

# **Academic Program Description**

## **Form for Colleges**

### **For the academic year 2020-2021**

**University Name : Anbar**

**Faculty Name: Administration and Economics**

**Number of departments and scientific branches in the college: 4**

**File filling date: 4/ 9/2020**

**Name of the Dean of the College Name of the Assistant Dean for  
Scientific Affairs Name of the Director of the Quality Assurance and  
University Performance Division**

# Academic Program Description Form

**Review the performance of higher education institutions  
((review of the academic program))**

**This academic program description provides a brief summary of the most important characteristics of the program and the learning outcomes expected of the student to achieve, proving whether he has made the most of the available opportunities. It is accompanied by a description of each course within the program**

Educational institution	College of Administration and Economics
University Department/Center	Department of Economics
Academic Program Name	The history of economic facts - and the history of economic thought
Name of the final certificate	Bachelor of Economic Sciences
Academic system	Courses
Accredited Accreditation Program	Initial Study / Second Stage
Other external influences	Related Laws and Guidelines
Date of preparation of the description	2022/2023

## Objectives of the Academic Program

Introducing students to the most important vocabulary of economic facts and events  
Tracing the emergence and development of theories of economic development experienced by societies  
Learn about the importance of each economic incident and its effects on continents and the world

Monitoring economic events that contributed to the establishment of the three main economic systems  
Benefiting from the experiences of different countries in facing economic crises

Required learning outcomes and methods of teaching, learning and assessment

1. A. Knowledge and Understanding:

By the end of this course, the student will be able to:

Explains the theories of economic history

Mentions the most important economic events during the twentieth century

Explains the characteristics of each economic system

Explains the effects of the most important economic events. By the end of this course, the student will be able to:

Thinking with a scientific methodology in tracking the development of developing and developed economies

Providing creative solutions to the economic problems that the country is going through

Employing scientific foundations Adopting the necessary economic policies for each historical stage

B. Subject-specific skills

A1 Providing the student with sufficient experience on how to benefit from the economic methods used in economic analyzes

A2- Shows the student how to build and analyze the economic phenomena associated with them

A3- The ability to diagnose economic problems and determine their types

A4- The student's ability to determine the type of economic problem and determine the appropriate economic policy to treat it.

Teaching and learning methods

Daily surprise and continuous weekly tests

Guiding students to some websites to benefit from them

Preparing periodic reports on contemporary economic events

Embodying some economic facts in an applied manner linked to the reality of daily life to attract the student to the subject of the lesson

Assigning the student some activities and group duties

Allocate a percentage of the grade for activities and tests

## Evaluation methods

Active participation in the classroom is a guide to the student's commitment to the subject of the lesson and his responsibility

Weekly, monthly and quarterly tests

Commitment to the specified time for lectures and submission of research reports

C- Emotional and value goals.

C1- Instilling values and principles in the student by emphasizing the importance of economic analysis when expressing his opinion.

C2- Emphasizing the personal characteristics of the economist such as integrity, honesty, confidentiality and ethics.

C3- Stating the importance of the rules of professional conduct for the economist and his exposure to legal penalties in case of violating

d. General and qualifying skills transferred (other skills related to employability and personal development).

Working in groups in the analysis of theories of economic history

Acquire leadership skills in the sequence of historical economic events

Acquire professional ethics related to tracking the causes of many economic phenomena

Self-learning and development of self-skills in the topics of economic facts.

. Software Structure				Credit Hours	
Level/Year	Course or Course Code	Course Name	Accredited Units	theoretical	practical
<b>Course 1</b>		<b>History of economic facts</b>	<b>4</b>	<b>4</b>	
<b>Course 2</b>		<b>History of economic thought</b>	4	4	

. Planning for personal development

Encouraging students to achieve the **highest marks in the final stages of study at the college in order to be the first in order to achieve their future dreams of completing their studies in postgraduate studies and encouraging them to enroll in vocational institutes specialized in economics.**

. Admission criterion (student graduation rate from middle school)

**But it is preferable to take into account (the student's desire) to choose, even if it is impossible to choose the college, but at least this is taken when choosing between departments because it is very important on which the future of the entire student depends.**

. The most important sources of information about the program

**1. Dr. Abdul-Jabbar Hamad Obaid Al-Subhani (Al-Wajeez in Positive and Islamic Economic Thought) 2001.**



**Course Structure**

<b>The week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Name of the unit/course or topic</b>	<b>Method of education</b>	<b>Evaluation method</b>
First	2	Induction Introduction	The concept of the history of economic facts The difference between the history of facts and economic thought	theoretical	<b>Exam + Activity</b>
Second	2	The history of economic facts and the history of economic thought	The relationship between the history of facts and the history of economic theories The importance of economic history	theoretical	<b>Exam + Activity</b>
Third	2	Theories of economic history	Bucher's theorem – Krugman's theorem – Rostow's theorem – Marx's theorem	theoretical	<b>Exam + Activity</b>
Fourth	2	Ancient Economic Facts	The Age of Communalism – The Age of Slavery	theoretical	<b>Exam + Activity</b>
V	2	Greece and Economic Realities	Plato - Aristotle - the place of slaves in the history of Greece	theoretical	<b>Exam + Activity</b>
Sixth	2	Economic realities in Islam	Umayyad period – Abbasid era Iraq as a model	theoretical	<b>Exam + Activity</b>
Seventh	2	Medieval economic realities	Feudalism – agricultural activity – barter – simple crafts – end of feudalism	theoretical	<b>examination</b>
Eighth	2	The Industrial Revolution	The Industrial Revolution in Britain - Migration to the Cities - The Working Class - The Emergence of Banks -	theoretical	<b>Exam + Activity</b>

Ninth	2	The emergence of capitalism	Industrial Capitalism – Commercial Capitalism – Financial Capitalism – International Trade	theoretical	<b>Exam + Activity</b>
X	2	The emergence of socialism	The concept of socialism - Karl Marx - Soviet Union - Perestroika	theoretical	<b>Exam + Activity</b>
Eleventh	2	The Great Economic Crisis	The reasons for the emergence of the economic crisis of 1929 - the effects of the crisis and depression on the capitalist countries - Keynes -	theoretical	<b>Exam + Activity</b>
Twelfth	2	Economic Realities in Southeast Asian Countries	Characteristics of Southeast Asian Countries – Role of the State in Southeast Asian Countries – Manufacturing for Export	theoretical	<b>Exam + Activity</b>
Thirteenth	2	Globalization	The concept of globalization Reasons for the emergence of globalization - globalization and international trade - blocs	theoretical	<b>Exam + Activity</b>
Fourteenth	2	Economic realities in developing countries	The concept of developing countries - causes of underdevelopment - contemporary development experiences	theoretical	<b>Exam + Activity</b>



Fifteenth	2	Monthly exam for the end of the course			examination
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Course Structure:

The week	Hours	Required Learning Outcomes	Name of the unit/course or topic	Method of education	Evaluation method
1			The economic thought of the Muslim Arabs	Lectures	Exam + Activity
2			Teachers	Lectures	Exam + Activity
3			Mercantals	Lectures	Exam + Activity
4			Naturalists (physiocrats)	Lectures	Exam + Activity
5			Traditionalists (classics)	Lectures	Exam + Activity
6			Adam Smith – 1770 1923	Lectures	Exam + Activity
7			David Ricardo (1772-1823)	Lectures	Exam + Activity
8			Thomas Robert Malthus (1766-1834)	Lectures	Exam + Activity
9			Jean-Baptiste Say (1767-1832)	Lectures	Exam + Activity
10			Marxist socialism	Lectures	Exam + Activity
11			Marginal School (Neoclassical)	Lectures	Exam + Activity
12			Keynesian economic thought	Lectures	Exam + Activity
13			Numistics	Lectures	Exam + Activity
14			Institutional School	Lectures	Exam + Activity
15			The economic thought of the Muslim Arabs	Lectures	Exam + Activity

# Course Description Form

**Review the performance of higher education institutions  
((review of the academic program))**

**This course description provides a brief summary For the most important Course characteristics and expected learning Who is it Student Achieved  
Proving whether he has achieved Make the most of available learning opportunities .It must be linked to the description of Program.**

1.Educational institution	Anbar University / College of Administration and Economics
2. University Department/Center	Department of Economics
3.Course Name/Code	Macroeconomic theory
4.Programs in which it enters	Doctor
5. Available Attendance Forms	Weekly personal attendance
6.Semester/Year	Second Semester
7.Number of credit hours (total)	45

8. Date of preparation of this description

25/9/2020

9. Course Objectives:

Taking note of the content of macroeconomic theory towards calculations of GDP, inflation, unemployment, employment and macro policies that lead to stability and economic growth

10. Learning outcomes and teaching, learning and assessment methods
Learning Outcomes:
<ul style="list-style-type: none"> <li>- Teaching macroeconomics subjects</li> <li>- Diagnosis of macroeconomic problems</li> <li>- Writing specialized research in macroeconomics</li> </ul>
Teaching and learning methods
<ul style="list-style-type: none"> <li>- Theoretical lecture</li> <li>- View case studies</li> <li>- Classroom engagement and interaction</li> </ul>
Evaluation methods
<ul style="list-style-type: none"> <li>- Written exam</li> <li>- Participate in dialogue in the classroom</li> <li>- Writing Research Papers</li> <li>- Reports and assignments</li> </ul>
C- Thinking skills:
<ul style="list-style-type: none"> <li>- Comparison of macroeconomic theories</li> <li>- Criticism of macroeconomic theories</li> <li>- Employing theories in special conclusions</li> </ul>

11. Course Structure

The week	Hours	Required Learning Outcomes	Name of the unit/course or topic	Method of education	Evaluation method
First	3		Key Principles of Economics – Macroeconomic Overview		
Second	3		Measuring economic activity Measuring the country's		

			production and income Overall performance of economic systems		
Third	3		Economy at full employment level		
Fourth	3		Income and Expenditure Model – Consumption and Investment		
V	3		Why economies are growing		
Sixth	3		Economic transport and demand theory Overall supply and demand		
Seventh	3		Fiscal Policies Multiplier model		
Eighth	3		Unemployment and the foundations of the aggregate supply Employment and unemployment		
Ninth	3		Price Guarantee and Stability		
X	3		Dynamics of inflation and unemployment		
Eleventh	3		Policies to stimulate growth and stabilize		
Twelfth	3		Modern macroeconomics from the short to the long term		

Thirteenth	3		Schools of dissenting thought in economics		
Fourteenth	3		Economic Performance and Political Economy		
Fifteenth	3		examination		

. Infrastructure	
Required readings: Course Books Other	
special requirements	
Social services (e.g. guest lectures, vocational training and field studies)	

. Admission	
Prerequisites	
Minimum number of students	
The largest number of students	

# Course Description Form

**Review the performance of higher education institutions  
((review of the academic program))**

**This course description provides a brief summary For the most important Course characteristics and expected learning Who is it Student Achieved Proving whether he has achieved Make the most of available learning opportunities .It must be linked to the description of Program.**

1.Educational institution	Anbar University / College of Administration and Economics
2. University Department/Center	Department of Economics
3.Course Name/Code	Economic Development
4.Programs in which it enters	Phd
5.Available Attendance Forms	Live attendance
6.Semester/Year	Third Semester
7.Number of credit hours (total)	45
8.Date of preparation of this description	28/21/2020
9. Course Objectives: - Understanding the most common concepts in developmental literature - Accommodating contemporary enlightenment facts	

## 10. Learning outcomes and teaching, learning and assessment methods

### Learning Outcomes:

- Teaching Economic Development
- Diagnosis of economic problems
- Writing specialized research in the field of economic development
- Holding public positions in the relevant ministries

### Teaching and learning methods

- Theoretical lecture
- View case studies
- Classroom engagement and interaction

### Evaluation methods

- Written exam
- Participate in dialogue in the classroom
- Writing Research Papers

### C- Thinking skills:

- Reading theories critically
- Comparison of different theories
- Thinking about proposing solutions to the economic problems that the country suffers from

### d. General and transferable skills (other skills related to employability and personal development).

- Familiarity with scientific theories of growth and economic development
- Familiarity with contemporary development experiences
- The ability to diagnose economic problems and ways to solve them

- The ability to read the developmental reality of the national economy
- Sending the spirit of creativity in addressing economic problems





.. Course Structure

<b>The week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Name of the unit/course or topic</b>	<b>Method of education</b>	<b>Evaluation method</b>
First	3		The concept of growth and development		
Second	3		Theories of economic growth Commercial-natural-classical		
Third	3		Shampert's theory and Keynesian thought		
Fourth	3		Theories of development stages (Ibn Khaldun) - German school - Marx		
V	3		Rostow and a comparison of development theories		
Sixth	3		Growth, poverty and income distribution		
Seventh	3		The role of government and the market in the		

			processes of growth and economic development		
Eighth	3		Human Capital and Population Growth		
Ninth	3		Sustainable development and depleted resources		
X	3		Agriculture, Industry and Economic Development		
Eleventh	3		examination		
Twelfth	3		Development Strategies – Trade and Economic Development		
Thirteenth	3		Arab Development Experiences		
Fourteenth	3		Foreign development experiences		
Fifteenth	3		The reality of economic development in Iraq and its prospects		

12. Infrastructure	
Required readings: <ul style="list-style-type: none"> <li>▪ Course Books</li> <li>▪ Other</li> </ul>	
special requirements	
Social services (e.g. guest lectures, vocational training and field studies)	

13. Admission	
Prerequisites	
Minimum number of students	3
The largest number of students	10

# Course Description Form

## Dr. Mustafa Ahmed Abd Ibrahim

**Review the performance of higher education institutions  
((review of the academic program))**

**This course description provides a brief summary For the most important Course characteristics and expected learning Who is it Student Achieved Proving whether he has achieved Make the most of available learning opportunities .It must be linked to the description of Program.**

1. Educational institution	Anbar University / College of Administration and Economics
2. University Department/Center	Department of Economics
3. Course Name/Code	Macroeconomics 2
Programs in which it enters	Preliminary Studies / Second Stage
Available Attendance Forms	My attendance time
6. Semester/Year	Second Semester – 2020-2021
7. Number of credit hours (total)	45 hours
8. Date of preparation of this description	4/ 12/ 2020
Objectives of the academic program	

Providing the student with various information about the concept of economics, economic statistics and methods of measuring different economic functions to achieve the objectives of the economic unit and the economic establishment.

The student's knowledge of the importance of macroeconomics in analyzing economic functions with the mechanisms used to achieve the objectives of this curriculum

The student's awareness of the aspects of focus and excellence on important models in macroeconomics, their forms and their importance in the economic practical reality

The student's knowledge of the different models of macroeconomics and the importance of this in understanding and analyzing numbers in a tight economic manner

Introducing the student to the total models for quantitative analysis of functions, reading them economically, and predicting demand in many economic functions.

## **10. Learning outcomes and teaching, learning and assessment methods**

### **- Knowledge Outcomes:**

**In order to complete the above course, it is hoped that after the end of the semester, the student will be able to clearly understand money and its importance in practice.**

### **B – Scientific outputs**

By the end of this course, the student will be able to:

Thinking with a scientific methodology about the importance and objectives of modern macroeconomics

Employing scientific foundations in the knowledge of modern systems and theories in measuring and determining economic functions at various practical levels

### **Teaching and learning methods**

**. Lectures, group discussions, interactive participations**

Evaluation methods

**The following methods will be relied upon**

**Monthly and quarterly tests.**

**Evaluation of interactive participations, attendance and interaction...**

### **C- Thinking skills**

**In order to judge the development and improvement of students' thinking skills, the following formulas will be adopted...**

**Teamwork**

**Guidance and motivation.**

**Exciting, motivating and general questions**

### **Teaching and learning methods**

**The following methods will be relied upon:**

**Lectures, group discussions, interactive participations, monthly exams**

Evaluation methods

**The following methods will be relied upon**

**Monthly and quarterly tests.**

**Evaluation of interactive participations, attendance and interaction...**

**d. General and transferable skills (other skills related to employability and personal development).**

.1- Encouraging students to be creative and create a spirit of perseverance and self-denial through continuous encouragement on the need for joint and effective cooperation among them to accomplish their academic requirements

2- Providing them with knowledge of the importance of developing their abilities through self-education by learning about various knowledge

3- Emphasizing the development of students' self-talents such as sports and arts of all kinds in leisure time.



<b>11. Course Vocabulary</b>					
<b>The week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Name of the unit/course or topic</b>	<b>Method of education</b>	<b>Evaluation method</b>
First	2	Conflicts and gaps	<b>Concept Mechanisms</b>	-Dumping - Examples	Sharing, Interaction
Second	2	Derivation of MP curve	<b>Graphical and analytical format</b>	-Dumping	Sharing, Interaction
Third	2	Fiscal Policy Concept, Tools	Concept Tools	-Dumping - Short exam - Examples	Sharing, Interaction
Fourth	2	General Budget	<b>Shape Content and types</b>	-Dumping	Sharing, Interaction
V	2	Monetary consistency	<b>Monetary stability Monetary Mechanisms</b>	-Dumping	Sharing, Interaction
Sixth	2	Imbalances, macro crises	Imbalances, macro crises	-Dumping	Sharing, Interaction
Seventh	2	First Month Test			
Eighth	2	Inflation, measurement, forms	Types of inflation Inflation measurement	-Dumping	Sharing, Interaction
Ninth	2	Crisis correction	Concept Reasons	-Dumping Short exam - Examples	Sharing, Interaction
X	2	Intrusive prophylaxis	Autocorrect Interventional correction	-Dumping - Examples	Sharing, Interaction
Eleventh	2	Unemployment	Concept Types Reasons	-Dumping - Examples	Sharing, Interaction
Twelfth	2	Effects, causes	Effects Reasons		

Thirteenth	2	Intrusive and automatic correction	Financial instruments in correction	<b>-Dumping - Examples</b>	Sharing, Interaction
Fourteenth	2	Overlap and exchange of unemployment and inflation	Phillips curve in total interpretation	<b>Dumping Short exam Examples</b>	<b>Participation Interaction</b>
Fifteenth	2	Second Month Test	Second Month Test	<b>-Dumping - Examples</b>	Sharing, Interaction

12. Infrastructure	
Required readings: Course Books Other	
special requirements	There isn't any
Social services (e.g. guest lectures, vocational training and field studies)	Practical application in some companies and relevant departments and graduation research projects.

13. Admission	
Prerequisites	None
Minimum number of students	10
The largest number of students	50

# Academic Program Description Form

**Review the performance of higher education institutions  
((review of the academic program))**

**This academic program description provides a brief summary of the most important characteristics of the program and the learning outcomes expected of the student to achieve, proving whether he has made the most of the available opportunities. It is accompanied by a description of each course within the program**

Educational institution	College of Administration and Economics
University Department/Center	Department of Economics
Academic Program Name	The history of economic facts - and the history of economic thought
Name of the final certificate	Bachelor of Economic Sciences
Academic system	Courses
Accredited Accreditation Program	Initial Study / Second Stage
Other external influences	Related Laws and Guidelines
Date of preparation of the description	2020/2021
<b>Objectives of the Academic Program</b>	
Introducing students to the most important vocabulary of economic facts and events	
Tracing the emergence and development of theories of economic development experienced by societies	

Learn about the importance of each economic incident and its effects on continents and the world  
Monitoring economic events that contributed to the establishment of the three main economic systems  
Benefiting from the experiences of different countries in facing economic crises

## . Required learning outcomes and methods of teaching, learning and assessment

### 1. A. Knowledge and Understanding:

By the end of this course, the student will be able to:

Explains the theories of economic history

Mentions the most important economic events during the twentieth century

Explains the characteristics of each economic system

Explains the effects of the most important economic events. By the end of this course, the student will be able to:

Thinking with a scientific methodology in tracking the development of developing and developed economies

Providing creative solutions to the economic problems that the country is going through

Employing scientific foundations Adopting the necessary economic policies for each historical stage

### B. Subject-specific skills

A1 Providing the student with sufficient experience on how to benefit from the economic methods used in economic analyzes

A2- Shows the student how to build and analyze the economic phenomena associated with them

A3- The ability to diagnose economic problems and determine their types

A4- The student's ability to determine the type of economic problem and determine the appropriate economic policy to treat it.

