





وصف البرنامج الأكاديمي والمقرر الدراسي لقسم الاقتصاد كلية الإدارة والاقتصاد جامعة بابل

Description of Academic Frogram and Byllabus Department of economy, College of Clanagement and Leonomics Vniversity of Babylon

أعدادرنيس القسو أ. و. د. عبد الجاسو عباس الذالدي ملاجمين رينبم عامر عباس أ. 2025



# كلية الادارة والاقتصاد /قسم الاقتصاد وصف البرنامج الاكاديمي



University Name	University of Babylon
Faculty/Institute	Faculty of Administration and Economics
Scientific Department	Economy
Academic or Professional Program Name	Bachelor's degree in Economy
Certificate Name	Bachelor's degree in Economy
Academic System	Courses
Accredited program	Courses according to the Deans' Committee
Other external influences	1-Summer training in government institutions & 2-Fourth-grade students apply to become school teachers
<b>Description Preparation Date</b>	12/12/2024
Completion Date	12/3/2025

file Audited by Quality Assurance Department Manager

Mr. D. Kamel Shkair Al-Watifi

Department Liaison Member

- Asst. prof. Dr. Sukna Swadi Wad

- Zainab Amir Abbas

Scientific Associate Name:

Prof. Dr. Bashar Abbes ALHimyari

Head of Department Name:

Asst. Prof. Dr. Abduljasim Abbas Alkhalidy

Approval

Prof. Dr Zainab Abdul Razzaq

Dean of the College

#### 1. Program Vision

The vision of the Department of Economics is to provide a better understanding of the global and local economic issues facing our society now and in the future through teaching and scientific research

## 2. Program Mission

Bachelor's and graduate studies with a focus on the relationship between theory and practice, the use of practical research tasks, and the latest educational technologies while integrating teaching and learning experiences and intensive interaction between students and professors. Maintaining a friendly and supportive environment for all students while activating scientific research through the teaching and scientific research staff in economic research and research to contribute to the local community, serve society, and strengthen relations with government departments that benefit from their specializations by offering seminars and scientific lectures.

#### **Program Objectives**

- 1. Knowledge of the forces of micro- and macroeconomic analysis
- 2- Knowledge of developing the economic plans necessary to support economic development
- 3- Teaching students how to write economic research and articles
- 4. Assisting in predicting the movement of economic variables
- 5- Instilling human values in students
- 6- Helping economic decision makers to use resources optimally
- 7- Enabling students to use scientific research methods and techniques in economic studies
- 8- Enabling students to become familiar with the forces of macroeconomic policy
- 9- Enabling students to become familiar with direct and indirect monetary tools
- 10. Enabling students to become familiar with fiscal policy tools
- 11. Enabling students to become familiar with writing research in the field of micro- and macroeconomics

4- Program accreditation	
None	
5- Other external influences	
None	

6- Program structure				
Program structure	Number of courses	Units	Percentage	Notes
Institutional requirements	68/6	68/6	%9	
College requirements	68/2	68/2	%3	
Department requirements	68/58	68/58	%85	
Summer training	68/2	68/2	%3	
Other				
Total	68	68	%100	

## 7- Description of the academic program for the Department of Economics

Note: The first stage follows the Bologna process starting from 2024-2025

<sup>\*</sup> Notes may include whether the course is core or elective

# **Economics Department Curriculum**

Year / Level	NO. hours	Subject name/ course 2	Credit hourse	
			Theoretical	Practical
	ECB402	Microeconomic theory 1	3	
	ECB405	Economic statistics 1	2	
Second stage	ECB407	Economics of money 1	2	
First course	ECB406	History of economic facts 1	2	
(2024-2025)	ECB404	Mathematics for Economists 1	2	
	ECB403	National accounts 1	2	
	EBC416	Human resource management	2	
		Computer	2	1
		English language	2	
	Total of hours		20	

Year / Level	NO. hours	Subject name	Credit hourse	
			Theoretical	Practical
	ECB402	Microeconomic theory 2	3	
	ECB405	Economic statistics 2	2	
Second stage	ECB407	Banking economics 2	2	
second course	ECB406	History of economic thought 2	3	
(2024-2025)	ECB404	Mathematics for Economists 2	2	
	ECB403	National accounts 2	2	
	ECB019	Computer programming spss	2	1
	AR2202	Arabic language	2	
	MHESR2101	Baath Party crimes	2	
	Total of hours		21	

Year / Level	NO. hours	Subject name	Credit hourse	
			Theoretical	Practical
	ECB409	macroeconomic 1	3	
	ECB411	Mathematical Economic 1	3	
Third stage/	ECB12	Public Finance	3	
General	ECB413	International economics	2	
First course	ECB410	Industrial Economists	2	
(2024-2025)	ECB415	Agricultural Economics	2	
	ECB423	Environmental Economies	3	
	ECB414	Economic development	3	
	Total of hours		21	

Year / Level	NO. hours	Subject name	Credit hourse	
			Theoretical	Practical
	ECB409	Macroeconomic 2	3	
	ECB411	Mathematical Economic 2	3	
Third stage/	ECB12	Financial policies	2	
General	ECB413	International economics policies	2	
Second course	ECB410	Industrial Economic policies	2	
(2024-2025)	ECB415	Agricultural Economics policies	2	
	ECB420	Knowledge Economies	2	
	ECB414	Development policies and	2	
	ECD414	experiences		
	Total of hours		18	

Year / Level	NO. hours	Subject name	Credit hourse	
			Theoretical	Practical
	ECB409	Macroeconomic	3	
	ECB411	Mathematical Economic	3	
Third stage/	ECB414	Economic development	2	
Economic	ECB413	International economics	2	
Teachers	ECB415	Agricultural Economics	2	
First course	ECB410	Industrial Economists	2	
(2024-2025)	ECB12	Public finance	2	
		Educational guidance	2	
		Educational administration and	2	
		secondary education		
		English Language	2	
	Total of hours		22	

Year / Level	NO. hours	Subject name	Credit hourse	
			Theoretical	Practical
		Iraqi Economic	2	
	ECB412	Financial Policies	2	
Third stage/	ECB409	Applied macroeconomic	3	
Economic	ECB414	Economic development	2	
Teachers		Policies		
Second course		Educational foundations	2	
(2024-2025)	ECB413	International economic Policies	2	
	ECB420	Computer applications	2	
	ECB415	Agricultural Economic Policies	2	
	ECB410	Agricultural Economic Policies	2	
		Educational phsycology	2	
	Total of hours		21	

Year / Level	NO. hours	Subject name	Credit hourse	
			Theoretical	Practical
	ECB421	Theory of money	3	
	ECB419	Oil Economics	2	
Fourth stage/ General	ECB417	Economic feasibility studies	3	
First course	ECB416	Econometrics 1	3	
(2024-2025)	ECB422	Economic systems	3	
	ECB413	International finance	2	
	ECB420	Economic Planning	2	
	ECB418	Operation research 1	2	
	RPB009	Methods & ethics of scientific	2	
	Ki D009	research		
	Total of hours		22	

Year / Level	NO. hours	Subject name	Credit hourse	
			Theoretical	Practical
	ECB417	Evaluation of economic projects	3	
	ECB421	Monetary policies	3	
Fourth stage/	ECB419	Energy economics	2	
General	ECB416	Econometrics 2	3	
Second course	ECB419	Financial institutions	2	
(2024-2025)	ECB19	Economic applications on	2	
	ECD19	computer (ev)		
	ECB420	Economic planning methods	2	
	ECB418	Operation research 2	2	
	Total of hours		19	

Year / Level	NO. hours	Subject name	Credit hourse	
			Theoretical	Practical
	ECB421	Theory of money	3	
	ECB417	Economic feasibility studies	3	
Fourth stage/				
Economic	ECB416	Econometrics 1	2	
Teachers	ECB419	Oil Economics	2	
First course	ECB422	Economic systems 1	2	
(2024-2025)	ECB420	Economic Planning	2	
		Teaching methods	2	
		Mental health & guidance	2	
	RPB009	Methods & ethics of scientific	2	
	KF D009	research		
		English language	2	
		Observation	1	
	Total of hours		23	

Year / Level	NO. hours	Subject name	Credit h	ourse
			Theoretical	Practical
	ECB421	Monetary policies	3	
	ECB417	Evaluation of economic projects	2	
Fourth stage/	ECB416	Econometrics 2	2	
Economic	ECB419	Energy economics	2	
Teachers	ECB422	Economic systems 2	2	
Second course	ECB420	Economic planning methods	2	
(2024-2025)		Measurement & evaluation	2	
		Educational operation	3	
	ECB418	Operation research	2	
	ECB419	Economic applications on	2	
	ECD419	computer (ev)		
		Research project	2	
	Total of hours		24	

8- Expe	8- Expecting program learninig outcomes						
A- I	Knowledge	Learning otcomes					
A1	Using modern teaching methods as well as developing students ability to memorize, understand, analyze and apply information.						
A2	The student's ability to communicate orally and writing in an excellent and effectively as well as his ability to use communication technology, methmatical and statistical concepts.						
A3							

B- Sl	B- Skills					
B1	Skills dealing with others taking responsipility for self-learning and	Acquiring new				
	learning to work in groups.	skills and				
B2	Developing dtudents skills and abilities in using manual tools and devices	cognitive attitudes				
В3						

C- V	C- Values						
C1	Teaching students curiosity from a professional perspective and teaching them the meanings of human values, feelingsand appreciation for others	Acquiring new scientific and					
C2		practical values					
C3							

## 9- Teaching and learning strategies

- Brainstorming Strategy
- Modeling Learning Strategy
- Group Work or Cooperative Learning Strategy
- Discussion Strategy
- Project Strategy
- Problem-Solving or Problem-Based Learning Strategy
- Story Strategy
- Combining Different Strategies
- Lecture Meeting Strategy and Using the Discussion and Dialogue Method

## **10- evaluation methods**

- 1- (Thinking) is a modern evaluation tool that can be used to evaluate conceptual construction instead of using traditional tests. It is a means of arranging and organizing ideas and concepts, and also to clarify how students link the concepts they have learned. It also helps them develop new conceptual relationships...
- 2- Creative evaluation
- 3- Written reports and oral interviews
- 4- Achievement portfolios...
- 5 Practical evaluation...
- 6 Self-assessment

#### 11. Profitional development

#### Orientation of New Faculty Members

New faculty members are guided and developed through courses and workshops specific to their specializations, including their enrollment in teaching methods courses, introductory lectures on academic regulations, university policies, and evaluation systems, the development of scientific research skills, periodic evaluation of academic performance, and encouraging them to develop individual improvement plans based on evaluation results. This is in addition to creating a stimulating work environment across academic departments.

## Professional Development of Faculty Members

Faculty members' skills are developed through advanced workshops on modern teaching methods such as blended learning, e-learning, interactive learning, and project- or problem-based learning. They are also trained to use the latest teaching technologies, such as artificial intelligence tools and educational data analysis. This is in addition to developing scientific research and modernizing scientific disciplines by encouraging them to participate in international conferences and specialized seminars, and encouraging cooperation between old and new faculty members in supervising research projects

#### 12- Admission Criteria

According to the Ministry of Higher Education and Scientific Research's regulations regarding central admission regulations, there are two types.

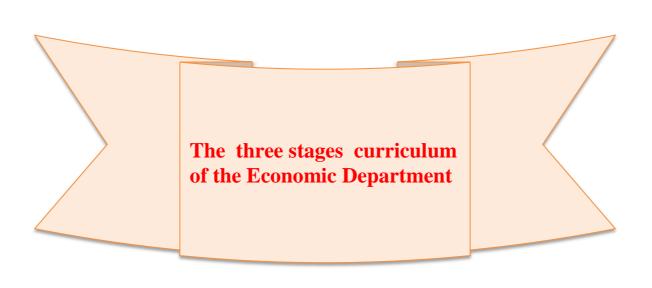
- 1 Central admission
- 2- Evening admission

## 13. Program Development Plan

	Program skills outlines														
	1		Require	ed pro	gram	learni	ng ou	tcome	es						
Year/Level	Course Code	Course name	Core(C) Or Elective		ı	owled		T		Skills			Valı		
		Microeconomic	Core	A1	A2	A3	A4	A5	B1	B2	В3	C1	C2	С3	C4
	ECB402	theory 1		/	/	/	/	/	/		/	/	/	/	/
	ECB405	Economic statistics 1	Core	,	,	/	,	,		/	,	/	/	/	,
Second stage First course (2024-2025)	ECB407	Economics of money 1	Core	/	/	/	/	/			/	/	/	/	/
(2024-2023)	ECB406	History of economic facts 1	Core	,	,		,	,	,	,	,	,	,	,	,
	ECB404	Mathematics for Economists 1	Core	/	/	,	/	/	/	/	/	/	/	/	/
	ECB403	National accounts	Core	,	,	,		,	,	/	,	,	/		,
	EBC416	Human resource management	Core	/	/	/	/	/	/	/	/	/	/	/	/
		Computer	Core	/	/	/	/	/	/	/	/	/		/	/
		English language	Core	/	/	/	/		/	/	/	/	/	/	/
	ECB402	Microeconomic theory 2	Core	/	/		/	/	/	/	/	/	/	/	/
	ECB405	Economic statistics 2	Core	/		/	/				/	/	/	/	/
Second stage	ECB407	Banking economics 2	Core	/	/	/	/	/	/	/		/	/	/	/
second course (2024-2025)	ECB406	History of economic thought 2	Core	/	/	/	/	/	/	/	/	/	/	/	/
	ECB404	Mathematics for Economists 2	Core	/	/	/	/	/	/			/	/	/	/
	ECB403	National accounts 2	Core	/	/	/	/	/	/			/	/	/	/
	ECB019	Computer programming spss	Core	/		/	/	/				/	/	/	/
	AR2202	Arabic language	Core	/		/	/	/	/	/	/	/	/		/
	MHESR2101	Baath Party crimes	Core	/		/	/	/	/	/	/	/	/	/	/
	ECB409	macroeconomic 1	Core	/	/	/		/	/	/	/	/	/	/	/
	ECB411	Mathematical Economic 1	Core	/	/	/		/	/	/	/	/	/	/	/
	ECB12	Public Finance	Core	/	/	/	/	/	/	/	/	/	/	/	/
Third stage/ General	ECB413	International economics	Core	/	/	/	/		/	/		/	/	/	/
First course (2024-2025)	ECB410	Industrial Economists	Core	/		/	/		/	/	/	/	/	/	/
	ECB415	Agricultural Economics	Core	/	/	/	/		/	/	/	/	/	/	/
	ECB423	Environmental Economies	Core	/	/		/	/	/	/	/	/	/	/	/
	ECB414	Economic development	Core	/		/	/				/	/	/	/	/
	ECB409	Macroeconomic 2	Core	/	/	/	/	/	/	/		/	/	/	/
	ECB411	Mathematical Economic 2	Core	/	/	/	/	/	/	/	/	/	/	/	/
	ECB12	Financial policies	Core	/	/	/	/	/	/			/	/	/	/
	ECB413	International economics policies	Core	/	/	/	/	/	/			/	/	/	/
Third stage/ General	ECB410	Industrial Economic policies	Core	/		/	/	/				/	/	/	/
Second course (2024-2025)	ECB415	Agricultural Economics policies	Core	/		/	/	/	/	/	/	/	/		/
	ECB420	Knowledge Economies	Core	/		/	/	/	/	/	/	/	/	/	/
	ECB414	Development policies and experiences	Core	/	/	/		/	/	/	/	/	/	/	/

Required program learning outcomes															
Year/Level	Course Code	Course name	Core(C) Or Elective	Knowledge			Skills			Val	ues				
		Macroeconomic		A1	A2	A3	A4	A5	<b>B1</b>	B2	B3	C1	C2	C3	C4
	ECB409	Mathematical	Core Core	/	/	/	/	/	/	/	/	/	/	/	/
	ECB411	Economic Economic		/	/	,	/	/	/	/	/	/	/	/	,
	ECB414	development International	Core	/	,	/	/	,	,	,	/	/	/	/	/
m: 1 / E	ECB413	economics	Core	/	/	/	/	/	/	/		/	/	/	/
Third stage/ Economic Teachers	ECB415	Agricultural Economics	Core	/	/	/	/	/	/	/	/	/	/	/	/
First course (2024-2025)	ECB410	Industrial Economists	Core	/	/	/	/	/	/			/	/	/	/
	ECB12	Public finance	Core	/	/	/	/	/	/			/	/	/	/
		Educational guidance	Core	/		/	/	/				/	/	/	/
		Educational administration and secondary education	Core	/		/	/	/	/	/	/	/	/		/
		English Language	Core	/		/	/	/	/	/	/	/	/	/	/
		Iraqi Economic	Core	/	/	/		/	/	/	/	/	/	/	/
	ECB412	Financial Policies	Core	/	/	/		/	/	/	/	/	/	/	/
	ECB409	Applied macroeconomic	Core	/	/	/	/	/	/	/	/	/	/	/	/
	ECB414	Economic development Policies	Core	/	/	/	/		/	/		/	/	/	/
Theird stage/ Economic Teachers		Educational foundations	Core	/		/	/		/	/	/	/	/	/	/
Second course (2024-2025)	ECB413	International economic Policies	Core	/	/	/	/		/	/	/	/	/	/	/
	ECB420	Computer applications	Core	/	/		/	/	/	/	/	/	/	/	/
	ECB415	Agricultural Economic Policies	Core	/		/	/				/	/	/	/	/
	ECB410	Agricultural Economic Policies	Core	/	/	/	/	/	/	/		/	/	/	/
		Educational phsycology	Core	/	/	/	/	/	/	/	/	/	/	/	/
	ECB421	Theory of money	Core	/	/	/	/	/	/			/	/	/	/
	ECB419	Oil Economics	Core	/	/	/	/	/	/			/	/	/	/
	ECB417	Economic feasibility studies	Core	/		/	/	/				/	/	/	/
Fourth stage/ General	ECB416	Econometrics 1	Core	/		/	/	/	/	/	/	/	/		/
First course (2024-2025)	ECB422	Economic systems	Core	/		/	/	/	/	/	/	/	/	/	/
(===: ====,	ECB413	International finance	Core	/	/	/		/	/	/	/	/	/	/	/
	ECB420	Economic Planning	Core	/	/	/		/	/	/	/	/	/	/	/
	ECB418	Operation research 1	Core	/	/	/	/	/	/	/	/	/	/	/	/
	RPB009	Methods & ethics of scientific research	Core	/	/	/	/		/	/		/	/	/	/
	ECB421	Theory of money	Core	/		/	/		/	/	/	/	/	/	/
	ECB417	Economic feasibility studies	Core	/	/	/	/		/	/	/	/	/	/	/
	ECB416	Econometrics 1	Core	/	/		/	/	/	/	/	/	/	/	/
Fourth stage/ Economic	ECB419	Oil Economics	Core	/		/	/				/	/	/	/	/
	ECB422	Economic systems 1	Core	/	/	/	/	/	/	/		/	/	/	/
Teachers First course	ECB420	Economic Planning	Core	/	/	/	/	/	/	/	/	/	/	/	/
(2024-2025)		Teaching methods	Core	/	/	/	/	/	/			/	/	/	/
		Mental health & guidance	Core	/	/	/	/	/	/			/	/	/	/
	RPB009	Methods & ethics of scientific	Core	/		/	/	/				/	/	/	/
		research English	Core	/		/	/	/	/	/	/	/	/		/
	I	language	I	1	L				<u> </u>		L	l		l l	

