Academic Program Description Form

University Name: Samarra

Faculty/Institute: Administration and Economics

Scientific Department: Business Administration

Academic or Professional Program Name: Bachelor's

Final Certificate Name: Bachelor of Science in Business Administration

Academic System: The Bologna

Description Preparation Date:

File Completion Date:

Signature:

Head of Department Name:

Lecturer Dr. Ali Abdulqader Mahmood

Date:9/9/2024

Signature:

Scientific Associate Name:

Lecturer Dr. Sinan Abdullah Harjan

Date: 9/9/2024

The file is checked by: Taha Abdulrahman Mahdi

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date: 15/9/2024

Signature:

Approval of the Dean

Assistant Professor Dr. Ahmed Abdul Salam Ahmed

2024/9/

Academic Program Description

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

Faculty of Business and Economics	1. Educational Institution
Business Administration	Scientific Department / Center
Bachelor of Business Administration	Name of Academic or Professional Program
Bachelor of Business Administration	Final Certificate Name
Decisions	Curriculum: Annual/Decisions/Other
	Accredited Accreditation Program
	Other External Influences
29/1/2025	Date Description Setup
Academic Program Objectives	
1. Provide students with basic knowledge in the fields of management, accounting, finance, marketing, and economics.	
2. Develop analytical and decision-making skills to solve administrative and financial problems.	
3. Develop leadership and communication skills necessary to work effectively in multidisciplinary teams.	

4. Promote an understanding of professional ethics and social responsibility in the business environment.
5. Preparing students for the local and international labor market by blending the theoretical aspect with practical application.
6. Stimulating entrepreneurial thinking and innovation in the field of business.
7. Enable students to use modern technologies in data analysis and administrative decision-making.

2. Required Program Outputs and Teaching, Learning, and Assessment Methods
a. Cognitive objectives. The objectives of a bachelor's program in business administration are often formulated to equip students with the knowledge and skills needed to succeed in a changing business environment. Common academic goals include: 1. Provide students with basic knowledge in the fields of management, accounting, finance, marketing, and economics. 2. Develop analytical and decision-making skills to solve administrative and financial problems. 3. Develop leadership and communication skills necessary to work effectively in multidisciplinary teams. 4. Promote an understanding of professional ethics and social responsibility in the business environment. 5. Preparing students for the local and international labor market by blending the theoretical aspect with practical application. 6. Stimulating entrepreneurial thinking and innovation in the field of business. 7. Enabling students to use modern technologies in data analysis and administrative decision-making.
B . Skills Objectives of the Program: The skill objectives of the Bachelor of Business Administration program focus on developing the practical and applied abilities of the student that qualify him to succeed in the work environment. They typically include the following:

1. Apply management concepts and theories in analyzing problems and making appropriate decisions.
2. Develop effective communication skills both orally and in writing in different business contexts.
3. Develop critical thinking and logical analysis skills to solve complex problems.
4. Using quantitative and technical tools in data processing and making evidence-based administrative decisions.
5. Ability to work within a team efficiently and effectively, including collaboration, leadership, and time management.
6. Proficiency in preparing professional reports and presentations to present analysis results and management proposals.
7. Employing negotiation and persuasion skills in different work situations.
8. Use computer programs and business applications such as Excel, PowerPoint, and Enterprise Resource Planning (ERP) systems.

C. Emotional and Value-Based Goals:

The emotional and value objectives of the Bachelor of Business Administration program focus on enhancing the ethical, behavioral, and professional aspects of the student, and typically include the following:

1. Promote adherence to ethical and professional values in business practices and decision-making.
2. Developing a spirit of social responsibility towards society, the environment and ethical work.
3. Instilling the values of integrity and transparency in administrative and financial transactions.
4. Encourage self-discipline and mutual respect in the work and education environment.
5. Deepen the belief in the importance of continuous learning and self-development to keep pace with changes in the business environment.
6. Promoting entrepreneurship and entrepreneurship while taking into account the social and economic impact of the projects.
7. Develop an appreciation for cultural diversity and international cooperation in the globalized business world.
8. Promoting institutional affiliation and teamwork in order to achieve common goals.

d. General and qualifying skills transferred (other skills related to employability and personal development).
The Transferable & Generic Skills in the Bachelor of Business Administration program are skills that a student can use in various professional and life contexts, not just in the field of specialization. They typically include the following:

First: General Skills (Generic Skills)

1. Effective communication skills: The ability to express themselves clearly orally and in writing in different work environments.
2. Critical and analytical thinking skills: analyzing information, evaluating alternatives, and solving problems in systematic ways.
3. Teamwork skills: Collaborate and work in a team spirit in multicultural and multidisciplinary environments.
4. Time and self-management: Organizing priorities, adhering to deadlines, and being able to accomplish under pressure.
5. Digital Skills: Use computers, business applications, and the Internet efficiently.
6. Presentation and Persuasion Skills: Prepare and present clear and effective professional presentations.
7. Self-research and continuous learning skills: Seeking knowledge and constantly developing oneself.
8. Adaptability and flexibility: Handle changes in the working environment smoothly.

Second: Transferable/Employability Skills
1. Leadership and taking responsibility in various work sites.
2. Problem-solving and decision-making using scientific and practical methodologies.
3. Entrepreneurial thinking and adopting new initiatives and ideas.
4. Professional awareness and understanding of the work environment and its requirements.
5. Ability to negotiate and resolve disputes in an effective and professional manner.
6. Willingness for lifelong learning and continuous career development.
7. Deal with cultural diversity and work in multinational environments.

Teaching and learning methods
The teaching and learning methods in the Bachelor of Business Administration program are carefully selected to ensure the development of the student's

cognitive, skillful, and emotional aspects. They typically include the following:

1. Theoretical Lectures:
To introduce the basic concepts and principles in management and related disciplines.
Focus on the cognitive aspect.

2. Problem-Based Learning (PBL):
Students face real-world problems that require analysis and practical solutions.
Develops critical thinking and analytical skills.

3. Presentations and Projects:
Students are required to make presentations or carry out individual or group projects.
Develops research, presentation, and teamwork skills.

4. Cooperative Learning:
Work in small groups to solve issues or prepare reports.
Enhances communication and teamwork skills.

5. Use of Case Studies:
Analyze real situations from the business world.
It helps in connecting theory to practice.

6. Simulations & Role Play:
Representing realistic management positions.
It helps in the development of practical skills and decision-making.

7. Field/Practical Internships :
Apply what the student has learned in a real work environment.
It connects the theoretical aspect with the real-world professional experience.

8. Class Discussions:
Enhance interaction and exchange of views.
Develops critical thinking and respect for different opinions.

9. E-learning/Blended learning:
Use educational and multimedia platforms.
It provides flexibility in accessing educational content.

Evaluation methods

Assessment methods in the Bachelor of Business Administration program aim to measure the extent to which cognitive, skillful, and emotional learning outcomes are achieved, and usually include the following:

1. Written Tests (Short and Final):
It measures the student's understanding of the basic concepts and theories.
Include thematic and essay questions.

2. Individual and Group Duties:
It allows the student to apply theoretical knowledge to practical situations.
Enhances research and analysis skills.

3. Projects and Reports:
Includes projects related to courses or real-world work environments.
Assesses planning, analysis, and presentation skills.

4. Presentations:
Used to assess communication skills, and the ability to organize and present ideas.
They may be individual or within a team.

5. Case Studies and Problem Analysis:
Assesses the student's ability to think critically and make decisions.
6. Practical Assessment/Field Training:
It is used to measure performance in a real-world work environment.
Includes training and evaluation reports of a field supervisor.
7. Classroom Participation and Discussions:
Evaluate interaction, reflection, and respect for the opinions of others.
8. Self-assessment and peer assessment:
It helps students develop self-awareness and constructive criticism.

3. Program Structure

Credit Hours		Course Name	Course Code	Stage
	4	Fundamentals of Business Administration	1101	First course
	3	Principles of Economics	1102	First course

	3	Fundamentals of Accounting	1103	First course
	3	Mathematics for Business Administration	1104	First course
	2	English language	1105	First course
	2	Arabic Language	1106	First course
	4	Principles of Business Administration	1107	First Second Course
	3	Principles of Statistics	1108	First Second Course
	3	Accounting Principles	1109	First Second Course
	2	English Readings	1110	First Second Course
	2	Computer	1111	First Second Course
	2	Democracy and Human Rights	1112	First Second Course

4. Planning for personal development

Personal development planning methods in the Bachelor of Business Administration program aim to enable the student to develop himself academically and professionally continuously and systematically, and usually include the following:

1. Prepare a Personal Development Plan (PDP):
The student sets his or her personal and professional goals.
It includes identifying strengths and weaknesses, and developing realistic steps to improve them.