### Teaching and learning methods

Daily surprise and continuous weekly tests

Guiding students to some websites to benefit from them

Preparing periodic reports on contemporary economic events

Embodying some economic facts in an applied manner linked to the reality of daily life to attract the student to the subject of the lesson  
 Assigning the student some activities and group duties  
 Allocate a percentage of the grade for activities and tests

Evaluation methods

Active participation in the classroom is a guide to the student's commitment to the subject of the lesson and his responsibility  
 Weekly, monthly and quarterly tests  
 Commitment to the specified time for lectures and submission of research reports

C- Emotional and value goals.

C1- Instilling values and principles in the student by emphasizing the importance of economic analysis when expressing his opinion.

C2- Emphasizing the personal characteristics of the economist such as integrity, honesty, confidentiality and ethics.

C3- Stating the importance of the rules of professional conduct for the economist and his exposure to legal penalties in case of violating

d. General and qualifying skills transferred (other skills related to employability and personal development).

Working in groups in the analysis of theories of economic history

Acquire leadership skills in the sequence of historical economic events

Acquire professional ethics related to tracking the causes of many economic phenomena

Self-learning and development of self-skills in the topics of economic facts.

.Software Structure

Credit Hours

Level/Year	Course or Course Code	Course Name	Accredited Units	theoretical	practical
<b>Course 1</b>		<b>History of economic facts</b>	<b>4</b>	<b>4</b>	

Course 2		History of economic thought	4	4	
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. Planning for personal development

Encouraging students to achieve the **highest marks in the final stages of study at the college in order to be the first in order to achieve their future dreams of completing their studies in postgraduate studies and encouraging them to enroll in vocational institutes specialized in economics.**

. Admission criterion (student graduation rate from middle school)

**But it is preferable to take into account (the student's desire) to choose, even if it is impossible to choose the college, but at least this is taken when choosing between departments because it is very important on which the future of the entire student depends.**

. The most important sources of information about the program

**1. Dr. Abdul-Jabbar Hamad Obaid Al-Subhani (Al-Wajeez in Positive and Islamic Economic Thought) 2001.**



**Course Structure**

<b>The week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Name of the unit/course or topic</b>	<b>Method of education</b>	<b>Evaluation method</b>
First	2	Induction Introduction	The concept of the history of economic facts The difference between the history of facts and economic thought	theoretical	<b>Exam + Activity</b>
Second	2	The history of economic facts and the history of economic thought	The relationship between the history of facts and the history of economic theories The importance of economic history	theoretical	<b>Exam + Activity</b>
Third	2	Theories of economic history	Bucher's theorem – Krugman's theorem – Rostow's theorem – Marx's theorem	theoretical	<b>Exam + Activity</b>
Fourth	2	Ancient Economic Facts	The Age of Communalism – The Age of Slavery	theoretical	<b>Exam + Activity</b>
V	2	Greece and Economic Realities	Plato - Aristotle - the place of slaves in the history of Greece	theoretical	<b>Exam + Activity</b>
Sixth	2	Economic realities in Islam	Umayyad period – Abbasid era Iraq as a model	theoretical	<b>Exam + Activity</b>
Seventh	2	Medieval economic realities	Feudalism – agricultural activity – barter – simple crafts – end of feudalism	theoretical	<b>examination</b>
Eighth	2	The Industrial Revolution	The Industrial Revolution in Britain - Migration to the Cities - The Working Class - The Emergence of Banks -	theoretical	<b>Exam + Activity</b>



Ninth	2	The emergence of capitalism	Industrial Capitalism – Commercial Capitalism – Financial Capitalism – International Trade	theoretical	<b>Exam + Activity</b>
X	2	The emergence of socialism	The concept of socialism - Karl Marx - Soviet Union - Perestroika	theoretical	<b>Exam + Activity</b>
Eleventh	2	The Great Economic Crisis	The reasons for the emergence of the economic crisis of 1929 - the effects of the crisis and depression on the capitalist countries - Keynes -	theoretical	<b>Exam + Activity</b>
Twelfth	2	Economic Realities in Southeast Asian Countries	Characteristics of Southeast Asian Countries – Role of the State in Southeast Asian Countries – Manufacturing for Export	theoretical	<b>Exam + Activity</b>
Thirteenth	2	Globalization	The concept of globalization Reasons for the emergence of globalization - globalization and international trade - blocs	theoretical	<b>Exam + Activity</b>
Fourteenth	2	Economic realities in developing countries	The concept of developing countries - causes of underdevelopment - contemporary development experiences	theoretical	<b>Exam + Activity</b>

Fifteenth	2	Monthly exam for the end of the course			examination
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Course Structure:

The week	Hours	Required Learning Outcomes	Name of the unit/course or topic	Method of education	Evaluation method
1			The economic thought of the Muslim Arabs	Lectures	Exam + Activity
2			Teachers	Lectures	Exam + Activity
3			Mercantals	Lectures	Exam + Activity
4			Naturalists (physiocrats)	Lectures	Exam + Activity
5			Traditionalists (classics)	Lectures	Exam + Activity
6			Adam Smith – 1770 1923	Lectures	Exam + Activity
7			David Ricardo (1772-1823)	Lectures	Exam + Activity
8			Thomas Robert Malthus (1766-1834)	Lectures	Exam + Activity
9			Jean-Baptiste Say (1767-1832)	Lectures	Exam + Activity
10			Marxist socialism	Lectures	Exam + Activity
11			Marginal School (Neoclassical)	Lectures	Exam + Activity
12			Keynesian economic thought	Lectures	Exam + Activity
13			Numistics	Lectures	Exam + Activity
14			Institutional School	Lectures	Exam + Activity
15			The economic thought of the Muslim Arabs	Lectures	Exam + Activity

**Academic Program Description**  
**Form for Colleges**  
**For the academic year 2020–2021**

**University Name : Anbar**

**Faculty Name: Administration and Economics**

**Number of departments and scientific branches in the college: 3**

**File filling date : 14/6/2021**

**Name of the Dean of the College Name of the Assistant Dean for  
Scientific Affairs Name of the Director of the Quality  
Assurance and University Performance Division**

# Academic Program Description Form

**Review the performance of higher education institutions  
((review of the academic program))**

**This academic program description provides a brief summary of the most important characteristics of the program and the learning outcomes expected of the student to achieve, proving whether he has made the most of the available opportunities. It is accompanied by a description of each course within the program**

1. Educational institution	College of Administration and Economics
2. University Department/Center	Department of Economics
3. Academic Program Name	Critical Theory 1 and 2
4. Name of the final certificate	Bachelor of Economic Sciences
5. Academic system	Courses
6. Accredited Accreditation Program	Study Plan for the Fourth Stage
7. Other external influences	Related Laws and Guidelines
8. Date of preparation of the description	2020
9. Objectives of the Academic Program	
Providing the student with different monetary theories across time stages, studying the concepts of money and the components of the money supply and the factors affecting it, as well as studying monetary policies and their types and how they can be employed to address economic problems, and introducing the most important monetary developments in the Iraqi economy	
10. Required learning outcomes and methods of teaching, learning and assessment	

## 1. A. Knowledge and Understanding:

A1 Providing the student with sufficient experience on how to benefit from the economic methods used in economic analyzes

A2- Shows the student how to build and analyze critical theories and analyze associated economic phenomena

A3- The ability to diagnose monetary problems and determine their types

A4- The student's ability to determine the type of economic problem and determine the appropriate monetary policy to treat it.

## B. Subject-specific skills

B1 – We gain the student skill in identifying monetary economic problems and how to address them

B2 – Skills of employing different critical theories and matching them with different economic conditions.

B3 - Skills of realistic case studies of the monetary problems suffered by the Iraqi economy and propose possible treatment methods.

## Teaching and learning methods

1- Adopting the style of giving lectures and linking each topic with different critical theories and simulating them with reality

2- Employing some practical cases case studies any proposal for realistic monetary problems that occur in global economies and presenting this problem to students for the purpose of opening dialogue, determining its dimensions and proposing possible ways to solve

## Evaluation methods

Through the participation of students in the lecture in direct dialogues that are presented to them.

Students give them homework to write a report on a specific situation or monetary problem facing Iraq or any other economy.

3- Evaluation through monthly exams

## C- Emotional and value goals.

C1- Instilling values and principles in the student by emphasizing the importance of critical economic analysis when expressing his opinion

C2- Emphasizing the personal characteristics of the economist such as integrity, honesty, confidentiality and ethics.

C3- Stating the importance of the rules of professional conduct for the economist and his exposure to legal penalties in case of violating

C4- Emphasizing the importance of fighting financial and administrative corruption by financial and monetary institutions, such as the Central Bank of Iraq or Iraqi banks.

d. General and qualifying skills transferred (other skills related to employability and personal development).

D1- Encouraging students to be creative and create a spirit of perseverance and self-denial through continuous encouragement on the need for joint and effective cooperation among them to accomplish their academic requirements

D2- They were provided with the university's website related to the availability of future opportunities for recruitment and employment.

D3- Providing them with knowledge of the importance of developing their abilities through self-education by learning about various knowledge

D4- Emphasis on developing students' self-talents such as sports and arts of all kinds in leisure time.

.Software Structure				Credit Hours	
Level/Year	Course or Course Code	Course Name	Accredited Units	theoretical	practical
<b>Course 1</b>		<b>Critical theory</b>	<b>3</b>	3	
<b>Course 2</b>		<b>Monetary Policy</b>	3	3	

## 12. Planning for personal development

Encouraging students to achieve the **highest marks in the final stages of study at the college in order to be the first in order to achieve their future dreams of completing their studies in postgraduate studies and encouraging them to enroll in vocational institutes specialized in economics.**

## 13. Admission criterion (student graduation rate from middle school)

**But it is preferable to take into account (the student's desire) to choose, even if it is impossible to choose the college, but at least this is taken when choosing between departments because it is very important on which the future of the entire student depends.**

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

**Methodological and auxiliary books as well as relevant laws and instructions.**

**1- Wedad Younes, Critical Theory 2004, "**

**2- Farouk Al-Khatib , Money and Monetary Policy, King Abdulaziz University, 2014.**

**Sami El-Sayed , Money and Banking, Cairo University, 2018 .**





Course Structure Critical Theory 1

<b>The week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Name of the unit/course or topic</b>	<b>Method of education</b>	<b>Evaluation method</b>
1	3		)Money (its origin - development - rules - effects – phenomena	Lectures	Exam + Activity
2	3		The functions of money and its economic role	Lectures	Exam + Activity
3	3		The value of money and the effects of price fluctuations	Lectures	Exam + Activity
4	3		Money supply measures and cash multiplier	Lectures	Exam + Activity
5	3		Determinants of money supply	Lectures	Exam + Activity
6	3		The speed of money circulation and the factors affecting it	Lectures	Exam + Activity
7	3		Exam 1	Lectures	examination
8	3		Quantitative theory of money	Lectures	Exam + Activity
9	3		Keynes's theory of demand for money	Lectures	Exam + Activity
10	3		The monetary approach to the demand for money	Lectures	Exam + Activity
11	3		Tobin and Baumel's theory of money demand	Lectures	Exam + Activity
12	3		Central Bank	Lectures	Exam + Activity
13	3		Exam 2	Lectures	Exam+
14	3		Determinants of the monetary basis	Lectures	Exam + Activity

15	3		Financial Markets Concept, Functions, Structure	Lectures	Exam + Activity
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Course Structure: Critical Theory 2

The week	Hours	Required Learning Outcomes	Name of the unit/course or topic	Method of education	Evaluation method
1	3		Modern approaches to critical theory	Lectures	Exam + Activity
2	3		Bommol's theorem and Tobin's theorem	Lectures	Exam + Activity
3	3		The concept of monetary policy	Lectures	Exam + Activity
4	3		Final Monetary Policy Objectives	Lectures	Exam + Activity
5	3		Objectives of intermediate or operational monetary policy	Lectures	Exam + Activity
6	3		Direct Monetary Policy Instruments	Lectures	Exam + Activity
7	3		Indirect monetary policy tools	Lectures	Exam + Activity
8	3		Effects of the transition of monetary policy to economic activity	Lectures	Exam + Activity
9	3		Channels of Monetary Policy Transition	Lectures	Exam + Activity
10	3		Monetary policy in developing countries	Lectures	Exam + Activity
11	3		Monetary Policy Objectives in Developing Countries	Lectures	Exam + Activity
12	3		Effectiveness of monetary policy in developing countries	Lectures	Exam + Activity

13	3		<b>Inflation and deflation, concept, causes, treatment</b>	<b>Lectures</b>	<b>Exam + Activity</b>
14	3		<b>Monetary policy in Iraq before reform</b>	<b>Lectures</b>	<b>Exam + Activity</b>
15	3		<b>Monetary policy in Iraq after reform</b>	<b>Lectures</b>	<b>Exam + Activity</b>

**The Description Semara A  
For Academic program  
Faculties  
-2021 Academic For the year  
2022**

**Al-Anbar : Name of the University**

**Management and economics :A College name**

**4 : Number of scientific departments and branches in the faculty**

**2021/ / : Date of filling the file**

# Academic program description form

Review of the performance of educational  
Program )) The high institutions  
(Academic review

The Description Provides  
The most Requirements Brevity This Academic program  
And The program Properties important  
Our Achievement Student From Expected Learning output  
He Then About proof  
A Opportunities From Maximalism Advantage Achieve May was  
For Description Accompanied by . vailable  
The program Within Decision each

Faculty of management and economics	Educational institution .1
Department of Economics	University .2 The / Department center
2 And 1Critical theory	Name of the academic .3 program
Bachelor of Science in economics	Name of the final .4 certificate
Courses	School system .5

The study plan of the fourth stage	Accreditation Approved program .6
Relationship Related Instructions The laws	Other external influences .7
2022//	Date of preparation of the description .8
Objectives of the academic program	.9
<p>And Chronology Stages Via The different Criticism Theories Student Supply  The And factors Coins Show And components Coins Concepts study  And Types and types Criticism Politics Study As well as On it influencer  For Her employment Can how  I Criticism Developments Ahem On Etymology Economic Problems processing  The Iraqi Economy n</p>	

Required learning outcomes and methods of teaching, learning and evaluation	.10
:Knowledge and understanding .A .1	
<p>How Sufficiency Experience Student Aksab 1A  Economic Analytics In Used: Economic Methods From Advantage to</p> <p>How For the student Shows -2A  Associ Economic Phenomena Analysis Criticism Theories Analysis Build to  In it ated</p> <p>Types of them Identification Criticism Problems Diagnosis On Capacity -3A</p>	

The Genre Define In Student Possibility -4A  
.To treat it Convenience Criticism Politics Identification Economic problem

Specific to the topic Skills .B

And Criticism Economic Problems Define In Skill Student Win-win– 1B  
Treatment how

And matching The different Criticism Theories Employment Skills – 2B  
.The different Economic Modes With them

Among Suffer Which Criticism Problems Realism Cases Studies Skills - 3B  
.Possible Treatment Routes Proposal The Iraqi The Economist them

And learning Education Methods

Hook Lectures Cast Style Adoption- -1  
And its The different Criticism Theories With Theme Eat up  
Reality With simulation

case Operation Cases Some Employment-2  
Economi In Talk Realism Criticism Problems Subtraction IE Operation studies  
For the purpose Students On The problem These Presentation Universality cs  
Possibl Solution Routes Proposal Dimensions Identification Dialogue Open of  
e

Evaluation Methods

The Students Participation During From .1  
. On them Poses Which Directness Dialogues lecture

To House Duties Students Give them .2  
IE Or Iraq Facing Criticism Problem Or Specific Case About Report write  
. Other Economy

Monthly Examinations During From Evaluation -3

. The value Affectivity Objectives -C

I Principles Values Planting-1C  
The Analysis Importance On Confirmation During From Student have  
His opinion Start When Criticism Economist

As For The Economist Personality Features On Confirmation-2C  
.And morality And confidentiality And honesty integrity

For The Career Behavior Rules Importance Statement-3C  
His offense Case In Legality For penalties Exposure Economist

-4C

Ins Before From Waladari Finance Corruption Fight Importance On Confirmation  
The Central The bank For example And cash Finance titutions  
.Iraqiya Banks Or Iraqi

- D

Recr Portability Related Other Skills) Movable AndQualification Public Skills  
(Personal Evolution uitment

-1D

Wonke Perseverance Spirit Creation Creativity On Students Encouragement  
They The self r  
Collaborations Necessity On Continuous Encouragement During From have  
Their Achievement Among them As for And the actor Common  
Coursework requirements

At the Private Electronic On-site Provide them Done-2D  
For Futurism Opportunities Availability Related University  
Employment appointment



Their Development Importance Knowledge Earning them-3D  
 The Educate During From capabilities  
 Acquaintances Different On Perusal self

As a Students I have Subjectivity Talents Development On Confirmation-4D  
 .The void Times In Types of All about And the arts sport

Credit hours

Program structure .11

My work	Theory	Approved Units	Course name or course	Course code or course code	The / level year
	3	3	<b>Critical theory</b>		<b>1Chorus</b>
	3	3	<b>Monetary policy</b>		<b>2Chorus</b>

Planning for personal development .12

**Encouraging students to achieve the highest marks in the final stages of study at the College in order to be the first in order to achieve their future dreams of completing their studies in graduate studies and encouraging them to join specialized .In economics vocational institutes**

The student's graduation rate from the ) Acceptance criterion .13  
(preparatory school

**At least ( Student's desire ) But it is better to take into account  
this is taken into account when choosing between departments,  
because it is very important on which the entire student's future  
-depends**

The most important sources of information about the program .14

**Methodological and auxiliary books as well as relevant laws and  
-instructions**

**" ,2004 Criticism Theory , Yunus Wadad .1**

**The Farouk .2**

**The University , Criticism Politics Coins , orator**

**. 2014, Dear Slave King**

**And Coins , The master Sami .3**

**. 2018 , Cairo University, banks**

**um Skills Plot**

**Learning Output The interview The squares In Signal Mode Please**

al Skills bje	Understanding Knowledge					Basic Optional Mother Standard	Decision Name Criticism Theory	Decision Symbol	The / year level -2020 2021
	2B	1B	4A	3A	2A				
/	/		/	/	/				

**1 Criticism Theory Decision Structure .1**

E Method valuation	E Method ducation	T Or Course / Unity Name he subject	Learn Output Required ing	Wat ches	T he w e e k
Acti+Exam vity	Lectures	Its .Its genesis) Coins( Its , development Its phenomena ,Effects ,rules		3	1
Acti+Exam vity	Lectures	The Its role Coins Functions Economist		3	2
Acti+Exam vity	Lectures	The value of money and the effects of price fluctuations		3	3