		Observation	Core	/		/	/	/	/	/	/	/	/	/	/
	ECB421	Monetary policies	Core	/	/	/		/	/	/	/	/	/	/	/
	ECB417	Evaluation of economic projects	Core	/	/	/		/	/	/	/	/	/	/	/
	ECB416	Econometrics 2	Core	/	/	/	/	/	/	/	/	/	/	/	/
	ECB419	Energy economics	Core	/	/	/	/		/	/		/	/	/	/
	ECB422	Economic systems 2	Core	/		/	/		/	/	/	/	/	/	/
Fourth stage/ Economic Teachers Second course	ECB420	Economic planning methods	Core	/	/	/	/		/	/	/	/	/	/	/
(2024-2025)		Measurement & evaluation	Core	/	/		/	/	/	/	/	/	/	/	/
		Educational operation	Core	/		/	/				/	/	/	/	/
	ECB418	Operation research	Core	/	/	/	/	/	/	/		/	/	/	/
	ECB419	Economic applications on computer (ev)	Core	/	/	/	/	/	/	/	/	/	/	/	/
		Research project	Core	/	/	/	/	/	/			/	/	/	/



## Name of the Rapporteur: Economic Statistics -1 ۸٤٠٥ decision code: -۲ 3- Semester/ year: The first and second academic course for the academic year : description the date of preparation of this - 5 Y · Y 5/Y · /Y Available forms of attendance: Compulsory attendance hours (\*\*)hours and by \*\* : (number of school hours (total)/ number of units (total - \* 7- the name of the course official (if more than one name is mentioned( bus.abd.aljasim@uobabylon.edu.iq Abduljasim Abbas Al-Khalidy 8. Objectives of the decision ntroduce the student to the concept of economic statistics and how - \ **Objectives of** use statistical methods in the study of economic phenomena and to the study material know and measure the relationship between these phenomena to determine the changes that occur in them as well as trends of variation non during so that the researcher can estimate the value of the phenome .the time period that can be predicted in the future enable the student to know the linear relationships between the - $^{\dagger}$ Teaching and learning strategies .9 Method of theoretical and practical lectures and solving exercises related to .\ rategySt Adoption of the style of discussion, dialog and daily activity . The topic 3 Thinking strategy according to the ability of the student.

Structure of the dec	ision .\				
Method of submission	Way of learning	Name of unit or subject	Required learning outcomes	Hours	The week
stsOral and written te	Lecture and discussion	The concept of economic statistics	Concept and importance	۲	First
Oral and written tests	Lecture and discussion	Functions of the specialist in	Concept and importance	۲	Second
Oral and written tests	Lecture and	Regression	Concept and	۲	Third
Oral and written tests	Lecture and discussion	Objectives of regression and	Concept and importance	۲	Fourth
Oral and written tests	Lecture and	The prediction	Concept and	۲	Fifth
Oral and written tests	Lecture and	r Simple linea	Concept and	۲	Sixth
Oral and written tests	Lecture and discussion	Estimate the parameters in	Concept and importance	۲	.VII
Examination	Examination	Examination	Examination	۲	.VIII
Oral and written tests	Lecture and	Downhill in a way	Concept and	۲	Ninth

٤ \_ استراتيجية العصف الذهني

		Matrices			
Oral and written tests	Lecture and	The relationship	Concept and	۲	Tenth
	iondiscuss	between the	importance		
Oral and written tests	Lecture and	Standard error of	Concept and	۲	Eleventh
Oral and written tests	Lecture and	Multiple linear	Concept and	۲	Twelfth
Oral and written tests	Lecture and	Correlation	Concept and	۲	Thirteenth
	discussion	coefficient	importance		
Oral and written tests	Lecture and	?Testing	Concept and	۲	Fourteenth
Examination	ure and Lect	Examination	Examination	۲	Fifteenth
Oral and written tests	Lecture and	Simple numbers	Concept and	۲	Sixteenth
Oral and written tests	Lecture and	Aggregate price	Concept and	۲	Seventeenth
	discussion	index	importance		
Oral and written tests	Lecture and	Espire's way of	Concept and	۲	hEighteent
Oral and written tests	Lecture and	Bash method for	Concept and	۲	XIX
Oral and written tests	Lecture and	fixing -A price	Concept and	۲	Twenty
Oral and written tests	Lecture and	Simple correlation	Concept and	۲	first-Twenty
	discussion	coefficient/ Pearson	importance		
Oral and written tests	Lecture and	Rank correlation	Concept and	۲	-Twenty
	discussion	for coefficient	importance		second
Examination	Examination	Examination	Examination	۲	third-Twenty
Oral and written tests	Lecture and	The Jenny factor	Concept and	۲	fourth-Twenty
Oral and written tests	Lecture and	Analysis of time	oncept and C	۲	fifth-Twenty
Oral and written tests	Lecture and	Methods of	Concept and	۲	sixth-Twenty
Oral and written tests	Lecture and	Measure the impact	Concept and	۲	-Twenty
	discussion	of seasonal changes	importance		seventh
Oral and written tests	Lecture and	Simple growth rate	Concept and	۲	eighth-Twenty
Oral and written tests	Lecture and	und growth Compo	Concept and	۲	ninth-Twenty
Examination	Examination	Examination	Examination	۲	Thirty

Evaluation of the decision .*					
y according to the tasks assigned to the student such as dai \ · · Distribution of the degree from					
.preparation, daily exams, noodle, monthly, editorial and	d reports. Etc				
3. Sources of learning and teaching					
	Required and prescribed books				
Abdul Hussein Zaini, Economic Statistics, Part I, -\ Abdul Hussein Zaini, Economic - \ \\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	(Main sources (sources				
Mathematical methods of Management and Economics,					
	Recommended books and supporting journals, reports references (scientific				
	Electronic references, Internet sites				

Model description of the decision
Name of course; Mathematics for economists - \
H£ 4 · 4 decision code: - 7
Y · YH-Y · Y the first semester/ year course for the academic year - T
4. Date of preparation of this description 2024/11/1
Forms of attendance: My presence
hours for the first course "number of academic hours) total (/ number of units) total (: - ٦

7- the name of the course official) if more than one name is mentioned(	
Name :- Dr. ruslan abdulzahra Safi	
8. Objectives of the decision	
* Give students an idea of the concept of general salaries and clarify their .relationship to economics	Objectives of the study material
* e fact that it includes The importance of mathematics is explained by th functions and equations that are used quantitatively in economics	
Explain the importance of mathematics to economists	
* Know the mathematical functions and equations in the model under  Teaching and learning strategies . 4	
ked to the practical reality so that the The theoretical side of the material is linguaged to the practical reality so that the The theoretical side of the material is linguaged to the dimensions of the economic problem and identify its acauses and possible methods of treatment. Feach the student how to think logically through discussion and possible dialog of activating the material the subject. Activating the scientific debate within the class on finding the proposed solutions to the problems of) unemployment and work wages (to encourage the student to understand and think scientifically correct.	Strategy

and interpreting economic phenomena
the structure of the decision \,\'.

Metho d of assessm	Way of learning	Name of unit or subject	Required learning outcomes	Hours	The week
Cuz	Lectures	Basic concepts use mathematics in economic analysis equations and types of mathematical models and economic models	Skills	*	First
Tests	Lectures	Matrices selectors economic applications of matrices and	They know	۲	Second

tions of dealing with general mathematicsKnowledge of the founda Knowledge of the most prominent mathematical methods in understanding

Questions	Lectures	Matrix substitution the algebraic operations of	They know	2	Third
And		the matrix	knowledge and		
t will	Lectures	Add and subtract the matrix, laws, and add and	They know	2	Fourth
Cuz	Lectures	The quantum harmful matrix is harmful to the adept and the laws are misleading the matrices	They know knowledge and	2	Fifth
[ will eat a	Lectures	e The accompanying matrix is inverse of th matrix	I know my analysis	2	Sixth
Questions And	Lectures	Determinants and their economic applications types of determinants	Cognitive skills	2	.VII
Tests	Lectures	Use of matrix in solving linear equations solving linear equations inverse methods of matrix method	Applied skills	2	.VIII
Cuz	Lectures	The Matrix Interchange Method	I know my analysis	2	Ninth
Questions And	Lectures	The Kauss method is Kramer	They understand knowledge and	2	Tenth

Questions And	Lectures	The use of matrix in solving mathematical models is a econometric model to solve	Knowledge and applied skills	2	eventhEl
Questions And	Lectures	ome level necrosis Simplified form of national inc (used produced) various exercises	Knowledge and analytical skills	2	Ghana is ten
Discussion	Lectures	Foundations and functions the concept of the term and the rules of its application are the t and the rootrelationship between the exponen	Knowledge and applied skills	2	Thirteenth
Cuz	Lectures	Linear function logarithmic function quadratic function cube function constant function exponential function	Knowledge and analytical skills	2	Fourteenth
Examinati on	Tests	test The end of the cycle		2	Fifth Ten

Evaluation of the decision . \ \								
ccording to the tasks assigned to the student such as daily preparation, \.\.The distribution of the grade of daily, oral, monthly, editorial and written examinations. Etc								
ing and teachingsources of learn \\								
	Recommended and required books)							
	(Methodology, if any							
Mathematics for economists: Sadeq to the stabbing, Adnan the virgins	(Main sources (sources							
	Recommended supporting books and references (scientific journals, reports)							

Scientific researcher

ic references, Internet sitesElectron

Model description of the decision
Name of course: Mathematics for economists -1
۲- رمز المقرر ٤٠٤ة ح£
۲۰۲۲-۲۰۶ Semester/ year second cycle for the academic year -۳
٤/١٠/٢٠٢٤ Date of preparation of this description .٤
E. Available forms of attendance: My attendance
hours Second Corus 🕆 :(number of hours of study (total)/ number of units (total -٦
7- the name of the course official (if more than one name is mentioned)
Name :- Dr. ruslan abdulzahra Safi
8. Objectives of the decision

* I salaries and clarify their Give students an idea of the concept of general relationship to economics  * The importance of mathematics is explained by the fact that it includes functions and equations that are used quantitatively in economics  * Explain the importance of mathematics to economists  9. Teaching and learning strategies	Dbjectives of the article Education
The theoretical side of the material is linked to the practical reality so that the student can understand the dimensions of the economic problem and identify its causes and of treatment possible methods.  Feach the student how to think logically through discussion and possible dialog of the subjects of the material.  Activating the scientific debate within the class on finding the proposed solutions to the wages (to encourage the student to understand problems of) unemployment and work and think scientifically correct  Knowledge of the foundations of dealing with general mathematics.  Knowledge of the most prominent mathematical methods in understanding and bridging economic phenomena  owledge of the bases of equations and functions in the economic modelKn	Strategy

-1 •	- 1 · nStructure of the decisio							
	Way of learning	Name of unit or subject	Required learning outcomes	Hours	The week			
Cuz	Lecture s	Differential and its economic applications derivatives and	Skills	۲	First			
Tests	Lecture s	alThe rules of total differenti	They know	۲	Second			

Only one	Lecture	Derivative of the compound	They know	۲	Third
question	S	function) chain leader) derivatives	knowledge and		
Open	Lecture	Partial derivatives first partial	They know	۲	Fourth
discussion	S	ivatives third and higher partial der	knowledge and		
		derivatives	skills		
Cuz	Lecture	Implicit functions are intersectional	They know	۲	Fifth
	s	partial derivatives	knowledge and		
Open	Lecture	Economic applications of partial	l know +	۲	Sixth
discussion	S	(lus (various exercisescalcu	analyze		
Only one	Lecture	Integration and its economic	Cognitive skills	۲	.VII
question	S	applications the concept of			
		integration undefined integration			
Tests	Lecture	ion The laws of undefined integrat	Applied skills	۲	.VIII
	S	are economic applications to			
Cuz	Lecture	Specific integration	I know +	4	Ninth
	S	Some characteristics of undefined	analyze		
Only one	Lecture	Written programming	They	۲	Tenth
question	S	The main objectives of formulating	understand		
		the mathematical model of linear	knowledge and		
		programming problems	analysis		
Only one	Lecture	The graphical method of solving	Knowledge and	۲	Eleventh
question	S	linear programming problems	applied skills		
Only one	Lecture	Samdlex Method for solving Linear	Knowledge and	4	IfthTwe
question	S	Programming problems) various	analytical skills		
Discussion	ureLect	Equilibrium Stability Model for	Knowledge and	۲	Thirteenth
	S	lag income-determining time	applied skills		
Cuz	Lecture	<b>Equations of difference with a fixed</b>	Knowledge and	۲	Fourteenth
	S	limit spider tissue model	analytical skills		
Thank you	Tests	The end of the cycle test		۲	Fifteenth

- 11 Evaluation of the decision					
according to the tasks assigned to the .daily preparation, daily exams, noodle,	student such as \( \cdot \cdot ribution of the grade from The dist monthly, editorial and reports Etc				
- 1 Y Sources of learning and teaching					
-	(any Required and prescribed books (methodology if				
Mathematics for economists: Sadeq to the stabbing, Adnan the virgins	(Main sources (sources				
	Recommended books and supporting references (rational journals, reports)				
Scientific researcher	Electronic references, Internet sites				

description of the decision Model

)Review of the performance of higher education institutions))Review of the academic program

Description of the Rapporteur

e and the This course description provides a required summary of the most important characteristics of the course expected learning outcomes of the course to be achieved, demonstrating whether it has made the most of the available learning opportunities. It should be linked to the description of the program

University of Babylon	\ Institution of learning
Faculty of Management and Economics	University/Center Department • 7
in the morning ·M ·	Name of Rapporteur of article . "
Money and banks	4 0 name/code of decision
Bachelor's degree	programs that are included . o
Compulsory	leforms of attendance availab • ٦
Courses	Chapter/year · V
for each course *.	.) total number of school hours • ^
Y.Y £	date of preparation of this • ٩
	description

#### objectives of the decision \.

- Provide a clear discussion and explanation of the concepts related to money and banks
- Provide the student with the necessary skills to enable him to analyze financial and banking statements
  - uced to the nature of monetary and financial policyThe student will be introd

knowledge and Understanding -Learning Outcomes and methods of Teaching, Learning and Evaluation a 11

- n about money and its characteristicsLear
- Identify the nature of the monetary system and monetary policy
- ) Learn about monetary rules ) View and money supply
- \* Know the speed of money
- B. relevant skills
  - Identify the cash multiplier and derivative deposits
  - We know the central bank budget
- Learn about the mechanism of work of commercial, Islamic and specialized banks methods of teaching and learning
  - The interactive lecture
  - Presentations
  - Bank applications and methods of evaluation
  - Weekly tests Editorial
    - Monthly written tests
    - C. Thinking skills

- Panel discussion
- Working papers

Cases of application

Methods of education And learning

	Structure of the first course/course **						
Method of assessment	Method of education	Name of unit/cours e or	Required learning outcomes	Hours	The week		
12 to 9	ctive The intera lecture	Money	Introduction to money in terms of origin,	۲	1		
12 of 7	Γhe interactive	Monev	Functions of money	۲	2		
12 to 9	The interactive	Money	The cash system	۲	3		
12 to 9	The interactive	Money	Monetary rules	۲	٤		
12 to 0	eractive The in	Money	Periodic flow of income	۲	Н		
12 to 9	The interactive	Money	strapped-And cash	۲	٦		
12 to 9	The interactive	Money	Value of money	۲	7		
12 to 9	The interactive	Money	Changes in prices and	۲	٨		
12 to 9	The interactive	Money	Price indices	۲	9		
12 to 9	The interactive	Money	Current and real cash	۲	١.		
12 to 9	The interactive	Money	The money supply and	۲	11		
12 to 9	The interactiv	Money	Factors affecting the	۲	١٢		
12 to 9	The interactive	Money	Speed of money and	۲	13		
12 to 9	The interactive	Money	The banking community	۲	١٤		
12 to 9	The interactive	Money	Cash deposits	۲	10		
12 to 9	The interactive	Money	Examination	۲	16		

Structure of decision/Corse Nani . \ "							
Method of assessment	Method of education	Name of unit/course or	Required learning outcomes	The carpet	The week		
12 to 9	The interactive	Banks	Commercial banks	۲	1		
12 to 9	The interactive lecture	Banks	ources of funds and S use of commercial	۲	*		
12 to 9	The interactive	Banks	Bank liquidity and	۲	3		
12 to 9	e The interactiv	Banks	The mechanism of	۲	£		
12 to 9	The interactive	Banks	Budget of commercial	۲	Н		
12 to 9	The interactive	Banks	Services provided by the	۲	۲		
12 to 9	The interactive	Banks	Services provided by the	۲	7		

12 to 9	The interactive	Banks	The central banks	2	٨
---------	-----------------	-------	-------------------	---	---

12 to 9	Interactive presence	Banks	Historical development	2	9
12 to 9	Interactive presence	Banks	Characteristics of	2	1.
12 to 9	ive presenceInteract	Banks	Functions	2	11
12 to 9	Interactive presence	Banks	Analyze the sources and uses of bank funds	2	١٢
12 to 9	Interactive presence	Banks	Islamic banks	2	١٣
12 to 9	Interactive presence	Banks	Specialized banks	2	1 £
12 to 9	Interactive presence	Banks	Specialized banks	2	10
12 to 9	Interactive presence	Banks	Examination	2	16

acceptance • \ 2			
Central acceptance	Central acceptance		
	The least number of students		
The largest number			
the infrastructure • ١ °			
<ul> <li></li></ul>		· · · · · · · · · · · · · · · · · · ·	
Workshops "	Workshops " Special requirements) include, inter alia, workshops periodicals, software and websites		
It does not exist	· · · · · · · · · · · · · · · · · · ·	nclude guest lectures, vocational raining and field studi	

((Review the performance of higher education institutions ((Academic Program Review

## **Description of the Rapporteur**

haracteristics of the This course description provides a required summary of the most important c course and the learning outcomes expected of the student to achieve, demonstrating whether he has made the most of the available learning opportunities. It should be linked to the description of .the program

University of Appel/ Faculty of Management and Economics	neducational institutio \
<b>Department of Economics</b>	University/Center Department · ۲
History of economic thought	Name/code of decision · "
Bachelor's degree	programs that are included • ٤

Weekly	available forms of attendance °
Y.YE/Y.YoChapter	Chapter/year • ٦
Three hours	(number of school hours (total • V
Y.Y £	Date of preparation of this description · ^

#### 9 objectives of the decision

This course aims to introduce the students of the first stage in Qom Economics the basic principles of the history of economic facts, to make the student familiar with the principles and they are

of terms and economic expressions necessary for students of economics the definition (1) the study of the history of economic thought through different ages (1)

the Great Economic ideas of the Slave (\*)the Great Economic ideas of the Stone age (\*) the Great Economic ideas of the (')c ideas of the feudal age period) the Great Economic feudal age In the Great Economic (')The Islamic era

Learning outputs and methods of learning, learning and evaluation \.