2. Continuous Self-Assessment:
A student uses tools such as questionnaires or diaries to assess their progress.
It helps to recognize gaps and improve self-performance.

3. Academic and Career Advising:

Guidance from professors or advisors to help the student determine his/her academic and professional goals and choose the appropriate path.

4. Attend workshops and training courses:
To develop additional skills such as leadership, presentation, time management, or creative thinking.

5. Experiential Learning:
Such as participating in field training, student activities, or volunteer initiatives.

6. Review and update the objectives periodically:
Assess progress towards goals and adjust them based on new circumstances and opportunities.

7. Build a Portfolio of Achievements :
It collects projects, certificates, and reports completed during the study period, which helps the student assess his personal and professional growth.

8. Benefit from Feedback:
Taking feedback from professors and colleagues positively to improve performance.

5. Admission Criteria (Setting Regulations for Admission to a College or Institute)

Admission criteria for a Bachelor of Business Administration program often include the following criteria:
1. General Secondary Certificate or its equivalent:

The applicant must have a high school certificate (scientific, literary, or commercial branch) or its equivalent recognized certificates.
2. Pass the personal interview (if requested):

An aptitude test or a personal interview to assess aspects of knowledge or personal skills.
3. Adherence to the University's Behavioral and Ethical Standards:

The student must sign an ethical or behavioral code upon admission to the program.

6. Top sources of information about the program

The most important sources of information about the Bachelor of Business Administration program provide students and interested parties with all the

details related to the courses, objectives, standards, and future opportunities, including:

1. Program Handbook Guide:
It contains comprehensive information about the study plan, learning outcomes, course descriptions, assessment system, and academic requirements.

2. University/College Website:
It provides up-to-date information on admission requirements, tuition fees, faculty, internship and employment opportunities.

3. University Student Guide:
It includes academic policies, rights and duties, and services provided to students.

4. Academic Department/Student Affairs:
They can be contacted directly to get accurate answers about the program and its details.

5. Faculty Members:
A rich source of information on available disciplines, courses, and research areas.

6. Alumni and Current Students:
Through them, you can learn about the actual experience within the program and the job opportunities after graduation.

7. Introductory Workshops and Counseling Sessions:
It is organized by the university at the beginning of each academic year to clarify the study mechanism and the outcomes of the program.

8. Accreditation Bodies and Academic Evaluation:
Such as the local or international Academic Accreditation Commission, which are sources that guarantee the quality and credibility of the program.

Curriculum Skills Chart																		
Please tick the boxes corresponding to the individual learning outcomes from the programme under assessment																		
Learning outcomes required from the program																		
General and Qualifying Skills Transferred (Other skills related to employability and personal development)				**Emotional and Value-Based Goals**				**Skills Objectives of the Program**				**Cognitive Objectives**				**fundamental Or optional?**	**Course Name**	**Course Code**	**Year/Level**
D4	**B3**	**B2**	**B1**	**A4**	**C3**	**C2**	**C1**	**B4**	**B3**	**B2**	**B1**	**A4**	**A3**	**A2**	**A1**				
																Essential	Fundamentals of Business Administration	1101	**2024-2025 Level I**
																Essential	Principles of Economics	1102	

															Essential	Fundamentals of Accounting	1103	
															Essential	Mathematics for Business Administration	1104	
															Essential	English language	1105	
															Essential	Arabic Language	1106	
															basic	Principles of Business Administration	1107	

															basic	Principles of Statistics	1108	
															basic	Accounting Principles	1109	
															basic	English Readings	1110	
															basic	Computer	1111	
															basic	Democracy and Human Rights	1112	

Module Information

Course Information

Module Title	**Management Principles**	**Module Delivery**	
Module Type	S	✓☐Theory ✓☐ Reading ☐ Lab ☐ Tutorial ☐ Practical ☐ Seminar	
Module Code	EME262		
ECTS Credits	2		
SWL (h/week)	**25**		

Module Level	1	**Semester of Delivery**	**1**
Administering Department	EME	**College**	CENG
Module Leader	**Eng. Firas Emad Ali**	**email**	firasemad0@gmail.com
Module Leader's Acad. Title	**LECTUER**	**Module Leader's Qualification**	**Master**
Module Tutor	None	**email**	None
Peer Reviewer Name	None	**email**	None
Scientific Committee Approval Date	**2024/8/1**	**Version Number**	**1.0**

Relation with other Modules

Relationship with other subjects

Prerequisite module	None	**Semester**	-
Co-requisites module	None	**Semester**	-

Module Aims, Learning Outcomes and Indicative Contents

Course Objectives, Learning Outcomes, and Guidance Content

Module Objectives Course Objectives	**The Principles of Management course aims to achieve the following results:** 1- Identify what business administration is and the theories that dealt with managerial thought and its development process. 2- Identify the tasks inherent in the work of managers and leaders, and differentiate between the work of each of them. 3- Clarifying the decision-making mechanism and studying internal and external environmental factors. Familiarity with the methods and methods used in management .and ways to achieve the goals of the organization

Module Learning Outcomes **Learning outcomes for the course**	**The Principles of Management course provides outputs characterized by:** • Knowledge Enrichment: The student of the Principles of Management course is characterized by a knowledge capacity of the methods and methods used in management, and knowledge of the foundations on which the science of management is based. • Behavioral Flexibility: The student who has studied the principles of management acquires flexibility in choosing the appropriate management method for applied practice. • Briefing: The student should be surrounded by the branches of the management specialization, and the interdependence relations between them. • Understanding: A broad understanding of the variables and terminology of management science, and the historical development of the systems and theories presented in this science. • Enhancing Confidence: Learning the principles of management helps to enhance self-confidence when making decisions because they are based on solid scientific foundations.
Indicative Contents **How-to Contents**	**Guiding content of the management principles course** **Some of the points that can include:** **1. Identify the foundations and rules of management science.** **2. Expanding access to practical management experiences that enhance knowledge.** **3. Evaluating the interactive behavior of individuals with the members of the organizations to which they organize of various types.** **4. Spreading the culture of scientific management, and educating towards following the scientific method in the administrative applications of various organizational situations.**
Learning and Teaching Strategies Learning and Teaching Strategies	

Strategies	**Learning and teaching strategies used in teaching the course of Principles of Management:** • **Direct traditional education: by giving introductory lectures about the curriculum, its vocabulary, and the scientific details of the subject based on what the scientific references have agreed upon.** • **Group discussions: Following the strategy of discussion and dialogue with and among students on study variables, to enhance debating abilities and persuasion with logical scientific arguments on various topics related to management, and to exchange opinions and experiences.** • **USE OF MODERN TECHNICAL MEANS: USE THE VISUAL DISPLAY (DATA SHOW) WITH OTHER TECHNICAL MEANS WHEN AVAILABLE TO CLARIFY AND DEEPEN THE CONCEPTS AMONG STUDENTS.** • **Scientific Research: By directing assignments to students to prepare reports on certain topics of the scientific subject.** • **Social and Technological Communication: Using social media platforms and technology to encourage academic discussions and exchange of ideas among students outside the classroom.**

Student Workload (SWL) The student's academic load is calculated for 15 weeks			
Structured SWL (h/sem) Regular student study load during the semester	**17**	**Structured SWL (h/w)** Regular student study load per week	**3**
Unstructured SWL (h/sem) Irregular student study load during the semester	**8**	**Unstructured SWL (h/w)** Irregular student study load per week	**.53**
Total SWL (h/sem) The student's total academic load during the semester	**25**		

Module Evaluation

Course Evaluation

		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Quizzes	2	15	5&10	
	Assignments	2	10	2&12	
	Projects / Lab.	0	0	0	
	Report	2	15	13	
Summative assessment	Midterm Exam	1	10	9	
	Final Exam	3 hrs	50 % (50)	16	All
Total assessment			100% (100 Marks)		

