

Ministry of Higher Education and Scientific
Research

Board of Supervision and Scientific
Evaluation

Quality Assurance and Academic
Accreditation Directorate



Program and Course Description Guide Master's Degree

2026-2025

Description Template Academic Program

University : **University of Mosul**

College/Institute : **College of Islamic Sciences .**

Academic Department: **Department of Islamic Creed and Thought.**

Academic or professional program name: **of Islamic Studies Bachelor**

Final Certificate Title : **Islamic Studies Bachelor of**

Study system: **quarterly :**



Signature

Scientific Assistant: Prof. Dr. Ahmed
Ibrahim Ismail

Date: 6/10/2025



Signature

Name of Department Head: Assist.
Prof. Dr. Safwan Taj Al-Deen Ali

Date: 6/10/2025



Approval of the Dean Name of

Prof. Dr. Taha Hammad Mukhlaf

Date: 6/10/2025

File reviewed by:
Quality Assurance and
University Performance Unit
Name of Unit Head:

Name: Lecturer Dr. Saif Abd Al-
Munim Mahmoud

Signature

6/10/2025



Description Program Academic

as a reference document summarizing the program's serves structure and educational characteristics. It clearly defines the expected learning outcomes, which are indicators of student competence and mastery. It also outlines how students can capitalize on available academic and professional opportunities and demonstrate their merit through academic performance, aximum benefit derived from the program's reflecting the m components. To ensure transparency and methodological integrity, a detailed profile for each course is included with this general description. This profile details the course's objectives, ds, and its close alignment with the content, assessment metho overall program outcomes, thus ensuring that teaching practices .are consistent with the desired results

University of Mosul / College of Islamic Sciences	1. institution Educational
Islamic doctrine and thought	2. Center / Department Scientific
Master's level materials	3. program professional or
Master's	4. certificate final of Name
quarterly	5. / Courses / Annual : system Study Other
nothing	6. Program Accreditation Accredited
nothing	7. influences external Other
2025/9/10	8. description of Date

9. Objectives Program Academic

- 1- Developing a mature and advanced religious awareness that is commensurate with the intellectual, methodological, and spiritual maturity. The aim of teaching the student is not to impart . of the master's student rather, to formulate a legitimate, —knowledge or confirm prevailing beliefs critical mind capable of grounding, analyzing, and creating within the s awareness that We build in the student a religiou . framework of constants is not based on imitation or passive reception, but rather on sound scientific deduction, deep philosophical contemplation, and accurate comprehension of the contexts of texts and their methodological ived from simplified books, but This awareness is not der . frameworks level reading: text, context, intentions, contemporary -rather from multi .applications, and civilizational comparisons
- 2-To advance Islamic knowledge and strengthen the love for it among ing their knowledge of Islamic topics, students of Islamic studies, by enrich encouraging them to continue seeking knowledge, and immersing themselves in the study of original texts with a balanced scientific and .spiritual methodology
- 3- gradually Strengthening the solid foundations of Islamic sciences by introducing the content according to the stages of learning, and linking the basic concepts to methods of interpretation and correct understanding, thus ensuring a sound scientific structure that does not .engesfalter in the face of contemporary chall
- 4- Establishing values of belonging to the authentic Islamic heritage, and motivating the student to adhere to it as a constant reference, and to respect it as a living legacy from which solutions are derived, not as a text .n integrated system that guides life and thought devoid of context, but as a
- 5- knowledge in its proper place, and carefully intellectual distinguishing it between fundamentals and branches, the definitive and the speculative, the fixed and the changing, to avoid confusion and to ensure the clarity of the student's cognitive ,and mixing structure, and the soundness of his perception of religion in all its .aspects
- 6- Combating absurdity and deviant ideas: a foundational strategy, not a h mere warnings, nor We do not confront absurdity wit . security reaction We extinguish the fire before . do we fight deviance with mere prohibition opening the mind to the truth, not closing it to doubts. We by it ignites train the student to receive doubts with confidence, analyze them by and , spond to them with evidence, not emotion methodically, and re We do not frighten . empowering him with the tools of legitimate criticism

the student with ideas, but rather provide him with an intellectual system palm tree: it so he becomes like the—that does not accept manipulation .is not struck by the wind, because its roots are in the rock