<b>Acti+Exam vity</b>	<b>Lectures</b>	<b>And MQJThe money supply Criticism the multiplier</b>		<b>3</b>	<b>4</b>
<b>Acti+Exam vity</b>	<b>Lectures</b>	<b>Determining factors of the money supply</b>		<b>3</b>	<b>5</b>
<b>Acti+Exam vity</b>	<b>Lectures</b>	<b>And Coins Turnover Speed In it The influencer factors</b>		<b>3</b>	<b>6</b>
<b>Exam</b>	<b>Lectures</b>	<b>1 The exam</b>		<b>3</b>	<b>7</b>
<b>Acti+Exam vity</b>	<b>Lectures</b>	<b>Quantitative theory of money</b>		<b>3</b>	<b>8</b>
<b>Acti+Exam vity</b>	<b>Lectures</b>	<b>NKeynes's theory of money demand</b>		<b>3</b>	<b>9</b>
<b>Acti+Exam vity</b>	<b>Lectures</b>	<b>The monetarist approach to the demand for money</b>		<b>3</b>	<b>10</b>
<b>Acti+Exam vity</b>	<b>Lectures</b>	<b>Pommel for Tobin's theorem the demand for money</b>		<b>3</b>	<b>11</b>
<b>Acti+Exam vity</b>	<b>Lectures</b>	<b>Central The bank</b>		<b>3</b>	<b>12</b>
<b>+Exam</b>	<b>Lectures</b>	<b>2 The exam</b>		<b>3</b>	<b>13</b>
<b>Acti+Exam vity</b>	<b>Lectures</b>	<b>The Determinants Criticism basis</b>		<b>3</b>	<b>14</b>
<b>Acti+Exam vity</b>	<b>Lectures</b>	<b>Financial markets concept, functions, structure</b>		<b>3</b>	<b>15</b>

2 Criticism Theory : Decision Structure .2

<b>E Method valuation</b>	<b>E Method ducation</b>	<b>T Or Course / Unity Name he subject</b>	<b>Learn Output Required ing</b>	<b>Wat ches</b>	<b>T he w ee k</b>
<b>Acti+Exam vity</b>	<b>Lectures</b>	<b>For Modern times Entrances Criticism the theory</b>		<b>3</b>	<b>1</b>
<b>Acti+Exam vity</b>	<b>Lectures</b>	<b>And Pomol Theory Tobin theory</b>		<b>3</b>	<b>2</b>
<b>Acti+Exam vity</b>	<b>Lectures</b>	<b>Criticism Politics Concept</b>		<b>3</b>	<b>3</b>
<b>Acti+Exam vity</b>	<b>Lectures</b>	<b>The Criticism Politics Goals final</b>		<b>3</b>	<b>4</b>
<b>Acti+Exam vity</b>	<b>Lectures</b>	<b>The Criticism Politics Goals Operational Or argument</b>		<b>3</b>	<b>5</b>
<b>Acti+Exam vity</b>	<b>Lectures</b>	<b>Direct Criticism Politics Tools ness</b>		<b>3</b>	<b>6</b>
<b>Acti+Exam vity</b>	<b>Lectures</b>	<b>Directn Cashless Politics Tools ess</b>		<b>3</b>	<b>7</b>
<b>Acti+Exam vity</b>	<b>Lectures</b>	<b>C Politics Transmission Tracks The Activism To riticism Economist</b>		<b>3</b>	<b>8</b>
<b>Acti+Exam vity</b>	<b>Lectures</b>	<b>Politics Transmission Channels Criticism</b>		<b>3</b>	<b>9</b>
<b>Acti+Exam vity</b>	<b>Lectures</b>	<b>Countries In Criticism Politics Developing</b>		<b>3</b>	<b>10</b>
<b>Acti+Exam vity</b>	<b>Lectures</b>	<b>Cou In Criticism Politics Goals Developing ntries</b>		<b>3</b>	<b>11</b>

Acti+Exam vity	Lectures	Criticism Politics Effectiveness Developing Countries In		3	12
Acti+Exam vity	Lectures	The , Deflation Inflation Treatment , Reasons , concept		3	13
Acti+Exam vity	Lectures	Befor Iraq In Criticism Politics Reformation e		3	14
Acti+Exam vity	Lectures	After Iraq In Criticism Politics To fix		3	15

## Decision Model description

**Mustafa Ahmed Abdul Ibrahim .D .M**

**Review of the performance of educational  
((Academic Program review)) The high institutions**

**The Requirements Brevity This Decision Description Provides  
And Decision Properties most important  
Achievement Student From Expected Learning output**

**He Then About Our proof**

**L Opportunities From Maximalism Advantage Achieve May was  
Among Connectivity From And it must .Available earning  
Description And between them**

## .The program

Al- University Econom Management Faculty /Anbar y	Educational Foundation .1
Economy Oath	The center / University Oath .2
2 The Economist Planning Styles	Decision Symbol / Name .3
The The stage / Primacy Studies fourth	In it Enter Which Programs .4
My presence Permanence	Available Attendance Forms .5
The Academic Dismissal 2021-2020 – second	The year / Dismissal .6
Watch 45	Tota) Coursework Watches Number .7 (1
2020 /12 /4	Descriptio This Preparation History .8 n

### Objectives of the academic program-9

Economic Providing the student with information mTNOAbout the concept -A  
Planning and methods of measuring various economic functions to achieve the  
.goals of the economic unit and the economic establishment

The importance of understanding macro and The student's mother -B  
microeconomics and related concepts of economic planning to analyze

economic functions with the mechanisms used in achieving the goals of this curriculum

On important The student's awareness of the aspects of focus and excellence - models in economic planning, their forms and importance in economic practice

The importance of this in understanding and analyzing the Student knowledge different investment models in a sound economic manner

Introducing the student to the macro models for analyzing functions -E quantitatively, reading them economically, and forecasting demand in many .economic functions, including

### **Evaluation And learning Education Methods Learning Output-10**

#### **: Cognitive Output .1**

**He 'Above In Decision To complete Investigation  
I Capable Student Be That 'Academic Dismissal Finish After Hopefully is  
Its Coins Understood On Clear n particular  
Practical Reality In importance**

#### **Scientific Output – B**

:On Capable Student Be Decision This By the end

Goals and Importance FJ Scientific Systematically Thinking .1

Modern Total Economy objectives

Theories and Systems Knowledge In Scientific Grounds Employment .2

Modern theories

Opera Levels On Economic Functions Identification Measurement In times

The different tion

### **And learning Education Methods**



**Interactivity Participations ‘Collectivization Discussions ‘Lectures Cast .**

**Evaluation Methods**

**The following Routes On Accreditation It will be**

**.And quarterly Monthly Tests •**

**...Interaction Attendance Interactivity Participations Evaluation •**

**Thinking Skills -C**

**I Thinking Skills Level And improve Development On Judgment For**

**...The following Formulas Adoption It will be ‘Students have**

**The collective Thinking •**

**. Motivation Orientation •**

**And public And motivating Erotic Questions •**

**And learning Education Methods**

**:The following Routes On Accreditation It will be**

**Exa ‘Interactivity Participations ‘Collectivization Discussions ‘Lectures Cast**

**Monthly minations**

**Evaluation Methods**

**The following Routes On Accreditation It will be**

**.And quarterly Monthly Tests •**

**...Interaction Attendance Interactivity Participations Evaluation**

**And Public Skills - D**

**Person Evolution Recruitment Portability Related Other Skills ) movable**

**.( al**

**-1.**

Wonke Perseverance Spirit Creation Creativity On Students Encouragement

They The self r

Collaborations Necessity On Continuous Encouragement During From have

Their Achievement Among them As for And the actor Common

Coursework requirements

Their Development Importance Knowledge Earning them-2

The Educate During From capabilities

Acquaintances Different On Perusal self

As a Students I have Subjectivity Talents Development On Confirmation-3

.The void Times In Types of All about And the arts sport

**Decision Vocabulary-11**

<b>Ev Method aluation</b>	<b>Method Educati on</b>	<b>/ Unity Name Th Or Course e subject</b>	<b>Requir Learning Output ed</b>	<b>Wa tch es</b>	<b>The week</b>
Participatio Interacti 'n on	<p>Casting -</p> <p>Examples -</p>	<p>The concept</p> <p>Investment and economic growth</p>	<p>Growth Influence Planning</p> <p>The Economist</p>	2	The first
Participatio Interacti 'n on	Casting -	Investmen t theory	Theor About Introduction Investment y	2	The seco nd

Participation Interaction	<b>Casting - Short exam</b> <b>Examples -</b>	Criteria for determining the level of investment  Investment determinants  Determining the total volume of investment	Specification Criteria Rules  Investment	2	The third
Participation Interaction	<b>Casting -</b>	<b>Product user model</b>	Investment Layout Models  And its applications	2	The fourth
Participation Interaction	<b>Casting -</b>	<b>Linear programming and its applications</b>	Production Layout Routes  The On Application  Total level	2	The fifth
Participation Interaction	<b>Casting -</b>	<b>The quantitative method of calculation</b>	Production Layout Routes  The On Application  Sectorial level	2	The sixth
		<b>The graphic method</b>			
		P Layout Concept  roduction	Production Layout Routes  The On Application  Partial level	2	Seventh
		Application Ahem  Used: s			
Participation Interaction	<b>Casting -</b>	Prices: Layout  For , Importance  mats	Prices: Layout Importance	2	The eighth
Participation Interaction	<b>Casting - Short exam</b> <b>Examples -</b>	The concept  Reasons	Prices: Layout Mechanical	2	The ninth

Participation Interaction	<b>Casting -</b>	Auto Correction matic	Applicability Case	2	The tenth
	<b>Examples -</b>	Interv Correction entionist			
Participation Interaction	<b>Casting -</b>	The concept	Sectors Multiplayer Models	2	The first Ten
	<b>Examples -</b>	Species Reasons	Exter Commerce Planning nal		
		Exter Commerce And their nal Varia relationship Faculty nts	Externa Commerce Layout 1	2	The seco T nd en
		Co Layout Goals External mmerce			
		The Fo Public strategy r planning			
Participation Interaction	<b>Casting -</b>	Most	The Selection Criteria	2	The third Ten
	<b>Examples -</b>	Standar important Selection In ds	To Balance Light In project tal		
		An Total Balance d its forms			
Participation Interaction	<b>Casting</b>	Mo Those Ahem dels	W Power Estimate Models ork	2	The fourt Te h n
	<b>Short exam</b>	Productio Layout			
	<b>Examples</b>	W Presentation n ork			

Participatio Interacti 'n on	<b>Casting - Examples -</b>	The Testing The month second	The The month Testing second	2	The fifth Ten
<b>Admission-13</b>					
There are No			Previous Requirements		
10			Students From Number Less		
50			Students From Number Bigger		
<b>Infrastructure Structure-12</b>					
<b>The Planning Book</b>			: Required Readings		
<b>Sal David Beauty Doctor ,Economist</b>			Decision Books •		
<b>And the man</b>			Other •		
<b>,Hassoun Fadil Immaculate doctor</b>			SpecialA Requirements		
There is no			They ) Socialization Services		
Practical application in some companies and related departments . and graduation research projects			G Lectures Example Sable On include And Career And training uests ( The field studies		

## **Decision Model description**

**Mustafa Ahmed Abdul Ibrahim .D .M**

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Description And between them**

**.The program**

Al- University Econom Management Faculty /Anbar y	Educational Foundation .1
Economy Oath	The center / University Oath .2
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Watch 45	Tota) Coursework Watches Number .7 (1
2020 /11 /4	Descriptio This Preparation History .8 n

**Objectives of the academic program-9**

Economics Providing the student with information mTNOAbout the concept -  
economic statistics and methods of measuring various economic functions to  
.achieve the goals of the economic unit and the economic establishment

The importance of economic statistics in the analysis of economic functions with the mechanisms used in achieving the goals of this curriculum

On important models in economic statistics, their forms and importance in economic practice

The different models of economic statistics and the importance of this in reading quantitative numbers in a tight economic way

Introduce the student to statistical models to analyze functions quantitatively and read them economically and predict demand in many economic functions, including

### **Evaluation And learning Education Methods Learning Output-10**

#### **: Cognitive Output .1**

**He 'Above In Decision To complete Investigation  
I Capable Student Be That 'Academic Dismissal Finish After Hopefully is  
Its Coins Understood On Clear n particular  
Practical Reality In importance**

#### **Scientific Output – B**

:On Capable Student Be Decision This By the end

Goals and Importance FJ Scientific Systematically Thinking .1

Standard Economy objectives

Theories and Systems Knowledge In Scientific Grounds Employment .2  
Economic Functions Identification Measurement In Modern times theories

#### **And learning Education Methods**

**Interactivity Participations 'Collectivization Discussions 'Lectures Cast .**



## Evaluation Methods

**The following Routes On Accreditation It will be**

**.And quarterly Monthly Tests •**

**...Interaction Attendance Interactivity Participations Evaluation •**

## **Thinking Skills -C**

**I Thinking Skills Level And improve Development On Judgment For**

**...The following Formulas Adoption It will be 'Students have**

**The collective Thinking •**

**. Motivation Orientation •**

**And public And motivating Erotic Questions •**

## **And learning Education Methods**

**:The following Routes On Accreditation It will be**

**Exa 'Interactivity Participations 'Collectivization Discussions 'Lectures Cast**

**Monthly minations**

## Evaluation Methods

**The following Routes On Accreditation It will be**

**.And quarterly Monthly Tests •**

**...Interaction Attendance Interactivity Participations Evaluation**

**And Public Skills - D**

**Person Evolution Recruitment Portability Related Other Skills ) movable**

**.( al**

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Wonke Perseverance Spirit Creation Creativity On Students Encouragement

They The self r

Collaborations Necessity On Continuous Encouragement During From have

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Coursework requirements

Their Development Importance Knowledge Earning them-2

The Educate During From capabilities

Acquaintances Different On Perusal self

As a Students I have Subjectivity Talents Development On Confirmation-3

.The void Times In Types of All about And the arts sport

**Decision Vocabulary-11**

<b>Eval Method uation</b>	<b>E Method ducation</b>	<b>Co / Unity Name The Or urse subject</b>	<b>Learnin Output Required g</b>	<b>Wat ches</b>	<b>The week</b>
Participation Interaction	Casting - Examples -	Definition and objectives of econometrics	The emergence of economic statistics	2	The first
Participation Interaction	Casting -	Features . Properties	Characteristics of economic statistics	2	The second
Participation Interaction	Casting -	Functions . Concept	Basic functions of standard statistics	2	The third

	Short exam -				
	Examples -				
Participation Interaction	Casting -	The concept of simple regression	Simple regression	2	The fourth
Participation Interaction	Casting -	The method of deviations	Methods for measuring simple regression	2	The fifth
Participation Interaction	Casting -	The method of original values			
Participation Interaction	Casting -	T Testing	Testing hypotheses	2	The sixth
Participation Interaction	Casting -		The first Test	2	Seventh
Participation Interaction	Casting -	F Testing	Testing hypotheses	2	The eighth
Participation Interaction	Casting -	R Testing	Testing hypotheses	2	The ninth
Participation Interaction	Short exam	Table of analysis of covariance			
Participation Interaction	Examples -				
Participation Interaction	Casting -	The concept of multiple regression	Multiple regression model	2	The tenth
Participation Interaction	Examples -	Characteristics of multiple regression			
Participation Interaction	Casting -	The concept	Multiple and simple correlation	2	The T first en
Participation Interaction	Examples -	Measurement methods			
			The second Test	2	The secon Ten d

Participation Interaction	Casting - Examples -	Concept and measurement methods	Partial correlation	2	The third Ten
Participation Interaction	Casting Short exam Examples	T Testing F Testing The rate R Testing	Testing the basic hypotheses	2	The fourth Ten
Participation Interaction	Casting - Examples -	Measurement methods Confidence %1 - %99 intervals	Confidence limits for regression coefficients	2	The fifth Ten

### Admission-13

There are No	Previous Requirements
10	Students From Number Less
50	Students From Number Bigger

### Infrastructure Structure-12

**Magic and .D -  
" Econometrics " 'Bakhit .D**

**Dr. Abdul Hussein .A -2  
Economic " Zaini  
'statistics**

**Domminck, statistics Dr. -3  
and econometrics, 2018**

: Required Readings

- Decision Books •
- Other •

There is no

SpecialA Requirements

Practical application in  
some companies and  
related departments and  
graduation research  
. projects

They ) Socialization Services  
And Guests Lectures Example Sable On include  
( The field And studies Career training

# Sample description of the course computer principles for the second course

Review of the performance of educational Program )) The high institutions ((Academic review

The Requirements Brevity This Decision Description Provides And Decision Properties most important Achievement Student From Expected Learning output

He Then About Our proof

L Opportunities From Maximalism Advantage Achieve May was Among Connectivity From And it must .Available earning Description And between them

.The program

Al-Anbar University	Educational Foundation .1
Administratio Faculty /Economy Oath Economy n	The center / University Oath .2
Computer Principles	Decision Symbol / Name .3
My presence Teaching	In it Enter Which Programs .4
Halls) Weekly / Official Permanence (Coursework	Available Attendance Forms .5

The second Chorus	The year / Dismissal .6
Watch 30	To) Coursework Watches Number .7 (tal
2020/3/2	Descripti This Preparation History .8 on
<p>To enrich students with the most important information to create an information network that enables them to understand and understand the mechanism of computer work and modern technology in the world in general and in the economy in particular and the extent of technology's contribution to achieving financial and economic development through its role in the formation of As .capital needed by the process of well as their knowledge on international financial markets and then the transition to financial and banking reform in the imperative of .conducting it electronically</p>	Decision Goals .9
<p>The first Learning .1</p> <ul style="list-style-type: none"> <li>• Computer Running</li> <li>• Mat Computer Parts Knowledge</li> <li>• erialism</li> <li>• Computer Programs Knowledge</li> <li>• Computer Usage of Method</li> <li>• By computer Browsing</li> <li>• Electr Locations Using Learning</li> <li>• onic</li> </ul>	Learning Output .10

- Scient Scope In Computer Uses: •  
ific
- Indust Scope In Computer Uses: •  
rial
- Internet In Computer Uses: •
- Medicine In Computer Uses: •

**Lectures •**

**Class Inside Discussions •**

**Duties and duties Preparation •**

**In a Reports Preparation •**

**Insti Those About League way  
tutions**

**Evaluation Routes**

**%20 Quarterly Examinations •**

**The Examinations •**

**Attendance Participation Daily**

**%20**

**%60 The final Examinations •**

**For Required Skills Acquisition •**

**A Skills Development On work**

**Learning nd**

**And the Social Interaction •**

**positive**

**Posi Relationships Composition •**

**Sp During From Successful tive**

**The one The team irit**

**And Education Methods .11**

**Evaluation learning**

**Thinking Skills .12**



By Commitment •  
Mainstream Socialization values

**In Student Trust Increase •**  
**Occasio Resolutions Take**

.n

**Strengthening the •**  
**student's scientific**  
**.personality**

**Calling the creative side of •**  
**.the student**

**The ability to personal •**  
**development and self-**  
**.development**

**The maturation and •**  
**crystallization of scientific**  
**ideas through his ability to**  
**discuss those around him**  
**.in his field of competence**