Delivery Plan (Weekly Syllabus) Theoretical Weekly Curriculum	
	Material Covered
Week 1	**A general perspective on business studies** - A conceptual approach to management and the manager - The nature of management and the need for it in developing and developed societies - Management is a science, an art and a profession
Week 2	**Principal Functions and Roles** - Director Jobs - Principal Roles - Manager Skills
Week 3	**Business Organizations Key Concepts** - Business Organization Concept - The Importance and Objectives of the Business Organization - Characteristics of Business Organizations
Week 4	**The Development of Organizational Thought (Classical School)** - Bureaucracy - Scientific Management - Administrative divisions
Week 5	**The Development of Theoretical Thought (Classical Relations School)** - The Theory of Management Philosophy (by Douglas McCrecker) - The Theory of Contradiction between the Individual and the Organization (Chris Argyres) - Interaction Theory (William Foot-White)
Week 6	**The Development of Organizational Thought (Modern Trends)** - Systems Theory - Situational Theory - Japanese School
Week 7	**The Development of Organizational Thought (Contemporary Trends and Strategic Management)** - Competitiveness and Globalization - Strategic Management - Intellectual Capital and Knowledge Management
Week 8	**Management Environment**

	- The concept of the environment and its types - Dimensions of the environment - Environmental characteristics
Week 9	**The nature of the interaction between the organization and the business environment** - Business Environment Concept - Business Environment Basics and Components - The Relationship between the Organization and the Business Environment
Week 10	**Organizational Objectives** - The Concept of Goals and Their Importance - Types and requirements for their placement - Managing by Goals and Managing by Results
Week 11	**Social Responsibility for Business Organizations** - Ethical Responsibility of a Business Organization - Social Responsibility of a Business Organization - Values and Ethics in Business Administration
Week 12	**Organizational Effectiveness and Efficiency** - The concept of effectiveness and efficiency and their importance - Approaches to the study of effectiveness and efficiency - Measuring organizational effectiveness and efficiency
Week 13	**Management Planning** - Concept, Importance and Objectives of Planning - Types of planning and its characteristics - Developing Plans and Script Formulation
Week 14	**Administrative Decisions** - Basic Concepts of Decision Making and Problem Solving - Types of Administrative Decisions - Strategic Decisions
Week 15	**Decision Making and Problem Solving** - Steps to Problem Solving and Decision Making - Mainstream decision-making organization - Theories of Decision Making

Learning and Teaching Resources Learning and Teaching Resources		
	Text	**Available in the Library?**

Required Texts	,Al-Shammaa, Khalil Mohamed Hassan ,Principles of Management2016	

Delivery Plan (Weekly Lab. Syllabus) Weekly Curriculum of the Laboratory	
	Material Covered
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	.
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	
Week 11	
Week 12	
Week13	
Week 14	
Week 15	

Recommended Texts		
Websites		

Module Information

Course Information

Module Title	**Accounting Principles**	**Module Delivery**	
Module Type		✓☐Theory ✓☐ Reading ☐ Lab ☐ Tutorial ☐ Practical ☐ Seminar	
Module Code			
ECTS Credits	2		
SWL (h/week)	**25**		

Module Level	1	**Semester of Delivery**	**1**
Administering Department	Department of Business Administration	**College**	College of Administration and Economics
Module Leader	**Eng. Waleed Nayef Mohammed**	**email**	waleed.a82@uosamarra.edu.iq
Module Leader's Acad. Title	**Assistant Lecturer**	**Module Leader's Qualification**	**MASTER**
Module Tutor	None	**email**	None
Peer Reviewer Name	None	**email**	None
Scientific Committee Approval Date	**2024/8/1**	**Version Number**	

Relation with other Modules

Relationship with other subjects

Prerequisite module	None	**Semester**	-
Co-requisites module	None	**Semester**	-

Module Aims, Learning Outcomes and Indicative Contents

Course Objectives, Learning Outcomes, and Guidance Content

Module Objectives **Course Objectives**	**Teaching accounting in universities aims to achieve several main goals:** - **While small organizations may be satisfied with appointing an accountant to manage financial activities, large companies are often keen to form a large financial department with dozens of employees in order to prepare financial reports through different types of accounting, such as cost accounting and management accounting that help management and .businessmen make sound decisions**

Module Learning Outcomes **Learning outcomes for the course**	**The learning of the principles of accounting course in Iraqi universities can result in a set of important and valuable outputs, and these outputs include** Understanding the accounting procedures that help to record, summarize and display the data that occurs within the company and understand the accounting system, andthis system consists of two parts, which are financial and administrative, and thus the outputs are classified into two types and informationaloutputs. The routine outputs are the daily transactions of the economic units, while the information outputs are the financial and accounting reports after analyzing and presenting the output.
Indicative Contents **How-to Contents**	**Guiding content of the Principles of Accounting course,** **Some of the points that can include:** **1. Basic Concepts: Definitions and Explanations of Calculator Concepts** **.History: The Evolution of Accounting Across Civilizations .2**
Learning and Teaching Strategies Learning and Teaching Strategies	
Strategies	**Learning and teaching strategies that can be used in teaching human rights and democracy:** **- Knowledge of the concept of accounting** **- Understanding the methods of accounting entry** **- Enabling the student to know the nature of the accounts (receivable, receivable)** **Financial Analysis -**

Student Workload (SWL) The student's academic load is calculated for 15 weeks		
Unstructured SWL (h/sem) The student's regular academic load during thecourse	**2**	**Unstructured SWL (h/w)** Regular student study load per week
Total SWL (h/sem) **The student's total academic load during the course**	**30 hours**	

Evaluation methods		
	5 Degree	**Daily Tests**
	5 Degree	**Oral Tests**
	5 Degree	**Student Participation in Solving Exercises**

	15 Degree	Monthly semester exams
	70°	Final exam
	100 Degree	Total

Learning and Teaching Resources Learning and Teaching Resources		
	Text	Available in the Library?

Delivery Plan (Weekly Syllabus) Theoretical Weekly Curriculum	
	Material Covered
Week 1	Accounting Concepts and Development
Week 2	Accounting principles, assumptions and functions
Week 3	Accounting Branches, Beneficiary Entities and Accounting Elements
Week 4	Accounting Characteristics
Week 5	Single Entry
Week 6	Double Restriction
Week 7	Accounting Records
Week 8	test
Week 9	Accounting Cycle
Week 10	Posting and Crediting
Week 11	Capital Expenditure and Revenue
Week 12	Returns and Permits of Purchases
Week 13	Purchase Expenses
Week 14	Sales Returns and Permits
Week 15	test

Required Texts	Accounting Principles Written by Miqdad Ali Ahmed , Fouad Suleiman , Muhammad Taher	College Library

Module Information

Course Information

Module Title	**mathematics**	**Module Delivery**	
Module Type		✓☐Theory ✓☐ Reading ☐ Lab ☐ Tutorial ☐ Practical ☐ Seminar	
Module Code			
ECTS Credits	**3**		
SWL (h/week)	**25**		
Module Level	1	**Semester of Delivery**	**1**
Administering Department	EME	**College**	CENG
Module Leader	**Eng. M. Noor Ahmed Mahdi**	**email**	NooRAhmed@uosamarra.edu.iq
Module Leader's Acad. Title	**LECTUER**	**Module Leader's Qualification**	**MASTER**
Module Tutor	None	**email**	None
Peer Reviewer Name	None	**email**	None
Scientific Committee Approval Date	**2024/8/1**	**Version Number**	**1.0**

Relation with other Modules

Relationship with other subjects

Prerequisite module	None	**Semester**	-
Co-requisites module	None	**Semester**	-

Module Aims, Learning Outcomes and Indicative Contents

Course Objectives, Learning Outcomes, and Guidance Content

Module Objectives **Course Objectives**	The objectives of studying mathematics for undergraduate students include: 1. Promote critical and analytical thinking: Mathematics helps students develop the ability to think logically and solve problems systematically. 2. Build a strong mathematical foundation: Mathematics provides the foundation needed to understand other scientific subjects such as physics, engineering, and computer science. 3. Develop quantitative skills: Students learn how to manipulate data and numbers, which is vital in multiple fields such as economics, statistics, and business administration. 4. Applying mathematics in practical life: Students learn how to use mathematical concepts in everyday and professional life, such as financial planning and data analysis. 5. Enhance academic abilities: Mathematics helps improve overall academic performance by enhancing analysis and organization skills.

