</b>		Human Resources	business management	millimeter. Hassan Farhan Ahmed Handal
	<b>angel</b>		General Policies	General Administration	Mr. Mohamed Mustafa Mohamed Ibrahim
	<b>angel</b>		Human Resources	business management	M. Ahmed Ayed Makhlaf
	<b>angel</b>		Human Resources	business management	M.M. Nihad Khamis Hassan
	<b>angel</b>		Quality Management	business management	M. Mazhar Ahmed Khalaf
	<b>angel</b>		Production management	business management	Mr. Ali Mohammed Huwaid Khater
	<b>angel</b>		Bank management	Financial and Banking Sciences	M.M. Ali Hamad Ali
	<b>angel</b>		Information systems	Management Information Systems	M.M. Mohammed Salem Abdel
<b>lecturer</b>			English literature	English language	M. Alaa Ahmed Abdullah
	<b>angel</b>		law	law	Mr. Ihab Abdullah

					Muhaimid
	angel		Cost accounting	accounting	Mr. Yasser Fouad Taha
lecturer			law	law	Mr. Maher Sabah Habib
	angel		Financial accounting	accounting	Mr. Mohammed Ahmed Diab
	angel		Management accounting	accounting	Mr. Ali Fouad Taha
	angel		about	Arabic	M.M. Ali Ghaleb Ali

## Professional development

### Orientation of new faculty members

- 1- Determining the needs of the university and the department: The needs of the university and the department are determined in terms of the required educational cadres and preferred specializations.
- 2- Orientation Programs: Customized orientation programs are designed for new, visiting, full-time and part-time members based on their needs and specialties.
- 3- Introduction to the University Environment: A comprehensive introduction is provided about the university and the department. General Administration, including About the Department And the vision And the message The objectives and services available.
- 4- Providing support resources: New members are provided with the necessary resources and support, including training courses, workshops, and technical assistance.
- 5- Academic Orientation: New members are oriented regarding the curricula, research areas and teaching methods used in the department.
- 6- Administrative Orientation: New members are oriented to administrative procedures, responsibilities, university policies and code of conduct.
- 7- Ongoing Support: Ongoing support is provided to new, visiting, full-time and part-time faculty members through advisory sessions, workshops and periodic

evaluations.

### **Professional development for faculty members**

29. Identifying needs and setting goals: Faculty needs are identified through surveys and performance evaluations, and then specific goals to be achieved within the program are identified.
30. Development Program Design: Based on the specific needs and objectives, a comprehensive development program is designed that includes a set of activities, training courses, workshops, and educational resources.
31. Program Implementation: The development program is implemented in a regular and organized manner, including organizing workshops, conducting training courses, and providing appropriate educational resources.
32. Use effective teaching strategies: Faculty members learn to use and apply modern and effective teaching strategies, such as cooperative learning, active learning, and educational technology.
33. Evaluation of learning outcomes: The effectiveness of the development program is evaluated by evaluating the learning outcomes of faculty members, such as increased levels of knowledge, teaching skills, and interaction with students.
34. Continuous Development: Ongoing feedback and support is provided to faculty members to promote ongoing professional and academic development.
35. Participation in scientific research and publication: Faculty members are encouraged to participate in scientific research and publish the results in prestigious academic journals, which enhances their academic standing and contributes to the development of knowledge in their fields.

### **12. Acceptance Criteria**

- 17- Central acceptance.
- 18- Accepting exceptions (martyrs' families, children of faculty, distinguished employees, top students in institutes, foreign students).
- 19- Private government education
- 20- Accepting evening studies.

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

- 13- University, college and electronic department website.
- 14- Priorities for establishing the department.
- 15- Project to develop and update the curricula of the faculties of management

and economics in Iraqi universities for the year 2017.

#### 14. Program Development Plan

25-Curriculum development.

26-Open postgraduate studies (higher diploma equivalent to a master's degree).

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

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

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

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

#### Program Skills Chart

Required learning outcomes of the program

Values				Skills				Knowledge				Essential or optional?	Course name	Course code	Year/L level
A4	A3	A2	A1	B4	B3	B2	B1	A4	A3	A2	A1				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Public Administration 1		First year
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Statistics		
	✓	✓	✓		✓	✓	✓		✓	✓	✓		Computer 1Word		
	✓	✓	✓		✓	✓	✓		✓	✓	✓		Arabic		
	✓	✓	✓		✓	✓	✓			✓	✓		Human rights and democracy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Public Administration 2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematics for administrators		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Accounting principles		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		ReadingsEnglish		
	✓	✓	✓		✓	✓	✓		✓	✓	✓		Computer2Word		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Marketing Management	Secon	

✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		<b>Human Resources Management</b>		d year
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		<b>Administrative law</b>		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		<b>Intermediate Accounting</b>		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		<b>The development of organizational thought</b>		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		<b>English language</b>		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		<b>Quantitative methods</b>		
	✓	✓	✓		✓	✓	✓		✓	✓	✓		<b>Computer I Excel</b>		
	✓	✓	✓		✓	✓	✓		✓	✓	✓		<b>Baath crimes in Iraq</b>		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		<b>Public Relations</b>		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		<b>Government accounting</b>		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		<b>Administrative Psychology</b>		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		<b>Civil Service Legislation</b>		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		<b>Political systems</b>		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		<b>Operations research</b>		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		<b>Computer I Excel</b>		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		<b>Public Financial Management</b>		Third year
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		<b>unified accounting system</b>		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		<b>Local administration</b>		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		<b>Contract management</b>		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		<b>Quality Management</b>		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		<b>Public service ethics</b>		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		<b>Database Computer Applications2</b>		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		<b>English language</b>		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		<b>Organizational Behavior</b>		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		<b>Financial policies</b>		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		<b>General Project Management</b>		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		<b>Management Information Technology</b>		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		<b>Comparative local</b>		



**6. Number of study hours (total) / Number of units (total)****45 hours-3 units****7. Name of the course supervisor (if more than one name is mentioned)**

Assistant Professor Dr. Qusay Abboudi Ali Email:Dr.qusay.a.ali@tu.edu.iq

**8. Course objectives**

1-Definition of the concepttheQSB.  
 2-DefinitionIn conceptsQSB .  
 3- Gaining knowledge in using the analytical system within computer systems and modern computer technology  
 4- Explaining how to make administrative decisions using computers and issue and prepare administrative reports.

Subject objectives

**9. Teaching and learning strategies**

Promote interaction and hands-on experience, including organizing activities that encourage students to build projects.AdministrativeApplied and teamwork to solve technical problems In addition, innovative educational technologies are used to provide interactive learning experiences while providing individual support and career guidance to students for a deeper understanding of the concept.Quantitative business systemQSB) and its applications.

Strategy

**10. Course Structure**

<b>Evaluation method</b>	<b>Learning method</b>	<b>Name of the unit or topic</b>	<b>Required learning outcomes</b>	<b>Watches</b>	<b>The week</b>
Follow up on homework and formulate questions On the systemQSB	Theoretical	conceptQSB	Introduction to the Advanced Quantitative Business System (QSB)	3	the first
Follow up on homework and	Theoretical	importance QSB	GoalsQSBAdvanced	3	the second

formulate questions On the systemQSB					
Follow up on homework and formulate questions On the systemQSB	Theoretic al + Practical	Objective programming model	Linear target programming	3	the third
Follow up on homework and formulate questions On the systemQSB	Theoretic al + Practical	Transportation methodsAdministrati ve	Administrative transfer form	3	Fourth
Follow up on homework and formulate questions On the systemQSB	Theoretic al + Practical	Transportation methodsAdministrati ve	Administrative transfer form	3	Fifth
Follow up on homework and formulate questions On the systemQSB	Theoretic al + Practical	ApplicationsStatistics	Marketing profits	3	Sixth
Follow up on homework and formulate questions On the systemQSB	Theoretic al + Practical	ApplicationsStatistics	Marketing profits	3	Seventh
<b>First month exam + practical exam</b>					
Follow up on homework and formulate questions On the systemQSB	Theoretic al + Practical	Analytical applications	NetworksAdministrati ve	3	The eighth
Follow up on homework and formulate questions	Theoretic al + Practical	Administrative process analysis	Operational reportsAdministrative	3	Ninth

On the system QSB					
Follow up on homework and formulate questions On the system QSB	Theoretical + Practical	profits, costs	Chart	3	tenth
Follow up on homework and formulate questions On the system QSB	Theoretical + Practical	Administrative decision analysis applications	Administrative decision	3	eleventh
Follow up on homework and formulate questions On the system QSB	Theoretical + Practical	Administrative Problem Analysis	Administrative problems solutions	3	twelfth
Follow up on homework and formulate questions On the system QSB	Theoretical + Practical	Administrative Problem Analysis	Administrative problems solutions	3	thirteenth
<b>Second month exam + practical exam</b>					
	practical	-----	Review of practical lectures	3	fourteenth
	practical	----	practical exam	3	fifteenth
<b>Final exam for the second course</b>					

## 11. Course Evaluation

**12 degrees (first month exam (theoretical + practical))**

**12 degrees (second month exam (theoretical + practical))**

**6 degrees (attendance, student participation and daily exams)**

**70 marks final exam (Theoretical + Practical)**

## 12. Learning and teaching resources

	Required textbooks (methodology if any)
Chang, Y.-L., and Sullivan, R. S.: 'Quantitative systems for business: QSB' (Prentice-Hall, Inc., 2016.)	Main References (Sources)
	Recommended supporting books and references (scientific journals, reports...)
	Electronic references, websites