

**Ministry of Higher Education and Scientific Research  
Scientific Supervision and Scientific Evaluation Apparatus  
Directorate of Quality Assurance and Academic Accreditation  
Accreditation Department**



# **Academic Program and Course Description Guide**

**2025**

## **Introduction:**

The educational program is a well-planned set of courses that include procedures and experiences arranged in the form of an academic syllabus. Its main goal is to improve and build graduates' skills so they are ready for the job market. The program is reviewed and evaluated every year through internal or external audit procedures and programs like the External Examiner Program.

The academic program description is a short summary of the main features of the program and its courses. It shows what skills students are working to develop based on the program's goals. This description is very important because it is the main part of getting the program accredited, and it is written by the teaching staff together under the supervision of scientific committees in the scientific departments.

This guide, in its second version, includes a description of the academic program after updating the subjects and paragraphs of the previous guide in light of the updates and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual, quarterly), as well as the adoption of the academic program description circulated according to the letter of the Department of Studies T 3/2906 on 3/5/2023 regarding the programs that adopt the Bologna Process as the basis for their work.

In this regard, we can only emphasize the importance of writing an academic programs and course description to ensure the proper functioning of the educational process.

## **Concepts and terminology:**

**Academic Program Description:** The academic program description provides a brief summary of its vision, mission and objectives, including an accurate description of the targeted learning outcomes according to specific learning strategies.

**Course Description:** Provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the students to achieve, proving whether they have made the most of the available learning opportunities. It is derived from the program description.

**Program Vision:** An ambitious picture for the future of the academic program to be sophisticated, inspiring, stimulating, realistic and applicable.

**Program Mission:** Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

**Program Objectives:** They are statements that describe what the academic program intends to achieve within a specific period of time and are measurable and observable.

**Curriculum Structure:** All courses / subjects included in the academic program according to the approved learning system (quarterly, annual, Bologna Process) whether it is a requirement (ministry, university, college and scientific department) with the number of credit hours.

**Learning Outcomes:** A compatible set of knowledge, skills and values acquired by students after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

**Teaching and learning strategies:** They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extra-curricular activities to achieve the learning outcomes of the program.

## **Academic Program Description Form**

**University Name:** .....

**Faculty/Institute:** .....

**Scientific Department:** .....

**Academic or Professional Program Name:** .....

**Final Certificate Name:** .....

**Academic System:** .....

**Description Preparation Date:**

**File Completion Date:**

**Signature:**

**Head of Department Name:**

**Date:**

**Signature:**

**Scientific Associate Name:**

**Date:**

**The file is checked by:**

**Department of Quality Assurance and University Performance**

**Director of the Quality Assurance and University Performance Department:**

**Date:**

**Signature:**

**Approval of the Dean**

### 1. Program Vision

Program vision is written here as stated in the university's catalogue and website.

### 2. Program Mission

Program mission is written here as stated in the university's catalogue and website.

### 3. Program Objectives

General statements describing what the program or institution intends to achieve.

### 4. Program Accreditation

Does the program have program accreditation? And from which agency?

### 5. Other external influences

Is there a sponsor for the program?

### 6. Program Structure

| Program Structure        | Number of Courses | Credit hours | Percentage | Reviews* |
|--------------------------|-------------------|--------------|------------|----------|
| Institution Requirements |                   |              |            |          |
| College Requirements     |                   |              |            |          |

|                        |  |  |  |  |
|------------------------|--|--|--|--|
| <b>Department</b>      |  |  |  |  |
| <b>Requirements</b>    |  |  |  |  |
| <b>Summer Training</b> |  |  |  |  |
| <b>Other</b>           |  |  |  |  |

\* This can include notes whether the course is basic or optional.