	6. Preparation for advanced studies: Mathematics forms the foundation for advanced studies in science, technology, engineering, and mathematics (STEM) fields. 7. Understanding Mathematical Theories and Applications: Students are trained to understand mathematical theories and apply them in practical situations. These goals aim to develop students academically and equip them with the skills necessary to meet the challenges of professional and .personal life
Module Learning Outcomes **Learning outcomes for the course**	The learning outcomes of mathematics depend on the stage and educational level. In general, however, learning outcomes in mathematics can be divided into several main areas: 1. Mathematical Concepts: - The ability to apply concepts to everyday life issues. - Ability to deal with fractions, ratios, and percentages. 2. Account and Operations: - Master basic calculations. - Developing the skills of solving complex mathematical problems. - Use different strategies to validate the results. 3. Critical Thinking and Problem Solving: - Developing the ability to think critically and analyze mathematical problems. - Ability to apply mathematics in solving everyday problems. - Enhance logical thinking and the ability to deduce. 4. Sports Communication: - Ability to express mathematical ideas orally and in writing. - Use mathematical symbols and equations correctly. 5 .Technique in Mathematics: - Using technical tools such as calculators and computer programs to solve mathematical problems. - Understand the importance of technology in the development and implementation of sports solutions. These outcomes may vary based on different curricula and educational requirements, but they give a general idea of what a student is expected to .learn in mathematics
Indicative Contents **How-to Contents**	The instructive content of mathematics for university students usually includes a set of basic elements that aim to guide students and help them better understand the material. These contents may include: 1. Educational Objectives: Determine what a student should learn at the end of the semester. 2. Curriculum: A list of topics that will be covered during the semester, divided by units or classes. 3. Basic Concepts: Definitions and explanations of basic mathematical concepts that students will need to understand. 4. Equations and Formulas: A list of mathematical equations and formulas that students should know and use. 5. Solved Examples: Detailed examples of solving step-by-step mathematical problems to illustrate how concepts and equations are applied. 6. Exercises and Applications: A set of exercises and questions that help students practice and apply what they have learned. 7. Study tips: Guidance on how to study math effectively, such as setting aside regular time to study, and making sure you understand key concepts before moving on to more complex topics.

	8. Performance Evaluation: Criteria for evaluating a student's performance, such as tests, projects, and homework. These contents help organize the student's study and ensure that they focus on the .key points to succeed in the subject

Learning and Teaching Strategies

Learning and Teaching Strategies

Strategies	The learning and teaching strategy for mathematics for university students needs an integrated approach that combines theory and practice, and focuses on developing critical and analytical thinking skills. Here are some effective strategies: 1. Active Learning: - Encourage students to actively participate in classes through interactive activities such as discussions and problem-solving in small groups. - Use educational games and competitions to enhance understanding. 2. Problem-based learning: - Presenting real-world mathematical problems related to students' daily lives or other study disciplines. - Pushing students to think critically and look for multiple solutions to the same problem. 3. Collaborative Learning: - Dividing students into groups to work together on solving sports problems or projects. - Encourage the exchange of ideas and learn from each other. 4. Formative Assessment: - Use quizzes and regular assignments to assess students' understanding and give immediate feedback. - Provide individualized guidance to improve each student's weaknesses. 5. Self-Learning: - Encouraging students to research and study outside the framework of lectures using books and electronic resources. - Submission of individual projects based on research and discovery. 6. Attention to the basics: - Review the mathematical basics that students need before entering advanced topics. - Make time to enhance basic mathematical skills that some students may lack. These strategies aim to improve the interaction between students and educational content, and develop mathematical thinking skills, which helps build .a solid base of mathematical knowledge in undergraduate students

Student Workload (SWL)

The student's academic load is calculated for 15 weeks

Structured SWL (h/sem) Regular student study load during the semester	**17**	**Structured SWL (h/w)** Regular student study load per week	**1.1**
Unstructured SWL (h/sem) Irregular student study load during the semester	**8**	**Unstructured SWL (h/w)** Irregular student study load per week	**.53**

Total SWL (h/sem) The student's total academic load during the semester	**25**

Module Evaluation

Course Evaluation

		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	**Quizzes**	**2**	**15**	**5&10**	
	Assignments	**2**	**10**	**2&12**	
	Projects / Lab.	**0**	**0**	**0**	
	Report	**2**	**15**	**13**	
Summative assessment	**Midterm Exam**	**1**	**10**	**9**	
	Final Exam	**3 hrs**	**50 % (50)**	**16**	**All**
Total assessment			**100% (100 Marks)**		

Delivery Plan (Weekly Syllabus) Theoretical Weekly Curriculum	
	Material Covered
Week 1	**Learn about the consolidation and intersection of groups**
Week 2	**Learn about group rollout**
Week 3	**The Whole Group and the Complementary Group**
Week 4	**Learn about group theory**
Week 5	**Writing the group and representing it in shapes**
Week 6	**Micro Groups**
Week 7	**First Semester Exam**
Week 8	**Identify the most important linear equations**
Week 9	**Quadratic functions**
Week 10	**Methods of Solving Quadratic Equations/Factor Analysis Method, Quadratic Model Method**
Week 11	**The most important rules of exponential functions**
Week 12	**,Algebraic Quantities / Addition and Subtraction of Algebraic Quantities Multiplication of Algebraic Quantities**
Week 13	**Division of Algebraic Quantities and the Law of Distribution**

Week 14	**Logarithmic functions**
Week 15	Second Semester Exam

Learning and Teaching Resources

Learning and Teaching Resources

	Text	Available in the Library?
Required Texts		

Delivery Plan (Weekly Lab. Syllabus)
Weekly Curriculum of the Laboratory

	Material Covered
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	.
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	
Week 11	
Week 12	
Week13	
Week 14	
Week 15	

Recommended Texts		
Websites		

Module Information

Course Information

Module Title	**English**	**Module Delivery**	
Module Type	S	✓☐Theory ✓☐ Reading ☐ Lab ☐ Tutorial ☐ Practical ☐ Seminar	
Module Code	EME262		
ECTS Credits	2		
SWL (h/week)	**25**		
Module Level	1	**Semester of Delivery**	**1**
Administering Department	EME	**College**	CENG
Module Leader	**Assoc. Prof. Dr. Mohammed Raad Jaddou**	**email**	muhammed.raad@uosamarra.edu.iq
Module Leader's Acad. Title	**LECTUER**	**Module Leader's Qualification**	**Ph,D**
Module Tutor	None	**email**	None
Peer Reviewer Name	None	**email**	None
Scientific Committee Approval Date	**2024/8/1**	**Version Number**	**1.0**

Relation with other Modules

Relationship with other subjects

Prerequisite module	None	**Semester**	-
Co-requisites module	None	**Semester**	-

Module Aims, Learning Outcomes and Indicative Contents

Course Objectives, Learning Outcomes, and Guidance Content

Module Objectives Course Objectives	**1- Teaching English to Non-Native Students** **2- Developing students' abilities to use English vocabulary and read English texts.** **3- Develop abilities and skills in understanding English terminology and vocabulary**

Module Learning Outcomes **Learning outcomes for the course**	**Students' learning of English in Iraqi universities can yield a range of important and valuable outputs, including** **-Enhancing Knowledge: Enable the student to know English Language and How to Develop Skills in the Use of English Language** **And to recognize the basic pain of the beginnings in the English language** **-Knowledge :The student must be knowledgeable In English as much as possible** **Comprehension: Excellent understanding of English language topics** **- Developing abilities and skills: the student should be able to deal scientifically with work and use the English language.** **Confidence: Enhancing self-confidence through the quantity and quality of academic knowledge**
Indicative Contents **How-to Contents**	**Instructional content of the English language course** **Some of the points that can include:** **1. Basic Concepts: Identify the basic concepts in the English language** **.Evaluate the basic grammar in the English language .2** .
Learning and Teaching Strategies Learning and Teaching Strategies	
Strategies	**Learning and teaching strategies that can be used in teaching English** 1- Assigning each student to read an English text and repeat it several times in the lesson. 2- Explaining the grammar lesson in a systematic book on the board and reading the lesson. 3- Assign students to solve the lessons at home, and make sure to solve the exercises in the classroom and involve all students. Daily exams for the subject being explained In addition to extra-curricular duties 4- Discussions and Dialogues: Organize group discussions on various topics related to the English language subject and guide students to think deeply and exchange opinions and experiences Interactive Activities:* Organizing interactive activities, to promote -5 .interaction and effective participation

Student Workload (SWL)