## A. knowledge and understanding

the - the student should learn what the science of economics and its omissions and definitions.; - ference between the history of economic facts and the history of economic student should know the difference throught

the -the student should know what the tools of historical analysis of economic thought are.A \_ FA .e different erasstudent should know what the most prominent of the economic systems of th

that the student should know the relationship between the vocabulary of economic history and . Ah the student should know the most prominent effects left by economic "the history of economic thought.A .facts on economic theory

#### t skillsB. relevan

linking - YB·Economic issues of all kinds, including those we are living in at the present time - YB differentiate between - YB .the history of economic facts and the history of economic thought .ic thoughteconomic events that have been reflected in econom

to reverse the theoretical concepts on the case of economic, market, monetary, financial, - <sup>£</sup>B .intellectual crises

## Teaching and learning methods

- /Lectures./ Presentation slides across the display/ case study and reinforcement of the Yegedio Questions and case discussion

#### Methods of evaluation

.Monthly exams .. Daily exams./ Conversations and discussions /

#### C. Thinking skills

highlight \_ TC .critical thinking/ question and answer \_ TC.Thinking/ Dialogue and discussions \_ TC material on the situation and try to find points of similarity and difference the theoretical

Methods of teaching and learning

– case study and video reinforcement –Lectures. Progressive slides across the display \* questions and case discussion

Methods of evaluation

.Monthly exams. Daily exams. C and discussions

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

.Definition .\

د٢\_ المقارة.

.Detailed explanation reflecting understanding  $\protect\operatorname{\texttt{TD}}$ 

.mplelife exa-use of a real. ٤

.the evolution of technology in the world is This

.11

3.6 (1.3 (2.4)	3.5	NI C	n	**		
Method of assessment	Metho	Name of	Required learning	Hours	The week	
	d of	unit/course	outcomes			
	educati	or subject				
cipation, attendance Part	Lecture	History of	The general	٣	History of economic	First
and tests		economic	objective is to		ideas	
Participation, attendance	Lecture	History of	ble the ena	3	History of economic	Ghanaian
and tests		ideas	student to		ideas	
ndance Participation, atte	Lecture	History of	understand and	3	The most	Third
and tests		economic	know the science		important	
		ideas	of economics, its		economic ideas of	
Participation, attendance	Lecture	History of	concepts and	3	The most	Fourth
and tests		ideas	definitions		important	
			The special		economic ideas in	
pation, attendance Partic	Lecture	History of	objective is to	3	The most	Fifth
and tests		economic	provide the		important	
	<b>T</b> 4	ideas		<b></b>	economic ideas in	G: 41
Participation, attendance	Lecture	History of	Definition of the	٣	The most	Sixth
and tests		economic	real and		important	
Participation, attendance	Lecture	ideas History of	theoretical	٣	economic ideas of The most	.VII
and tests	and fair	ideas	economy and	,	important	. V 11
and tests	presentati	lueas	their concepts		economic ideas in	
	-	II. 1 C	and	٣		XIII
Participation, attendance	Lecture	History of	characteristics of	,	The most	.VIII
and tests		ideas	each		important	
Participation, attendance	Lecture	History of	The link between	٣	The most	Ninth
and tests	Lecture	economic	the instruments		important	1 (1111411
and tests		ideas	of real economics		s of economic idea	
Participation, attendance	Lecture	History of	and theoretical	٣	The most	Tenth
and tests		ideas	economics		important	
			Linking between		economic ideas in	
Participation, attendance	Lecture	History of	the tools of real	٣	The most	Eleventh
and tests		economic	economy and		important	
		ideas	theoretical		conomic ideas of e	
Participation, attendance	Lecture	History of	economy to	٣	The most	The
and tests		ideas	identify the		important	Ghanaian
una tests		ideas	impact of the		economic	found
Participation, attendance	Lecture	History of	media when the	٣	The most	Thirteent
and tests	and fair	economic			important	h
	presentati	ideas	crisis occurs, its different forms		economic ideas of	
Participation, attendance	Lecture	History of		٣	The most	Fourth
and tests		ideas	and its impact on		important	Left
		10000	the form and size		economic ideas in	

Participation,	attendance	Lecture	History of	of the crisis	٣	The most	Fifteenth
and t	ests		economic	ook at economic		important	
			ideas	cases that have		economic ideas in	
				occurred at the		the era of	
				acal and regional		alobalization	

the infrastructure ۱۳			
A systematic book Sources from the library The Internet	:uired readingsReq		
.No	Special requirements), including, inter alia, ) workshops, periodicals, software and websites		
.No	guest lectures, vocational Social services) includes ) training and field studies		

Acceptance . \ \ \frac{1}{2}  Cen	. \ \ Central	
	Previous requirements	
	The least number of students	
	The largest number of students	

the Baath regime in Iraq Name of Rapporteur: Crimes of -\				
Decision symbol .*				
3- ١٠٢٤/٢٠٢ السنة / الفصل				
١/١ ٢٠٢٤/١ الوصف هذا اعداد تاريخ -4				
E. Available attendance forms are class/attendance				
*hours the number of units (total) \*onumber of school hours (total)/ - *\				
7- the name of the course official (if more than one name is mentioned)				
M. M. Salim Hussein Aliwi -Name of the teacher of the subject:				
8. Objectives of the decision				
o know and see a set of crimes committed by the defunct and defunct Baath Dijectives of the various components of its spectrum Party against the Iraqi people and from study material and to establish awareness for students and to reject all forms of injustice and demand all civil and political rights				
Teaching and learning strategies .٩				
Strategy res and use of method of discussion and dialogEfficiency of lectu				
- The study plan for the decision of the Baath Party crimes				

Method of submission	Way of learning	Name of unit or subject	Required learning outcomes	Hours	The week
Dral and written tests	Lecture and discussio n	Iraqi Criminal	o Introducing the student t the crimes of the Baath in accordance with the Iraqi Criminal Court Law	2	First
	Lecture and discussio		To distinguish between the concept of crimes and their sections and to	2	Second
Dral and written tests	Lecture and discussio	ries of crimes and Catego types of international crimes	Learn about international crime categories and types	2	Third
Oral and written tests	Lecture and iscussiod	Decisions issued by the Criminal Court against violations of the Baath Party	To identify crimes and decisions of the Criminal Court	2	Fourth
Dral and written tests	Lecture and discussio n	Psychological crimes mechanisms of psychological crimes	Identify psychological crimes and mechanisms of psychological crimes	2	Fifth
Oral and written tests	Lecture and discussio	Social crime is the attitude of rebirth to religion	To identify social crimes and what is the position of the Baath on religion	2	Sixth
				The first month exam	.VII
Oral and written tests		and environmental crimes of	Find out about the places of prisons and detention ify the initial and ident crimes of the system of	2	.VIII
Dral and written tests	Lecture and discussio	War pollution destroys cities and villages	Learn about war pollution and learn about the destruction of cities an	2	Ninth
d Oral an written tests	Lecture and discussio		To know the drying of the marshes and the dredging of the orchards	2	Tenth
	Lecture and discussio		Identification of mass graves and events of genocide graves	2	Eleventh
	Lecture and discussio	Presentation of Documents	To learn about the symbolic classification of extermination graves and	2	Twelfth
Dral and written tests	Lecture and discussio n	Presentation of documents for crimes of genocide and presentation of decisions of the Criminal Court	Identify the decisions of the Criminal Court and the charges against Saddam is associatesand h	2	Thirteent h
Oral and written tests	Lecture and discussio	Display of graphic ts of crimesdocumen	View and view photographic documents For crimes	2	Fourteen th
				Second month exam	Fifth Ten

Assessment of the decision -1				
according to the tasks assigned to the stude .oodle, monthly, editorial and reports. Etcpre	nt such as daily \Distribution of the degree from eparation, daily exams, n			
sources of learning and teaching \				
The crimes of the Baath regime in Iraq	Required and prescribed books (methodology			
	(Main sources (sources			
	Recommended books and supporting			
	(ic journals, reportsreferences (scientif			
	Electronic references, Internet sites			

	Model de	scription	of the decision				
\ Name	of Rapporteur: National acc	counts -1					
Name o	Name of the teacher: M. M. Mustafa Kamel Shakir - ۲						
	ion symbol						
، / السنة: 4							
	ه- تاريخ اعداد هذا الوصف						
	le forms of attendance: My						
			umber of units (total) 30 hours/	<u>30 ı</u>	units		
	ame of the course official (if						
<b>-:Name</b> :- M	ustafa Kamil Shkaeer -	:The email					
Objecti	ves of the decision .4						
- Dev	elop the student's abilities a	and enable	him to understand the	Db	ectives of		
	ninology of the material				study		
	encept of national accounts	Students u	nderstand t		aterial		
- Know	$\prime$ the mechanisms for calcul	ating natio	onal income				
- Know	the parties dealing in econo	omic instit	utions				
	the areas of their use and		them				
-1 •	Teaching and learning str	ategies					
-in each	lecture, there is a daily exam v	vith the cou	rse of the lecture that preceded it	-A	Strategy		
	udents the opportunity to ren	lace the us	ed terms with convincing and cle	ar			
-11	ure of the decisionStruct						
	Way of learning	Name of unit or	Required learning outcomes	H 0	The week		
Q with oral	xplain the lecture in a E	General	The concept of national accounts,		The first		
questions	smooth manner and ask	definitions	their establishment and use		week		
	questions	of national					
	Students must interact with						
Q with oral		Introducti	The concept of national accounts,	۲	Second		
questions	the accuracy of the smooth	on to	their establishment and use		week		
	and ask questions to students	national					
	to impose interaction with the	accounts					

Q with oral questions	•	cept of con GDP with	The concepts of GDP and national product are combined with the concept of production	۲	Third week
Q with oral questions	<b>Explain the lecture and study</b>		The concepts of GDP and national bined with the product are com concept of production	۲	The fourth week
Q with oral questions	Explain the lecture and be precise	The concept of gross	Concepts of total production and output	۲	The fifth eekw
	Ask questions to students to raction with the force inte lesson	Exercises	Gross, net product and extinction are a set of practices		
Q with oral questions	•	The concept of net output and	The concepts of gross production, gross output, net output and extinction are a set of concepts	۲	The sixth week
Q with oral questions	Explain the lecture and study the accuracy of the smooth and ask questions to students to impose interaction with the	The concept of utput o price a	The concepts of output, market price and output, the cost of the elements of production, are a set of our first exam	۲	The seventh week
Q with oral questions	Explain the lecture and discuss the accuracy of the smooth and ask the students questions to impose the	The	The concept of output is market is the cost of the price and output elements of production a set of	۲	The eighth week
	With the lesson	or the	Exercises		
Q with oral questions	Explain the lecture with a smooth accuracy and ask questions to students to impose interaction with the	National income a group + of	National income and per capita income are a set of exercises	۲	The ninth week
Q with oral questions	Explain the lecture and study the accuracy of the smooth and ask questions to students to impose interaction with the	Income per person set of + trades	National income and per capita income are a set of exercises	۲	The tenth week
Q with oral questions	Explain the lecture and study the accuracy of the smooth and ask questions to students to impose interaction with the	The final form of exercise	Final production and intermediate production a exercises	۲	The evenel th week
Q with oral questions	Explain the lecture and the accuracy of the smooth and ask questions to the students  To force interaction with the	te production	Final production and intermediate production a exercises	۲	The elfth tw week
	lesson				
Q with oral questions	Explain the lecture and a smooth method and ask questions to students to force essoninteraction with the l	Methods of calculating national	Calculating national income by added method a set of -value illustrative exercises	۲	The thirteenth week

Q with oral	Explain the lecture and study	Calculate	Calculating national income by	۲	The
questions	racy of the smooth the accu	national	added method a set of -value		Fourteenth
	and ask questions to students	income by	illustrative exercises		Week
	to impose interaction with the	-value			
Q with oral	<b>Explain the lecture and study</b>	Estimate	Estimate national income in a	۲	Fifteenth
questions	the accuracy of the smooth	ional nat	distributed manner (wages -quota		week
	and ask questions to students		a rent) with a set of exercises in		
	to impose interaction with the	_	the second exam		
	lesson	distributed			
		manner			
		wages a)			

- \ Y Evaluation of the decision

according to the tasks assigned to the student such  $\cdot \cdot \cdot$  The distribution of the grade from .as daily preparation, daily exams, noodle, monthly, editorial and reports ..... Etc

- (degrees ♥・)Written exams
- (degrees \.)Oral exams
- Duties assigned to students (E) degree
- (e ·)End of the course Level of commitment (e) degree

	( ) 8
-۱۳ Sources of learning and teaching	
National accounts) National accounts) National .accounts	Recommended and required books (methodology, if any)
Dr. Abdul Hussein Zaini, National Accounts (National ncome Statistics), University of Baghdad Press,	Primary sources (sources
food, Dr. Damhim Aziz and Ma'Mad. The taste o .national accounts	Recommended books and supporting ) references (scientific journals, reports
Central Bank of Iraq website.) United Nations	Electronic references. Internet sites

Model description of the decision					
Name of course: Microeconomics -1					
y strongName of the teacher: Dr. Mehdi Khalil is ver . ۲					
3. Decision symbol					
4. Chapter/year					
۲۰۲٤-۹-۱۰Date of preparation of this description					
Available forms of attendance .\					
7. Number of school hours (3)/ number of units (total)					
8- the name of the course official (if more than one name is ment	cioned(				
Name: Dr. Mehdi Khalil Khadid  \( \lambda - \circ \cdot \cdo	۰۰۰٦a, h٩ -:Email				
9. Objectives of the decision First: The student should learn about the behavior of one economic unit, nce of the second: To be able to understand and understand the bala establishment, third: To distinguish between different markets					
Study the economic activity of the project or establishment	Objectives of the study material				
Learning and learning	-1.				
Strategy Lecture, oral questions, motivation and excitement					

Structure	of the decis	ion .۱۱			
Method of assessment	Way of learning	Name of unit or subject	Required learning outcomes	Hours	The week
	Lecture	Study the economic	know They	٣	First
	Lecture	Comparison of microeconomics and	They know	٣	Second
	Lecture	Microeconomic	They know	٣	Third
	Lecture	Theory of demand	They know	٣	Fourth
	Lecture	pes of demandTy	They know	٣	Fifth
	Lecture	Testing	They know	٣	Sixth
	Lecture	Flexibility of price	They know	٣	.VII
	Lecture	The importance of	They know	٣	.VIII
	Lecture	Theory of consumer	They know	٣	Ninth
	Lecture	The total benefit	They know	٣	The tenth
	Lecture	Marginal utility	They know	٣	The eleventh week
	Lecture	Balance of the consumer	They know	٣	The twelfth week
	Lecture	Modern theory in the study of consumer	They know	٣	The thirteenth week
	Lecture	Analysis of both curves	They know	٣	The Fourteenth
	Lecture	Testing	They know	٣	Fifteenth week

		Consumer			Week	
	Lecture	yTheory of suppl	They know	٣	The seventeenth week	
	Lecture	Partial balance	They know	٣	The eighteenth week	
	Lecture	Theory of production	They know	٣	The nineteenth	
	Lecture	Testing	They know	٣	The twentieth	
	ectureL	Law of diminishing	They know	٣	first -Twenty	
	Lecture	Theory of costs	They know	٣	second -Twenty	
	Lecture	Total revenue	They know	٣	third -Twenty	
	Lecture	Markets	They know	٣	fourth -Twenty	
	Lecture	The competition	They know	٣	fifth -Twenty	
	Lecture	The monopoly market	They know	٣	sixth -Twenty	
	Lecture	The monopoly market of the few	They know	٣	seventh -Twenty week	
	Lecture	The welfare economy	They know	٣	eighth -Twenty	
	Lecture	Revision	They know	٣	ninth -Twenty	
	Lecture	Testing	They know		thirty week The	
assessr	ment of the de	cision ۱۲				
according to the tasks assigned to the student such as \cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot						
۰۰Test of th						
Sources	s of learning a	nd teaching .\"				
_			Required and p			
Okaili, Microeconomics, Library -Dr. Tarek Al -۱ (Main sources (sources ۲. · · and Documents House, Baghdad,						
		sion -Mr. Damhim Ahmed				
Publishing and Distribution Foundation, Alexandria, ) references (scientific journals, reports						
			Electronic ref	erences	, Internet sites	
				•		

They know

The sixteenth

week

Balance of the

consumer

Lecture

## Model description of the decision

((he performance of higher education institutions ((Academic Program ReviewReview t

## **Description of the Rapporteur**

This course description provides a required summary of the most important characteristics of the udent to achieve, demonstrating whether he course and the learning outcomes expected of the st or she has made the most of the available learning opportunities. It should be linked to the .description of the program

University of Babylon	\ Educational institution
y of Management and EconomicsFacult	University Department/Center .Y
<b>Economics of Human Resources</b>	Name/code of decision ."
Bachelor's degree	The programs in which it enters .5
Weekly	H . Forms of presence available
A chorus one	Chapter/year .7

hours per course *.	7. Number of school hours (total)							
Y • Y £/1 •/1 W	The date of the preparation of the .^							
Objectives of the decision . 4								
Give students an idea of the concept of human	resource management and the -							
of Explain the importance of human resources as the most important resource								
Explain the importance of human resource planning								
Knowledge of strategic human resource planning								
Know the benefits that organizations derive from the interest in planning, ob analysis and job recognize j – organizing and training human resources descriptions								
Identification of skills of recruitment and appointment, granting incentives and .  Knowledge of human resource training skills								

aluationLearning outcomes and methods of teaching, learning and ev . \.