**Stimulate the student's •**  
**.latent abilities**

And Public Skills .13

Por Related Other Skills ) movable  
Per Evolution Recruitment tability

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Decision Structure .14

Evaluat Method  
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Method  
Educat  
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The Or Unity Name  
subject

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<b>Dismissal Exam</b> <b>The</b> <b>Di Exam + first</b> <b>The smissal</b> <b>Exam + second</b> <b>Partici + Daily s</b> <b>pation</b>	Lecture	<b>Computer Definition</b> <b>Its use Importance</b>	Computer	2	The first
	Lecture	Materialism Segments	Computer parts	2	The second
	Lecture	Computer Systems	Computer programs	2	The third
	Lecture	<b>Uses and</b> <b>Scientific applications</b> <b>Oper And Medical And</b> <b>For the computer ation</b>	Computer usage	2	The fourth
	Lecture	<b>Bibliograph Computer</b> <b>Mobile And y</b>	Types of computers	2	The fifth
	Lecture	<b>And Storage Capacity</b> <b>Storage Types</b>	Specifications for the computer	2	The sixth
	Lecture	<b>For Detailed Explain</b> <b>Segments all</b>	Input and output modules	2	Seventh

<b>Lecture</b>	<b>Usage Mechanism Printers of</b>	<b>Types of printers and printing methods</b>	<b>2</b>	<b>The eigh th</b>
<b>Lecture</b>	<b>The word Program</b>	<b>How to use computer programs</b>	<b>2</b>	<b>The nint h</b>
<b>Lecture</b>	<b>Storage Routes Ahem Memory Sizes And</b>	<b>How to store</b>	<b>2</b>	<b>The tent h</b>
<b>Lecture</b>	<b>For Usage: How to The keys painting</b>	<b>Using the keyboard</b>	<b>2</b>	<b>The first Ten</b>
<b>Lecture</b>	<b>Which Locations Ahem For Student Serve The study purposes of</b>	<b>Browsing on social networking sites</b>	<b>2</b>	<b>The seco T nd en</b>
<b>Lecture</b>	<b>T Inside Existing Icons he Description program</b>	<b>Description of programs</b>	<b>2</b>	<b>The thir Te d n</b>
<b>Lecture</b>	<b>General Review</b>	<b>Computers in general</b>	<b>2</b>	<b>The four T th en</b>
<b>Lecture</b>	<b>The final The exam</b>	<b>Computers in general</b>	<b>2</b>	<b>The fifth Ten</b>

<b>Infrastructure Structure .15</b>	
<b>Google</b>	: Required Readings Decision Books • Other •
<b>Daily † Making weekly allowances and monthly exams</b>	SpecialA Requirements
<b>Attending specialized seminars with Attend other † other professors seminars</b>	

<b>Admission .14</b>	
Decisio Curriculum Within Standard Requirement n	Requirements
50	Students From Number Less
90	Student From Number Bigger s

**Sample course description of the Operations Research course for the first course**

**Review of the performance of educational Program )) The high institutions ((Academic review**

**The Requirements Brevity This Decision Description Provides  
And Decision Properties most important  
Achievement Student From Expected Learning output**

**He Then About Our proof**

**L Opportunities From Maximalism Advantage Achieve May was  
Among Connectivity From And it must .Available earning  
Description And between them**

**.The program**

Al-Anbar University	Educational Foundation .1
Administration Faculty /Economy Oath Economy	The center / University Oath .2
International Financing Institutions	Decision Symbol / Name .3
My presence Teaching	In it Enter Which Programs .4
C Halls) Weekly / Official Permanence (coursework	Available Attendance Forms .5
The second Chorus	The year / Dismissal .6
Watch 30	To) Coursework Watches Number .7 (tal

2020/3/2

Descripti This Preparation History .8  
on

Working to enrich students with the most important information to create an information network that enables them to understand and understand the mechanism of the work of international financial institutions in the world in general and in the Iraqi economy in particular and the extent of the contribution of those institutions to achieve financial and economic development through their role in the formation of capital needed by the As .economic development process well as their knowledge on the international financial markets and then the transition to financial and banking reform in the imperative of .conducting

Decision Goals .9

Understanding Knowledge .1

Learning Output .10

- International Financing •
- Its Financing Concept •  
importance
- International Financing Theories •
- Internatio Financing Institutions •  
nal
- International Criticism Box •
- International The bank •
- And The fund Between Teams •  
Internationals the bank
- Univens Commerce Organization •  
ality
- Internationals Finance Markets •

The Finance Reformation •  
.banker

Acquired Skills .2

Trans In Confidence Acquisition •  
Inter Finance Institutions actions  
nationals

Thos Work Mechanism Analysis •  
Institutions e

Proced In Student Orbit Breadth •  
Action At ure

Before her From taken

And Finance Culture Singing •  
I banking

Economy Oath Students have

**Lectures •**

**Class Inside Discussions •**

**Duties and duties Preparation •**

**In a Reports Preparation •**

**Insttit Those About League way  
utions**

**Evaluation Routes**

**%20 Quarterly Examinations •**

**The Examinations •**

**Attendance Participation Daily**

**%20**

**%60 The final Examinations •**

And Education Methods .11

Evaluation learning

For Required Skills Acquisition •  
 Inte Finance Institutions In work  
 rnationals  
 And the Social Interaction •  
 positive  
 Posit Relationships Composition •  
 Spir During From Successful ive  
 The one The team it  
 By Commitment •  
 Mainstream Socialization values

Thinking Skills .12

**In Student Trust Increase •**  
**Occasion Resolutions Take •**  
 .  
**Strengthening the •**  
**student's scientific**  
**.personality**  
**Calling the creative side of •**  
**.the student**  
**The ability to personal •**  
**development and self-**  
**.development**  
**The maturation and •**  
**crystallization of scientific**  
**ideas through his ability to**  
**discuss those around him**  
**.in his field of competence**  
**Stimulate the student's •**  
**.latent abilities**

And Public Skills .13

Po Related Other Skills ) movable  
 Pe Evolution Recruitment rtability  
 .( rsonal



**Decision Structure .14**

<b>Evaluation Method</b>	<b>Method Education</b>	<b>The Or Unity Name subject</b>	<b>Le Output Re arning quired</b>	<b>Wa tch es</b>	<b>The wee k</b>
<b>Dismissa Exam The 1 Di Exam + first The smissal Exam + second Partic + Daily s ipation</b>	Lecture	<b>Financing Concept Financing Importance Financing Role</b>	<b>International Finance</b>	2	The first
	Lecture	<b>Institutions Importance Its genesis Walia</b>		<b>International financial institutions</b>	2
	Lecture	<b>The fund Concept And its His Walia functions work</b>	<b>International Monetary Fund</b>	2	The thir d
	Lecture	<b>The Divis International bank ions Terms and Functions His Walia conditions work</b>	<b>The World Bank</b>	2	The four th

	Lecture	<p>Its concept</p> <p>Its importance</p> <p>Composition Reasons</p> <p>Its functions</p>	World Trade Organization	2	The fifth
	Lecture	<p>Internal Finance Markets</p> <p>International Finance Markets</p> <p>Internal Between Teams And International Markets</p> <p>Localism markets</p> <p>Major Those Work Nature Markets</p> <p>US Currencies Highlight Universality</p>	International financial markets	2	The sixth
	Lecture	<p>International Banking Operations</p> <p>Currency International European s</p>	International financial markets	2	Seventh
	Lecture	<p>Financial Reformation Motivation</p>	Financial and banking reform	2	The eighth
	Lecture	<p>Financial Reformation Theories</p> <p>The banking finance</p>	Financial and banking reform	2	The ninth

Lecture	<b>The Theories For interpreter Finance repair</b>	<b>The dialectic of financial reform in economic thought</b>	<b>2</b>	<b>The tent h</b>
	<b>Reformation Imperative The Countries In Economist Developing</b>			
Lecture	<b>Pro In Proposed Politics Int Criticism Box grams ernational</b>	<b>The role of international financial institutions in economic reform</b>	<b>2</b>	<b>The first Ten</b>
Lecture	<b>To Directed by Politics Disability On influence For the Finance government</b>	<b>The role of international financial institutions in economic reform</b>	<b>2</b>	<b>The seco T nd en</b>
Lecture	<b>Or Correction Policies Structural Modification</b>	<b>The role of international financial institutions in economic reform</b>	<b>2</b>	<b>The thir Te d n</b>
Lecture	<b>General Review</b>	<b>International finance institutions</b>	<b>2</b>	<b>The four T th en</b>
Lecture	<b>The final The exam</b>	<b>International finance institutions</b>	<b>2</b>	<b>The fifth Ten</b>

<b>Infrastructure Structure .15</b>	
<b>The Planet Sarmad †International Financing beautiful</b>	: Required Readings Decision Books • Other •
<b>Daily and † Making weekly allowances monthly exams</b> <b>Attending specialized seminars with other</b> <b>Attend other seminars † professors</b>	SpecialA Requirements

<b>Admission .14</b>	
<b>Decisio Curriculum Within Standard Requirement</b>	<b>Requirements</b>
n	
50	Students From Number Less
90	Student From Number Bigger s

## **Decision Model description**

**Mustafa Ahmed Abdul Ibrahim .D .M**

**Review of the performance of educational  
((Academic Program review)) The high institutions**

**The Requirements Brevity This Decision Description Provides  
And Decision Properties most important  
Achievement Student From Expected Learning output**

**He Then About Our proof**

**L Opportunities From Maximalism Advantage Achieve May was  
Among Connectivity From And it must .Available earning  
Description And between them**

**.The program**

Al- University Econom Management Faculty /Anbar y	Educational Foundation .1
Economy Oath	The center / University Oath .2
1 Mathematics Principles	Decision Symbol / Name .3
The first The stage / Primacy Studies	In it Enter Which Programs .4
My presence Permanence	Available Attendance Forms .5
The Academic Dismissal 2021-2020 – second	The year / Dismissal .6
Watch 45	Tota) Coursework Watches Number .7 (1

2020 /12 /4

Descriptio This Preparation History .8  
n

### Objectives of the academic program-9

Principles of Providing the student with information mTNOAbout -A  
mathematics and methods of measuring various economic functions to achieve  
.the goals of the economic unit and the economic establishment

Principles of mathematics in the analysis of economic The student's mother -I  
functions with the mechanisms used in achieving the goals of this curriculum

On important The student's awareness of the aspects of focus and excellence -  
models in the principles of mathematics and their relevance in economic  
practice

The importance of this in understanding and analyzing Student knowledge -I  
numbers in a well-controlled digital way

Introduce the student to mathematical models to analyze functions -E  
quantitatively, read them economically, and predict demand in many  
.economic functions, including

### **Evaluation And learning Education Methods Learning Output-10**

**: Cognitive Output .1**

**He 'Above In Decision To complete Investigation  
I Capable Student Be That 'Academic Dismissal Finish After Hopefully is  
Its Coins Understood On Clear n particular  
Practical Reality In importance**

**Scientific Output – B**

**:On Capable Student Be Decision This By the end**

Goals and Importance FJ Scientific Systematically Thinking .1

Modern Total Economy objectives

Theories and Systems Knowledge In Scientific Grounds Employment .2

Modern theories

Opera Levels On Economic Functions Identification Measurement In times

The different tion

### **And learning Education Methods**

**Interactivity Participations †Collectivization Discussions †Lectures Cast .**

Evaluation Methods

**The following Routes On Accreditation It will be**

**.And quarterly Monthly Tests •**

**...Interaction Attendance Interactivity Participations Evaluation •**

### **Thinking Skills -C**

**I Thinking Skills Level And improve Development On Judgment For**

**...The following Formulas Adoption It will be †Students have**

**The collective Thinking •**

**. Motivation Orientation •**

**And public And motivating Erotic Questions •**

### **And learning Education Methods**

**:The following Routes On Accreditation It will be**

**Exa †Interactivity Participations †Collectivization Discussions †Lectures Cast**

**Monthly minations**

## Evaluation Methods

The following Routes On Accreditation It will be

.And quarterly Monthly Tests •

...Interaction Attendance Interactivity Participations Evaluation

And Public Skills - D

Person Evolution Recruitment Portability Related Other Skills ) movable

.( al

-1.

Wonke Perseverance Spirit Creation Creativity On Students Encouragement

They The self r

Collaborations Necessity On Continuous Encouragement During From have

Their Achievement Among them As for And the actor Common

Coursework requirements

Their Development Importance Knowledge Earning them-2

The Educate During From capabilities

Acquaintances Different On Perusal self

As a Students I have Subjectivity Talents Development On Confirmation-3

.The void Times In Types of All about And the arts sport

## Decision Vocabulary-11

Ev Method  
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Method  
Education  
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Co / Unity Name  
The Or urse  
subject

Re Learning Output  
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week



Participation Interaction ‘	<b>Casting - Examples -</b>	<b>Differential rules</b>	Differential	2	The first
Participation Interaction ‘	<b>Casting -</b>		Differentia Definition 1	2	The second
Participation Interaction ‘	<b>Casting - Short - exam Examples -</b>	Functions with different limits The first derivative of the function The second derivative of the function	Derivation Laws	2	The third
Participation Interaction ‘	<b>Casting -</b>		Implicit Functions	2	The fourth
Participation Interaction ‘	<b>Casting -</b>		Logarithmi Functions sm	2	The fifth
Participation Interaction ‘	<b>Casting -</b>	The limit The cost The limit Revenue	In Derivative Usage: Administration Scope	2	The sixth
Participation Interaction ‘	<b>Casting -</b>	The Testing The first month Usage Variabilit Function of y Flexibility To find	The Testing The first month Applicatio Flexibility n	2	Seventh The eighth
Participation Interaction ‘	<b>Casting - Short exam Examples -</b>	Th Revenue Finding e Revenue From limit Total	The Revenue And the limit The limit cost	2	The ninth

Participation Interaction	<p><b>Castings -</b></p> <p>The Finding The cost The From limit Faculty cost</p> <p>Thre Zed Derivative And Boundaries e more</p> <p><b>Examples -</b></p> <p><b>Castings -</b></p>	Mat From Derivatives Olaya tresses	2	The tenth
Participation Interaction	<p><b>Examples -</b></p> <p>Curves Analysis</p>	Curves Analysis	2	The first Ten
Participation Interaction	<p><b>Castings -</b></p> <p>Usage Fun In Differential of And Growing ctions decreasing</p> <p>Maximalis Values m</p> <p><b>Examples -</b></p>	A Growing Functions nd decreasing Maximalism Values	2	The second Ten d The third Ten
Participation Interaction	<p><b>Castings</b></p> <p>And a Concavity The coup point</p> <p><b>Short exam</b></p> <p><b>Examples</b></p>	And a Concavity The coup point	2	The fourt Ten h
Participation Interaction	<p><b>Castings -</b></p> <p>The Testing The second month</p> <p><b>Examples -</b></p>	The Testing The second month	2	The fifth Ten

### Admission-13

There are No	Previous Requirements
10	Students From Number Less
50	Students From Number Bigger

Infrastructure Structure-12

: Required Readings

Decision Books •

Other •

There is no

SpecialA Requirements

Practical application in some companies and related departments and graduation research . projects

They ) Socialization Services  
And Guests Lectures Example Sable On include  
( The field And studies Career training

## Table of lecture bank information

**A.Dr.Abdulrahman Obaid Juma:**name

**Economy:**Department

**Operations research:**article

**Fourth:**stage

**Operations Research:**the article is English

Name of the lecture in English	Name of the lecture in Arabic	Name of the article	The stage	The lecture
<b>Introduction and concepts</b>	Introduction and concepts	Operations research	The fourth	1
<b>Linear programming</b>	Linear programming			2
<b>Formulating linear programming problems1</b>	Formulation of linear programming problems1			3
<b>Formulating linear programming problems2</b>	Formulation of Linear Problems 2 Programming			4
<b>Graphic method</b>	Using the graphical method			5
<b>Definitions related to the graph method</b>	Definitions related to the graph method			6
<b>Simplex method</b>	Using the Simplex Method			7
	The first Test			8
<b>Examples of solutions in Linear programming</b>	Solved examples in linear programming			9
<b>Use tables in the solution</b>	Using tables in the solution			10
<b>Integer Programming</b>	Integer programming			11
<b>Transport Algorithm</b>	The question of Transportation			12

<b>North- West Corner</b>	The north-west corner method			13
	The second Test			14
<b>less expensive</b>	The cheapest way of Transportation			15

# Sample course description of the material of statistical analysis for the second course

**Review of the performance of educational Program )) The high institutions ((Academic review**

**The Requirements Brevity This Decision Description Provides And Decision Properties most important Achievement Student From Expected Learning output**

**He Then About Our proof**

**L Opportunities From Maximalism Advantage Achieve May was Among Connectivity From And it must .Available earning Description And between them**

**.The program**

Al-Anbar University	Educational Foundation .1
Administratio Faculty /Economy Oath Economy n	The center / University Oath .2
SPSS Statisticians Analysis	Decision Symbol / Name .3
My presence Teaching	In it Enter Which Programs .4

Halls) Weekly / Official Permanence (Coursework	Available Attendance Forms .5
The second Chorus	The year / Dismissal .6
Watch 30	To) Coursework Watches Number .7 (tal
2020/3/2	Descripti This Preparation History .8 on
Work on enriching students with the most important information to create an information network that enables them to understand and understand the mechanism of work of factories and companies in the world in general and in the Iraqi economy in particular and the extent of the contribution of analysis methods in those institutions to achieve financial and economic development through their role in the As well as .formation of statistical their knowledge on the international financial markets and then the transition to financial and banking reform in the imperative of .conducting	Decision Goals .9
Understanding Knowledge .1	Learning Output .10
<ul style="list-style-type: none"> <li>• Statisticians Analysis</li> <li>• The data Control And Handling</li> <li>• A Nominal Variants Description</li> <li>• Quantity nd</li> </ul>	

- For Chart performance Acting variables •
- Averages About Tests •
- Variation Analysis •
- Decline Analysis •

**Lectures •**

- Class Inside Discussions •**
- Duties and duties Preparation •**
- In a Reports Preparation •**
- Insti Those About League way tutions**

**Evaluation Routes**

- %20 Quarterly Examinations •**
- The Examinations •**
- Attendance Participation Daily %20**
- %60 The final Examinations •**

- For Required Skills Acquisition •
- Int Finance Institutions In work ernationals
- And the Social Interaction •
- positive
- Posi Relationships Composition •
- Sp During From Successful tive
- The one The team irit

And Education Methods .11

Evaluation learning

Thinking Skills .12



By Commitment •  
Mainstream Socialization values

**In Student Trust Increase •**  
**Occasio Resolutions Take**

.n

**Strengthening the •**  
**student's scientific**  
**.personality**

**Calling the creative side of •**  
**.the student**

**The ability to personal •**  
**development and self-**  
**.development**

**The maturation and •**  
**crystallization of scientific**  
**ideas through his ability to**  
**discuss those around him**  
**.in his field of competence**

**Stimulate the student's •**  
**.latent abilities**

And Public Skills .13

Por Related Other Skills ) movable  
Per Evolution Recruitment tability  
(.sonal