The student's academic load is calculated for 15 weeks

Structured SWL (h/sem) Regular student study load during the semester	**17**	**Structured SWL (h/w)** Regular student study load per week	**1.1**
Unstructured SWL (h/sem) Irregular student study load during the semester	**8**	**Unstructured SWL (h/w)** Irregular student study load per week	**.53**
Total SWL (h/sem) The student's total academic load during the semester	**25**		

Module Evaluation

Course Evaluation

		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	**Quizzes**	**2**	**15**	**5&10**	
	Assignments	**2**	**10**	**2&12**	
	Projects / Lab.	**0**	**0**	**0**	
	Report	**2**	**15**	**13**	
Summative assessment	**Midterm Exam**	**1**	**10**	**9**	
	Final Exam	**3 hrs**	**50 % (50)**	**16**	**All**
Total assessment			**100% (100 Marks)**		

Delivery Plan (Weekly Syllabus) Theoretical Weekly Curriculum	
	Material Covered
Week 1	**Text a piece in English with exercises related to it and discuss the most important points related to the text**
Week 2	**Verbs of being, ways to put them in useful sentences, and explanation of examples**
Week 3	**Solve a set of exercises for the previous lesson**
Week 4	**Read a text in English with examples and solve exercises related to the text**
Week 5	**New topic (state of negation) and explanation of examples related to the topic with a non-descriptive assignment**
Week 6	**Tenses in English (A)**
Week 7	**(B) Tenses in English**
Week 8	**Yes and no questions and short answer**
Week 9	**MID TERM**
Week 10	**Possessive pronouns**
Week 11	**Object-Asking Tools**
Week 12	**Object pronouns and ways to use them**

Week 13	**Solve a set of exercises for previous lessons**
Week 14	**Prepositions**
Week 15	**Adverb of Frequency**

Learning and Teaching Resources

Learning and Teaching Resources

	Text	Available in the Library?
Required Texts		

Delivery Plan (Weekly Lab. Syllabus)
Weekly Curriculum of the Laboratory

	Material Covered
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	.
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	
Week 11	
Week 12	
Week13	
Week 14	
Week 15	

Recommended Texts		
Websites		

Module Information

Course Information

Module Title	**Management Principles**	**Module Delivery**	
Module Type	S	✓☐Theory ✓☐ Reading ☐ Lab ☐ Tutorial ☐ Practical ☐ Seminar	
Module Code	EME262		
ECTS Credits	2		
SWL (h/week)	**25**		

Module Level	1	**Semester of Delivery**	**1**
Administering Department	EME	**College**	CENG
Module Leader	**Eng. Firas Emad Ali**	**email**	firasemad0@gmail.com
Module Leader's Acad. Title	**LECTUER**	**Module Leader's Qualification**	**Master**
Module Tutor	None	**email**	None
Peer Reviewer Name	None	**email**	None
Scientific Committee Approval Date	**2024/8/1**	**Version Number**	**1.0**

Relation with other Modules

Relationship with other subjects

Prerequisite module	None	**Semester**	-
Co-requisites module	None	**Semester**	-

Module Aims, Learning Outcomes and Indicative Contents

Course Objectives, Learning Outcomes, and Guidance Content

Module Objectives **Course Objectives**	**The Principles of Management course aims to achieve the following results:** 4- Identify what business administration is and the theories that dealt with managerial thought and its development process. 5- Identify the tasks inherent in the work of managers and leaders, and differentiate between the work of each of them. 6- Clarifying the decision-making mechanism and studying internal and external environmental factors. Familiarity with the methods and methods used in management .and ways to achieve the goals of the organization

Module Learning Outcomes **Learning outcomes for the course**	**The Principles of Management course provides outputs characterized by:** • Knowledge Enrichment: The student of the Principles of Management course is characterized by a knowledge capacity of the methods and methods used in management, and knowledge of the foundations on which the science of management is based. • Behavioral Flexibility: The student who has studied the principles of management acquires flexibility in choosing the appropriate management method for applied practice. • Briefing: The student should be surrounded by the branches of the management specialization, and the interdependence relations between them. • Understanding: A broad understanding of the variables and terminology of management science, and the historical development of the systems and theories presented in this science. • Enhancing Confidence: Learning the principles of management helps to enhance self-confidence when making decisions because they are based on solid scientific foundations .
Indicative Contents **How-to Contents**	**Guiding content of the management principles course** **Some of the points that can include:** **5. Recognize the foundations and rules ofmanagement science.** **6. Expanding access to practical management experiences that enhance knowledge.** **7. Evaluating the interactive behavior of individuals with the members of the organizations to which they organize of various types.** **8. Spreading the culture of scientific management, and educating towards following the scientific method in the administrative .applications of various organizational situations**
Learning and Teaching Strategies Learning and Teaching Strategies	
Strategies	**Learning and teaching strategies used in teaching the course Principles of Management:** • **Direct traditional education: by giving introductory lectures about the curriculum, its vocabulary, and the scientific details of the subject based on what the scientific references have agreed upon.**

	• **Group discussions: Following the strategy of discussion and dialogue with and among students on study variables, to enhance debating abilities and persuasion with logical scientific arguments on various topics related to management, and to exchange opinions and experiences.** • **USE OF MODERN TECHNICAL MEANS: USE THE VISUAL DISPLAY (DATA SHOW) WITH OTHER TECHNICAL MEANS WHEN AVAILABLE TO CLARIFY AND DEEPEN THE CONCEPTS AMONG STUDENTS.** • **Scientific Research: By directing assignments to students to prepare reports on certain topics of the scientific subject.** • **Social and Technological Communication: Using social media platforms and technology to encourage academic discussions and exchange of ideas among students outside the classroom.**

Student Workload (SWL)

The student's academic load is calculated for 15 weeks

Structured SWL (h/sem) Regular student study load during the semester	**17**	**Structured SWL (h/w)** Regular student study load per week	**3**
Unstructured SWL (h/sem) Irregular student study load during the semester	**8**	**Unstructured SWL (h/w)** Irregular student study load per week	**.53**
Total SWL (h/sem) The student's total academic load during the semester	**25**		

Module Evaluation

Course Evaluation

		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	**Quizzes**	**2**	**15**	**5&10**	
	Assignments	**2**	**10**	**2&12**	
	Projects / Lab.	**0**	**0**	**0**	
	Report	**2**	**15**	**13**	
Summative assessment	**Midterm Exam**	**1**	**10**	**9**	
	Final Exam	**3 hrs**	**50 % (50)**	**16**	**All**
Total assessment			**100% (100 Marks)**		

Delivery Plan (Weekly Syllabus) Theoretical Weekly Curriculum	
	Material Covered
Week 1	**Management** - Basic concepts in the meaning, importance and objectives of the organization - Steps of Organizational Design for Business Organizations - Basic Principles of Regulation
Week 2	**Basic Principles of Organization and Communication** - Power, Responsibility, Centralization and Decentralization - Delegating and delegating - Communication: its concept, methods and importance
Week 3	**Leadership and Guidance** - The Concept of Administrative Leadership and its Importance - Leadership Theories - Leadership Behavior
Week 4	**Motivation and motivation** - The concept of motivation and motivation - Components of the Motivation System - Contemporary Stimulus Systems
Week 5	**Administrative Control** - The Concept, Importance and Objectives of Oversight - Types of Censorship - Steps of Oversight
Week 6	**Business Organization Jobs (Production & Operations Management)** - The Concept, Importance and Objectives of Production Management - Production theories - Contemporary Production Methods
Week 7	**Business Organization Jobs (Marketing Management)** - The Concept, Importance and Objectives of Marketing - Marketing Methods and Tools - Contemporary Marketing Theories
Week 8	**Business Organization Jobs (Human Resources Management)** - Key concepts - Human Resources Management Jobs

	- Human Resource Management Methods and Styles
Week 9	**Business Organization Jobs (Financial Management)** - Key concepts - ingredients - Methods, tools and measurements
Week 10	**Business Organizations Jobs (Research & Development)** - Key concepts - Components - Methods and tools
Week 11	**Business Organizations Jobs (Innovation and Organizational Change Management)** - Key concepts - Methods and Steps - Change Strategies and Patterns
Week 12	**Business Organization Jobs (Performance Appraisal & Quality Management)** - Key concepts - Criteria and Steps - Methods and Processes
Week 13	**Quantitative Planning Tools** - Decision Tree - Break-even point - Production and storage control and planning
Week 14	**Strategic Management** - Key concepts - Components of Strategic Management - Strategic Alternatives
Week 15	**Information and Knowledge Systems Management** - Key concepts - ingredients - Methods and Tools