- A. knowledge and understanding
- \_ Introduce the student to the concept and objectives of attention to human resources
- \_ Know the basics of dealing with human resources
- \_ incentives to human Knowledge of the most prominent methods of attracting and criteria for granting resources
  - Know the basics of adopting an effective training program
  - B. relevant skills
  - Knowledge of human resource management skills
  - Know and learn the skills of adopting effective training programs
  - skills Identify performance evaluation
  - \_ teaching and learning methods Learn about the skills of providing incentives with a return on

Give lectures with practical examples and experiences of countries and companies that have been interested in important results obtained by these countries and companies human resources while identifying the most

Methods of evaluation

Oral exams, questions, quizzes

## C. Thinking skills

- Blowing ideas
- School situations
- teaching and learning methods Discussion questions about

## Methods of evaluation

) General and transferable skills) other skills related to employability and personal development - D

- Quality skills
- Analytical skills
- Cognitive skills
- Applied skills
- Individual skills

## For the Rapporteur . \\

Method of assessment	Method of education	Name of unit/course or subject	Required learning soutcome	Hours	The week
Cuz	Lectures	The concept of human resource management	Skills	Two hours	First
Tests	Lectures	Human resource planning and steps	They know	Two hours	الثاثى
Only one	Lectures	Lengthening the work	I know Hart	Two	Third
will talk We	Lectures	Analysis of functions	They know	Two	Fourth
Cuz	Lectures	Attracting human	They know	Two	Fifth
We will talk	Lectures	Selection of human	I know my	Two	Sixth
Only one	Lectures	y hit jobsThe	Cognitive skills	Two	.VII
Tests	Lectures	Staff training and	Applied skills	Two	.VIII
Cuz	Lectures	Design of the training	I know my	Two	Ninth
Only one	Lectures	Motivation and	They understand	Two	Tenth
Only one	Lectures	Wage and salary	Knowledge and	Two	Eleventh
Only one	Lectures	msIncentive syste	Knowledge and	Two	Twelfth
Discussion	Lectures	Human resources information system	Knowledge and applied skills	Two hours	Thirteenth
Cuz	Lectures	Performance calendar	Knowledge and	Two	Fourteenth
Give it	Tests	The end of the cycle		Two	Fifteenth

# the infrastructure \Y

<ul> <li>Human Resource Management by</li> </ul>	
Dr. Ahmed Maher	:Required readings
<ul> <li>Administration Resources</li> </ul>	<b>≫</b> And the rotten ones
Humanityaila Damhim Dr. Suh	The Rapporteur wrote "
Abbas	<b>≫</b> Other
— Administration Resources	
	Special requirements) include accessible
	workshops, periodicals, software and websites
	)
	Social services) include accessible guest
	) lectures, vocational training and field studies

Acceptance . \ "				
Central acceptance	Previous requirements			
۳.	The least number of students			
٤٠	The largest number of students			

This course description provides a required summary of the Description of the Rapporteur t important characteristics of the course and the learning outcomes expected of the student mos to achieve, demonstrating whether he or she has made the most of the available learning .opportunities. It should be linked to the description of the program

University of Babylon	Foundation of Education \	
Department of Science, Department of Economics	2 . University Department/Center	
Computer applications	f decisionName/code o . T	
Bachelor's degree	4. The programs in which it enters	
Weekly	H . Forms of presence available	
/Actually	Chapter/chapter .7	
4 hours a week	7. Number of school hours (total)	
2024/ by Dr. Hammahem Saad student	this description Date of preparation of .^	
Objectives of the decision 9		

Objectives of the decision. \

The course generally aims to encourage business students to use the application software of ?·^\forall ?· to \*... homels and \*...

ate the program of roses, renew After studying the course, the student is able to know and oper the program components, know the contents and tasks of each component of the program, and deal with documents including the creation and storage of documents, lobes formats, .mages and shapescoordination of paragraphs, tables, insertion of i

Defines and runs presentation software, renews program components, defines the contents and tasks of each component of the program, and handles slides including creating and saving

Learning outputs and methods of teaching, learning and evaluation . \.

A. knowledge and understanding

dealing with - $^{\tau}$ defines the contents of each component of the atrophic.  $^{\tau}$ the system of roses A –  $^{\tau}$ A documents

the -7defines the contents of each component of the Vorama.A -defines the presentation system.ah - 4A the skills of the subject -creation of slides, including interpretations and movements B

and create articles, research, messages - Yenable the student to know the use of application software.B - \B .BLOGS

.create presentations in seminars and scientific conferences \_ TB

methods . . \the student acquires the skill of training on the International computer driving License exam - \( \xi \) B of teaching and learning

he student to write lobes) on the computer inside the laboratorytraining t - "homework - "Lectures - "Methods of evaluation"

Monthly tests .\ . writing chapters and presentations within the laboratory -\(^7\)

C. Thinking skills

Dialogue and discussion among students - \Brainstorming C .\C

hing and learning methods students work in groups and discuss among themselvesTeac

Methods of evaluation

Examine computer work and evaluate the student through the results

acquire - \all development (DGeneral and transferable skills) other skills related to employability and person -D .the skill of using applied software in departments, companies and state institutions

D. the student acquires the skill of training on the International computer driving License examination

<b>Structure of</b>	the decision •   \			
Method of	Method of education	Name of unit/course	Required learning outcomes	Hours o Asp
assessment	Method of education	or subject	Required learning outcomes	A.A

Application of	Lecture and practical application	Introduction to the system	i system \ · to \ \ · · ∨ In practice,	ź	١
=	Lecture and practical	The program	Identify the key elements of the	٤	۲
=	=	Processing of	is applied Word processing	٤	٣
=	=	Formatting of	<b>\Applies</b> text formats	٤	ŧ
=	=	· Text formats	<b>YApplies text formats</b>	٤	Н
=	=	Coordination of	Applies paragraph formatting	ŧ	٦
=	=	red and Numbe	Creates numeric and bulleted lists	ŧ	٧
=	=	Format the pages	<b>\Page format applies</b>	٤	٨
=	=	Format the pages	page format applies The	٤	٩
=	=	Tables	Creates tables	٤	١.
=	=	Table rows and	Coordinates rows and columns	ŧ	11
		=	tes the rows and Coordina Ycolumns of table	٤	١٢
=	=	fit table -Auto columns	Applies AutoFit table columns	٤	١٣
=	=	0761 apply 2010 ',01,	2007, 011, 63^0 run the application	£	1 £
		Slide Handling	Creates and defines slide types	٤	10
		Slide show	Shows the slides	٤	١
		Movements	Apply movements	٤	۲
=	=	The transition	Know the transition stages	٤	٣
=	=	Introduction to the system • ٦ ١ X ٦	system • ٦ \ x \ Definition of the	٤	٤
=	=	-Y · Y · The system is	or Y VDistinguish the system	٤	Н
=	=	The user interface bar and	Ah describes the user interface bar and the worksheet	ź	٦
=	=	Summer bar and status bar	Describes the summer bar and the status bar	٤	٧
=	=	Enter data for the	M uses data entry rules for the	£	٨
=	=	Insert rows and columns for the	Insert rows and columns for the worksheet	٤	٩
=	=	Delete rows and columns for the	Delete rows and columns for the worksheet	٤	١.
=	=	Row, column, and cell formats	Formats are rows, columns, and cells	ź	11
=	=	Mathematical	Applies formulas and	<u>4</u>	١٢
=	=	Addition functions and	Applies the addition, economic, and administrative functions	£	١٣
=	=	Conditional	ce officers understand themPoli	٤	١٤
=	=	Charts and graphs	Charts and graphs	٤	10

Acceptance . 17		
	Previous requirements	
	The least number of students	
	The biggest student	

	The infrastructure
Lectures and websites	:Required readings
Software	Other " Special requirements) include, inter alia, workshops, periodicals, software and ) websites
	) Social services) include guest lectures, vocational training and field studies

# Theird class

Decision/industrial economy

·	
Name of course: Industrial economy - \	
Decision symbol . <sup>۲</sup>	
٤ ٢ ٠ ٢ ٥ ٢ ٠ ١ السنة / الفصل - 3	
؛ ۲۰۲٤,۱۰,۹ الوصف هذا اعداد تاریخ -4	
Availability of attendance: Daily	
hours per week inits (total): number of hours (total)/ number of	f u -1
7- the name of the course official (if more than one name is men	tioned)
Zahraa Yaseen Harran	
8. Objectives of the decision	
Teaching methods constitute a significant component of the rriculum and their importance is reflected in the mutual cu influence between them and each of the other components of .the curriculum Industrial economics is a branch of economics that deals with the economic problems of enterprises and industries and their relationship with society as well as explaining the process of	Objectives of the study material

9. Teaching and learning strategies	
Lecture Strategy discussion Strategy Interactive Learning Strategy Cooperative Learning Strategy inductive Learning Strategy	Strategy
-1. Structure of the decision	

The way forward	Method of learning	Name of unit/cou rse or subject	Required learning outcomes	The officer .T	The week
Daily/monthly/ oral exams	Lecture/interactive discussion	Industri al econom v	The student should know an introduction. About the -its concept -industrial economy its interest -importance its	£	First
Daily/monthly/ oral exams	Lecture/interactive iondiscuss	Industri ıl		ź	Ghanai an

Daily/monthly/ oral exams	Lecture/interactiv e discussion	Industrial economy	The student should know the concepts related to the market and the structure of the market as well as explain what diversification, vertical integration and	٤	Third
Daily/monthly/ oral exams	interactiv/Lecture e discussion	Industrial economy	The student should know the industrial project/ the importance of the industrial project/ the objectives of the industrial project/ the administrative	٤	Fourth
Daily/monthly/ exams oral	Lecture/interactiv e discussion	Industrial economy	The student should know industrial production/ the concept of industrial	٤	Fifth
Daily/monthly/ oral exams	Lecture/interactiv e discussion	Industrial economy	The student should know the functions of industrial production/ classification	٤	Sixth
	Lecture/interactive discussion		The student should know the concept of industrial /production costs	٤	.VII
	Lecture/interactive discussion	Industrial economy	The student should know: The importance of studying and analyzing the cost function in the industry/	٤	.VIII
Daily/monthly/ oral exams	Lecture/interactiv e discussion	Industrial economy	The student should know the .determinants of industrial localization	٤	Ninth
Daily/monthly/ oral exams	Lecture/interactive discussion		The student should know the modern strategy of industrial settlement	٤	enthT
	Lecture/interactiv e discussion	[ndustrial	The student should know the industry in Iraq/ the reality of the industrial Iraq/ the development of the sector in	٤	Eleventh
Daily/monthly/ oral exams	Lecture/interactiv e discussion	Industrial economy	The student should know the method of teaching induction and measurement	٤	Twelfth
Daily/monthly/ oral exams	cture/interactivLe e discussion	ndustrial economy	Know the student. The nature of manufacturing and strategies followed in Iraq/ the characterization of industries in Iraq/ types of industry in	٤	Thirteenth
Daily/monthly/ oral exams	Lecture/interactiv e discussion	Industrial economy	The investment environment and the .principle of free work in Iraq	٤	Fourteenth
Daily/monthly/ oral exams	Lecture/interactiv e discussion	<b>Industrial</b>	/Types of Industrial costs contemporary Analysis of Industrial costs/ relationship of Product Balance to Production size, Revenue and costs/	٤	Fifteenth

# assessment of the decision \\

- Daily exams
- Monthly exams

wionting exams	
Sources of suffering and teaching .\\	
There is none	equired and prescribed books R
-The Industrial Economy of Dr. Medhat al	(Main sources (sources
There is none	Recommended books and supporting
	) references (scientific journals, reports
There is none	Internet sites ,Electronic references

((Review the performance of higher education institutions ((Academic Program Review

**Description of the Rapporteur** 

nportant characteristics This course description provides a required summary of the most in the course and the learning outcomes expected of the student to achieve, demonstrating whether he has made the most of the available learning opportunities. It must be linked to

victies he has made the most of the available learning op	porturnities. It mast be inned to
University of Appel/ Faculty of Management and Economics	nstitutioneducational i
Department of Economics	2 University Department/Center.
M. M. Norodin morning Mahdi	Name of the teacher . <sup>r</sup>
اقتصاد دولی / ۱۳ ۲ ۴۸€ + سیاسات اقتصادیة دولیة	. اسم / رمز المقرر 4
A short time	The programs in which it enters
Mandatory	Forms of attendance available .7
For the first chorus and suffered for the dramatic year Y.YH-Y.Y £	الفصل / السنة .7
۳۰ ساعة / عدد الوحدات ۲	(chool hours (totalNumber of s .^
2,24	Date of preparation of this . 9 description

# Objectives of the decision . \.

The course aims to develop the capabilities of the student in relation to the national or international, and knowledge of the international economy, whether the great role of foreign trade policies applied by countries to achieve several objectives such as achieving monetary balance of the balance of heaters, well as achieving development, economic growth and stability of the country, as .strategic objectives related to the despair of the economic environment

:The objectives of the decision can be summarized as follows

\* Provide a thorough briefing to students on all matters related to international .ntil the present timeeconomics since its inception u

Α

Teaching and learning strategies . \\

.Brainstorming Education Strategy . Ing the Cooperative concept Education Strategy Planni . I

3. Education strategy, observations series.

	method				
		subject	learning		
T			outcomes		
Participation and	Lecture	of The concept		2	First
attendance		International			
Participation, attendance	Lecture	The capitalist System:		۲	Second
and tests		Patterns and			
	_	the -characteristics	-		
-	ecture and	The concept of		2	Third
attendance		international trade, the			
Participation, attendance	onpresentat Lecture	evolution of Theories of Foreign	-	۲	Fourth
and tests	Dectare	Trade in Trade			1 0 4.2 4.2
Participation and	Lecture	Foreign trade theories	-	2	Fifth
attendance		in the Classics			
Participation, attendance and tests	Lecture	Theories of Foreign de in NeoclassicalTra		2	Sixth
and uses		ac in reociassical I l'a		J.	
		Examination		۲	.VII
Participation, attendance	Lecture	Theories of modern	-	۲	.VIII
and tests		commerce			
Participation and	Lecture	International Trade		2	Ninth
attendance		Theory and developing			
Dauticination attendance	Lecture	countries: The poverty	_	۲	Tenth
Participation, attendance and tests	Lecture	Competitiveness and its types		1	1 entil
and tests		types			
Participation and	Lecture	Factors and indicators	-	۲	One was
attendance		of competitiveness			found
Dauticin etian ettendance	Lastana	Tuonafou of alamanta of	_	۲	The
Participation, attendance and tests	Lecture	Transfer of elements of production		1	second
		intornationally	_		found
<u> </u>	ecture and	Reasons for the		۲	Third
attendance	video	nternational transfer of			found
Participation, attendance		The economic effects of		۲	The
and tests		international capital			fourth
		Howe	_	۲	The fifth
		Examination			was found
n and Participatio	Lecture	Concept		۲	Elsa was
attendance		Foreign trade policies			found
		and objectives			
Participation and	Lecture	Principles of foreign		2	The
attendance		trade policies			seventh was found
Participation, attendance	Lecture	GATT Convention and		2	Eighth
and tests		its objectives			was found
Participation and	Lecture	rld Trade The Wo		2	Ninth was
attendance		<b>\YOrganization</b>			found

Participation, attendance and tests	Lecture	Frade policy nstruments and their	2	Twenty
Participation and attendance	Lecture	Customs duties on exports	2	-Twenty first
		Examination	2	The
Participation, attendance and tests	Lecture and video	tariff instruments -Non of trade policy	2	-Twenty third
ion and Participat attendance	Lecture	Balance of payments concept and importance	2	-Twenty fourth
Participation and attendance	Lecture	Causes of the imbalance of payments and ways	2	-Twenty fifth
Participation and attendance	Lecture	Exchange rates	2	-Twenty sixth
Participation, attendance and tests	Lecture	e International exchang markets	2	-Twenty seventh
Participation and attendance	Lecture	Development of the international monetary	2	-Twenty eighth
Participation and attendance	Lecture	Regular Yriton Woods	2	-Twenty ninth
		Examination	2	Thirty

البغية التحتية 12				
he —A book from the library library	:Required readings			
.No	Special requirements) include for example workshops, periodicals, software and websites			
.No	example guest lectures, vocational training and Social services ) include for ) field studies			

Acceptance . \\"	Central
revious requirements	
	The least number of students
	The largest number of students

Course description form (annual teaching plan form) (schedule (first lesson Weekly