| <b>7. Program Description</b> |                    |                    |                     |                  |
|-------------------------------|--------------------|--------------------|---------------------|------------------|
| <b>Year/Level</b>             | <b>Course Code</b> | <b>Course Name</b> | <b>Credit Hours</b> |                  |
|                               |                    |                    | <b>theoretical</b>  | <b>practical</b> |
|                               |                    |                    |                     |                  |
|                               |                    |                    |                     |                  |

| <b>8. Expected learning outcomes of the program</b> |                               |
|---|-------------------------------|
| <b>Knowledge</b>                                    |                               |
| Learning Outcomes 1                                 | Learning Outcomes Statement 1 |
| <b>Skills</b>                                       |                               |
| Learning Outcomes 2                                 | Learning Outcomes Statement 2 |
| Learning Outcomes 3                                 | Learning Outcomes Statement 3 |
| <b>Ethics</b>                                       |                               |
| Learning Outcomes 4                                 | Learning Outcomes Statement 4 |
| Learning Outcomes 5                                 | Learning Outcomes Statement 5 |

| <b>9. Teaching and Learning Strategies</b>  |
|---|
| Teaching and learning strategies and methods adopted in the implementation of the program in general. |

| <b>10. Evaluation methods</b>                        |
|--|
| Implemented at all stages of the program in general. |

## 11. Faculty

### Faculty Members

| Academic Rank | Specialization |         | Special Requirements/Skills (if applicable) |  | Number of the teaching staff |          |
|---------------|----------------|---------|---|--|------------------------------|----------|
|               | General        | Special |   |  | Staff                        | Lecturer |
|               |                |         |   |  |                              |          |

### Professional Development

#### Mentoring new faculty members

Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.

#### Professional development of faculty members

Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

## 12. Acceptance Criterion

(Setting regulations related to enrollment in the college or institute, whether central admission or others)

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

State briefly the sources of information about the program.

## 14. Program Development Plan

| Program Skills Outline |             |             |                   |                                    |    |    |    |        |    |    |    |        |    |    |    |
|------------------------|-------------|-------------|-------------------|------------------------------------|----|----|----|--------|----|----|----|--------|----|----|----|
|                        |             |             |                   | Required program Learning outcomes |    |    |    |        |    |    |    |        |    |    |    |
| Year/Level             | Course Code | Course Name | Basic or optional | Knowledge                          |    |    |    | Skills |    |    |    | Ethics |    |    |    |
|                        |             |             |                   | A1                                 | A2 | A3 | A4 | B1     | B2 | B3 | B4 | C1     | C2 | C3 | C4 |
|                        |             |             |                   |                                    |    |    |    |        |    |    |    |        |    |    |    |
|                        |             |             |                   |                                    |    |    |    |        |    |    |    |        |    |    |    |
|                        |             |             |                   |                                    |    |    |    |        |    |    |    |        |    |    |    |
|                        |             |             |                   |                                    |    |    |    |        |    |    |    |        |    |    |    |
|                        |             |             |                   |                                    |    |    |    |        |    |    |    |        |    |    |    |

- Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

## Course Description Form

|   |  |
|---|--|
| 1. Course Name:   |  |
| Monetary Policy   |  |
| 2. Course Code:   |  |
|   |  |
| 3. Semester / Year:   |  |
| Second Semester / Second Stage 2024-2025  |  |
| 4. Description Preparation Date:  |  |
| 26-1-2025   |  |
| 5. Available Attendance Forms:  |  |
| Daily attendance as scheduled   |  |
| 6. Number of Credit Hours (Total) / Number of Units (Total)   |  |
| 45  |  |
| 7. Course administrator's name (mention all, if more than one name)   |  |
| Name: L.D. Zuhair. H. Salman<br>Email: zuhair.h.salman@aliraqia.edu.iq  |  |
| 8. Course Objectives  |  |
| <p><b>Course Objectives-</b> This course aims to introduce students of the Department of Banking and Financial Sciences to monetary policy in terms of the concept and objectives that it seeks to achieve (primary, intermediate and final), and the tools through which it is achieved, as well as to identify monetary policy from the point of view of economic schools.</p> <p>- Identify the institution of the Central Bank, how it arose and its objectives, and whether there is a conflict between those goals.</p> <p>c. Identify the effectiveness of monetary policy in advanced and developing economies. So that the female directors are aware of the work of this institution, well as the fact that</p> |  |