Learning and Teaching Resources Learning and Teaching Resources		
	Text	**Available in the Library?**
Required Texts	,Al-Shammaa, Khalil Mohamed Hassan ,Principles of Management2016	

Delivery Plan (Weekly Lab. Syllabus) Weekly Curriculum of the Laboratory	
	Material Covered
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	.
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	
Week 11	
Week 12	
Week13	
Week 14	
Week 15	

Recommended Texts		
Websites		

Module Information Study subject information					
Module Title	Principles of statistics			**Module Delivery**	
Module Type				✓☐ Theory ✓☐ Reading ☐ Lab ☐Tutorial ☐Practical ☐ Seminar	
Module Code					
ECTS Credits	3				
SWL(h/week)	30				
Module Level	1		**Semester of Delivery**	2	
Administering Department	**Business administration**		**College**	**College of Administration and Economics**	
Module Leader	**M. M. Ahmed Majed Zidan**		**email**	**ahmed9324@uosamarra.edu.iq**	
Module Leader's Acad. Title	**Assistant Lecturer**		**Module Leader's Qualification**	**MASTER**	
Module Tutor	None		**email**	None	
Peer Reviewer Name	None		**email**	None	
Scientific Committee Approval Date	**2024/8/1**		**Version Number**	**1.0**	

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

Module Aims, Learning Outcomes and Indicative Contents Subject objectives, learning outcomes and indicative contents	
Module Objectives **Objectives of the study subject**	The Principles of Statistics course is a basic course that aims to introduce students to the basic concepts and statistical methods used in data analysis. The course focuses on developing the student's understanding of the main elements of statistics, and how to apply them in a variety of fields . .1Understanding the theoretical foundations of statistics: Gaining knowledge about basic concepts such as arithmetic mean, median, mode, dispersion, and probability distributions. .2Applying statistical methods: The ability to apply statistical methods in analyzing data, such as hypothesis testing and simple regression.

	.3Data analysis: Developing the ability to collect and analyze data using statistical tools and programs such as Excel or SPSS . .4Critical thinking: Promoting critical thinking in interpreting and evaluating statistical results.
Module Learning Outcomes **Learning outcomes for the subject**	The outcomes of teaching principles of statistics include several aspects that can be summarized as follows : .1Basic understanding of statistics: Identify basic concepts such as statistical population, sample, variables, data, probability, and types of statistics (descriptive and inferential (. .2 Ability to collect and organize data : Learn how to collect data using questionnaires or experiments, and organize it into tables or graphs for easy analysis . .3 Statistical data analysis : Use statistical tools to analyze data, such as means, median, standard deviation ,correlation, and regression . .4Interpretation of results : The ability to interpret and analyze the results of statistical tests, and identify their scientific or practical implications. .5Use of statistical software: Learn how to use some programs such as SPSS or Excel to analyze statistical data . .6 Make decisions based on data :The ability to make informed decisions based on data analysis and statistical results . .7 Critical thinking and evaluation : Develop critical thinking skills in evaluating data and information, and avoiding common errors in interpretation . These outcomes enable students to understand and use statistics in different fields, whether in business, science, or academic research .
Indicative Contents **Indicative contents**	The indicative content of Principles of Statistics includes a set of basic concepts that are essential to understanding statistics and its applications .This content usually includes the following : .1Introduction to statistics : - Definition of statistics and its importance in various fields . - The difference between descriptive statistics and inferential statistics . .2 Data collection : - Types of data (qualitative and quantitative (. - Data collection methods (such as questionnaires ,interviews, experiments (. - Sampling and random distribution . .3 Descriptive statistics :

	- Measures of central tendency: such as the arithmetic mean, median, and mode . - Measures of dispersion: such as range, standard deviation, and variance . - Shape measures: such as flatness and torsion . .4Graphical display of data : - Frequency tables . - Graphs (such as columns, circles, histograms (. .5Hypothesis tests : - Definition of statistical hypotheses . Types of errors (Type I and Type II (. - Statistical hypothesis tests such as T- test, ANOVA test. .6Correlation and regression : - The concept of correlation between variables . - Simple and multiple regression analysis . - Applications of regression analysis in forecasting . These principles provide the necessary foundation for understanding how to analyze data and make decisions based on these analyses .
Learning and Teaching Strategies Learning and teaching strategies	
Strategies	The teaching and learning strategy in Principles of Statistics can rely on a range of interactive methods that facilitate students' understanding of basic concepts. Here are some steps that can be followed: .1Theoretical introduction: -Introducing basic concepts in statistics such as probability distribution ,mean, variance, and standard deviation. -Using realistic examples to illustrate the importance of statistics in daily life and various fields. .2Interactive learning: -Encourage students to participate in group activities, such as analyzing data or solving statistical problems jointly. -Use statistical software (such as Excel or SPSS (to conduct analyzes and present results visually. .3Practical application: Assigning students to small projects that require data collection and analysis using the statistical methods that have been learned.

	.4Continuous evaluation: -Use quizzes and questionnaires to periodically evaluate students' understanding. -Encouraging students to review statistics concepts through exercises and training problems. These strategies contribute to making learning statistics more interactive and flexible, which helps students acquire knowledge in a deeper and more effective way .

Student Workload (SWL) The student's study load is calculated for 15 weeks			
Structured SWL (h/ sem) **The student's regular academic load during the semester**	**15**	**Structured SWL (h/w)** **The student's regular academic load per week**	**1.1**
Unstructured SWL (h/ sem) **Irregular study load for the student during the semester**		**Unstructured SWL (h/w)** **The student's irregular academic load per week**	
Total SWL (h/ sem) **The student's total academic load during the semester**	**25**		

ModuleEvaluation

Evaluation of the academic subject

		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	**Quizzes**	**2**	**15**	**5 &10**	
	Assignments	**2**	**10**	**2&12**	
	Projects/ Lab.	**0**	**0**	**0**	
	Report	**2**	**15**	**13**	

Summative assessment	Midterm exam	1	10	9	
	Final exam	3 hours	50% (50)	16	All
Total assessment			100% (100 Marks)		

Delivery Plan (Weekly Syllabus) The theoretical weekly curriculum	
	Material Covered
Week 1	Recognizing the concept of the measure of dispersion or difference/range, the average deviation
Week 2	Identify measures of variance and standard deviation
Week 3	Identify the types of correlation coefficient / simple linear correlation coefficient
Week 4	Learn about the concept of connection
Week 5	Types of correlation :direct or inverse positive
Week 6	First semester exam
Week 7	The concept of correlation and its types
Week 8	Different methods of calculating correlation coefficients
Week 9	The concept of simple linear regression and its applications
Week 10	Measures of torsion
Week 11	Moments / Moments about zero ,Moments about the arithmetic mean
Week 12	Gauges of oblateness

Week 13	**Knowledge of the concepts and measures of oblateness**
Week 14	**Calculate the coefficient of flatness**
Week 15	Second semester exam

Learning and Teaching Resources **Learning and teaching resources**		
	Text	**Available in the Library?**
Required Texts		

Delivery Plan (Weekly Lab. Syllabus) The weekly laboratory curriculum	
	Material Covered
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	.
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	
Week 11	
Week 12	
Week13	
Week 14	

Week 15	

Recommended Texts		
Websites		

Module Information
Course Information

Module Title	**Business Correspondence**	**Module Delivery**	
Module Type	S	✓☐Theory ✓☐ Reading ☐ Lab ☐ Tutorial ☐ Practical ☐ Seminar	
Module Code	EME262		
ECTS Credits	2		
SWL (h/week)	**25**		
Module Level	1	**Semester of Delivery**	**1**
Administering Department	EME	**College**	CENG
Module Leader	**Assoc. Prof. Dr. Ali Farouk Abdul Razzaq**	**email**	ali.faro20@uosamarra.edu.iq
Module Leader's Acad. Title	**LECTUER**	**Module Leader's Qualification**	**Ph.D**
Module Tutor	None	**email**	None
Peer Reviewer Name	None	**email**	None
Scientific Committee Approval Date	**2024/8/1**	**Version Number**	**1.0**

Relation with other Modules
Relationship with other subjects

Prerequisite module	None	**Semester**	-
Co-requisites module	None	**Semester**	-

Module Aims, Learning Outcomes and Indicative Contents
Course Objectives, Learning Outcomes, and Guidance Content