(benediate (thist tesson weekly	
M.A. Hussein Hassan	Name of the
	teacher
011.000§@1966 at 88D1J8A8	mail-E
Department of Economics -Galle stage -Agricultural economy	Name of the
The first chorus	Decision of
ntroduce the student to the concept of agricultural economics and agriculture and its	Objectives of the
characteristics and the importance of agriculture and its role in the prostitution of the	article
Discuss economic topics at the level of agricultural economy, including the	The basic details
characteristics of agriculture and proposed programs for the introduction of	For the article
chnological knowledge in agriculture and the role of the agricultural sector in the te	
	Systematic books
Najafi-Dahri Dr. Salem Tawfiq Al-Dr. Abdul Wahab Matar Al	
Attabi, including the International Network for Internet Communications-Raad Idan al	<b>External sources</b>
	Distribution of
Lecture, discussion, oral and written examinations, research and use of modern means	ng Teachi
Video lectures and working papers are approved	Additional

(Weekly lesson schedule (first cup

Behavioral goals	Theoretical material	ryHisto	Exc
			ept
			He
			beg
The concept of agricultural economics		The first week	)
	he orelation to the general economy		
1 0 1	problems of its dimensions *emergence of		
	•Agriculture and its characteristics	Second week	۲
enumerates its characteristics and the			
	ent in the twentieth century its developm		
n which the ·century Drawing a schema	characteristics its types agricultural systems		
technique and Know the concepts o	Technology and Technology in Agriculture	Third week	٣
echnology in agriculture shows the stages	ts relationship between concepts its development o		
of its development explains the relationship	on the its impact o science and technology		
between science and technology explain its	gricultural economy and its role in the		
A list of proposed programs for the		e fourth weekTh	٤
ntroduction of technological knowledge			
en the best and the best distinguishes between	· ·		
of those programs expressing an opinion on	11		
	The first month exam	The fifth week	H
Explains the importance of agricultural	The importance of agricultural activity and	The sixth week	٦
activity and its role in building the	its role in building the economic structure		
foundations of the Enumerating th	he application of the theory He established	The seventh week	٧
application of the theory in the agricultural	n the agricultural sector, the relationship		
ector, differentiating between production	of reproduction to natural resources, the		
llustrates the nature forces oand resources	nfluence of natural forces on production,		
draws a chart showing the oon production	he division of economic resources, the		
odivision of economic resources	balance between population and resources		

Discusses the relationship between sted in agricultureNature, capital inve population and natural resources, the		
,	Ctunid wools	٨
The concept of agricultural costs, is known Agricultural costs the concept of	Stupid week	^
is the number of cost types and their gricultural costs, types of costs and their		
classification agricultural cost analysis lltural cost analysis classification agric		
Explains the concept of agricultural income,   Agricultural income	The ninth week	٩
shows methods of income estimation, mportance of agricultural prices when The		
tance of agricultural explains the impostimating income, agricultural price		
prices when estimating income, identifies problems when estimating income, criteria		
ion The economics of agricultural produc The economics of agricultural production	The tenth week	١.
lefines its concept, enumerates the factors s the concept, factors, function of		
of the function of agricultural production, agricultural production, the variable states		
nth examThe Ghana mo	The eleventh week	11
Concept, factors, function of agricultural substitution and substitution between the	The tenth week	1 7
production, agricultural production in Iraq, actors of agricultural production in Iraq,		
ests and their agricultural products, for gricultural products, forests and their		
product, animal production, fish products, animal production, fish		
production, the reasons for the decline in production, the reasons for the decline in		
agricultural production, proposals and n, proposals and agricultural producti		
The definition of its concept, shows the Land economics concept, land functions		١٣
number of land functions and uses, shows and uses, land types in Iraq, land	week	
the types of land in Iraq, explains the haracteristics, agricultural ownership,	,,,con	
characteristics of the land, agricultural estrictions on property rights,		
ownership, draws the outline of the varieties levelopment of life and ownership of		
al land, explains the tax of of agricultur agricultural land in Iraq I think it's		
igricultural land in Iraq, the land tax and turalagricul		
ts extinguishment, the agricultural land tax in Iraq, land tax and extinguishment,		
mong the importance of the rents of ogricultural land tax, irrigation of		
agricultural lands, explains the social rent agricultural land, marginal use of the		
The concept of the labor force shows the Iral sector Labor force in the agricult	The Fourteenth	1 £
reserve of the labor force discusses forces concept, labor force, outside the labor force,	Week	
outside economic activity that characterize outside the labor force, outside the		
he stages of the organization of agricultural conomic downturn, economically active		
work bopulation, rate of economic activity, labor		
orce in the agricultural sector, agricultural		
he labor worker, relationship between		
orce in the economic sector and other		
ectors, labor force development, its		
the wage rules in agriculture, ShowsWage rules in agriculture, rights of	The fifteenth week	١٥
clarifies the rights of the agricultural cultural worker, regulation of agricultural		
worker, discusses the agricultural labor gricultural labor relations for farmers and		
relations of farmers and farmers, shows the armers, rights of farming and farming,		
rights of agriculture and practice, assesses tandards of agricultural labor, agricultural		

## Model description of the decision

Name of course: Applied macroeconomics -1

Sharifi-the name of the teacher: Dr. Shaima Abdul Hadi Hussein Al -Y

- 3- Symbol of decision
- 4- Y.Yo-Y.Y Er/year Chapte

Date of preparation of this description .º

Forms of attendance granted .7

- 7- the number of school hours (total)/ the number of units (total) 3 hours/ 15 units
- d) Dr. the name of the official of the course (if more than one name is mentione -^\
  -Dr. Shaima Abdul Hadi Hussein Al -Shrighi Name: -Shaima Abdul Hadi Hussein Al Shrighi

God 5.5<sup>3</sup>; 33.3@0-3-007alahh.; 9-:Email

# Description of the Rapporteur

This course description provides a summary of the most important ourse and the learning outcomes expected of the characteristics of the c student to achieve, demonstrating whether he has made the most of the available learning opportunities, and should be linked to the description of the program

t and Economics/ Faculty of Managemen	Educational institution .\			
Department of Economics	Scientific Department/ -*			
Applied macroeconomics	3- Name/code of the			
lectures + attendance-Weekly e	Available forms of .:			
۲.۲H-۲.۲٤First,	Chapter/year .º			
units \^Three hours	Number of school .\(\frac{1}{2}\)			
7. Date of preparation of this description				
Objectives of the decision .^				
activity and the role of its economic variables -Teach the student to analyze macro in creating imbalances and then how to address them to achieve macroeconomic				

9. The outputs of the course and the methods of teaching, pain and evaluation

### A. knowledge and understanding

Knowledge and understanding of the student of macroeconomic developments and the .h the national economy to the macro balance and economic stability attempt to reac

#### B. relevant skills

being of the people is -The importance of macroeconomic balance and therefore the well .paramount

#### C. Thinking skills

structural imbalances in -address macro depth reflection on how to-The student has an in .the economy

Teaching and learning methods

reaching and learning methods	
Methods of evaluation	Re -lyi
1Daily summer activities	ng
.mesterQuarterly examinations, with at least two tests per se . 73. Daily rapid test system.	on
System:	he

Choices and concepts whose objectives  The difference between macroeconomics and  The model, the circular flow of broad and narrow income, the  Equilibrium equations are various mathematical  National income accounts  traditional model of the Δο balance  Disruption, crisis and overall balance  the simple Keynesian is V model  sumption function in total Con balance, marginal tendencies  Investment and the investment function in total  Determinants of retention, the principle of acceleration and  The public sector, the overall balance and tax multiplier  Mathematical examples of total balance  Evaluation of the simple total odelbalance m  The contemporary aggregate demand and aggregate supply  Its derivation and characteristics of the curve  Money, money demand and balance in the money market  Its shape derived, its	y of /iding	Method of learning	Name of unit or subject	Required learning	Hours	The week
and concepts whose objectives The difference between macroeconomics and The model, the circular flow of broad and narrow income, the Equilibrium equations are various mathematical National income accounts  traditional model of the ٨٥ balance Disruption, crisis and overall balance the simple Keynesian is V model sumption function in total Con balance, marginal tendencies Investment and the investment function in total Determinants of retention, the principle of acceleration and The public sector, the overall balance, and the flat and Public sector, overall balance and tax multiplier Mathematical examples of total balance Evaluation of the simple total odelbalance m The contemporary aggregate demand and aggregate supply  Its derivation and characteristics of the curve Money, money demand and balance in the money market	- learning		Macroeconomic economic			
The difference between macroeconomics and The model, the circular flow of broad and narrow income, the Equilibrium equations are various mathematical  National income accounts  traditional model of the Ao balance  Disruption, crisis and overall balance  the simple Keynesian is V model  sumption function in total Con balance, marginal tendencies  Investment and the investment function in total  Determinants of retention, the principle of acceleration and The public sector, the overall balance, and the flat and  Public sector, overall balance and tax multiplier  Mathematical examples of total balance  Evaluation of the simple total odelbalance m  The contemporary aggregate demand and aggregate supply  Its derivation and characteristics of the curve  Money, money demand and balance in the money market					۲	1
macroeconomics and Ihe model, the circular flow of broad and narrow income, the Equilibrium equations are various mathematical  National income accounts  traditional model of the ላ৹ balance Disruption, crisis and overall balance  the simple Keynesian is V model sumption function in total Con balance, marginal tendencies Investment and the investment function in total Determinants of retention, the principle of acceleration and The public sector, the overall balance, and the flat and Public sector, overall balance and tax multiplier  Mathematical examples of total balance Evaluation of the simple total odelbalance m The contemporary aggregate demand and aggregate supply  Its derivation and characteristics of the curve Money, money demand and balance in the money market	-					
broad and narrow income, the Equilibrium equations are various mathematical  National income accounts  traditional model of the ٨٥ balance Disruption, crisis and overall balance the simple Keynesian is ٧ model sumption function in total Con balance, marginal tendencies Investment and the investment function in total Determinants of retention, the principle of acceleration and The public sector, the overall balance, and the flat and Public sector, overall balance and tax multiplier Mathematical examples of total balance Evaluation of the simple total odelbalance m The contemporary aggregate demand and aggregate supply  Its derivation and characteristics of the curve Money, money demand and balance in the money market			macroeconomics and		۲	2
Equilibrium equations are various mathematical  National income accounts  traditional model of the Ao balance  Disruption, crisis and overall balance  the simple Keynesian is V model  sumption function in total Con balance, marginal tendencies  Investment and the investment function in total  Determinants of retention, the principle of acceleration and  The public sector, the overall balance, and the flat and  Public sector, overall balance and tax multiplier  Mathematical examples of total balance  Evaluation of the simple total odelbalance m  The contemporary aggregate demand and aggregate supply  Its derivation and characteristics of the curve  Money, money demand and balance in the money market			The model, the circular flow of			2
various mathematical  National income accounts  traditional model of the Ao balance  Disruption, crisis and overall balance  the simple Keynesian is V model  sumption function in total Con balance, marginal tendencies  Investment and the investment function in total  Determinants of retention, the principle of acceleration and  The public sector, the overall balance, and the flat and  Public sector, overall balance and tax multiplier  Mathematical examples of total balance Evaluation of the simple total odelbalance m  The contemporary aggregate demand and aggregate supply  Its derivation and characteristics of the curve  Money, money demand and balance in the money market			broad and narrow income, the			3
National income accounts  traditional model of the Ao balance  Disruption, crisis and overall balance  the simple Keynesian is V model  sumption function in total Con balance, marginal tendencies  Investment and the investment function in total  Determinants of retention, the principle of acceleration and  The public sector, the overall balance, and the flat and  Public sector, overall balance and tax multiplier  Mathematical examples of total balance  Evaluation of the simple total odelbalance m  The contemporary aggregate demand and aggregate supply  Its derivation and characteristics of the curve  Money, money demand and balance in the money market			Equilibrium equations are			1
traditional model of the ۸٥ balance  Disruption, crisis and overall balance  the simple Keynesian is ٧ model  sumption function in total Con balance, marginal tendencies  Investment and the investment function in total  Determinants of retention, the principle of acceleration and  The public sector, the overall balance, and the flat and  Public sector, overall balance and tax multiplier  Mathematical examples of total balance  Evaluation of the simple total odelbalance m  The contemporary aggregate demand and aggregate supply  Its derivation and characteristics of the curve  Money, money demand and balance in the money market			various mathematical			4
balance  Disruption, crisis and overall balance  the simple Keynesian is ۷ model  sumption function in total Con balance, marginal tendencies  Investment and the investment function in total  Determinants of retention, the principle of acceleration and  The public sector, the overall balance, and the flat and  Public sector, overall balance and tax multiplier  Mathematical examples of total balance  Evaluation of the simple total odelbalance m  The contemporary aggregate demand and aggregate supply  Its derivation and characteristics of the curve  Money, money demand and balance in the money market			National income accounts			5
Disruption, crisis and overall balance  the simple Keynesian is ۷ model  sumption function in total Con balance, marginal tendencies  Investment and the investment function in total  Determinants of retention, the principle of acceleration and  The public sector, the overall balance, and the flat and  Public sector, overall balance and tax multiplier  Mathematical examples of total balance  Evaluation of the simple total odelbalance m  The contemporary aggregate demand and aggregate supply  Its derivation and characteristics of the curve  Money, money demand and balance in the money market			traditional model of the Ao			٦
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balance, marginal tendencies  Investment and the investment function in total  Determinants of retention, the principle of acceleration and  The public sector, the overall balance, and the flat and  Public sector, overall balance and tax multiplier  Mathematical examples of total balance  Evaluation of the simple total odelbalance m  The contemporary aggregate demand and aggregate supply  Its derivation and characteristics of the curve  Money, money demand and balance in the money market						
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investment function in total  Determinants of retention, the principle of acceleration and  The public sector, the overall balance, and the flat and  Public sector, overall balance and tax multiplier  Mathematical examples of total balance  Evaluation of the simple total odelbalance m  The contemporary aggregate demand and aggregate supply  Its derivation and characteristics of the curve  Money, money demand and balance in the money market						
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The public sector, the overall balance, and the flat and Public sector, overall balance and tax multiplier  Mathematical examples of total balance  Evaluation of the simple total odelbalance m  The contemporary aggregate demand and aggregate supply  Its derivation and characteristics of the curve  Money, money demand and balance in the money market			•			11
balance, and the flat and Public sector, overall balance and tax multiplier  Mathematical examples of total balance Evaluation of the simple total odelbalance m  The contemporary aggregate demand and aggregate supply  Its derivation and characteristics of the curve  Money, money demand and balance in the money market						
Public sector, overall balance and tax multiplier  Mathematical examples of total balance  Evaluation of the simple total odelbalance m  The contemporary aggregate demand and aggregate supply  Its derivation and characteristics of the curve  Money, money demand and balance in the money market						١٢
and tax multiplier  Mathematical examples of total balance  Evaluation of the simple total odelbalance m  The contemporary aggregate demand and aggregate supply  Its derivation and characteristics of the curve  Money, money demand and balance in the money market						
Mathematical examples of total balance  Evaluation of the simple total odelbalance m  The contemporary aggregate demand and aggregate supply  Its derivation and characteristics of the curve  Money, money demand and balance in the money market						1 1
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Evaluation of the simple total odelbalance m  The contemporary aggregate demand and aggregate supply  Its derivation and characteristics of the curve  Money, money demand and balance in the money market						١٤
odelbalance m The contemporary aggregate demand and aggregate supply  الموذج التوازن الكلى  Its derivation and characteristics of the curve  Money, money demand and balance in the money market						١٥
The contemporary aggregate demand and aggregate supply  الموذج التوازن الكلى  Its derivation and characteristics of the curve  Money, money demand and balance in the money market			•			, 0
lts derivation and characteristics of the curve  Money, money demand and balance in the money market						١٦
انموذج التوازن الكلى  Its derivation and characteristics of the curve  Money, money demand and balance in the money market						, •
Its derivation and characteristics of the curve  Money, money demand and balance in the money market						1 ٧
characteristics of the curve  Money, money demand and balance in the money market			۱۵۸-۱نموذج التوازن الكلى			. ,
Money, money demand and balance in the money market			Its derivation and			۱۸
balance in the money market						
balance in the money market			Money, money demand and			۱۹
						۲.
curve study a ^ characteristics			<u> </u>			
) 5a^Mathematical examples						۲۱

Infrastructure . \ \	
New sources of macroeconomics	required books -1

HamYHY , · ٣a; Do ,VA ^	۱-۰۰to ۱۱۱to ۷۳۰	(Main references (sources .*
	2012, 2012, that's it ,\	
Y- 1^1·m, ·	۳-٠a; d٥	
Recent publications related to mad variables and parallels	croeconomics and its	recommended books and -A references (scientific
		s, Electronic reference Internet sites

# Curriculum development plan . \ \

To develop the curriculum and the need to link the vocabulary of the curricula to the reality of the Iraqi economy and the labor market in order to achieve optimal utilization of the scientific lary of this material in the graduation of a staff who can absorb the variables of the macro vocabu .economy

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

bles and try to address them to reach economic The ability of the student to absorb the economic varia

Model description of the decision
Name of the Rapporteur: Economics of the Environment -
Decision symbol .*
3- Chapter/year/2.24
۲.۲٤ Date of preparation of this description .٤
attendance/Forms of attendance

hours \* the number of school hours (total)/ the number of units (total) - 1

7- the name of the school curriculum (if more than one name is mentioned) M. Haidar Dahem

٩-:mail-E مهم المجاه ا

# 8. Objectives of the decision

Objectives of the study material Providing students with concepts related to environmental economics and the relationships between man and the environment \* The impact of poverty in environmental governance

# 9. Teaching and learning strategies

**Strategy** 

# the structure of the decision \.

Method of submission	Way of learning	Name of unit or subject	Required learning outcomes	The hour .T.T	The week
Daily Exam + Altali discussions and his way of thinking	Explanation and use of necessary ures and fig examples	- The natural environment - The human environment	students understand the vironment and its en ypes, environmental asks, and the state of	۲	First
Student discussions and their way of thinking	Explanation and of necessary use figures and	Relationship of the economy to the environment	Students understand the relationship of economics o the environment, the	*	Second