Decision Structure .14

Evaluat Method  
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Method  
Educat  
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The Or Unity Name  
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<b>Dismissal Exam</b> <b>The</b> <b>Dis Exam + first</b> <b>The missal</b> <b>Exams + second</b> <b>Partici + Daily</b> <b>pation</b>	Lecture	<b>T About Introduction</b> <b>he</b> <b>Statisticians program</b>	<b>Statistical</b> <b>analysis</b>	<b>2</b>	<b>The</b> <b>first</b>
	Lecture	<b>And Statements Types</b> <b>Her Method</b> <b>The In writing</b> <b>questionnaire</b>	<b>Data</b> <b>handling and</b> <b>control</b>	<b>2</b>	<b>The</b> <b>seco</b> <b>nd</b>
	Lecture	<b>How</b> <b>In Variants Acting to</b> <b>The</b> <b>Statisticians program</b>	<b>Description</b> <b>of nominal</b> <b>and</b> <b>quantitative</b> <b>variables</b>	<b>2</b>	<b>The</b> <b>third</b>
	Lecture	<b>Collection Procedure</b> <b>A About T Tests From</b> <b>verages</b>	<b>Data tests</b>	<b>2</b>	<b>The</b> <b>fourt</b> <b>h</b>
	Lecture	<b>Analysis Types Ahem</b> <b>The In Done Which</b> <b>Statisticians program</b>	<b>Analysis of</b> <b>variance</b>	<b>2</b>	<b>The</b> <b>fifth</b>
	Lecture	<b>Ana Work Mechanism</b> <b>For lysis</b> <b>Statem On regression</b> <b>ents</b>	<b>Regression</b> <b>analysis</b>	<b>2</b>	<b>The</b> <b>sixth</b>
	Lecture	<b>Exploration Concept</b>		<b>2</b>	<b>Seve</b> <b>nth</b>

<b>Lecture</b>	<b>Colmgrove A Testing To find And Shapiro Natu Distribution out For data ral</b>	<b>Data exploration Exploration tests</b>	<b>2</b>	<b>The eigh th</b>
<b>Lecture</b>	<b>The And Iterative runway For Natural the curve data</b>	<b>Runway and curved</b>	<b>2</b>	<b>The nint h</b>
<b>Lecture</b>	<b>The Uses: Ahem The rabbit Wher From simpleton Relationship Degree e</b>	<b>Simple ligature</b>	<b>2</b>	<b>The tent h</b>
<b>Lecture</b>	<b>Sp Link , Persson Link Kendul Link , earman Tao</b>	<b>Correlation coefficient</b>	<b>2</b>	<b>The first Ten</b>
<b>Lecture</b>	<b>Its And Definition Ahe And application External Influences m</b>	<b>Partial correlation</b>	<b>2</b>	<b>The seco T nd en</b>
<b>Lecture</b>	<b>An Hypotheses Types Her tests d</b>	<b>Hypothesis testing</b>	<b>2</b>	<b>The third Ten</b>
<b>Lecture</b>	<b>General Review</b>	<b>Statistical analysis</b>	<b>2</b>	<b>The fourt</b>

	Lecture	The final The exam	Statistical analysis	2	The fifth Ten
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**Infrastructure Structure .15**

<p align="center">The bridge ProtectD SPSS Learn Book</p> <p align="center">Locati Baas To Addendum Statistic Melting Expert</p> <p align="center">Google Such as Electronic ons</p>	<p align="center">Requir Readings : ed</p> <p align="center">Dec Books •</p> <p align="center">ision</p> <p align="center">Other •</p>
--	--

<p align="center"><b>Daily and monthly Making weekly allowances exams</b></p> <p align="center"><b>Attending specialized seminars with other</b></p> <p align="center"><b>Attend other seminars professors</b></p>	<p align="center">Sp Requirements ecialA</p>
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**Admission .14**

<p align="center">Decisio Curriculum Within Standard Requirement</p> <p align="center">n</p>	<p align="center">Requirements</p>
50	Students From Number Less
90	Student From Number Bigger s

**Sample course description  
(Review of the academic program))  
Course description**

Anbar University / Faculty of management and economics	educational institution .1 .1
Department of Economics	scientific department / -2 .1 Center
<b>Banks</b>	course name / code-3 .1
My presence	forms of attendance -4 .1 available
The second course	Class / year .5 .1
30 hours	the number of study hours -6 (total)
2/3/2020	the date of preparation of -7 this description
objectives of the course-8 .1 Definition of the banking material - Definition of the history of banks, types of banks, functions of banks, - characteristics of banks The role of banks in the economy . -	

course outputs and methods of teaching, learning and -9 evaluation	
<b>A-cognitive objectives .1</b> Give an idea of the impact of banks on the economy . - Knowledge of the importance of the role of banks in the economy . - Knowledge of the impact of banks on other economic variables . -	
<b>B-the Marathi objectives of the course</b> Definition of the importance and role of banks in commercial transactions and - settlements . Definition of the role of banks in achieving economic development . -	
Teaching and learning methods	
A -in each lecture there is a daily exam in the material of the .1 lecture that preceded it B-give students the opportunity to replace the terms used with convincing alternative terms	
<b>Evaluation methods</b>	

<p>A-in each lecture, a daily exam is held in the material of the previous lecture .1</p> <p>B-conducting a quest exam number two .2</p>
<p><b>C-emotional and value goals</b></p> <p>Knowledge of the theoretical side of the material . -</p> <p>Trying to take advantage of the real economic variables that occur in the global - economy .</p> <p>Seeking to acquire knowledge about the general specialization along with the - knowledge culture and methodology .</p>
<p><b>Teaching and learning methods</b></p> <p>A -in each lecture there is a daily exam in the material of the lecture that preceded it .1</p> <p>B-give students the opportunity to replace the terms used with convincing and clear alternative terms .2</p>
<p><b>Evaluation methods</b></p> <p>Lectures</p> <p>Discussions</p> <p>Audio recordings</p>

### course structure-10

Evaluation method	Method of Education	Name of the unit / subject	Required learning outcomes	Watches	The week
Oral examination	Lecture	Introduction, definition of banks	Introduction to banks	2	The first
		The emergence of banks		2	The second
		Types of banks		2	The third
		The central bank		2	The fourth
		Characteristics of the central bank		2	The fifth
		Characteristics of commercial banks		2	The sixth
		Functions of the central bank	The concept of economic schools of money	2	Seventh
		The budget of the central bank		2	The eighth
		The role of the central bank in managing monetary policy		2	The ninth
		Commercial banks		2	The tenth
		Characteristics of commercial banks		2	The eleventh
		Functions of commercial banks		2	The twelfth
		Specialized banks		2	The thirteenth
		Islamic banks		2	The Fourteenth
		The difference between traditional banks and Islamic banks		2	The fifteenth

### infrastructure .11

Money and banks / Abdel Moneim Elsayed Ali.	<b>required prescribed books-1 .1</b>
Money and banks / Abdel Moneim Elsayed Ali .	<b>main references(sources) .2</b>
The report of the Central Bank of Iraq .	<b>A-books and references that he recommends (scientific journals, (reports, etc.....</b> .1
Economic articles	<b>B-electronic references, Internet .sites....</b>

### curriculum development plan-12

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# **Academic program description form**

**Review of the performance of educational  
Program )) The high institutions  
(Academic review**

**The Description Provides**  
**The most Requirements Brevity This Academic program**  
**And The program Properties important**  
**Our Achievement Student From Expected Learning output**  
**He Then About proof**  
**A Opportunities From Maximalism Advantage Achieve May was**  
**For Description Accompanied by . available**  
**The program Within Decision each**

Faculty of management and economics	Educational institution .1
Department of Economics	University .2 The / Department center
Industrial economic policy / Industrial economy	Name of the academic program .3
Bachelor of Science in economics	Name of the final certificate .4
Courses	School system .5
The study plan of the third stage	Accreditation .6 Approved program
Relationship Related Instructions The laws	Other external influences .7

2021

Date of preparation of the description .8

Objectives of the academic program .9

In terms Student Supply  
Recognitio •Historicism Stages Via Evolution Industrial Economy Significance of  
The Economic Development In Industry Role On n  
As •Industrial For projects And economic Artistry Feasibility Study From goal  
It is And how Types and types Strategies and strategies Politics Study well as  
And Problems For processing Her employment done  
In Promotion Yes From Iraq In Industrial Sector Facing Which obstacles  
Patriotism industry

Required learning outcomes and methods of teaching, learning and evaluation .10

:Knowledge and understanding .A .1

Providing the student with sufficient experience on the -1  
the economic importance of the industrial sector and its role in  
.development of the country

The student learned about the importance of studying the -2  
technical and economic feasibility of industrial projects and the  
.impact on returns and costs

Knowledge of the industrial policies and strategies followed in -3  
various economic systems in order to promote the reality of the  
.industrial sector in Iraq

Recognize the importance of technological progress, research -4  
.and development and new inventions in the industry



# **Academic program description form**

**Review of the performance of educational  
Program )) The high institutions  
(Academic review**

**The Description Provides**  
**The most Requirements Brevity This Academic program**  
**And The program Properties important**  
**Our Achievement Student From Expected Learning output**  
**He Then About proof**  
**A Opportunities From Maximalism Advantage Achieve May was**  
**For Description Accompanied by .available**  
**The program Within Decision each**

Faculty of management and economics	Educational institution .1
Department of Economics	University / Department center .2
Human rights	Name of the academic program .3
Bachelor of Science in economics	Name of the final certificate .4
Courses	School system .5
The study plan for the first stage	Accreditation Approved program .6
The Relationship Related Instructions laws	Other external influences .7

Date of .8  
preparation of the  
description

### Objectives of the academic program .9

The study of human rights aims to familiarize students with human rights and the protection of these rights, and to promote awareness of the importance of  
This article also aims to .fundamental rights that all human beings should enjoy  
illustrate how these rights can be applied in different societies and under different  
circumstances, and how justice, equality and human rights can be promoted around  
The course also aims to enhance knowledge on legislation and .the world  
international conventions related to human rights, and how to apply them in the Arab  
.and Islamic world in particular

### Required learning outcomes and methods of teaching, .10 learning and evaluation

#### :Knowledge and understanding .A .1

The student's knowledge of the rights and freedoms .1.A  
stipulated by the Iraqi constitution as the legal basis for the rest  
.of the laws

Statement of the rights and freedoms enjoyed by the Iraqi .2.A  
.citizen

Give the student an idea of the freedoms granted to him by .3.A  
.law, and the non-arbitrary use of them

Statement of constitutional and legal ways of claiming .4.A  
.rights and freedoms

## **Decision Model description**

**The first stage – Department of Economics**

# Marwan Abdel Rasoul Hammoudi .M

Review of the performance of educational  
Program )) The high institutions  
((Academic review

The Requirements Brevity This Decision Description Provides  
And Decision Properties most important  
Achievement Student From Expected Learning output  
He Then About Our proof  
L Opportunities From Maximalism Advantage Achieve May was  
Among Connectivity From And it must .Available earning  
Description And between them  
.The program

<b>Al-Anbar University</b>	Educational Foundation .1
<b>Economy Administration Faculty</b>	The center / University Oath .2
<b>Administration Principles</b>	Decision Symbol / Name .3
<b>Economy Bachelor's degreeX</b>	In it Enter Which Programs .4
<b>Official Permanence</b>	Available Attendance Forms .5



**The Academic Dismissal  
2020-2021 Academic Year (first**

The year / Dismissal .6

**The week In 3** (Total) Coursework Watches Number .7

2022/10/4 Description This Preparation History .8

: Decision Goals .9

**Providing the student with information mTNOAbout the –A  
Management principles concept  
And The student's knowledge of the relationship betweenManagement –B  
Sciences, including economics  
The student's awareness of the aspects of concentration and excellence –C  
The science of management and its importance in practice in  
The functions of the manager and what Student knowledge is important –D  
are the administrative levels in each organization  
Familiarization of the student with the functions of organizations and –E  
the formation of their organizational structure**

Evaluation And learning Education Methods Learning Output .10

**He (Above In Decision Lakmal Investigation  
Capable Student Be That (Academic Dismissal Finish After Hopefully is  
Its Administration Flag Understood On Clear In particular  
And Practical Reality In importance  
Its forms With each Organizations Management in**

And learning Education Methods

**:The following Routes On Accreditation It will be.**

**‘Interactivity Participations ‘Collectivization Discussions ‘Lectures Cast  
The surprise The Daily Examinations**

Evaluation Methods

**The following Routes On Accreditation It will be**

**.And quarterly Monthly Tests •**

**...Interaction Attendance Interactivity Participations Evaluation •**

**Thinking Skills -C**

**I Thinking Skills Level And improve Development On Judgment For**

**...The following Formulas Adoption It will be ‘Students have**

**The collective Thinking •**

**. Motivation Orientation •**

**.And public And motivating Erotic Questions •**

And Public Skills - D

.( Personal Evolution Recruitment Portability Related Other Skills ) movable

**The Formulas Adoption It will be ‘The different Skills Development For  
.following**

**And its Organization Goals Between Interactive Hook up •**

**And Administrative Resolutions Take Operation functions**

**In it The influencer factors**

**In a Judgment It will be •**

**.That Application Student Capacity Range On Personal way**

<b>Evaluation Method</b>	<b>Method / Unity Name Education T Or Course on he subject</b>	<b>Lea Output Requi rning red</b>	<b>Wa tch es</b>	<b>T he w ee k</b>	
Interaction (Participation)	Casting - TheExa - mples	The meaning of management, the manager, their functions, the activities of the organization, management levels	Basic concepts Administrati in on	3	1
Interaction (Participation)	Casting -	Schools and theories of management	The development of administrative thought	3	2
Interaction (Participation)	Casting - Short - exam  Example - s	The meaning of the message, goals, planning, types and forms	The concept of operational planning	3	3
Interaction (Participation)	Casting -  Example - s	How to organize them, the obstacles of the planning function and how to treat them	Planning	3	4
Interaction (Participation)	Casting - Short - exam  - Example = s	The meaning of the decision- making process, its types and basic models of the decision- making process	Administrative decision- making process	3	5

Interaction & Participation	Casting - - Example - s	Steps of the decision-making process  The meaning of creativity and methods of developing organizational creativity	Administrative decision making	3	6
Interaction & Participation	Casting - - Example - s		The first Test	3	7
Interaction & Participation	Casting - - Example - s	The concept and methods of design, its importance and the factors influencing the design and its patterns	Job design	3	8
Interaction & Participation	Casting - - Example - s	Its concept, nature, chain of command and the nature of delegating authority	Val ) Authority ( idity	3	9
Interaction & Participation	Casting - Short exam Example - s	The concept of motivation, its nature, entrances and theories of motivation	Motivation	3	10
Interaction Participation Interaction	Casting - - Mathema - tical examples	The concept of job satisfaction  Job satisfaction, performance and positive effects of job satisfaction	Job satisfaction	3	11
: Required Readings					

<p>Interaction</p>	<p>Decision Books • Other •</p> <p>Special Requirements A</p> <p>Socialization Services They )</p> <p>Exa Sable On include Guests Lectures mple</p> <p>And And Career training ( The field studies</p>					
	<p>Interaction •Participation</p>	<p>Casting - A</p>	<p>Identify its concept, features and patterns</p>	<p>The second Test</p> <p>Driving career</p>	<p>3</p> <p>3</p>	<p>1 2</p> <p>1 3</p>
	<p>Participation Interaction</p>	<p>Example - s</p> <p>Casting Short exam</p> <p>Examples</p>	<p>The nature of participatory management, its pros and cons</p>	<p>Participating management</p>	<p>3</p>	<p>1 4</p>
	<p>Interaction •Participation</p>	<p>Casting - Example - s</p>	<p>Its concept, nature, control steps and how to improve the control function</p>	<p>Control function</p>	<p>3</p>	<p>1 5</p>

Admission .12

**An Administration Principles Student Mother  
d its functions**

Previous Requirements

**Student 25**

Students From Number Less

**Student 45**

Student From Number Bigger  
S

Infrastructure Structure .13

**Principles of  
business  
By / management  
Dr. Saad Ali Al-  
Anzi  
2016**

: Required Readings

- Decision Books •
- Other •

**Management  
By / principles  
Dr. Khalil  
Mohammed Al-  
2013 Shamma**

////////

SpecialA Requirements

//////////

They ) Socialization Services

And Guests Lectures Example Sable On include  
( The field And studies Career training



**Sample course description  
(Review of the academic program))  
Course description**

Ministry of higher education and scientific research / Anbar University / Faculty of administration and economics	educational institution .1 .1
Department of science / economics	scientific department / -2 .1 Center
<b>Economic Planning</b>	course name / code-3 .1
Class attendance	forms of attendance -4 .1 available
First semester 2020-2021	Class / year .5 .1
Two hours a week	the number of study hours -6 (total)
2020	the date of preparation of -7 this description
objectives of the course-to identify the concept of Economic Planning under different economic -8 systems	
B-identify the concept of Economic Planning and its role in achieving economic development	
C-What do we benefit from economic planning, and why does the state adopt the planning method	

<b>course outputs and methods of teaching, learning and evaluation-9</b>
<p>a-knowledge and understanding <b>Cognitive objectives</b></p> <p>definition of Economic Planning- ١</p> <p>the relationship of planning with other sciences-التخطيط</p> <p>the trampling of planning at the level of economic sectors and at the level of the national -٢ economy / theoretical study only</p> <p>study the types of plans-٤</p> <p>study of planning justifications-٥</p> <p style="padding-left: 40px;">studying the topic of productivity in general and worker productivity in -A- .1 particular with practical and mathematical applications</p>
<p><b>B-Marathi objectives of the course</b></p> <p>practical applications on micro-planning/ user - product model- ١</p> <p>practical applications on the topic of productivity-٢</p> <p>identify the types of economic plans-٣</p>



practical applications to the economic growth rate and the per capita income growth rate-ξ
<b>Teaching and learning methods</b>
<p>A-explain the vocabulary of the material theoretically and link it to reality so that the student can understand it</p> <p>B-the use of mathematical and statistical methods of analysis and the use of equations to address a particular economic problem</p> <p>C-conducting surprise tests to find out the student's understanding of the material</p> <p>D-activating the participation of students in explaining the material and asking scientific questions about it</p>
<b>Evaluation methods</b>
<p>A - participation of the student in the preparation and explanation of the material</p> <p>B-give external questions, such as theoretical or practical .</p> <p>C-assigning the student to sudden assignments and exams on a daily basis</p> <p>D-obliging the student to attend and give grades that vary by certain percentages according to the student's attendance</p>
<b>C-emotional and value goals</b>
<b>Teaching and learning methods</b>
<b>Evaluation methods</b>

DD

- A-linking the theoretical side of the subject with practical reality so that the student can understand the subject of Economic Planning from all aspects and dimensions.
- B-teaching the student how to think through discussion and mutual dialogue between the professor and the student .
- C-activating the role of meaningful scientific discussions in order to facilitate the understanding of the material and teach the student to understand the highest deaf memorization.