Module Objectives Course Objectives	**Teaching a commercial correspondence course in universities aims to achieve several main goals:** **- Understanding the areas of benefiting from commercial correspondence in administrative practices** **Developing awareness about the fields of commercial – correspondence, which contribute to the development of the reality of administrative practices.**

Module Learning Outcomes **Learning outcomes for the course**	**Students learning the subject of commercial correspondence in Iraqi universities can yield a set of important and valuable outputs, including** **-Enhancing Knowledge: Enable the student to know the methods of Business Correspondence in Organizations.** **Identify the basic concepts in business correspondence** **-Knowledge :The student must be knowledgeable Commercial Correspondence** **- Understanding: A distinct understanding of the topics of commercial correspondence.** **- Developing abilities and skills: The student should be able to deal scientifically with work in organizations.** **Confidence: Enhancing self-confidence through the quantity and quality of academic knowledge**
Indicative Contents **How-to Contents**	**Guidance content of the commercial correspondence course** **Some of the points that can include:** **1. Recognize the basic concepts in business correspondence** **Evaluate the rules used in commercial correspondence .3**
Learning and Teaching Strategies Learning and Teaching Strategies	
Strategies	**Learning and teaching strategies that can be used in teaching business correspondence:** **Discussions and Dialogues: Organize group discussions on various topics related to business correspondence. The students can be guided to think deeply and exchange opinions and experiences.** **Case Study: Use case studies to illustrate the current challenges facing business correspondence, helping to understand local and global contexts.** **Interactive Activities: Organizing interactive activities, to promote interaction and effective participation.**

	Creative use of educational aids: The use of images, films, and educational games to clarify concepts and deepen understanding of the subject. ***Research and Submission:*** **Students were asked to conduct research on a specific topic related to commercial correspondence, and then present their research results in front of the class.** **Field Visits: Organizing field visits to local or government organizations and companies, enabling students to interact with practical work to enhance the subject of commercial correspondence.** **Social Media and Technology: Using social media platforms and technology to encourage academic discussions and exchange of ideas among students outside the classroom.**

Student Workload (SWL) The student's academic load is calculated for 15 weeks			
Structured SWL (h/sem) Regular student study load during the semester	**17**	**Structured SWL (h/w)** Regular student study load per week	**1.1**
Unstructured SWL (h/sem) Irregular student study load during the semester	**8**	**Unstructured SWL (h/w)** Irregular student study load per week	**.53**
Total SWL (h/sem) The student's total academic load during the semester	**25**		

Delivery Plan (Weekly Syllabus) Theoretical Weekly Curriculum	
	Material Covered
Week 1	**An introduction to business**
Week 2	**Communication process**
Week 3	**Examples / Cases**
Week 4	**An overview on business letters**
Week 5	**Selective related concepts**
Week 6	**Importance of letter writing**
Week 7	**Types of business letters**
Week 8	**Functions of business letters**
Week 9	**Quality of the tone of letter**
Week 10	**Examples / Cases**
Week 11	**Quality of the structures**
Week 12	**Examples / Cases**

Week 13	**Main parts of the letters**
Week 14	**Examples / Cases**
Week 15	**Review of applications**

Module Evaluation

Course Evaluation

		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	**Quizzes**	**2**	**15**	**5&10**	
	Assignments	**2**	**10**	**2&12**	
	Projects / Lab.	**0**	**0**	**0**	
	Report	**2**	**15**	**13**	
Summative assessment	**Midterm Exam**	**1**	**10**	**9**	
	Final Exam	**3 hrs**	**50 % (50)**	**16**	**All**
Total assessment			**100% (100 Marks)**		

Learning and Teaching Resources

Learning and Teaching Resources

	Text	Available in the Library?
Required Texts		

Delivery Plan (Weekly Lab. Syllabus)
Weekly Curriculum of the Laboratory

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

Week 8	
Week 9	
Week 10	
Week 11	
Week 12	
Week13	
Week 14	
Week 15	

Recommended Texts		
Websites		

Module Information Course Information					
Module Title	**Computer Fundamentals Package WordPress 2010**			**Module Delivery**	
Module Type				✓ ☐ Theory ✓ ☐ Reading ☐ Lab ☐ Tutorial ☐ Practical ☐ Seminar	
Module Code					
ECTS Credits	**3**				
SWL (h/week)	**30**				
Module Level	1		**Semester of Delivery**	**2**	
Administering Department	**Business Administration**		**College**	**Faculty of Business and Economics**	
Module Leader	**Eng. Bakr Ahmed Abdulmajeed Abbas**		**email**	**Bakr.a.a@uosamarra.edu.iq**	
Module Leader's Acad. Title	**Assistant Lecturer**		**Module Leader's Qualification**	**MASTER**	
Module Tutor	None		**email**	None	
Peer Reviewer Name	None		**email**	None	
Scientific Committee Approval Date	**2024/8/1**		**Version Number**	**1.0**	

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

Module Aims, Learning Outcomes and Indicative Contents Course Objectives, Learning Outcomes, and Guidance Content	
Module Objectives **Course Objectives**	Student Education To be familiar with the basic rules of dealing with the computer, managing it, and creating files to help it accomplish projects Printing, preparing statistics, charts, creating presentations, designing engineering plans, and others, and the emergence of the Internet as a means of communication available to everyone, has become very necessary for students to learn to use computers because of the role of the Internet in many

	fields, including education, scientific research, commerce, marketing through electronic correspondence, web pages, and electronic speaking. A. Cognitive Objectives 1- The student's understanding of the subject 2- The ability to analyze and apply what you have learned practically to the calculator 3- The evaluation should be done by presenting the material among the students in the laboratory and then applying it by them. B. Course Skill Objectives 1. Direct questions and answers about the previous article 2- Analyzing the student's ability to comprehend through homework carried out at home and stored on disks to be displayed directly in front of the students to know what they learned from the previous lecture. Showing educational films related to the subject in order to consolidate the .3 .ability to learn
Module Learning Outcomes **Learning outcomes for the course**	The method of learning through the theoretical + practical method and explanation by presenting the material on thePowerPoint program in the form of charts and pictures in order to attract the student's attention and help him not to feel bored, and the practical way represented in applying what has been .presented on the calculator and conducting daily and monthly exams
Indicative Contents **How-to Contents**	Instructional content of the computer course * Provide feedback: Must be able to provide constructive feedback that helps candidates develop themselves. Training and Development: Must have the ability to design and deliver training and development programs in the field of computer software. Mentoring and mentorship: Must be able to mentor candidates and help them * .achieve their career goals

Learning and Teaching Strategies Learning and Teaching Strategies	
Strategies	1. Strategy of discussions 2- The strategy of encouraging students to learn to use the computer and its applications, the most important of which is some of the (Microsoft Office applications). 3Strategy to teach students how to use Internet browsers and websites correctly and securely

Student Workload (SWL) The student's academic load is calculated for 15 weeks			
Structured SWL (h/sem) Regular student study load during the semester	**15**	**Structured SWL (h/w)** Regular student study load per week	**1.1**
Unstructured SWL (h/sem) Irregular student study load during the semester		**Unstructured SWL (h/w)** Irregular student study load per week	
Total SWL (h/sem) The student's total academic load during the semester	**25**		

Module Evaluation
Course Evaluation

		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	**Quizzes**	**2**	**15**	**5&10**	
	Assignments	**2**	**10**	**2&12**	
	Projects / Lab.	**2**	**0**	**0**	
	Report	**2**	**15**	**13**	
Summative assessment	**Midterm Exam**	**1**	**10**	**9**	
	Final Exam	**3 hrs**	**50 % (50)**	**16**	**All**
Total assessment			**100% (100 Marks)**		

Delivery Plan (Weekly Syllabus) Weekly Theoretical + Practical Curriculum	
	Material Covered
Week 1	**Chapter One: Running Word 2010 File Tab Program Interfaces and Tapes**
Week 2	**Home tab Clipboard group, font and paragraph**
Week 3	**Style group, edit group, and page layout tab**
Week 4	**Page Setup and Page Background Theme Set**
Week 5	**Paragraph group, order group, view tab, and document views group**
Week 6	**Show group, zoom out group, and help help window Exam +**
Week 7	**Chapter Two: Insertion tab, page group, and table group**
Week 8	**Table Tools tab, Table Design tab, and Layout tab**
Week 9	**Picture Tool Dock Set Link Group**
Week 10	**Header and footer set, text set, and symbol set**
Week 11	**Chapter Three: Additional Tasks for Microsoft Word: Reference Tab, Table of Contents, and Footnotes**
Week 12	**Reference Collection, Citations, Captions, and Index Collection**
Week 13	**Resource Tables Group Correspondence Tab and Correspondence Merge Create Group**