Student discussions,	Explanation and	Environmental	Students understand	۲	Third
his way of thinking	use of necessary	pollution and its	environmental pollution		
and brainstorming	figures and	side effects –forms	and its forms, and the		
	examples	nal) of pollutionexter)	external) side effects of )		
Daily exam + student	Explanation and	Environment,		۲	Fourth
discussions and way of	-	national economy and	Students understand the		
thinking	figures and	being-economic well	nvironment, the		
	examples	- Impact of the	national economy and		
	•	environment on	peing, the -economic well		
		productivity	mpact of the		
		Economic	on environmen		
<b>Student discussions</b>	Explanation and	Impact of economic	Students understand the	۲	Fifth
and their way of	use of necessary	growth on the	mpact of economic		
thinking	figures and	environment	growth on the		
	examples	The concept of	nvironment and the		
Student discussions,	Explanation and	Dimensions of	Students understand the	۲	Sixth
his way of thinking	of necessary use	sustainable	limensions of sustainable		
and brainstorming	figures and	development	development, and the		
	examples	Theories of	theories of sustainable		
Daily exam + Altali	Explanation and	Environmental	Students understand the	۲	.VII
discussions and his	e of the necessary us	improvement and	impact of environmental		
way of thinking	Albanian shapes	economic	improvement on		
<b>Student discussions</b>	Explanation and	The desire to pay	Students understand the	۲	.VIII
and their way of	use of necessary	The desire to pay for	desire to pay, and the		
thinking	figures and	l desire to the margina	desire to pay for the		
_	examples	pay	marginal desire to pay		
Student discussions,	<b>Explanation and</b>	Types of	Students understand the	۲	Ninth
his way of thinking	use of necessary	environmental goods	types of environmental		
and brainstorming	figures and	Environmental	goods, and		
Daily exam + student	Explanation and	Offer and ask for bad	Students understand to	۲	Tenth
discussions and way of	ry use of necessa	or corrupt things	present and demand bad		
thinking	figures and		or corrupt things		
Student discussions	Explanation and	The scale of	Students understand the	۲	Eleventh
and their way of	use of necessary	environmental	kind -magnitude of in		
thinking	figures and	corruption and	corruption and poverty,		
	examples	-poverty	environment, growth and		
Student discussions,	Explanation and	The Kuznets -	Students' understanding	۲	Thirteent
his way of thinking	use of necessary	ecological curve	of the Kuznetsness		h
and brainstorming	figures and	Economic	environmental curve,		
Daily exam + student	Explanation and	Global trade		۲	Third
discussions and way of	use of necessary				Ten
thinking	res and figu				
Student discussions	Explanation and	Global environmental		۲	Fourteen
and their way of	use of necessary	trade			th
thinking	figures and				
Student discussions,	Explanation and	A global trade		۲	Fifth
his way of thinking	use of necessary				Ten
and brainstorming	figures and				

# assessment of the decision \\

according to the tasks assigned to the student \cdot\cdot\cdot\text{The distribution of the grade of octurnal, monthly, editorial and reports. such as daily preparation, daily exams, n

Sources of learning and teaching . \ \	
1- Science of Environmental Economics/ Damhim Saleh Turki Al-Quraishi 2- Economic Development/ Medhat Al- Quraishi Economic Development/ Michel	Required and prescribed books (methodology if any)
	(Main sources (sources
	Recommended books and supporting references (scientific journals, (reports
	Electronic references, Internet sites

# **Description of the Rapporteur**

uired summary of the most important characteristics of This course description provides a req the course and the learning outcomes expected of the student to achieve, demonstrating whether he has made the most of the available learning opportunities, and must be linked to program the description of the

University of Babylon	educational institution \
Rida Ali-M.D. Huda Abd al	Name of the Rapporteur of the article . ۲
Department of Economics	3. University Department/Center
Economic development	4. Name/code of decision
Bachelor's degree	which it enters The programs in
My presence	6. Forms of attendance available
Courses	7. Chapter/year
the first Corner *•	8. Number of school hours (total)
۲۰۲٤/۱۱/۱۸	9. Date of preparation of this description
	•

#### :objectives of the decision - 1 ·

ntroduce the student to the concept and what is economic development and why it is aught and whether it is an art or science and identify the different schools that have dealt be concept types and theorywith it and identify t

Pain Outcomes and methods of Pain, Pain and Assessment . \\

- .A :Knowledge objectives
  - 1-the 7 the importance and role of economic coverage in the life of societies through the ages development of societies
- 3. Eradication of poverty and unemployment
  - 4. Achieving the Millennium Development Goals
- B. skills objectives of the decision

the student should be absorbed by the economic development and its curricula and the -\ ons of development and the relationship Key functi .\ \ various schools that addressed them between them and the external environment

# Teaching and learning methods

\* s are presentationsInteractive lecture

### Methods of evaluation

k from Daily oral tests and posts \*\* Monthly written tests \*\* Reports and studies \*\* Feedbac \*\*

# C. emotional and value goals

Questions - "brainstorming method - Dialogue and discussion style (convergence thinking), - 1

ersonal critical and transferable skills (other skills related to employability and p -D employs multiple strategies to solve problems following the steps of solving the -\development). Formulates solutions, verifies them and interprets the results in relation to the original \delta operator. egies to new positionsgeneralizes solutions and strat -\delta situation.

the decision \Y

Method of submission	Method of education	Name of unit/course or subject	Required learning outcomes	Hours	The week
Oral and written tests	The interactive lecture	ic Econom security	The concept of development and its relationship to the	٣	First
Oral and written tests	The interactive lecture	Economic security	Types of economic development	٣	Second
nd Oral a written tests	The interactive lecture	Economic security	Types of economic development	٣	Third
Oral and written tests	The interactive lecture	Economic security	Economic development policies	٣	Fourth
Oral and written tests	The interactive lecture	Economic security	Economic development policies	٣	Fifth
Oral and written tests	The interactive lecture	Economic security	ment Economic develop policies	٣	Sixth
Oral and written tests	The interactive lecture	Economic security	Theories of economic development	٣	.VII
Oral and written tests	eractive The int lecture	Economic security	Theories of economic development	٣	.VIII
Oral and written tests	The interactive lecture	Economic security	Theories of economic development	٣	Ninth
Oral and swritten test	The interactive lecture	Economic security	Economic development strategies	٣	Tenth
Oral and written tests	The interactive lecture	Economic security	Economic development strategies	٣	Eleventh
Oral and written tests	The interactive lecture	Economic security	Economic development strategies	٣	Twelfth
Oral and written tests	The interactive lecture	Economic security	nt Economic Developme of Iraq	٣	Thirteent h
Oral and written tests	The interactive lecture	Economic security	The development goals are sustainable	٣	Fourteen th
Oral and written tests	The interactive lecture	Economic security	The development goals are sustainable	٣	Fifteenth

The infrastructure . \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \		
The Economic Development Book	required books -1	
Magazines and research	0. Main references	
	A. recommended books and references	
decision Plan for the development of the .\\cdot\cdot		

Workshops, review of scientific articles on websites

# Model description of the decision

# ((Review of the performance of higher education institutions ((Academic Program Review

# **Description of the Rapporteur**

required summary of the most important. This course description provides a characteristics of the course and the learning outcomes expected of the student to achieve, demonstrating whether he or she has made the most of iption of the available learning opportunities. It should be linked to the describe the program.

University of Babylon	institution of learning \
<b>Department of Economics</b>	University Department/Center . 7
Fiscal policies	Name/code of decision ."
Bachelor's degree	And . The programs they enter ;
My day	available Forms of attendance
Courses	Chapter/year . 7
hours !It is	7. Number of school hours (total)
by Assistant Karim Abis Hassan / ۲۰۲۶	8. Date of preparation of this

# 9. Objectives of the decision

a of what fiscal policy is and the It aims to provide the student with an ide imposition of its use and its impact on the level of general economic activity, especially on inflation and economic stagnation in order to stabilize prices and .establish an appropriate level of production and use

Learning outputs and methods of teaching, learning and evaluation . \.

# :A. knowledge and understanding

To familiarize the student with the scientific foundations and rules of the work of -knowledge: - \ .omic policy and the various practices the financial authorities within the framework of econ

That the student can know how to help in planning and control processes and make -skills: -\footnote{\chi} appropriate decisions

# :B. Specific skills

the intervention of financial that the student be able to analyze the results of -the skill of analysis: -\ policy tools, whether quantitative or qualitative and used to benefit the organization

That the student be able to identify how to make the appropriate decision -the skill of submission: - \( \) of the unit with a set of solutions in the light of the availability

Teaching and learning methods

.The lectures .\

.Dialogue and debate 7

.solving exercises and examples. The way of brainstorming ideas - "

.on the article Report  $^{\tau}$ Participation and participation in the debate. . $^{\tau}$ Monthly tests! C. Thinking skills

.(Think about me) conversations and conversations .(a question and answer ( $^{\gamma}$ 

Ability -General and transferable skills) other skills related to employability and personal development)!

.ncing and capitalto prepare a balance sheet, fina

.its bear will have sufficient skills in the analysis of financing operations -

	Structure of the decision !!!						
Method of assessment	Method of education	Name of unit/course or subject	Required learning outcomes	Hours	The week		
Testing	Lectures	Fiscal policies	Introduction to monetary policies	٣	irstF		
Testing	Lectures	Fiscal policies	Location of monetary policies	٣	Second		
Testing	Lectures	Fiscal policies	Objectives of	٣	Third		
Testing	Lectures	Fiscal policies	Foundations of	٣	Fourth		
Testing	Lectures	Fiscal policies	Instruments of	٣	Fifth		
Testing	Lectures	Fiscal policies	Effectiveness of	٣	Sixth		
Testing	Lectures	Fiscal policies	bank The central in developing	٣	.VII		
Testing	Lectures	Fiscal policies	Monetary policy and the treatment	٣	.VIII		
Testing	Lectures	Fiscal policies	Monetary Policy in Economic thought	٣	Ninth		
Testing	Lectures	Fiscal policies	- The theory of money	٣	Tenth		
Testing	Lectures	Fiscal policies	Cedins theory	٣	Eleventh		
Testing	Lectures	Fiscal policies	Recent theory	٣	Twelfth		
Testing	Lectures	Fiscal policies	ntroduction to the	٣	Thirteenth		
Testing	Lectures	Fiscal policies	Types of money	٣	Fourteenth		
Testing	Lectures	Fiscal policies	Functions of	٣	Fifteenth		

the infrastructure ۱۲				
1. Introduction to international trade theory by Dr. Muhed Younis. 2- International Economics/Analog and .Applications/Dr. Hijri 3- The entrance to the International HasnawiEconomy/ Dr. Karim Mahdi Al onomic relations/Dr. International ec .:	:Required readings			
Lectures available on the international communication network for some professors	Special requirements) include, inter alia, workshops, periodicals, software and ) teswebsi			
To find	Social services) include guest lectures, ) vocational training and field studies			

<u>. 1</u>	
Central acceptance	Previous requirements
	mber of studentsThe least nu
	The largest number of students

# **Model description of the decision**

medel decemption of the decicion
Name of the course: Knowledge economics -\
Decision symbol . <sup>۲</sup>
3- Semester/ year second cycle for the academic year 2024 Y.YH.
۱/۱۰/۲۰۲٤ escription Date of preparation of this d .5
Forms of attendance: My presence
hours for the first course ** : (number of hours (total)/ number of units (total - *
7- the name of the course official (if more than one name is mentioned(
Hayder M. Kareem
8. Objectives of the decision

1 Understanding the knowledge Economy: Introducing \*\* students to the concept of the knowledge Economy and its .importance in the modern era

2The role of innovation and technology: Analyzing how \*\*
tion and technology affect productivity and innova
.economic growth

Human capital: Examining the importance of investing \*\* .\*
.in education and training to enhance human capital
4 Economic policies: Explore government policies that \*\*
y, such as protecting support the knowledge econom
intellectual property rights and encouraging research and
.development

5Challenges and opportunities: Discussing the \*\* challenges facing knowledge economies, such as the digital divide, and the opportunities they offer to

# Objectives of the study material

# 9. Teaching and learning strategies

1- The student should be absorbed by the high knowledge, its curricula and the various schools that addressed the administration

2-d the The main functions of knowledge and the relationship between them an external environment expanding the skills of the student in the face of the challenges related to 
the application of knowledge and the development of multiple strategies to solve lutions, verifies problems following the steps of the Hanani operator. Formulates so

Structure	of the decision .				
	Learning	or Name of unit subject	Required learning outcomes	Hours	The week
Open	The interactive	The concept of	Knowledge and	۲	First
discussion	lecture	knowledge Economy	analytical skills and		
Tests	The interactive	Components of the	Knowledge and	۲	Second
	lecture	knowledge Economy	skills, my friend		
Only one	The interactive	Elements of the	w They kno	۲	Third
question	lecture	knowledge economy	knowledge and skills		
Open	The interactive	Disadvantages of the	Knowledge and	4	Fourth
discussion	lecture	knowledge economy	analytical skills		
Cuz	The interactive	Knowledge economy	They know	4	Fifth
	lecture	content	and skills knowledge		
Open	The interactive	Stages of the	I know, my analysis	۲	Sixth
discussion	lecture	development of the			
Only one	The interactive	The essence of the	Cognitive skills	4	.VII
question	lecture	scientific and			
Tests	The interactive	The information and	They know	۲	.VIII
	lecture	communication			
		technology phase			
Cuz	The interactive	The information	They know	4	Ninth
	lecture	technology revolution	_		
Only one	The interactive	The biotechnology	They know	۲	Tenth
question	lecture	revolution			
Only one	The interactive	The material technology	They know	4	Eleventh
question	lecture	revolution			
Only one	The interactive	Stage of the Industrial	They know	4	Twelfth
question	lecture	Revolution			

Discussion	The interactive	Features of the	They know	۲	Thirteenth
C	lecture	knowledge economy	Manage days and		Farrita a satis
Cuz	The interactive lecture	The reflection of knowledge economy on the elements of the	Knowledge and analytical skills	1	Fourteenth
Thank you	The interactive lecture	Building curricula in the knowledge economy		۲	Fifteenth

# Evaluation of the decision .

such according to the tasks assigned to the studen ``. The distribution of the grade from .as daily preparation, daily exams, noodle, monthly, editorial and reports..... Etc

3. Sources of learning and teaching	
-	Recommended and required books (methodology, if any)
The book "knowledge Economy: Concepts and Applications" by a group of authors The book "Economics of knowledge and Douri-Development" by Abdel Hila Al	Primary sources (sources
	Recommended books and supporting ) references (scientific journals, reports
ientific articles on websitesScientific researcher, sc	Electronic references, Internet sites

The study plan adopted for the course of our economy within the subject of the principles of economics

Department of Economics -Faculty of Management and Economics

School Tweets	The study plan	Hours	The
The principle of economic and social freedom	The general structure of the Islamic	3	rstFi
The economic problem in the eyes of	What is the distribution of property need	3	Secon
Economic doctrine and Islam	relationship Identify the concept, areas and	3	Third
The theory of distribution before	Study of wealth distribution	3	Fourth
urces of productionNatural so	Review the concept of the Earth, its forms	3	Fifth
Category: Feudalism in Islam	Addressing the nature, comprehensiveness	3	Sixth
Th	e first month exam		.VII
The theory of distribution of the	Study Islamic theory and compare it to	3	.VIII
The drowning points between Islamic	A demonstration of the	3	Ninth
The general title of reward for material sources of production	Dealing with the profit spent and linking	3	Tenth

The role of risk in the Islamic system	The effects and consequences of respect on risk are reviewed	3	Eleven th
The means of Islam in the development of production	Study the intellectual, legislative and ctspolitical aspe	3	Twelft
Islam's concept of wealth	Understand how production is linked to distribution and how Islam perceives the economic problem	3	Third Ten
The means of Islam in the development of production	Explain the intellectual, legislative and olitical economic means of developing p production	3	Fourte enth
Sec	cond month's exam	•	Fifth Ten

Model description of the decision

((rogramReview the performance of higher education institutions ((review of academic p course description

This course description provides a necessary summary of the most important characteristics of the course and the learning outcomes expected of the student to achieve, demonstrating learning opportunities and should be linked to whether he has made the most of the available the program description

. eg. a a e e ep.a.e	
Ministry of higher Education and Scientific Research/	Educational .\
University of Rahylon/ Faculty of Management and	institution
ent of Science/EconomicsDepartm	University - 7
	Donartmont/Contor
) International economic policy (	Name/Code of -*
	docision
International economic relations	programs that are 4
	included
Class attendance according to the lecture schedule	forms of attendance •
	availahlo
₹.₹H-₹.₹€ond Sec	the chorus 1
times a week \(^vill\) be \(^v\)	total number of V
	school hours
/\/۲۰۲۰It is \	the date of ^
, , ,	nreparation of this
Mamouri-Dr. Ghassan Tariq Zahir al	Teacher of material
objectives of the decision 4	

Educational benefit, by familiarizing with the concept of international economic nolicine and the associated concorns

ne Iragi international economic relations and to to identify the reality of t -B know the foundations available to the international economy

ecognize the importance of the economic policies of Li State and its role in -C achieving economic develonment

knowing their impact on the development of D. studying modern methods an ancents of international economic relations and international economic Learning outcomes and teaching, learning and evaluation methods . 1 ·

A. knowledge and understanding

ntellectual references to . Relations and policies? What is State Economic . International Economic policies

International economic organizations .\*

International trade policies . 5

International money markets and international exchange rates .º

abor and capital mobilityCauses of international I.7

Multinational corporations .

(Economic applications (empirical evidence for sample countries .\)

# Specific skills of the subject

.Applications of methods in international financial markets .\
.tional data and statisticsEconomic transmission of interna -\(^\text{T}\)
International economic investments and foreign investments and their role -\(^\text{T}\)
.in achieving economic growth

To identify the reality of international labor and capital and its role in the -

C. Teaching and learning methods

1 - explain the tweets of the material in a theoretical way and try to link them to reality so that they can be understood by the student. 2 - use methods of analysis data and statistical data to process and understand methods in modern ways 3 - a procedure tested daily and weekly to know the extent of student absorption of the material.