<b>course structure-10</b>					
<b>Evaluation method</b>	<b>Method of Education</b>	<b>Name of the unit / subject</b>	<b>Required learning outcomes</b>	<b>Watches</b>	<b>The week</b>
Practical and frequently asked questions so that we can evaluate the student	Students ' participation with the professor	<b>The conceptual framework of Economic Planning</b>			<b>1</b>
Practical and frequently asked questions so that we can evaluate the student	Students ' participation with the professor	<b>Justification of Economic Planning</b>			<b>2</b>
Practical and frequently asked questions so that we can evaluate the student	Students ' participation with the professor	<b>Types of Economic Planning</b>			<b>3</b>
Practical and frequently asked questions so that we can evaluate the student	Students ' participation with the professor	<b>Components and principles of planning</b>			<b>4</b>
Practical and frequently asked questions so that we can evaluate the student	Students ' participation with the professor	<b>Stages of the planning process</b>			<b>5</b>
Practical and frequently asked questions so that we can evaluate the student	Students ' participation with the professor	<b>General framework of the planning process</b>			<b>6</b>
Practical and frequently	Students ' participation	<b>Workforce planning</b>			<b>7</b>

asked questions so that we can evaluate the student	with the professor				
Practical and frequently asked questions so that we can evaluate the student	Students ' participation with the professor	<b>Partial and total productivity</b>			<b>8</b>
Practical and frequently asked questions so that we can evaluate the student	Students ' participation with the professor	<b>Technical methods of the economic planning process Commodity material balances</b>			<b>9</b>
Practical and frequently asked questions so that we can evaluate the student	Students ' participation with the professor	<b>Economic aggregate balances</b>			<b>10</b>
Practical and frequently asked questions so that we can evaluate the student	Students ' participation with the professor	<b>User Product Table</b>			<b>11</b>
Practical and frequently asked questions so that we can evaluate the student	Students ' participation with the professor	<b>User Product Table</b>			<b>12</b>
Practical and frequently asked questions so that we can evaluate the student	Students ' participation with the professor	<b>Harrod-Domar models</b>			<b>13</b>
Practical and frequently asked questions so that we can	Students ' participation with the professor	<b>Harrod-Domar models in a sporty style</b>			<b>14</b>

evaluate the student					
Practical and frequently asked questions so that we can evaluate the student	Students ' participation with the professor	<b>Price planning</b>			<b>15</b>

<b>infrastructure .11</b>	
books on economic planning, for example:-1 Jamal Dawood A-economic planning authored by: Dr. Tahir Fadel Hassoun, the House of Salman, D. Sc. wisdom,1989 B-Economic Planning, Dr. Mokhtar beloul, King Saud University, Faculty of Administrative Sciences, .Department of Economics, 2005 national development plans in Iraq for the years -2 2008-2010, 2013-2017 and 2018-2022. questions prepared by the professor about exercise-3 doctoral theses and master's theses related to the -4 subject of planning	<b>required prescribed books-1 .1</b>
	<b>main references(sources) .2</b>
	<b>A-books and references that he recommends (scientific journals, (reports,.....</b> .1
Everything related to planning, whether it is Arab or foreign	<b>B-electronic references, Internet .sites....</b>

<b>curriculum development plan: there is a quarterly plan for the -12 development of the curriculum of the planning material by adding some materials and reducing the materials that do not need to be clarified or merged with new topics</b>

## Sample course description

### Course description

<b>Anbar University / Faculty of management and economics</b>	<b>.1 .1 educational institution</b>
<b>Department of Economics</b>	<b>scientific -2 .1 department / Center</b>
<b>Financial economic policies</b>	<b>course -3 .1 name / code</b>
<b>Electronic</b>	<b>forms of -4 .1 attendance available</b>
<b>Second semester 202-2021</b>	<b>Class / .5 .1 year</b>
<b>hours 30</b>	<b>the number -6 .1 of study hours (total)</b>
<b>2020</b>	<b>the date of -7 .1 preparation of this description</b>
<b>objectives of the course-8 .1</b>	
<b>This course aims to expand students ' knowledge of what financial policies are and how to use them and study their impact on the national economy, as a</b>	

**complementary subject to the economics of public finance taught in the first semester.**

**course outputs and methods of teaching, learning and evaluation-9**

**A-knowledge and understanding**

**B-subject-specific skills**

**C-thinking skills**

**Teaching and learning methods**

**Evaluation methods**

**Daily tests, oral and written, as well as monthly written tests.**

the structure of the course for financial policies course II III economics/-10					
Evaluation method	Method of Education	Name of the unit / subject	Required learning outcomes	Watches	The week
<b>Tests and electronic attendance</b>	<b>Distance education</b>	Interventionist government and economic activity: the : <u>The first axis</u> concept of government intervention in economic activity:		2	1
		Interventionist government and economic activity: : <u>The second axis</u> government intervention in economic activity between acceptance and rejection:		2	2
		The concept of financial policies: the : <u>The first axis</u> concept of financial policy		2	3
		The concept of financial policies: : <u>The second axis</u> financial policy tools		2	4
		The intellectual development of financial policies		2	5

		<p>pre- :<u>The first axis</u>  classical financial  policy, (commercial and  natural).</p> <p>fiscal :<u>The second axis</u>  policy in the classical</p>			
		<p>The intellectual  development of  financial policies  :<u>The third axis</u>  Keynesian fiscal policy.</p>			2 6
		<p>Guidelines and  objectives of fiscal  policy  the :<u>The first axis</u>  guiding principles of  fiscal policy.</p>			2 7
		<p>Guidelines and  objectives of fiscal  policy  the :<u>The second axis</u>  objectives of fiscal  policy.</p>			2 8
		<p>The mechanism of  fiscal policy and its  effectiveness:  the :<u>The first axis</u>  mechanism of financial  policy</p>			2 9
		<p>The mechanism of  fiscal policy and its  effectiveness:</p>			2 10



		the : <u>The second axis</u> effectiveness of fiscal policy			
		General budget and financial balance the : <u>The first axis</u> concept of the general budget.		2	11
		General budget and financial balance the : <u>The second axis</u> concept of budget balance (financial balance).		2	12
		Interventionist government and fiscal policy in Iraq the roles : <u>The first axis</u> of the government of Iraq's intervention in economic activity.		2	13
		Interventionist government and fiscal policy in Iraq : <u>The second axis</u> general tunnel repair measures in Iraq.		2	14
		Interventionist government and fiscal policy in Iraq ways to : <u>The third axis</u> develop means of public revenues.		2	15

<b>infrastructure .11</b>	
<b>Imad Muhammad Dr. Financial policies, a. Ali Iraq press 2018</b>	<b>required prescribed -1 .1 books</b>
<b>Financial policies, a. Dr. Imad Muhammad Ali Iraq press 2018</b>	<b>main references(sources) .2</b>
	<b>A-books and .1 references that he recommends (scientific (journals, reports,.....</b>
	<b>B-electronic .1 .references, Internet sites....</b>

<b>curriculum development plan-12</b>

## Sample course description

**Review of the performance of higher education institutions  
((review of the academic program))**

**This course description provides a brief summary of the most important characteristics of the course and the learning outcomes expected from the student to achieve**  
**Demonstrate whether he has made the most of the available learning**  
**It should be linked to a description opportunities.**  
**The program.**

Faculty of management /Anbar University and economics	Educational institution.1 .1
Department of Economics	University .2 .1 Center/department
International Finance	code.3 .1
fourth stage/Preliminary studies	Programs in which he .4 .1 enters
Official duty	Available forms of .5 .1 attendance
2021-2020 –First semester	year/Semester.6 .1
hours30	Number of academic .7 .1 (total)hours
2020	Date of preparation of this .8 .1 description
<b>:Objectives of the course .9 .1</b>	
introducing students to the most important vocabulary of international -1 .1 finance and its sources the most important theories of international finance-2 .2	

learn about the importance of the transition of economic activity to the well-being of individuals -3 .1

getting to know international organizations-4 .1

benefiting from the experiences of different countries in exploiting international finance -5 .1

**Learning outcomes and methods of teaching, learning and evaluation .10 .1**

**: knowledge outputs-1 .1**

:by the end of this course, the student will be able to-1 .1

Knowledge of international finance topics

identifying the relationship of international finance to economic development-2

explains the characteristics of international finance-3 .2

4 .3

**scientific outputs-B**

:By the end of this course, the student will be able to

thinking with a scientific methodology in tracking the development of international finance -1 .1

determining the role of technology in international finance-2 .2

employing the scientific foundations for the adoption of economic policies -3 in the optimal exploitation of funding resources

**Teaching and learning methods**

Daily surprise and weekly continuous Tests -.

Guide students to some websites to benefit from them- •

Preparation of periodic reports of international finance- •

**Evaluation methods**

Participation in the classroom- •

Final and final exams and other classroom activities- •

**thinking skills-C**

acquire the skills of the ability to analyze events related to international finance -1 .1

acquire the skills of dealing with various forms and applications of international finance -2 .2

acquire the skills of macro and logical analysis of scientific and practical issues in international finance -3 .3

<b>Teaching and learning methods</b>
<ul style="list-style-type: none"> <li>Assign the student some activities and group duties- •</li> <li>Allocate a percentage of the grade for activities and tests- •</li> </ul>
<b>Evaluation methods</b>
<ul style="list-style-type: none"> <li>Active participation in the classroom evidence of the student's - •</li> <li>commitment to the subject of the lesson and his responsibility</li> <li>Weekly, monthly and quarterly tests- •</li> <li>Commitment to the specified time for lectures and submission of research - reports</li> </ul>
<b>other skills related to employability general and transferable-D (and personal development</b>
<ul style="list-style-type: none"> <li>working in groups in the analysis of growth theories associated with -1 .1</li> <li>international finance</li> <li>knowledge acquire leadership skills in making-2 .2</li> <li>acquire professional ethics by producing knowledge-3 .3</li> <li>learning and self-development of skills in finance topics-4 .4</li> </ul>

<b>Course vocabulary.</b> <sup>11</sup> .1					
<b>Evaluation method</b>	<b>Method of Education</b>	<b>Name of the course /module or subject</b>	<b>Required learning outcomes</b>	<b>Watches</b>	<b>The week</b>
General questions, discussion and Ani exam	Theory	Conceptual framework of the Finance article and its historical overview	Public entrance	2	The first
General questions and discussion	Theory	Sources-theories	Characteristics of international finance	2	The second

Questions, discussion and examination that I	Theory	Localism	Sources of funding	2	The third
Questions and general discussion	Theory	External	Sources of funding	2	The fourth
Monthly exam	Theory	Human –material-economic-political	Factors influencing financing	2	The fifth
General questions and discussion	Theory	Information technology revolution-biotechnology revolution-materials technology revolution	Information and Communication Technology	2	The sixth
General questions, discussion and examination	Theory	Pros of financing – cons of financing	Advantages of international finance	2	Seventh
General questions and discussion	Theory	Concept, theories and advantages	External debt	2	The eighth
General questions and discussion	Theory	The World Bank and others	International financial institutions	2	The ninth
Monthly exam	Theory	Theoretical framework and international examples	Capital flows;	2	The tenth
General questions and discussion of reality	Theory	Companies and financing methods	Financial markets	2	The eleventh

General questions, discussion and examination	Theory	Concept and advantages	Foreign direct investment	2	The twelfth
General questions and discussion	Theory	The concept and advantages of + distinguish between direct and indirect	Indirect foreign investment	2	The thirteenth
General Discussion and monthly exam	Theory	Lessons and experiences of some countries	Financing of economic development	2	The Fourteenth
			End of course exam	2	The fifteenth

Infrastructure.12 .1	
International Finance (Sarmad is a beautiful planet)	:Required readings Course books• • Other• •
There is no	Special requirements
	e.g. guest lectures, Social vocational training, field (studies

Admission.13 .1	
There are no	Previous requirements
10	The lowest number of students
80	The largest number of students

## Review of the performance of higher education institutions ((review of the academic program))

**This academic program description provides a brief summary of the most important characteristics of the program and the learning outcomes expected from the student to achieve, proving whether he It is accompanied has made the most of the available opportunities . by a description of each course within the program**

Faculty of management and economics	Educational institution .1 .1
Department of Economics	University department / Center .2 .1
<b>Public finance</b>	Name of the academic program .3 .1
Bachelor of Science in economics	Name of the final certificate .4 .1
Courses	School system .5
The study plan of the third stage	Accredited accreditation program .6 .1
Relevant laws and guidelines	Other external influences .7
9.2020 .1	Date of preparation of the description .8 .1
Objectives of the academic program .9 .1	



A-providing the student with various information about the concept of Public Finance	
B-the student's knowledge of the relationship between public finance and the rest of the sciences, including economics	
C-the student's awareness of the aspects of focus and excellence in public finance and its importance in practice	
D-the student's knowledge of the aspects of government expenditures in various forms and the sources of financing these expenses (revenues )	
E-familiarizing the student with the sources of revenue through which the state obtains funds	

Required learning outcomes and methods of teaching, learning and evaluation.10 .1

Knowledge and understanding: A. .1

**In order to complete the above course, it is hoped that after the end of the semester, the student will be able to clearly understand public finances and its importance in practice and know expenses and revenues in all their forms**

Subject-specific skills P.

**of In order to judge the development and improvement of the level ...the following formulas will be adopted 'financial information**

Teaching and learning methods

**be used: The following methods will.**

**Lectures, group discussions, interactive posts, surprise daily exams**

Evaluation methods

**The following methods will be relied on**

**.Monthly and quarterly tests- •**

**...Evaluate interactive posts, attendance and interaction**

. emotional and value goals-C

other skills related to employability )general and qualifying skills transferred-D  
.(and personal development

encouraging students to be creative and create a spirit of perseverance and -1  
selflessness through continuous encouragement of the need for joint and  
effective cooperation among them to achieve their academic requirements

gaining them knowledge of the importance of developing their capabilities -2 through self-education by accessing various knowledge  
 emphasizing the development of students ' self-talents such as sports and -3 .arts of all kinds in free time

Credit hours		Program structure.11 .1			
My work	Theory	Approved units	Course name or course	Course code or course code	Level / year
	2	2	<b>Public finance</b>		<b>Course 1 / Department of Economics</b>

Planning for personal development.12 .1

**Encouraging students to achieve the highest marks in the final stages of study at the College in order to be the first in order to achieve their future dreams of completing their studies in graduate studies and encouraging them to join commercial companies**

Admission criterion (student's graduation rate from Preparatory School).13 .1  
**choose, and if it is (student's desire)But it is preferable to take into account impossible to do so in choosing a college, but at least this is taken into account when choosing between departments because it is a very important thing on .which the entire student's future depends**

The most important sources of information about the program.14 .1

**Fundamentals of Public Finance / Dr. nouzad El-Hiti's thesis**

Mapping to the individual learning outcomes of the program being evaluated												
The program												
		Subject-specific skills				Knowledge and understanding			Basic Or optional	Course name	Course code	level / Year
C1	B4	B3	B2	B1	A4	A3	A2	A1				
/			/	/		/	/	/	Standard	Public finance		2022-2023

Course structure.1 .1					
Evaluation method	Method of Education	Name of the cours / module e or subject	Required learning outcomes	Watche s	The wee k
Participatio n, interaction	Diction ; - Examples -	Its concept, importance and relationship with other sciences	Basic concepts of Public Finance	2	1
Participatio n, interaction	Diction ; -	The development of the science of Public Finance and the criteria for distinguishing between private and public needs	The science of Public Finance and private and public needs	2	2
Participatio n, interaction	Diction ; - Short - exam ; Examples -	As a concept, its elements and rules of public spending	General expenses	2	3
Participatio n, interaction	Diction ; -	Types and divisions of public spending	Forms of public spending	2	4

Participation, interaction	Diction ; -	The size of overhead expenses Commissioning capacity and factors influencing it	The relationship of overhead and capac commissioning ity	2	5
Participation, interaction	Diction ; -	The concept of increasing public spending The divisions of increasing public spending	Increase public spending	2	6
			<b>The first Test</b>	2	7
Participation, interaction	Diction ; -	Economic effects of public expenditures	Effects of public spending	2	8
Participation, interaction	Diction ; - Short exam Examples -	Indirect economic effects of public spending Indicators for measuring the economic effects of public spending	The phenomenon of overhead	2	9
Participation, interaction	Diction ; - Examples -	As a concept, its types and considerations in the expansion of the industrial and commercial domain	General revenue	2	10
Participation, interaction	Diction ; - Examples -	How the concept and elements of the drawings and how the price of the drawing is determined and the difference between the drawing and the general price and its types	Fees	2	11
			<b>The second Test</b>	2	12
Participation, interaction	Diction ; - Examples -	As a concept and their characteristics	General price and royalty	2	13
Participation Interaction	Casting Short exam Examples	As a concept and components	Loans	2	14

Participation, interaction	Diction ; - Examples -	The concept and how the effect is achieved	The economic impact of loans	2	15
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**Review of the performance of higher education institutions  
((review of the academic program))**

**This academic program description provides a brief summary of the most important characteristics of the program and the learning outcomes expected from the student to achieve, proving whether he It is accompanied has made the most of the available opportunities . by a description of each course within the program**

Faculty of management and economics	Educational .1 .1 institution
Department of Economics	University .2 .1 department / Center
<b>Public finance</b>	Name of the .3 .1 academic program
Bachelor of Science in economics	Name of the .4 .1 final certificate
Courses	School system.5
The study plan of the third stage	Accredited .6 .1 accreditation program

Relevant laws and guidelines	Other external influences .7
2021/9/9.25 .1	Date of .8 .1 preparation of the description
Objectives of the academic program.9 .1	
A-providing the student with various information about the concept of Public Finance	
B-the student's knowledge of the relationship between public finance and the rest of the sciences, including economics	
C-the student's awareness of the aspects of focus and excellence in public finance and its importance in practice	
D-the student's knowledge of the aspects of government expenditures in various forms and the sources of financing these expenses (revenues )	
E-familiarizing the student with the sources of revenue through which the state obtains funds	

Required learning outcomes and methods of teaching, learning and evaluation.10 .1
<p>Knowledge and understanding: A. .1</p> <p><b>In order to complete the above course, it is hoped that after the end of the semester, the student will be able to clearly understand public finances and its importance in practice and know expenses and revenues in all their forms</b></p>
<p>Subject-specific skills P.</p> <p><b>In order to judge the development and improvement of the ...the following formulas will be adopted ·levelfinancial information</b></p>
<p>Teaching and learning methods</p> <p><b>:The following methods will.</b></p> <p><b>Lectures, group discussions, interactive posts, surprise daily exams</b></p>
<p>Evaluation methods</p> <p><b>The following methods will be relied on</b></p> <p><b>.Monthly and quarterly tests- •</b></p> <p><b>...Evaluate interactive posts, attendance and interaction</b></p>
<p>.emotional and value goals-C</p>

other skills related to employability ) general and qualifying skills transferred-D  
 .(and personal development

encouraging students to be creative and create a spirit of perseverance and -1  
 selflessness through continuous encouragement of the need for joint and  
 effective cooperation among them to achieve their academic requirements  
 gaining them knowledge of the importance of developing their capabilities -2  
 through self-education by accessing various knowledge

emphasizing the development of students ' self-talents such as sports and -3  
 .arts of all kinds in free time

Credit hours		Program structure.11 .1			
My work	Theory	Approved units	Course name or course	Course code or course code	Level / year
	2	2	<b>Public finance</b>		<b>Course 1 / Department of Economics</b>

Planning for personal development.12 .1

**Encouraging students to achieve the highest marks in the final stages of study at the College in order to be the first in order to achieve their future dreams of completing their studies in graduate studies and encouraging them to join commercial companies**