## 9. Teaching and Learning Strategies

|                 |  |
|-----------------|--|
| <b>Strategy</b> | <p>Use of personal, linguistic, visual, physical and social intelligence strategies</p> <p>The use of brainstorming method and its various methods</p> |
|-----------------|--|

## 10. Course Structure

| Week  | Hours       | Required Learning Outcomes | Unit or subject name  | Learning method | Evaluation method |
|-------|-------------|----------------------------|---|-----------------|-------------------|
| First | 1<br>2<br>3 |                            | Introducing students to the curriculum of the subject and the supporting books ( Public Lecture )<br>Introduction<br>Monetary Policy  | Lecture         | Quiz              |
| 2     | 4<br>5<br>6 |                            | Conceptual framework of monetary policy<br>- The concept of monetary policy<br>- Monetary policy instruments<br>- Objectives of monetary policy<br>- Advantages and difficulties<br>monetary policy | Lecture         | Quiz              |
| 3     | 7<br>8<br>9 |                            | Monetary policy in economic schools.<br>- Monetary policy in the classical school.<br>Monetary policy in the Keynesian school.  | Lecture         | Quiz              |

|   |                |  |  |         |      |
|---|----------------|--|--|---------|------|
| 4 | 10<br>11<br>12 |  | <ul style="list-style-type: none"> <li>- Monetary policy in the neo-Keynesian school</li> <li>- Monetary policy in the neoclassical school.</li> </ul>   | Lecture | Quiz |
| 5 | 13<br>14<br>15 |  | <p>The conceptual framework of central banks.</p> <ul style="list-style-type: none"> <li>-The concept of central banks.</li> <li>- The emergence of central banks and their justifications.</li> <li>-Factors that helped the emergence of central banks</li> <li>-Central bank functions.</li> <li>- Characteristics of central banks and requirements for their success</li> </ul> | Lecture | Quiz |
| 6 | 16<br>17<br>18 |  | Independence of central banks  | Lecture | Quiz |
| 7 | 19<br>20<br>21 |  | First exam   |         |      |
| 8 | 22<br>23<br>24 |  | <p>Monetary Policy Objectives (Central Banks)</p> <ul style="list-style-type: none"> <li>- Primary, intermediate and final objectives of monetary policy (central banks).</li> <li>- Contradiction between</li> </ul>  | Lecture | Quiz |

|    |                |  |   |         |      |
|----|----------------|--|---|---------|------|
|    |                |  | monetary policy objectives  |         |      |
| 9  | 25<br>26<br>27 |  | Monetary Policy Instruments<br>- Quantitative tools<br>- Qualitative tools  | Lecture | Quiz |
| 10 | 28<br>29<br>30 |  | The effectiveness of monetary policy<br>- The effectiveness of monetary policy in developed countries.<br>Effectiveness of monetary policy in developing countries. | Lecture | Quiz |
| 11 | 31<br>32<br>33 |  | The relationship and coordination between monetary and fiscal policy  | Lecture | Quiz |
| 12 | 34<br>35<br>36 |  | Channels of Monetary Policy Transition<br>-Interest rate channel<br>Credit Channel<br>Exchange Rate Channel   | Lecture | Quiz |
| 13 | 37<br>38<br>39 |  | Central Bank of Iraq and monetary policy<br>-The establishment and objectives of the Central Bank of Iraq   | Lecture | Quiz |
| 14 | 40<br>41<br>42 |  | Monetary policy in Iraq   | Lecture | Quiz |

|    |                |  |  |  |  |
|----|----------------|--|--|--|--|
|    |                |  | -Monetary policy in the Iraq between the stages of dependency and monetary independence<br>Monetary policy in Iraq after 200 |  |  |
| 15 | 43<br>44<br>45 |  | second exam  |  |  |

### 11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports ... etc

### 12. Learning and Teaching Resources

|  |  |
|--|--|
| Required textbooks (curricular books, if any)                      |  |
| Main references (sources)  |  |
| Recommended books and references (scientific journals, reports...) |  |
| Electronic References, Websites                                    |  |