D. methods of evaluation

participation of the student in the preparation and explanation of the . \

conducting discussions of external questions related to matter from reality . The the material to the practical as an attempt to link the theoretical aspet the information is given to the reports and duties to submit . Treality.

.Evaluation of the student through scientific activities and attendance

١١ مهارات التفكير

ality so that the student can Connect the theoretical aspect of the material to re understand the dimensions of the economic problem and identify its causes .and possible methods of treatment

Teaching the student how to think logically through discussion and possible .dialog of the subjects of the material

activating the scientific debate within the classroom on finding proposed .C solutions to international economic problems to encourage the student to .understand and think scientifically correct

#### the sources 17

Required readings the - Basic texts rteur's booksRappo Other -

-5

# Structure of the study material

The first week

war (gold -and inter -Trade policies and international finance pre	International
-194 International conventional system (the Bretton Woods Agreement of	Third week
olicy/ Trade Policy concept/ types/ Trade Policy/ Trade International Trade P Freedom Policy/ Trade Protection Policy and the underlying arguments for Trade Freedom Policy and Merchant Protection	The quarter week
and International trade and the relationship between foreign traders	The fifth week
Policies of international economic organizations within the framework of	The sixth week
The concept of Balance of payments and the mechanism of rebalancing to	The seventh
The equilibrium mechanism of the Keynesians and the Monetary Fund and he policies of change/ the policies financed to the rational expectations/ to taste/ the correction of the imbalance through economic policies.	The eighth week
Reasons for international labor mobility	The ninth week
Reasons for international capital movements	The tenth week
Determining the exchange rate/ forms of pleadings and mechanisms	The first week
Visible policies and the mechanism of protecting the local product	The twelfth
Drowning/ its concept, type and economic effects	The third week
(Import substitution policy empirical evidence (China	Good week ten
The role of regional economic blocs and their economic policies in the global economic system	The fifth week was found

Fourth class

**Description of the Rapporteur** Name of the Rapporteur: Educational Administration -1 2. Decision symbol 3. Chapter/year 20242023 . ۲-۱۱-۲ الوصف هذا اعداد تاريخ -4 Availability of attendance: Daily ds (EKI)/ number of units (total): Two hours per weekNumber of academic ai .7 7- the name of the course official (if more than one name is mentioned) A.M. D. Sana ' a Taiman Shendi -- Name: \π,π;.for ;٤@ £.\π\\....\ -:Email Objectives of the decision .<sup>^</sup> ves of Objecti Coordinate and organize administrative and concerned work in the he study educational institution material Improving and controlling the relationship between employees .within the educational institution - Teaching and learning strategies Strategy

Lecture strategy discussion strategy interactive strategy collaborative egy inductive learning strategylearning strat

Structure of the decision . \ .

Method of assessment	Method of education	Name of unit/course or subject	Required learning outcomes	Hours	The week
Daily/monthly/oral/trainin g exams	Interactive lecture discussion	Educational Administration	The student should know an introduction to educational	۲	First
raininDaily/monthly/oral/t g exams	Interactive lecture discussion	Educational Administration	The student should know the branches of administration	۲	Second
Daily/monthly/oral/trainin g exams	Interactive lecture discussion	Educational Administration	The student should know the challenges facing contemporary	۲	Third
Daily/monthly/oral/trainin g exams	Interactive lecture discussion	Educational Administration	The student should know	۲	Fourth
Daily/monthly/oral/trainin g exams	Interactive lecture ssiondiscu	Educational Administration	The student should know the importance, objectives and	۲	Fifth
Daily/monthly/oral/trainin g exams	Interactive lecture discussion		The student should know contemporary trends in educational management	4	Sixth

Daily/monthly/oral/trainin g exams	Interactive lecture	Educational Administration		۲	.VII
8	discussion		theories of management.		
Daily/monthly/oral/trainin	ctive Intera	Educational	The student should know		
g exams	lecture	Administration	management theory as a	4	.VIII
g cxams	discussion		social process		
Daily/monthly/oral/trainin	Interactive	Educational	The student should know		
1	lecture	Administration	systems theory	۲	Ninth
g exams	discussion		systems theory		
Daily/monthly/oral/trainin	Interactive	Educational	The student should know		
1	lecture	Administration	y by management theor	4	Tenth
g exams	discussion		objectives		
Daily/monthly/oral/trainin	ctive Intera	Educational	The student should know		
	lecture	Administration	the relationship of	4	Eleventh
g exams	discussion		administration, education		
Daily/monthly/oral/trainin	Interactive	Educational	The student should know		
1 2	lecture	Administration	the relationship between	4	Twelfth
g exams	ussiondisc		educational		
Daily/manthly/aval/twainin	Interactive	Educational	The student should know		
Daily/monthly/oral/trainin	lecture	Administration	the functions and tasks of	4	Thirteenth
g exams	discussion		educational		
Daily/monthly/oral/trainin	Interactive	Educational	nt should know The stude		
	lecture	Administration		4	Fourteenth
g exams	discussion		administration/classroom		
Daily/manthly/aval/twainin	Interactive	Educational	The student should know	_	
Daily/monthly/oral/trainin	lecture	Administration	the evaluation, evaluation	4	Fifteenth
g exams	discussion		and measurement of the		

# assessment of the decision \\

according to the tasks assigned to the student such as \..Distribution of the degree from .aily exams, noodle, monthly, editorial and reports. Etcdaily preparation, d

- Daily exams
- Monthly exams

Sources	of suffering	and teaching	.17

There is none	Required and prescribed books (methodology if
n modern Educational Modern trends i	(Main sources (sources
Administration Studies in Educational	
<b>Administration and Educational Administration</b>	
There is none	Recommended books and references (scientific
	,journals
here is noneT	Electronic references, Internet sites

# Model description of the decision

# -\ Name of course: Econometrics

رمز المقرر: ٢٠٨٤١٦ ٢-

- 3- Y.YH.Y.Y: First semester/year course for the academic year
  - •/ ۱ ۱/۲ · ۲ ٤ Date of preparation of this description

E. Human rights ms of attendance: My presenceAvailable for

٦\_ hours for the first course \*\* : (Number of hours (total)/ number of units (total 7-) The name of the course administrator (if more than one name is mentioned Zahra Safi-Name: M. D. Ruslan Abd al mq..r,qokrq,\m^q@ b\q.A.Emile Objectives of the decision Objectives of the Give students an idea of the concept of econometrics and clarify their article .relationship to economics Education onomic measurement is explained by the fact that it The importance of ec includes functions and equations that are used quantitatively in hunting **Explain the importance of econometrics** Knowledge of statistical methods in solving the economic problems \_٩ Third and healed **Strategies** e of the material is linked to the practical reality so that the student can The theoretical sid Strategy understand the dimensions of the economic problem and identify its causes and possible .methods of treatment \_ssible dialog of the Teach the student how to think logically by means of discussion and po Activating the scientific debate within the classroom.about the -subjects of the material. proposed solutions to problems) unemployment and work wages ... (to encourage the student to understand and think scientifically correct he basics of dealing with economic measurementKnow t Knowledge of the most prominent methods of statistics in the understanding and interpretation of economic phenomena Knowledge of the bases of equations and functions in the economic model cal analysis skillsKnowledge of statisti To know and learn to link the relationship between economics and statistics in

- \ Structure of the Rapporteur					
Way	Way of learning	I loovning		Hours	The week
Cuz	Lecture	Definition of econometric	Skills	۲	rstFi
		The objectives of Abbasid economics are the relationship of econometrics to other sciences			
Tests	Lecture		They know	۲	Second
	S	Economic model types of economic models components of the economic conomic modelmodel methodology e			
Questions	Lecture	The econometric method is a variety of	They know	۲	Third
and	S	exercises	knowledge and		
Open	Lecture	Simple Linear regression hypotheses	They know	۲	Fourth
discussion	S	east 1 · for the random variable of squares method	knowledge and skills		
Cuz	Lecture	Methods of estimating the parameters	They know	۲	Fifth
	s	of the model the method of deletion	knowledge and		
		and compensation method of	skills		
Open discussion	Lecture s	hodThe determinant met	l know + analyze	۲	Sixth

Questions	Lecture	Method of deletion and	Cognitive	۲	.VII
and	S	compensation	skills		
Tests	Lecture	Estimating the variation of the random	Applied skills	۲	.VIII
	S	error limit is a variety of exercises			
Cuz	Lecture	Calculated hypothesis		۲	Ninth
	s	testing	nalyzel know + a		
Questions	Lecture	معامل التحديد^2	They understand	۲	Tenth
and	S	معامل التحديد 2	knowledge and		
Questions	Lecture	7.51   1.5°.1A	Knowledge and	۲	Eleventh
and	s	^اختبار احصائية	applied skills		
Questions	Lecture	simple correlation Y	d Knowledge an	۲	Twelfth
and	S	coefficient	analytical skills		
Discu	Lecture	Confidence limits for	Knowledge and	۲	Thirteenth
ssion	S	regression coefficients	applied skills		
Cuz	Lecture		Knowledg	۲	Fourteenth
	S	variety of exercises Forecasting is a	e and		
Thank	Tests	The end of the cycle test		۲	Fifteenth

-۱۱ Evaluation of the decision	- 11 Evaluation of the decision				
according to the tasks assigned to the student such as daily \cdots. The distribution of the grade of .noodle, monthly, editorial reports, etc. Etc ,preparation, daily exams					
-۱۲ Sources of learning and teaching					
Recommended and requirements books) Methodology (in Advanced econometrics theory and solutions using the program  Output  Description:  Name of the program					
ar Fateh Hilla, Adnan Dawud the Ali Bakhit, Sah Hussein ٦٧;٦٨٥Α٢	,				
	Books and supporting references recommended)				
Scientific researcher	Electronic references,				

Model description of the decision

Name of the course: Econometrics -\
:Symbol of the decision . ে £ • ৸১ ৷ ব
3- Semester/ year second cycle for the academic year 2024 Y · YH.
٤/١٠/٢٠٢٤ Date of preparation of this description .٤
Forms of attendance: My presence
for the hours : (number of school hours (total)/ number of units (total -\)
7- the name of the course official (if more than one name is mentioned(
Zahra Safi-Name: M. D. Ruslan Abd al <u>m٩٠٠٣,٩٥k٢٩,٦m^٩@ b٧٩٠A٠Emile</u>
8. Objectives of the decision

<ul> <li>Give students an idea of the concept of econometrics and clarify their relationship to economics</li> <li>The importance of economic measurement is explained by the fact that it includes functions and equations that are quantitatively in the economy used</li> <li>Explain the importance of econometrics</li> <li>Knowledge of statistical methods in solving the economic</li> </ul>	Objectives of the article Education
Teaching and learning strategies .4	
The theoretical side of the material is linked to the practical reality so that the he dimensions of the economic problem and identify its student can understand t .causes and possible methods of treatment  Teach the student how to think logically through discussion and possible dialog of .the subjects of the material classroom.about the proposed solutions Activating the scientific debate within the to the problems of) unemployment and work wages (to encourage the student to understand and think scientifically correct  _ Know the basics of dealing with economic measurement _ of statistics in the Knowledge of the most prominent methods understanding and interpretation of economic phenomena _ Knowledge of the bases of equations and functions in the economic model _ Knowledge of statistical analysis _ To know and learn to link the relationship between economics and	Strategy

-۱۰ Structure of the decision					
	Learning	Name of unit or subject	Required learning outcomes	Hours	The week
Cuz	Lectures	Multiple Linear regression multiple Linear Model	Skills	۲	First
Tests	Lectures	Methods of estimating the multiple model method determinants method of deviations	They know	۲	ndSeco
Only one question	Lectures	Variance and standard error of least box capabilities	They know knowledge and skills	۲	Third
Open discussion	Lectures	Test of morale	They know wledge and kno	۲	Fourth
Cuz	Lectures	معامل التحديد £2	They know knowledge and	۲	Fifth
Open discussion	Lectures	اختبار احصائية ٢	l know, my analysis	۲	Sixth
Only one question	sLecture	جدول تحليل ة٥٧ عح التباين	Cognitive skills	۲	.VII
Tests	Lectures	-The problem of self correlation triggers correlation -self -analysis self	Applied skills	۲	.VIII

Cuz	Lectures			۲	Ninth
		طريقة اختبار ^-ل احح^ائية	I know, I know		
Only one	Lectures	طريقة ٢ة ﴿03 - ا61 غا	They understand	۲	Tenth
question		01 008	knowledge and		
Only one	Lectures	The consequences of	Knowledge and	۲	Eleventh
question		-having self	applied skills		
		association test the			
		-presence of self			
Only one	Lectures	g the Addressin	Knowledge and	۲	Twelfth
question		-problem of self	analytical skills		
Discussion	Lectures	Method of conversion	Knowledge and	۲	Thirteenth
		ivietilod of conversion	applied skills		
Cuz	Lectures	Mathad of rapatition	Knowledge and	۲	Fourteenth
		Method of repetition	analytical skills		
Examination	Tests	f the cycle The end o		۲	Fifteenth
		test			

# Evaluation of the decision according to the tasks assigned to the \... The distribution of the grade from student such as daily preparation, daily exams, noodle, monthly, editorial and .reports ..... Etc -17 ces of learning and teachingSour Recommended and required (books (methodology, if any Hard economics article Main Adhari, Advanced Econometrics -Adnan Daoud Al and Solutions using \-Theory references (sources Software 2A5 and 667 Recommended books and supporting references (scientific ) journals, reports Scientific researcher Electronic references, Internet

gramReview of the performance of higher education institutions))Review of the academic pro

sites

### **Description of the Rapporteur**

This course description provides a required summary of the most important characteristics of the course and the learning outcomes expected of the student to achieve, demonstrating able learning opportunities. It should be linked to whether he has made the most of the avaithe description of the program

University of Appel/ Faculty of Management and Economics	\ Institution of learning
Department of Economics	University/Center Department • ۲
৽৸৽৲৽ £/Energy Economics/ Energy Economics	sionName/code of deci . T
Bachelor's degree	programs that are included • ٤
Mandatory	forms of attendance available •
, Y · Y o The first and second semester of the academic year	Chapter/year • ٦
Yhours/ number of units **.	hours (total number of school • ٧
1./ * / * · * •	he date of the preparation of a · ^
9 objectives of the decision  Developing the student's abilities in understanding the imp	

Developing the student's abilities in understanding the importance of the oil economy as an it source of energy sources and the industrial sector, so the stages of the oil industry importained the importance of this resource and its relationship to the economic sectors are reviewed and the objectives of the course are summarized as follows

a briefing on the general concepts of the oil economy and the emergence and providing -A .formation of oil

# teaching and learning strategies \.

Education strategy: Cooperative concept planning .\

2. Brainstorming education strategy.

Education strategy, observations series . \*\*

the infrastructure \\					
- ssion We cover Iraq from the conce -column to licensing rounds Nabil al Y. \ Marsoumi The economics of the Hatem al Y. Y. Quraishi The Internet	:Required readings   The black snooze  The Rapporteur wrote  Other "				
.No	Special requirements) include, inter alia, ) workshops, periodicals, software and websites				
.No	onal Social services) include guest lectures, vocat ) training and field studies				

Acceptance . 17 Cen	Central		
	Previous requests		
	The least number of students		
	The largest number of students		

Method of assessment	Method of	Required learning outcomes	Hours	Weeks
Participation and attendance	Lecture	duction to the study of oil Intro economics and its relationship	۲	First
Participation, attendance and	Lecture	(Oil (theories of Oil formation	۲	Second
Participation and attendance	Lecture and video presentation	Stages of the oil on phase explorat - \industry extraction phase - \in	2	Third
Participation, attendance and tests	Lecture	Oil transport . T  phase  1 Oil refining phase	۲	Fourth
Participation and attendance	Lecture	The marketing phase features the oil industry	2	Fifth
Participation, attendance and	Lecture	Patterns of oil investment	2	Sixth
		Examination	۲	.VII
Participation, attendance and tests	Lecture	Production and cost economics in the oil sector	۲	Insurance
Participation and attendance	Lecture	Oil supply and demand	2	Ninth
Participation, attendance and tests	Lecture	World oil markets	۲	Tenth
Participation and attendance	Lecture	World oil prices, types and	۲	Eleventh
Participation, attendance and tests	Lecture	ronmental pollution and Envi the oil industry	۲	Twelfth
Participation and attendance	Lecture and fair presentation	International organizations in the oil sector	2	Thirteenth

ation, attendance and Particip	Lecture	Oil in Iraq	2	Fourteenth
		Give it	2	Fifteenth
Participation and attendance	Lecture	Introduction to Energy Economics and Development	2	Sixteenth
Participation and attendance	Lecture	Energy and traditional energy	2	Seventeenth
Participation, attendance and	Lecture	traditional sources of -Non	2	rance is Insu
Participation and attendance	Lecture	Renewable energy sources	2	XIX
ttendance and Participation, a	Lecture	Advantages and disadvantages	2	Twenty
Participation and attendance	Lecture	Energy security energy and concept dimensions and	2	first-Twenty
		Examination	2	-Twenty
1 /	The lecture and the presentation	Ways to improve supply security	2	third-Twenty
Participation and attendance	Lecture	Dimensions of energy security	2	fourth-Twenty
ttendanceParticipation and a	Lecture	Energy Security and Global Energy markets Energy	2	fifth-Twenty
Participation and attendance	Lecture	Analysis of the energy market according to the Hotlink model	2	sixth-Twenty
Participation, attendance and tests	Lecture	Global demand and supply for energy and its factors	2	-Twenty seventh
Participation and attendance	Lecture	Energy sources and	2	Γwenty
Participation and attendance	Lecture	The most colorful energy	2	ninth-Twenty
		Examination	2	Thirty

the decision Model description of

Name of Rapporteur: Economic planning -\
:Symbol of the decision . <sup>۲</sup>
3- Chapter/year: The first course
٤- تاريخ اعداد هذا الوصف : ٢٠٢٤
Forms of Attendance: Compulsory
۳۰ :(number of school hours (total)/ number of units (total -٦
7- the name of the course official (if more than one name is mentioned)
Rida Ali-Name: Dr. Huda Abd al -:The email
8. Objectives of the decision
Understand the concept of economic planning  Objectives of the study material
Teaching and learning strategies .٩
Strategy