Admission criterion (student's graduation rate from Preparatory School).13 .1

**to choose, and if it ( the student's desire) But it is preferable to take into account is impossible to do so in choosing a college, but at least this is taken into account when choosing between departments because it is a very important thing on .which the student's entire future depends**

The most important sources of information about the program.14 .1

**Fundamentals of Public Finance / Dr. nouzad El-Hiti's thesis**

ng to the individual learning outcomes of the program being evaluated

e program

		Subject-specific skills				Knowledge and understanding			Basic Or optional	Course name	Course code	level / Year
C1	B4	B3	B2	B1	A4	A3	A2	A1				
/			/	/		/	/	/	Standard	Public finance		2022-2023

Course structure.1 .1

Evaluation method	Method of Education	Name of the cours/module e or subject	Required learning outcomes	Watche s	The wee k
Participatio n, interaction	Diction ; - Examples -	Its concept, importance and relationship with other sciences	Basic concepts of Public Finance	2	1
Participatio n, interaction	Diction ; -	The development of the science of Public Finance and the criteria for distinguishing between private and public needs	The science of Public Finance and private and public needs	2	2



Participation, interaction	Diction ; - Short - exam ; Examples -	As a concept, its elements and rules of public spending	General expenses	2	3
Participation, interaction	Diction ; -	Types and divisions of public spending	Forms of public spending	2	4
Participation, interaction	Diction ; -	The size of overhead expenses Commissioning capacity and factors influencing it	The relationship of overhead and capac commissioning ity	2	5
Participation, interaction	Diction ; -	The concept of increasing public spending The divisions of increasing public spending	Increase public spending	2	6
			<b>The first Test</b>	2	7
Participation, interaction	Diction ; -	Economic effects of public expenditures	Effects of public spending	2	8
Participation, interaction	Diction ; - Short exam Examples -	Indirect economic effects of public spending Indicators for measuring the economic effects of public spending	The phenomenon of overhead	2	9
Participation, interaction	Diction ; - Examples -	As a concept, its types and considerations in the expansion of the industrial and commercial domain	General revenue	2	10
Participation, interaction	Diction ; - Examples -	How the concept and elements of the drawings and how the price of the drawing is determined and the difference between the	Fees	2	11

		<b>drawing and the general price and its types</b>			
			<b>The second Test</b>	2	12
Participation, interaction	Diction ; - Examples -	As a concept and their characteristics	General price and royalty	2	13
Participation Interaction	Casting Short exam Examples	As a concept and components	Loans	2	14
Participation, interaction	Diction ; - Examples -	The concept and how the effect is achieved	The economic impact of loans	2	15

## Sample course description

**Review of the performance of higher education institutions  
((review of the academic program))**

**This course description provides a brief summary of the most important characteristics of the course and the learning outcomes expected from the student to achieve**  
**Demonstrate whether he has made the most of the available learning**  
**It should be linked to a description opportunities.**  
**The program.**

Faculty of management / Anbar University and economics	Educational institution.1 .1
Department of Economics	University .2 .1 Center / department
Development policy	code / Course name.3 .1
third stage/Preliminary studies	Programs in which he .4 .1 enters
Official duty	Available forms of .5 .1 attendance
2020-Second semester	year/Semester.6 .1
hours30	Number of academic .7 .1 (total)hours
2020/3/1	Date of preparation of this .8 .1 description
<b>:Objectives of the course .9 .1</b>	
introducing students to the most important vocabulary of economic -1 .1 development	
importance of development policies-2 .2	
learn about the importance of the transition of economic activity to the -3 .1 well-being of individuals	

identify development organizations-4 .1
benefiting from the experiences of different countries in exploiting -5 .1 development policies
<b>Learning outcomes and methods of teaching, learning and evaluation</b> .10 .1
<b>:knowledge outputs-1 .1</b> :end of this course, the student will be able to-1 .1 Knowledge of development policy topics of to identify the relationship of camouflage policy with the economy-2 .1 developing countries explains the characteristics of the development policy-3 .2 explains the implications of the development policy-4 .3
<b>scientific outputs-B</b> :By the end of this course, the student will be able to thinking with a scientific methodology in tracking the development of -1 .1 development policy determining the role of technology in development policy-2 .2 employing scientific foundations to adopt economic policies in the -3 .3 optimal exploitation of available natural resources
<b>Teaching and learning methods</b>
Daily surprise and weekly continuous Tests -. Guide students to some websites to benefit from them- • Preparation of periodic reports of the development policy- •
Evaluation methods
Participation in the classroom- • Final and final exams and other classroom activities- •
<b>thinking skills-C</b> acquire the skills of the ability to analyze events related to development -1 .1 policy acquire the skills of dealing with various forms and applications of -2 .2 development policy acquire the skills of holistic and logical analysis of scientific and practical -3 . issues in development policy

<b>Teaching and learning methods</b>
<ul style="list-style-type: none"> <li>Assign the student some activities and group duties- •</li> <li>Allocate a percentage of the grade for activities and tests- •</li> </ul>
<b>Evaluation methods</b>
<ul style="list-style-type: none"> <li>Active participation in the classroom evidence of the student's - •</li> <li>commitment to the subject of the lesson and his responsibility</li> <li>Weekly, monthly and quarterly tests- •</li> <li>Commitment to the specified time for lectures and submission of research - reports</li> </ul>
<b>other skills related to employability general and transferable-D (and personal development</b>
<ul style="list-style-type: none"> <li>working in groups in the analysis of growth theories related to -1 .1</li> <li>development policy</li> <li>knowledge acquire leadership skills in making-2 .2</li> <li>acquire professional ethics by producing knowledge-3 .3</li> <li>self-learning and self-development of skills in the subjects of development -4 policy</li> </ul>

<b>Course vocabulary.</b> <sup>11</sup> .1					
<b>Evaluation method</b>	<b>Method of Education</b>	<b>Name of the course / module or subject</b>	<b>Required learning outcomes</b>	<b>Watches</b>	<b>The week</b>
General questions, discussion and Ani exam	Theory	A conceptual framework for the article development policies and its historical overview	Public entrance	2	The first
General questions and discussion	Theory	Policies in general	Characteristics of economic policy	2	The second

Questions, discussion and examination that I	Theory	Concept and significance	Agricultural policy	2	The third
Questions and general discussion	Theory	Concept and significance	Industrial policy	2	The fourth
Monthly exam	Theory	Concept and significance	Trade policy	2	The fifth
General questions and discussion	Theory	Concept and significance	Fiscal policy	2	The sixth
General questions and discussion	Theory	Concept and significance	Distributive policy	2	Seventh
General questions and discussion	Theory	Internal, external	Financing development policies	2	The eighth
General questions and discussion	Theory	Natural resources, capital, technology,,,) )	Requirements of the development policy	2	The ninth
Monthly exam	Theory	The cognitive aspect and technology	Technical development of policies	2	The tenth
General questions and discussion of reality	Theory	Agricultural, industrial, tourist, service, tax ,,)	Development strategy	2	The eleventh
General questions, discussion and examination	Theory	Poverty reduction, income redistribution	The relationship of policies to growth	2	The twelfth

General questions and discussion	Theory	China's experience in exploiting agriculture and green Ireland	International experiences	2	The thirteenth
General discussion	Theory	The extent to which Iraq benefits from international experiences	The Iraq experience	2	The Fourteenth
			End of course exam	2	The fifteenth

Infrastructure.12 .1	
Miscellaneous books on development and macroeconomics	: Required readings Course books Other
There is no	Special requirements
	e.g. guest ) Social services lectures, vocational training, ( field studies

Admission.13 .1	
There are no	Previous requirements
10	The lowest number of students
80	The largest number of students

# Decision Model description

**Professor Dr. Ahmed Hussein al-Hiti**

**Review of the performance of educational  
Program )) The high institutions  
((Academic review**

**The Requirements Brevity This Decision Description Provides  
And Decision Properties most important  
Achievement Student From Expected Learning output**

**He Then About Our proof  
L Opportunities From Maximalism Advantage Achieve May was  
Among Connectivity From And it must .Available earning  
Description And between them**

**.The program**

Al-Anbar University	Educational Foundation .1
Economy Oath	The center / University Oath .2
Partial Economy Theory	Decision Symbol / Name .3



Economy	In it Enter Which Programs	.4
Live Presence	Available Attendance Forms	.5
/The first Chorus 2020_2019	The year / Dismissal	.6
Weekly Hours 3	(Total) Coursework Watches Number	.7
2019 / 9/ 15	Description This Preparation History	.8
Delving into the theory of .1 : Decision Goals .9		
. microeconomics		
. Creating new skills for students in this course .2		
Evaluation And learning Education Methods Learning Output .10		

And learning Education Methods

The  
E Events: From Realism Examples ◊ Students With Discussion Dialogue ◊ lecture  
. conomic

Evaluation Methods

In Daily Preparation ◊ The lecture Inside Their commitment ◊ Students Presence  
And The surprise The Daily Examinations To addition  
Tra Lectures Cast ◊ Work Workshops ◊ Seminars .Chorus During Monthly exams  
. Decision Topics In nslations

Thinking Skills -C

Solve And their claim The lecture During For students Orientation Questions  
As well ◊ As a duty Them Given by Which Questions To In addition it  
. Directness Questions During From Students And motivate Urge as

And learning Education Methods

## Evaluation Methods

- .1 And editorial Orality Examinations
- .2 Students With Discussion Dialogue
- .3 Exercises Solve In Students Participation
- .4 Student For each And a lecture Sumner Preparation

And Public Skills - D

( Personal Evolution Recruitment Portability Related Other Skills ) movable

## Decision Structure .11

Ev Method aluation	Ed Method ucation	Co / Unity Name The Or urse subject	Learnin Output Required g	Wat ches	The week
The Daily exam Monthly	Discussion Dialogue	Demand theory	Economy Theory Partial	3	The first
		Market demand theory	Economy Theory Partial	3	The second

		Theory of consumer demand	Economy Theory Partial	3	The third
		Consumer balance	Economy Theory Partial	3	The fourth
		Modern theories of consumer equilibrium	Economy Theory Partial	3	The fifth
		Production theory	Economy Theory Partial	3	The sixth
		Production rules	Economy Theory Partial	3	Seventh
		Production functions	Economy Theory Partial	3	The eighth
		Output balance	Economy Theory Partial	3	The ninth
		Production boxes	Economy Theory Partial	3	The tenth
		Theory of costs	Economy Theory Partial	3	The first
		Traditional theory	Economy Theory Partial	3	The second
		Geometric theory	Economy Theory Partial	3	The third

Theory of markets and corporate balance

Economy Theory  
Partial

3

The fourth Ten

General equilibrium theory and welfare economics

Economy Theory  
Partial

3

The fifth en

Infrastructure Structure .12

**K , A. .1  
Modern  
microeconomics**

**Sher , W. .2  
Microeconomics  
Theory**

: Required Readings

- Decision Books •
- Other •

SpecialA Requirements

They ) Socialization Services  
And Guests Lectures Example Sable On include  
( The field And studies Career training

	Admission .13
Partial Economy	Previous Requirements
	Students From Number Less
	Students From Number Bigger

**Sample course description  
(Review of the academic program))  
Course description**

Anbar University-Faculty of management and economics	educational institution1 .1
Department of Economics	scientific department / Center-2 .1
Oil economics	course name / code-3 .1
The fourth stage of my presence	forms of attendance available-4 .1
First course 2020	Class / years5 .1
2	number of study hours (total)-6 .1
2020	date of preparation of this -7 .1 description
objectives of the course-8 .1	
<b>Increase the experience and knowledge of students in the field of crude oil and its industry and its importance for the economy in general and the Iraqi economy in particular</b>	
<b>Introducing the student to the theories of crude oil formation and the most important stages of this industry</b>	
<b>Introducing the student to the most important characteristics of the oil industry</b>	
<b>Introducing the student to the most important determinants of crude oil consumption</b>	
<b>Introducing the student to the importance of crude oil as a major source of energy</b>	

course outputs and methods of teaching, learning and evaluation-9
<b>Cognitive goals</b> -economy Introducing the student to the stages that the-1

<p>clarification of concepts and terms related to the oil economy.-2  make the student interested in the scientific subject he is studying.-3  urging students to pay attention to the subject of oil economics.-4  instilling confidence in the same students and giving them the -5  opportunity to solve problems related to the oil economy and ways to  treat them.</p>
<p><b>B-the Marathi objectives of the course</b>  training students to apply what they have learned and apply it in -1  practice through field visits and research.  empowering students with the skills of analysis and scientific -2  interpretation.  developing the strength of the student's skill, conclusion and decision--3  making.</p>
<p>Teaching and learning methods</p>
<p>attraction.-1 .1  brainstorming..2  3-the lecture.</p>
<p><b>Evaluation methods</b></p>
<p>daily exams.-1  monthly exams.-2  final exams.-3  writing reports.-4</p>
<p><b>C-emotional and value goals</b>  observation, perception, analysis, interpretation and conclusion of -1  economic events.  enabling students to continuous self-development.-2  providing the student with information and linking the study to reality by -3  developing solutions to economic problems.</p>
<p><b>Teaching and learning methods</b></p>
<p>explanation, clarification and giving applied exercises through -1 .1  scientific lectures.</p>



theoretical, practical, daily, quarterly and final exams.-2 guide students to the websites.-3
<b>Evaluation methods</b>
daily exams.-1 .1 weekly exams.-2 monthly exams.-3 quarterly exams.-4 final exams.-5

DD

<b>course structure-10</b>					
Evaluation method	Method of Education	Name of the unit / or subject	Required learning outcomes	Watches	The week
Follow-up homework at least two questions	Theory	Introduction to the economics of oil and the nature of the oil industry	Getting to know the nature of the oil substance and its relationship with other sciences and theories of its formation	3	The first
Follow-up homework at least two questions	Theory	Economic analysis of the world oil market	Knowledge of the quantities offered and required for crude oil and its flexibility	3	The second
Follow-up homework at least two questions	Theory	Oil prices and factors influencing pricing	Know the most important factors affecting crude	3	The third

			oil pricing, oil trends and its future effects		
Follow-up homework at least two questions	Theory	Oil storage and its effects on the global oil market	Getting to know the extent of Khazen's influence on oil-producing countries and the international market	3	The fourth
Follow-up homework at least two questions	Theory	The nature of oil investments, their development and their effects on oil-producing countries	Knowledge of the development of investment in the oil industry historically	3	The fifth
Follow-up homework at least two questions	Theory	Oil industry post-production and use of gas	Knowledge of the subsequent processes of oil	3	The sixth
Follow-up homework at least two questions	Theory	Analysis of depleted resources, Hotlink and haronk theories	Knowledge of theories that have tried to explain and analyze depleted resources	3	Seventh
Follow-up homework at least two questions	Theory	Introduction to Energy Economics	He tries to focus on the possibility of rationalizing energy consumption	3	The eighth
Follow-up homework at least two questions	Theory	The different sources of energy and the evolution of their supply and demand	Identify current and future alternative energy resources for crude oil	3	The ninth
Follow-up homework at	Theory	Energy sources and the problem of	Identify the most important	3	The tenth

least two questions		environmental pollution	policies to restrict pollution and carbon tax		
Follow-up homework at least two questions	Theory	Energy security and energy policies	Getting to know the energy policies in Iraq	3	The eleventh
Follow-up homework at least two questions	Theory	The possibility of substitution between mature and renewable alternative sources	Identify alternative sources of oil and their impact on global crude oil prices	3	The twelfth
Follow-up homework at least two questions	Theory	Foreseeing the future of depleted sources	Foresight for renewable sources	3	The thirteenth
Follow-up homework at least two questions	Theory	Electric power	Identify the types and sources of electrical energy	3	The Fourteenth
Follow-up homework at least two questions	Theory	Review and examination		3	The fifteenth

<b>infrastructure .11</b>	
Ahmed Hussein al-Hiti Economics of oil / d.	required prescribed -1 books
Economics of the oil industry / d.Mahmoud Azhar Al-Samak Ahmed Jassim al-Yasiri Energy Economics \ d.	main references .2 (sources)
Nabil Jafar Abdulreza The economy of oil / d.	0 books and references that are recommended ( scientific journals, reports,.... )
<b>Access to the internet through the internet</b>	B-electronic references, Internet sites ....

<b>curriculum development plan-12</b>
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Urging the writing of research and reports in the subject of oil economics .-  
Urging students to visit the college library, the Central Library at the - •  
University of Baghdad and other universities.  
The adoption of modern technology in the search for documents and  
sources in the disclosure of scientific facts.