Week 14	**Write and insert fields and preview results group**
Week 15	**exam**

Learning and Teaching Resources Learning and Teaching Resources		
	Text	**Available in the Library?**
Required Texts		

Recommended Texts	
Websites	

Module Information

Course Information

Module Title	**Human Rights and Democracy**	**Module Delivery**	
Module Type	S	✓☐Theory ✓☐ Reading ☐ Lab ☐ Tutorial ☐ Practical ☐ Seminar	
Module Code	EME262		
ECTS Credits	2		
SWL (h/week)	**25**		

Module Level	1	**Semester of Delivery**	**1**
Administering Department	EME	**College**	CENG
Module Leader	**Eng. Qutaiba Mikhlif Abbas**	**email**	Qutiba.m.abbas@uosamarra.edu.iq
Module Leader's Acad. Title	**LECTUER**	**Module Leader's Qualification**	**MASTER**
Module Tutor	None	**email**	None
Peer Reviewer Name	None	**email**	None
Scientific Committee Approval Date	**2024/8/1**	**Version Number**	**1.0**

Relation with other Modules

Relationship with other subjects

Prerequisite module	None	**Semester**	-
Co-requisites module	None	**Semester**	-

Module Aims, Learning Outcomes and Indicative Contents

Course Objectives, Learning Outcomes, and Guidance Content

Module Objectives Course Objectives	**Teaching human rights and democracy in universities aims to achieve several main objectives:** **- Promoting Human Rights Awareness: The teaching of this course seeks to promote an understanding and awareness of the basic human rights stipulated in the international conventions and conventions to which Iraq is bound. This includes citizens' rights and economic, social, and cultural rights.** **- Promoting the principles of democracy: The main objective of teaching this course includes promoting the concept and values of democracy among students. This includes understanding the importance of civic participation, voting rights and political participation, ensuring the rule of law and respecting the rights of minorities.** **- Develop critical thinking skills: The study of human rights and democracy promotes critical thinking skills among students, helping them evaluate political and social issues logically and based on ethical and human rights principles.** **- Promoting the values of justice and equality: Human rights lessons contribute to the promotion of the values of justice and equality in**

	society, and encourage the fight against discrimination and the realization of the rights of the individual regardless of his or her social or cultural background. - Stimulating community participation: Human rights and democracy education aims to motivate students to participate in civic and community life, and motivate them to take responsibility in building a society that respects human rights and is based on the principles of democracy. Overall, the teaching of human rights and democracy in Iraqi universities seeks to prepare students to participate effectively in society and work to build a society based on justice and respect for human rights.
Module Learning Outcomes Learning outcomes for the course	The learning of human rights and democracy students in Iraqi universities can yield a range of important and valuable outputs, including Deep understanding of human rights: Students are expected to gain a deep understanding of the concept of human rights and the state's obligations towards them, and to gain the ability to analyze the challenges facing the realization and respect of human rights. Appreciation of Democracy Values: Students are expected to gain an understanding of the values and principles of democracy, including civic participation, respect for minority rights, and good governance. Develop critical thinking skills: Students are expected to develop critical thinking skills in dealing with issues related to human rights and democracy, enabling them to assess the situation logically and understand the potential implications of political decisions and transitions. Ability to participate effectively: Encourages students to participate actively in society and political life, whether by participating in dialogues, public work, or even by engaging in debates on human rights issues. Promote cultural awareness: Learning about human rights and democracy can increase students' awareness of cultural diversity and mutual respect between different cultures, promoting global understanding and international cooperation. Motivation for social interaction: Students are expected to be motivated to contribute to the improvement of social and political conditions through teamwork and social activity. Overall, learning about human rights and democracy is an opportunity to develop students personally and socially, and empower them to take responsibility in building a society based on the principles of justice and respect for human rights.
Indicative Contents How-to Contents	Human Rights and Democracy Guidance Content; Some of the points that can include: 1. Basic Concepts: Definitions and explanations of concepts such as human rights, democracy, fundamental freedoms, and social justice. 2. History: The evolution of human rights and democracy throughout history, including important international documents such as the Universal Declaration of Human Rights.

	3. Legal frameworks: international conventions and treaties dealing with human rights and democracy, as well as national constitutions and related laws. **4. Contemporary Issues: Discuss issues such as discrimination, individual and collective freedoms, children's rights, women's rights, and social justice.** **5. International and domestic mechanisms: bodies and organizations concerned with human rights and the promotion of democracy, both within countries and internationally.** **6. Case Studies: An analysis of the application of human rights and democracy in specific countries or regions, with a focus on challenges and achievements.** **Social Interaction: The role of civil society, the media, and academic .7 institutions in promoting and protecting human rights and promoting democracy.**
Learning and Teaching Strategies Learning and Teaching Strategies	
Strategies	**Learning and teaching strategies that can be used in teaching human rights and democracy:** **Discussions and Dialogues: Organize group discussions on various topics related to human rights and democracy. Students can be guided to think deeply and exchange views and experiences.** **Case study: Use case studies to illustrate current challenges facing human rights and democracy in different countries, helping to understand local and global contexts.** **Interactive Activities: Organizing interactive activities such as role roles or UN simulations, to promote interaction and effective participation.** **Creative use of educational aids: The use of educational images, films, and games to clarify concepts and deepen students' understanding.** ***Research and Presentation:* Students were asked to conduct research on a specific topic related to human rights and democracy, and then presented their research results in front of the class.** **Field visits: Organize field visits to local or government human rights institutions, enabling students to interact with practical work to promote human rights.** **Social Media and Technology: Using social media platforms and technology to encourage academic discussions and exchange of ideas among students outside of the classroom.**

Student Workload (SWL)

The student's academic load is calculated for 15 weeks

Structured SWL (h/sem) Regular student study load during the semester	**17**	**Structured SWL (h/w)** Regular student study load per week	**1.1**
Unstructured SWL (h/sem) Irregular student study load during the semester	**8**	**Unstructured SWL (h/w)** Irregular student study load per week	**.53**
Total SWL (h/sem) The student's total academic load during the semester	**25**		

Module Evaluation

Course Evaluation

		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	**Quizzes**	**2**	**15**	**5&10**	
	Assignments	**2**	**10**	**2&12**	
	Projects / Lab.	**0**	**0**	**0**	
	Report	**2**	**15**	**13**	
Summative assessment	**Midterm Exam**	**1**	**10**	**9**	
	Final Exam	**3 hrs**	**50 % (50)**	**16**	**All**
Total assessment			**100% (100 Marks)**		

Delivery Plan (Weekly Syllabus) Theoretical Weekly Curriculum	
	Material Covered
Week 1	**Human Rights (Human Rights in Ancient Civilizations)**
Week 2	**Human Rights in Divine Laws and Religions**
Week 3	**Human Rights Sources / International Sources**
Week 4	**Human Rights Sources / National Sources**
Week 5	**Domestic human rights guarantees/safeguards**
Week 6	**Human Rights Guarantees/Guarantees in Islam**
Week 7	**Human Rights Guarantees/Safeguards at the International Level**
Week 8	**The Role of Regional Organizations in the Protection of Human Rights**
Week 9	**MID TERM**
Week 10	**The Future of Human Rights - Globalization and Human Rights**
Week 11	**Chapter Two: Rights of the Child (Origin and Development of the Rules of the Rights of the Child)**
Week 12	**Rights of the Child in Divine Civilizations and Religions**
Week 13	**International and regional conventions on the rights of the child**
Week 14	**Democracy, Human Rights Guarantees/International Safeguards**

Week 15	The House of Representatives, Elections and the Most Important Electoral Systems

Learning and Teaching Resources Learning and Teaching Resources		
	Text	**Available in the Library?**
Required Texts		

Delivery Plan (Weekly Lab. Syllabus) Weekly Curriculum of the Laboratory	
	Material Covered
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	.
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	
Week 11	
Week 12	
Week13	
Week 14	
Week 15	

Recommended Texts		
Websites		