	Way of learning	Name of unit or subject	Required learning outcomes	Hours	The week
Open discussion	-Lecture teaser		Introductory lecture	۲	First
Tests	-Lecture teaser		The concept and definition of economic	۲	Second
Only one guestion	-Lecture teaser		Objectives of economic planning	۲	Third
Open discussion	-ureLect teaser		The socialist concept of economic planning	۲	Fourth
Examination	-Lecture teaser		Examination	۲	Fifth
Open discussion	-Lecture teaser		Components of economic planning	۲	Sixth
Only one guestion	-Lecture teaser		Types of economic planning	۲	.VII
Tests	-Lecture teaser		mic Types of econo planning	۲	.VIII
Cuz	-Lecture teaser		Preparation of the plan/platform developed	۲	Ninth
Examination	-Lecture teaser		The second exam	۲	Tenth

Only one	The	Preparation of the	۲	Eleventh
question	interactive	plan/stages of		
Open	The	The general principles	۲	Twelfth
discussion	interactive	of the economic plan		
Tests	The	تشفدذ ال ^ط ة	*	Thirteent
	interactive			h
Only one	The	up phase -The follow	*	Fourteent
guestion	interactive	plan runs out of the		h
Open	The	A phase that runs out of	7	Fifteenth
discussion	interactive	the plan		

# 

Electronic references, Internet sites

Course/General teaching methods

Name of course: General teaching methods -\
Decision symbol . <sup>۲</sup>
۲۰۲٤Chapter/year .۳
ation of this descriptionthe date of prepar ٤ ٢.٢٤/
Availability of attendance: Daily
number of hours (total)/ number of units (total): Two hours per week -
)the name of the course official (if more than one name is mentioned -\footnote{\capacita}
A.M. D. Sana Salman ShendiName: هاأه١١أ١١٥٣٥ @١١١٣١١٠٠٠١١١ هيميل :- ١١١٣١١٠٠٠١١ هيأه١١أ١١٥٣٥
Objectives of the decision .^
Teaching methods constitute an important component of the curriculum components and their importance is reflected in the study material the full components of the other mutual impact between them and curriculum, each subject of its methods appropriate to its objectives, content and educational materials, and activities, therefore, the teacher should be aware and aware of the objectives and content of the curriculum content of the

Strategy

# Lecture Strategy discussion Strategy Interactive Learning Strategy Cooperative Learning Strategy inductive Learning Strategy - ۱۰ Structure of the decision

Way of dividing	Method of education	Name of unit/course or bjectsu	Required learning outcomes	It's time	The week
Daily/monthly/oral training exams/	cture is The le interactive discussion	General teaching methods	The student has an introduction.  -their concept —Teaching theories their concerns —their importance the relationship between —	۲	First
Daily/monthly/oral training exams/	The lecture is interactive discussion	General teaching methods	The student has models of teaching theories	۲	Secon d
Daily/monthly/oral training exams/	The lecture is interactive discussion	General teaching methods	w the The student should kno -terms of teaching methods teaching -teaching methods	۲	Third
Daily/monthly/oral training exams/	The lecture is interactive discussion	General teaching methods	The student should know the ncept of its teaching skills of the cochest	4	Fourt h
Daily/monthly/oral ng examstraini/	The lecture is interactive discussion	General teaching methods	The student has effective teaching	۲	Fifth

Daily/monthly/oral training exams/	The lecture is interactive discussion	General teaching methods	He knows the creative teaching	۲	Sixth
Daily/monthly/oral training exams/	The lecture is interactive discussion	ng General teachi methods	This is an introduction to the diversification of teaching and its strategies	۲	.VII
Daily/monthly/oral training exams/	The lecture is interactive discussion	ral teaching Gene methods	To know the length: The concept its -of diversity of teaching the foundations and -justifications	۲	.VIII
Daily/monthly/oral xamstraining e/	The lecture is interactive discussion	General teaching methods	Learn commonly used teaching methods such as a lecture	۲	Ninth
Daily/monthly/oral training exams/	The lecture is interactive discussion	General teaching methods	He knows how to teach questioning	۲	Tenth
Daily/monthly/oral training exams/	The lecture is interactive ussiondisc	General teaching methods	They know how to teach discussion	۲	Eleventh
Daily/monthly/oral training exams/	The lecture is interactive discussion	General teaching methods	To know the method of teaching induction and measurement	۲	Twelfth
Daily/monthly/oral training exams/	The lecture is interactive discussion	General teaching methods	To know the length. Teaching methods based on research and organization of knowledge such as	۲	Thirteent h
Daily/monthly/oral training exams/	The lecture is interactive discussion	General teaching methods	By definition, teaching methods are based on research and ion of knowledge such as organizat	۲	Fourteen th
Daily/monthly/oral training exams/	The lecture is interactive discussion	General teaching methods	By definition, the teaching methods are based on research and organization of knowledge, two methods of such as the	۲	Fifteenth

-۱۱ Evaluation of the decision					
according to the tasks assigned to the student	such as daily \grade of The distribution of the				
.preparation, daily exams, noodle, monthly, ed	itorial and reports. Etc Daily exams Monthly				
-۱۲ Sources of learning and teaching					
There is none s) Recommended and required book					
Feaching strategies book general teaching methods	) Main sources) sources				
There is none	Books and supporting references . recommended by) scientific journals, reports				
There is none	Electronic references, Internet sites				

Name of the course: Economic feasibility stud	dies -1			
Name of the teacher: Dr. Mehdi Khalil is very str	ong . <sup>۲</sup>			
3. Decision symbol				
۲۰۲۰-۲۰۲۴Chapter	r/year -ધ			
۲۰۲٤-۹-۱۰ Date of preparation o	-	e week		
attendance Available	forms of .\	e ween		
7. Number of school hours (3)/ I	number of units (total)			
8- the name of the course official (if more	e than one name is mentioned(			
Name: Dr. Mehdi Khali	il Khadid			
9. Objectives of the decision sibility studies second: To First: To introduce the student to the concept of fea distinguish between feasibility studies and performance evaluation third: That the student can make a decision				
he criteria for the feasibilityDetermine t study Economic a for the feasibility Determine the criteri financial) study Determine the criteria for the ) national feasibility study And social	Objectives of the study material			
-۱۰ Teaching and lea	arning strategies			
Strategy Lecture, oral questions, i	motivation and excitement			

Lecture	The investment	They know	3	First
Lecture	Preliminary study	They know	٣	Second
Lecture	Detailed study	They know	٣	Third
Lecture	Economics of raw materials And transportation	They know	٣	Fourth
Lecture	Estimate the demand for project products	They know	٣	Fifth
Lecture	Testing	They know	٣	Sixth
Lecture	Estimate of capital	They know	٣	.VII
Lecture	Technical feasibility	They know	٣	.VIII
Lecture	Technical feasibility	They know	٣	Ninth
Lecture	Business feasibility	They know	٣	The tenth week
Lecture	A comparison petween business and national feasibility	They know	٣	The eleventh week
Lecture	Standard of specified	They know	٣	The ten Week
Lecture	tandard of recovery S	They know	٣	The thirteenth
Lecture	Revision	They know	٣	The Fourteenth
Lecture	Testing	They know	٣	Fifteenth week
Lecture	Determine the appropriate discount rate	They know	٣	The sixteenth week
Lecture	The current value criterion	nowThey k	٣	The seventeenth week
Lecture	Net present value	They know	٣	The eighteenth
Lecture	The internal standard	They know	٣	The nineteenth week
Lecture	Testing	They know	٣	The twentieth
Lecture	The cost/cost standard	They know	٣	first -Twenty week
Lecture	The annual discount standard	They know	٣	second -Twenty week
Lecture	Standard of equity/capital	They know	٣	third -Twenty week

Lecture	The most important ms facing proble project evaluation	They know	٣	fourth -Twenty week
Lecture	Risk and uncertainty	They know	٣	fifth -Twenty week
Lecture	Measure the degree of risk	They know	٣	sixth -Twenty week
Lecture	Sensitivity analysis method	They know	٣	-Twenty seventh week
Lecture	Method of probability distribution	They know	٣	eighth -wentyT week
Lecture	Revision	They know	٣	The ninth week Twenty
Lecture	Testing	They know	٣	The thirty The week

### assessment of the decision \\

according to the tasks assigned to the student such as VVVe degree from Distribution of th .daily preparation, daily, linguistic, monthly, editorial and reports. Etc

○ The goal is

Y-second month = Y-First month = \ · Activity = • · Test of the course =

Final degree  $\cdots = \cdots + \cdots$ 

sources of learning and teaching ۱۳	
	Required and prescribed books (methodology if
-1	(Main sources (sources
Ajludi, -Dr. Damhim Mahmoud Al -\ easibility Study and Project Economic f Bazouri Scientific -Evaluation, Al Publishing and Distribution House,	
	Electronic references, Internet sites

# Model description of the decision

Name of Rapporteur: Financial institutions .\

acher: M. M. Mustafa Kamel ShakirName of the te -

3. Decision symbol

- الفصل / السنة: 4 To Yand York

ه- تاريخ اعداد هذا الوصف ٤٢٠٢ عد١٠

Available form	Available forms of attendance: My presence -					
7 - the number	of school hours (total)/ the	number of un	its (total) 30 ho	urs/ 30 u	nits	
8- the name of	the course official (if more	than one name	e is mentioned(	, ,		
-:Name	-:The email					
Objectives of	the decision .٩					
ayed by mai	Introducing students to the subject of institution ayed by management and the important role pl financial institutions in the national economy					
Introduce institutions seek	students to the goals th to achieve	at financial				
Introducing .institutions	students to the types	of financial				
Introduce s	tudents to how to manage	the budget of				
-۱۰ Teac	hing and learning strategies	3				
Reports and ı. ث۔ غیرھا	Reports and reports - A. Lectures. B. Strategy ثـ غيرها					
Decision				-	۱1 Ву а	
	Learning	Name of unit or subject	equired R learning outcomes	Hours	The week	
.C. S With oral questions	Explain the lecture in a smooth manner and ask students to questions to the	Introduction to Management	Introduction to the management	۲	The first week	

	Interaction with the lesson	And the source	And banking		
Q with oral questions	Explain the lecture in a er and ask smooth mann questions to students to force interaction with the lesson	Banks, their types, importance and functions	Banks, their types, importance and functions	۲	Second weel
h oral Q wit questions	Explain the lecture in a smooth manner and ask questions to students to force interaction with the lesson	The Central Bank	The Central Bank	۲	Snow week
Q with oral questions	Explain the lecture in a smooth manner and ask questions to students to force ninteraction with the lesso	Investment banks, their types, importance and	Investment banks, their types, importance and functions	۲	The fourth week
Q with oral questions	Explain the lecture in a smooth manner and ask questions to students to force interaction with the lesson	Commercial banks concept and type	Commercial panks concept and type	۲	The fifth week
Q with oral questions	Explain the lecture in a smooth manner and ask questions to students to force interaction with the lesson	Islamic banks concept, importance and	Islamic banking concept, importance and	۲	The sixtl week
Q with oral questions	Explain the lecture in a smooth manner and ask questions to students to force interaction with the lesson	Thank you for the first month	The first month exam	۲	The seventh kwee
Q with oral questions	Explain the lecture in a smooth manner and ask questions to students to force interaction with the lesson	Budget management in financial and financial institutions	Budget management in financial and banking tutionsinsti	۲	The eighth week
Q with oral questions	Explain the lecture in a smooth manner and ask questions to students to force interaction with the lesson	Risk management in financial and banking institutions	Risk management in financial g and bankin institutions	۲	The ninth week
Q with oral questions	Explain the lecture in a smooth manner and ask questions to the students to	Companie s as financial	Insurance companies as financial	۲	The week Tenth

	Interaction with the lesson				
Q with oral questions	Explain the lecture in a smooth manner and ask questions to students to force interaction with the lesson	ernational Int financial institutions	International financial institutions	۲	The eleventh week
Q with oral questions	Explain the lecture in a smooth manner and ask questions to students to force interaction with the lesson	Financial services and their development in recent	Financial services and their development in recent	۲	The twelfth week
Q with oral questions	lecture in a Explain the smooth manner and ask questions to students to force interaction with the lesson	Electronic banking	Electronic banking	۲	The thirteenth week
Q with oral questions	Explain the lecture in a smooth manner and ask questions to students to force interaction with the lesson	Introduction to the management of financial and banking	Introduction to the management of financial and banking	۲	The Fourteen th Week
Q with oral questions	Explain the lecture in a ask smooth manner and questions to students to force interaction with the lesson	Second month exam	Second month exam	۲	Fifteenth week

# - \ Y Evaluation of the decision

ccording to the tasks assigned to the student such \ \ \ \ \ \ The distribution of the grade from .g, monthly, editorial and reports..... Etcas daily preparation, daily exams, stron

- (degrees ♥ · )Written exams
- (degrees \( \cdot \) Examination
- Duties assigned to students (E) degree
- Level of commitment (e) degree
- e) degree ·)End of the course

# - \r Sources of learning and teaching

Entrance in the Department of Financial institutions, Alaa ded and required Recommen Moussawi, Damhim Faiz, -Farhan Taleb, Haidar Younis Albooks) Methodology (if any Young Albooks) Methodology (if any Young Albooks)

-Department of Financial institutions Introduction to the heories and Applications, Sarmad Kopal Gemayel,

	Recommended books and supporting (references (scientific journals, reports
ral Bank of Iraq websiteThe Cent	Electronic references, Internet sites

Model description of the decision

Mana of the Depresent	auri Faanamia Cuatama 2
- Iname of the Rapport	eur: Economic Systems 2

- 2- Name of the teacher: M. M. Mustafa Kamel Shakir.
- 3. Decision symbol

- -\Available forms of attendance: My presence
- 7 the number of school hours (heavy)/ the number of units (total) 2 hours/2 alone
- 8- the name of the course official (if more than one name is mentioned)

-:Name -: The email

isionObjectives of the dec .9

Introduce the student to the prevailing economic systems in the Objectives of the study material world and the philosophical foundations and the material and human bases and components from which these systems originated with the most important characteristics of them and what are the most important elements of strength and weakness of these systems, whether they are currently continuing as capitalist systems and which collapsed due to the conditions that led to their collapse and turn them into economic systems trends in a market economy such as the Soviet Union, with models of countries that applied different economic systems

-1. Teaching and learning strategies

Strategy

A- providing the student with theoretical and scientific information and concepts about the prevailing economic systems in the world.

Theoretical and scientific knowledge of these economic systems.

	11 the structure of the decision				
Method of	Way of learning	Name of unit or	Required learning	Hours	The week
With oral questions	Explain the lecture and a smooth method and ask questions to students to	Marxism is about value, surplus value,	Marxist theory of value, surplus value and capitalist	۲	The first week
With oral questions	Explain the lecture and a smooth method and ask questions to students to	Marxist theory	Marxist theory	۲	The next week

	Explain the lecture and a	Central Socialism	Central Socialism	۲	week The
With oral	smooth method and ask	and its	and its		Third
questions	questions to students to	characteristics	characteristics		
	Explain the lecture and a	The Central Soviet	The Central Soviet	۲	The
With oral	smooth method and ask	Model/Historical	Model/Historical		fourth
questions	questions to students to	Background and	Background and		week
With a	Explain the lecture and a	Structural	Structural	۲	he T
presentati	smooth method and ask	imbalances of the	imbalances of the		fifth
Oral	The lesson	Collapse			
	Explain the lecture in a	The first exam	The first exam	۲	The
Ask oral	smooth manner and ask				sixth
questions	questions to students to				week
	Explain the lecture in a	Socialism, New	Socialism, New	۲	The
Ask oral	smooth manner and ask	International	International		seventh
questions	questions to the students to	variables and	variables and Mixed		week
	Explain the lecture in a	The Islamic	The Islamic	۲	The
Ask oral	smooth manner and ask	<b>Economic System</b>	Economic System		eighth
questions	questions to the students to				week
	Explain the lecture in a	Models of	Models of economic	۲	The
Ask oral	smooth manner and ask	mic systemsecono	systems		ninth
questions	questions to the students to				week
12 to 0	Explain the lecture in a	The US economic	The American	۲	The
questions	smooth manner and ask	system is strong	economic system		tenth
asked	questions to the students to	and weaker	has its strengths		week
12 to 0	Explain the lecture in a	Japan's economic	The Japanese	۲	The
questions	smooth manner and ask	system exerts	economic system		elevent
asked	questions to the students to	force and leverage	has strengths and		h week
12 to 0	Explain the lecture in a	Germany :	Germany :	4	The
questions	smooth manner and ask	The social market	The social market		twelfth
asked	questions to the students to		economy		week
12 to 0	Explain the lecture in a	System in China	The economic	۲	The
questions	smooth manner and ask		system in China		hirteenth
asked	questions to the students to				week
12 to 0	Explain the lecture in a	_	Economic system in	۲	The
questions	smooth manner and ask	in North Korea	North Korea		Fourteent
asked	questions to the students to				h Week
12 to 0	Explain the lecture in a	The Ghanaian	The second exam	۲	Fifteent
questions	smooth manner and ask	Exam			h week
asked	questions to the students to				

# assessment of the decision \\

Distribution of the degree from 100 according to the tasks assigned to the student such as daily preparation, daily, linguistic, monthly, editorial and reports. .Etc

- degrees (\*\*)Written examinations (degrees \*\*)Oral exams
- Duties assigned to students (E) degree
- .degrees •)Level of commitment
- The end of the course (50 degrees (

# . \TSources of suffering and teaching

Comparative ETS - Prof. Hassan Latif Al-Zubaidi ۲۰۱۳ Required and prescribed books (methodology Economic systems/ Dr .Abdul Karim Kamel Abu Hat./ (Main sources (sources Economic systems and their contemporary applications

Dr. Salahuddin Namak /Economic Systems Abdul Wahab Recommended books and supporting Al-Amin/ History of Economic thought/ Dr. Rashid Al-references (scientific journals, reports (... Electronic references, Internet sites

Evaluation of the decision .7