## **Decision Model description**

**Marwan Abdel Rasoul Hammoudi .M**

**Review of the performance of educational  
((Academic Program review)) The high institutions**

**The Requirements Brevity This Decision Description Provides  
And Decision Properties most important  
Achievement Student From Expected Learning output**

**He Then About Our proof  
L Opportunities From Maximalism Advantage Achieve May was  
Among Connectivity From And it must .Available earning  
Description And between them**

**.The program**

**Al- University  
Econom Management Faculty /Anbar  
y**

**Educational Foundation .1**

Economy Oath	The center / University Oath .2
Coins Economics	Decision Symbol / Name .3
The The stage / Primacy Studies second	In it Enter Which Programs .4
And official Electronic Permanence	Available Attendance Forms .5
2020– The first Academic Dismissal	The year / Dismissal .6
Watch 45	Tota) Coursework Watches Number .7 (1
2020 /10 /1	Descriptio This Preparation History .8 n

### Objectives of the academic program-9

Money and Providing the student with information mTNOAbout the concept -  
its development

The student's relationship withThe importance of money in the economy -B

On the The student's awareness of the aspects of focus and excellence -C  
development of money, its forms and importance in practice

Monetary systems Student knowledge -D

Introducing the student to the new forms of money -E

### Evaluation And learning Education Methods Learning Output-10

: Cognitive Output .1

He 'Above In Decision Lakmal Investigation  
I Capable Student Be That 'Academic Dismissal Finish After Hopefully is

**Its Coins Understood On Clear n particular  
Practical Reality In importance**

### **Scientific Output – B**

**:On Capable Student Be Decision This By the end**

**. Coins Forms Importance FJ Scientific Systematically Thinking .1  
Traditio Criticism Systems Knowledge In Scientific Grounds Employment .2  
And modern nal**

### **And learning Education Methods**

**Interactivity Participations ‘Collectivization Discussions ‘Lectures Cast .**

**Evaluation Methods**

**The following Routes On Accreditation It will be**

**.And quarterly Monthly Tests •  
...Interaction Attendance Interactivity Participations Evaluation •**

### **Thinking Skills -C**

**I Thinking Skills Level And improve Development On Judgment For**

**...The following Formulas Adoption It will be ‘Students have**

**The collective Thinking •**

**. Motivation Orientation •  
And public And motivating Erotic Questions •**

**And learning Education Methods**

**:The following Routes On Accreditation It will be**

**Exa ·Interactivity Participations ·Collectivization Discussions ·Lectures Cast  
Monthly minations**

**Evaluation Methods**

**The following Routes On Accreditation It will be**

**.And quarterly Monthly Tests •**

**...Interaction Attendance Interactivity Participations Evaluation**

**And Public Skills - D**

**Person Evolution Recruitment Portability Related Other Skills ) movable**

**.( al**

**-1.**

**Wonke Perseverance Spirit Creation Creativity On Students Encouragement**

**They The self r**

**Collaborations Necessity On Continuous Encouragement During From have**

**Their Achievement Among them As for And the actor Common**

**Coursework requirements**

**Their Development Importance Knowledge Earning them-2**

**The Educate During From capabilities**

**Acquaintances Different On Perusal self**

As a Students I have Subjectivity Talents Development On Confirmation-3  
 .The void Times In Types of All about And the arts sport

### Decision Vocabulary-11

<b>Eval Method uation</b>	<b>E Method ducation</b>	<b>Cour / Unity Name The subject Or se</b>	<b>Learni Output Required ng</b>	<b>Wat ches</b>	<b>The week</b>
Participation Interaction	Casting - Examples -	The definition of money has a narrow and broad meaning and its stages	Money starch	2	The first
Participation Interaction	Casting -	Features . Properties	Characteristics of money	2	The second
Participation Interaction	Casting - Short exam - Examples -	Functions . Concept	Classical functions of money	2	The third
Participation Interaction	Casting -	Types and divisions of public spending	Forms of public spending	2	The fourth
Participation Interaction	Casting -	As a store of value As a measure of forward payments	Derivative functions of money	2	The fifth
Participation Interaction	Casting -	Mineralogy. Commodity Creditworthiness.	Types of money	2	The sixth
			<b>The first Test</b>	2	Seven th



Participation Interaction	Casting -	Their meaning and types	Paper money	2	The eighth
Participation Interaction	Casting - Short exam	The concept of its types and the most important issuers	Electronic money	2	The ninth
Participation Interaction	Examples - Casting -	As a concept and its types	Types of monetary systems	2	The tenth
Participation Interaction	Examples - Casting -	As a concept and reasons for its appearance	Gold bullion system and gold exchange system	2	The T first en
Participation Interaction	Examples -		The second Test	2	The secon Ten d
Participation Interaction	Casting -	As a concept and its forms	Bimetallic system	2	The third Ten
Participation Interaction	Examples - Casting Short exam	As a concept of types	The economic concept of cash and liquidity supply	2	The fourth Ten
Participation Interaction	Examples Casting - Examples -	Concept, influencing factors and their types	Speed of money circulation	2	The T fifth en

Admission-13

There are no

Previous Requirements

20

Students From Number Less

## Infrastructure Structure-12

**Money and Banking** , Miranda Zaghoul .D  
2009 , banks

**C . Mandarin Ahmed Muhammad .D**  
2018 . And banks oins

There is no

Practical application in some  
companies and related departments  
. and graduation research projects

: Required Readings

Decision Books •

Other •

SpecialA Requirements

They ) Socialization Services  
G Lectures Example Sable On include  
And Career And training uests  
( The field studies

## Sample course description

**Review of the performance of higher education institutions  
((review of the academic program))**

**This course description provides a brief summary of the most important characteristics of the course and the learning outcomes expected from the student to achieve**  
**Demonstrate whether he has made the most of the available learning**  
**It should be linked to a description opportunities.**  
**The program.**

Faculty of management / Anbar University and economics	Educational institution.1 .1
Department of Economics	University .2 .1 Center / department
Mathematics for economists	code / Course name.3 .1
Preliminary / second phase studies	Programs in which he .4 .1 enters
My attendance / video lectures / theoretical and practical	Available forms of .5 .1 attendance
Second semester-2020	year / Semester.6 .1
hours 30	Number of academic .7 .1 (total) hours
2020\2\15	Date of preparation of this .8 .1 description
<b>: Objectives of the course .9 .1</b>	
introducing students to the most important vocabulary of the second course of -1 .1 mathematics for economists	
An Introduction to the theoretical aspect of optimization and its applications in -2 .2 and related concepts economics	

Overview of the topic of partial differential and multivariate functions-3 .1
identify restricted and unrestricted optimality-4 .1
addressing the topic of matrix algebra and its economic applications-5 .1

<b>Learning outcomes and methods of teaching, learning and evaluation</b> .10 .1
--

<p>knowledge and understanding-A  the student was introduced to the scientific concept of mathematics for economists and to the methods of Mathematical Economics and its applications of mathematical equations and functions and the main functions that work with this concept and the impact on its success and the progress of its economics in light of contemporary challenges and variables to .achieve efficiency and effectiveness  expanding the student's scientific knowledge when linking various cognitive information -2 and then applying it in his advanced research studies</p>
--

<p>Bsubjects specific skills  applications of optimization to economic reality-1  .identify the approaches that economic policy can follow in achieving economic balance-2  the effectiveness of mathematics in finding marginal concepts such as utility, revenue, -3  output and cost  identification of modern methods in mathematics in order to employ them for experiments 4  .of economic policies and ways to develop</p>
---

<b>Teaching and learning methods</b>
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<p>Daily surprise and weekly continuous Tests-  Guide students to some websites to benefit from them-  - Explain the vocabulary of the material in a theoretical and practical way while trying to link it with reality so that it can be understood by the student  Sometimes mathematical and statistical methods of analysis are used to address a -  .particular economic problem</p>
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<b>Evaluation methods</b>
---------------------------

<p>.participation of the student in the preparation and explanation of the material - 1  conducting discussions of External questions related to the article from reality as an -2  .attempt to link the theoretical side of the article with practical reality  .assigning students with practical questions and assignments for evaluation-3  obliging students to attend by giving grades to the attendance calculated by certain -4  .percentages within the evaluation of the student</p>
--

<b>thinking skills-C</b>
--------------------------

-1  
 i problem economic dimensions understand student so reality subject side theoretical linking  
 .it addressing ways identify

-2  
 .article subjects dialogue possible conducting discussing logically think how student teaching

-3  
 w mathematical economic proposed finding about class within discussion scientific activating  
 .thinking scientific correct understand to student encourage ay

**other skills related to employability general and transferable-D  
 .(and personal development**

acquire leadership skills in finding alternative solutions-1 .1  
 acquire professional ethics by producing knowledge-2 .2  
 self-learning and self-development of skills in the subjects of mathematical style-3 .3

<b>Course vocabulary.11 .1</b>					
<b>Evaluation method</b>	<b>Method of Education</b>	<b>Name of the course / module or subject</b>	<b>Required learning outcomes</b>	<b>Watches</b>	<b>The week</b>
General questions, discussion and Ani exam	Theory	Conceptual framework of economic mathematics - second course	Public entrance	2	The first
General questions and discussion	Theory	Local maximum and minimum values	Optimization and its applications in economics	2	The second
Questions, discussion and examination that I	Theory	Maximize revenue and reduce costs while maximizing profits	Determination of optimal conditions and their economic applications	2	The third
Questions and general discussion	Theory	Composition of the linear equation	Linear relations and functions	2	The fourth
Monthly exam	Theory	Multivariate functions	Partial differential	2	The fifth
General questions	Theory	The second partial derivative	Partial differential	2	The sixth

and discussion					
General questions, discussion and examination	Theory	Elasticity of demand, production and utility functions	Economic applications of partial differential	2	Seventh
General questions and discussion	Theory	Unrestricted homeopathy	Optimal modes of multivariate functions	2	The eighth
General questions and discussion	Theory	Constrained optimization and lacrange multiplier	Optimal modes of multivariate functions	2	The ninth
Monthly exam	Theory	Concepts and definitions	Matrix algebra and its economic applications	2	The tenth
General questions and discussion of reality	Theory	Types of matrices	Algebra of matrices	2	The eleventh
General questions, discussion and examination	Theory	Addition, subtraction and multiplication of matrices	Arithmetic operations of matrices	2	The twelfth
General questions and discussion	Theory	Properties of multiplication, addition and subtraction of matrices	Arithmetic operations of matrices	2	The thirteenth
General discussion	Theory	How to extract the determinant of multivariate equations	Determinants	2	The Fourteenth
General Discussion and monthly exam	Theory	Inverse Matrix	Kremer's formula in the treatment of economic models	2	The fifteenth

Infrastructure.12 .1	
Mathematics in economic and Commercial -1 .1 Sciences (a.Dr .Walid Ismail al-Seifu and Zakia Ahmed Meshaal ) Dr.	: Required readings Course books• • Other• •

There is no	Special requirements
	e.g. guest ) Social services lectures, vocational training, ( field studies

Admission.13 .1	
There are no	Previous requirements
20	The lowest number of students
85	The largest number of students

## Sample course description of the principles of Statistics - second course

This course description provides a brief summary of the most important characteristics of the course and the learning outcomes expected from the student to achieve, proving whether he has made the most of the available They must be linked to the description of the learning opportunities. program.

<b>Anbar University</b>	Educational institution.1 .1
Faculty of management and Economics- Department of Economics	University department / .2 Center
Principles of Statistics	Course name / code.3 .1
Class room	Programs in which he .4 .1 enters
My weekly attendance	Available forms of .5 .1 attendance
Courses	Semester / year.6 .1
hours 45	Number of academic .7 .1 hours (total)
2020	Date of preparation of this .8 .1 description

Course objectives.9 .1

**Work on enriching students with the most important information to create an information network that enables them to understand and understand the vocabulary of the principles of Statistics in a way that enables them to employ it in their daily lives and in the Iraqi economy in particular, as well as their knowledge on the role of Statistics in economic decision-making and time series analysis based on the basic pillars (return and risk).**

Learning outcomes and methods of teaching, learning and evaluation.10 .1

A-knowledge and understanding .1

Statistics and its principles. •



- The tools of statistical analysis. •
- The relationship of Statistics in other sciences. •
- Measures of central tendency. •
- The arithmetic mean in the classified data is •
- Specifies the arithmetic mean in the unclassified data. •
- The role of the intermediary in classified data •
- The role of the mediator in the unclassified data •
- It's the same. •
- The scattering metrics function •
- Is a simple linear correlation. •

### B-subject-specific skills

- acquiring methods of applying statistics** . The process •
- The of making statistical relationships between economic variables .
- The problem applying the methods of centralism. •
- The procedure measuring the degrees of simple linear correlation . •
- To the statistical and economic culture among the students of the •
- Department of Economics.

### Teaching and learning methods

- About lectures. •
- Let discussion. •
- Select solutions. •

### Evaluation methods

- The number of quarterly exams is 30 % . •
- daily exams and attendance are 10% . ‘Participation •
- The final exams score is 60% . •

### C-thinking skills

- the skills required to apply the principles of Statistics. Acquire •
- Positive social interaction. •

The formation of successful positive relationships through team spirit. •  
Commitment to the prevailing social values. •

### Teaching and learning methods

It's brainstorming. •  
Discussion and dialogue. •  
Do solutions. •

### Evaluation methods

Let discussion. •  
There sudden exams. •  
Make personal posts. •  
ω •

D-general and transferable skills (other skills related to employability and personal development ).

**the student's confidence in making appropriate To •  
decisions.**

The purpose Strengthening the student's scientific personality. •

The task call the creative side of the student. •

It includes ability to personal development and self-development. •

He maturation and crystallization of scientific ideas through his •  
ability to discuss those around him in his field of specialization.

To the potential of the student. •

Evaluation method	Method of Education	Name of the module / course or subject	Required learning outcomes	Watches	The week
First semester exam + second semester exam + daily exams + participation	Lecture	Methods of .1 .1 descriptive statistics	Iterative distributions	3	1
	Lecture	Arithmetic .1 .1 mean Classified .2 .2 data Unclassified .3 .3 data	Descriptive metrics in statistics	3	2
	Lecture	The .1 .1 mediator Classified .2 .2 data Unclassified .3 .3 data	The mediator	3	3
	Lecture	The Loom .1 classified data-2 unclassified - 3 data	Style	3	4
	Lecture	Iterative .1 .1 distributions	Ascending and descending iterative distributions	3	5
	Lecture	Standard .1 .1 deviation	Dispersion measures	3	6
	Lecture	Coefficient .1 .1 of variation	Dispersion measures	3	7
	Lecture	Torsion.1 .1	Torsion	3	8
	Lecture	Correlation.1 .1	Principles of linear correlation analysis	3	9
	Lecture	Linear .1 .1 correlation analysis	Principles of linear correlation analysis	3	10
	Lecture	Simple linear correlation analysis	Principles of linear correlation analysis	3	11

	Lecture	Some .1 .1 discrete probability distributions	Random variables and probability distributions	3	12
	Lecture	Some .1 .1 related probability distributions	Random variables and probability distributions	3	13

Infrastructure.12 .1	
<b>Introduction to statistics for students of financial and economic studies,</b>	Required readings : The texts are • Books of the course • Other features •
Conducting weekly , daily and monthly exams	Special requirements ( e.g. workshops, periodicals, software, websites )
<b>Attending specialized seminars with other professors, attending other seminars</b>	Social services (e.g. guest lectures, vocational training, field studies )
Admission.13 .1	
Within the prescribed curriculum	Previous requirements
80	The lowest number of students
170	The largest number of students

# Sample course description

**Review of the performance of educational  
((Academic Program review)) The high institutions**

**The Requirements Brevity This Decision Description Provides  
And Decision Properties most important  
Achievement Student From Expected Learning output**

**He Then About Our proof  
L Opportunities From Maximalism Advantage Achieve May was  
Among Connectivity From And it must .Available earning  
Description And between them**

**.The program**

Al- University Econom Management Faculty /Anbar y	Educational Foundation .1
Economy Oath	The center / University Oath .2
Knowledge Economics	Decision Symbol / Name .3

The stage / Primacy Studies third	In it Enter Which Programs .4
Official Permanence	Available Attendance Forms .5
The Academic Dismissal 2021-2020 – second	The year / Dismissal .6
Watch 30	Tota) Coursework Watches Number (1 .7
2020 /2 /20	Descriptio This Preparation History n .8
<b>: Decision Goals .9</b>	
Knowledge Economics Vocabulary BMost important Students Definition	.1
Knowledge Economy Theories Ahem	.2
The Activism Transmission Importance On Know	.3
Knowledge Production To Economist	
Knowledge Operations Components Statement	.4
The Countries Experiments From Advantage	.5
Cognitive For the economy Metamorphosis In different	
<b>Evaluation And learning Education Methods Learning Output</b>	<b>.10</b>

## **: Cognitive Output .1**

:That On Capable Student Be Decision This By the end .1

Knowledge Economy Topics: Familiarity

Economic Development Knowledge Economy Relationship On Standing .2

Knowledge Economy Properties He explains .3

Knowledge Economy Adoption On Consequences Relics He explains .4

## **Scientific Output – B**

:On Capable Student Be Decision This By the end

Knowl Economy Evolution Tracking In Scientific Systematically Thinking .1  
edge

Knowledge Economy In Information Technology Role Define .2

For Economic Politics Adoption Scientific Grounds Employment .3

Knowledge Economy transformation

## **And learning Education Methods**

Continuous And weekly The surprise The Daily Tests -.

Among To take advantage Electronic Locations Some To Students ارشاد •  
them

Knowledge Economy About The patrol Reports Preparation •

## **Evaluation Methods**

The lesson Hall In Participation •

Other Safiya Activities And final Quarterly Tests •

## Thinking Skills -C

- Kno Economy Associated Events Analysis On Capacity Skills Acquisition .1  
wledge
- Economy Applications Photos Different With Handling Skills Acquisition .2  
Knowledge
- The Scientific Issues And logical Total Analysis Skills Acquisition .3  
Knowledge Economy In process

## And learning Education Methods

- Duties and Activities With some Student Commissioning •  
Collectivization duties
- And tests Activities Degree From Ratio Specification •

## Evaluation Methods

- For a Student Commitment Proof The lesson Hall In Actors Participation •  
Responsibility And bear it The lesson topic
- And quarterly And monthly Weekly Tests •
- For The limiter In time Commitment •
- Research Reports Submission And lectures

## And Public Skills - D

**Person Evolution Recruitment Portability Related Other Skills ) movable  
( al**



Knowl Economy Associated Growth Theories Analysis In Groups In Work .1  
 edge  
 Knowledge Making In Leadership Skills Acquisition .2  
 Knowledge Pantag Professionalism Ethics Acquisition .3  
 Economy Topics In Subjectivity Skills Development Subjectivity Learning .4  
 Cognitive

**Decision Vocabulary .11**

<b>Evaluati Method on</b>	<b>Method Education</b>	<b>C / Unity Name The Or ourse subject</b>	<b>Learning Output Required</b>	<b>Wa tche s</b>	<b>The week</b>
General Questions And Discussion I am an exam	Theory	The concept of knowledge The – economy difference between the digital knowledge economy and the traditional Mech – economy anisms of transformation of the knowledge economy	Public entrance	2	The first
General Questions Discussion	Theory	Components of Kno – knowledge wledge and the human Transition – factor from commodity production to	Characteristics of knowledge	2	The seco nd

		knowledge production			
Discuss Questions And an ion I am exam	Theory	Manifestations of the knowledge Knowl – economy edge Kno – processes wledge and its types	Components of the knowledge economy	2	The third
Discuss Questions General ion	Theory	Technology gap trade Modern – model growth theory in the digital Rome – economy r's theorem	Theories of the knowledge economy	2	The fourth
Monthly Exam	Theory	Scandinavian Swede ) countries Malaysi – India ( n a	Experiments in the transformation of the knowledge economy	2	The fifth
General Questions Discussion	Theory	The information technology The – revolution biotechnology Mater – revolution ial technology revolution	Information and Communication Technology	2	The sixth
General Questions And Discussion I am an exam	Theory	Investing in human capital and traditional - capital	Human capital in the knowledge economy	2	Seventh
General Questions Discussion	Theory	Val ) Germany popark Chin – ( square Hefei ) a ) Jordan – ( city Al Hassan ( Science City	Technology Cities	2	The eighth

General Questions Discussion	Theory	Advantages of e-commerce The impact of e-commerce on employment	Electronic equipment	2	The ninth
Monthly Exam	Theory	Advantages of virtual money Disadvantages of virtual money The legal position of them	The Coins And electronic E In virtualization Knowledge economy	2	The tenth
General Questions Realit Discussion y	Theory	Litecoin – Bitcoin - Dinar coin –	Virtu Coins Types alization	2	The first Ten
General Questions And Discussion I am an exam	Theory	Stable Macroeconomics Fostering a – culture of Investing – innovation in human M – competencies modernization of education systems	Ways to reduce the digital divide	2	The second Ten
General Questions Discussion	Theory	The economic reasons for its decline in the Arab Social – countries Bureau - reasons Weak – cracy financial allocations	The reality of the knowledge economy in the Arab countries	2	The third Ten
Gener Discussion And an al Monthly exam	Theory	Encouraging cutting-edge Ado – technology pt appropriate	Treatments to reduce the Arab knowledge gap	2	The fourth

		<p>manufacturing Leverag – policies ing ground- breaking experiences in the knowledge economy</p>			<p>Te h n</p>
		<p>Infrastructure Structure .12</p>	<p>End of course exam</p>	<p>2</p>	<p>The fifth Ten</p>
<p>.1</p>			<p>: Required Readings</p> <ul style="list-style-type: none"> <li>Decision Books •</li> <li>Other •</li> </ul>		
<p>There is no</p>			<p>SpecialA Requirements</p>		
			<p>They ) Socialization Services And Guests Lectures Example Sable On include ( The field And studies Career training</p>		
		<p>Admission .13</p>			
	<p>There are no</p>				<p>Previous Requirements</p>
	<p>10</p>				<p>Students From Number Less</p>
	<p>50</p>				<p>Students From Number Bigger</p>