10. assessment and methods learning and teaching requirements output Program

I- Cognitive objectives

- 1- Developing the student's overall academic competence in designing, enabling the and , implementing, and evaluating teaching and learning processes student to master advanced educational practices in the context of Islamic to plan effective learning environments, design sciences, so that he becomes able based learning strategies, and evaluate their results with a scientific and -evidence .critical methodology, based on a balanced Islamic educational vision
- 2- To provide the student with a deep and critical knowledge of the established and the , renewed theories, opinions, principles, and practices in his specialization program does not merely provide the student with content, but deepens him in ectual discourses, comparing schools, and extracting the analyzing intell methodological framework for each opinion, so that the student is able to participate in the global academic dialogue with confidence and distinction, .without subservience or indoctrination
- 3- intellectual problems e the student to accurately diagnose contemporaryTo enabl analyze their theoretical and applied dimensions, and propose innovative , the so that , solutions based on legal evidence and research methodologies , intellectual whether—world issues-mplex realstudent is trained to transform co worthy issues, and then -into research—social, ethical, legal, or civilizational Sharia intellectual constants and develop integrated solutions that combine fic methodology that does not the variables of the age, with a scienti according to .differentiate between the text and reality, but rather links them wisely
- 4- Expanding the student's cognitive abilities through the integration of his knowledge in the branches of the tolerant Islamic sciences, and enhancing the the program so that , ability to integrate knowledge between disciplines transcends the narrow limits of specialization, to enhance in the student a interpretation, jurisprudence, the thought and comprehensive vision that links which ,adith, objectives, and Islamic philosophyfundamentals of religion, h enables him to produce integrated, not partial, research, and enhances his ability .to provide comprehensive answers to the complex issues
- 5- g original critical thinking in formulatin-Developing creative ability and self student to go beyond the motivating and research of international quality summarizing and composing to original production: we develop in him the spirit of inquiry, the ability to think independently, critical formulation skills, and the precise academic writing, to produce research that does not repeat what art of came before, but adds to Islamic human knowledge with scientific boldness and

.moral responsibility

- 6- and interpret consciously, and make systematic think ,s abilities to innovate'
. predictions in new legal contexts

the program of based objectives-skills The -B

- 1- Developing the student's knowledge, perceptions, and skills in understanding the comprehending the basic principles of Islamic thought, understanding mechanisms of cognitive deduction from texts, and extracting their The program is not limited . universal, ethical, and civilizational purposes to learning detailed rulings, but rather deepens the student's understanding in its texts, how verses and Sunnah are read in of how Islam deduces from their monotheistic context, and how values of justice, mercy, freedom, .dignity, and responsibility are extracted from the totality of legislation
- 2- The student is trained to distinguish between what is doctrinally fixed and what is practically variable, and between what is a holistic objective and what is a temporal means, so that he is able to deduce the Islamic cognitive in every issue facing the — legal ruling and not just the —framework .nation
- 3- The student acquires advanced proficiency in Islamic intellectual communication, and employs modern educational and training techniques .to convey the spirit and values of Islamic thought to various levels
- 4- The program develops the student's ability to express Islamic thought in a rational and engaging manner, without distortion or oversimplification, using contemporary communication tools (speech, writing, digital media, develop the student's ability to design It also works to .(dialogue sessions contemporary Islamic educational and training curricula based on the methodology of comprehensive Islamic thought, and to reformulate the content according to the requirements of the times without compromising .mental principlesfunda

methods learning and Teaching

1- The Foundational University Lecture: From Transmission to Reflection

The lecture is not limited to delivering information, but is transformed into a where the professor presents the ,platform for deep reflection and critical analysis content as a "knowledge framework" that opens the way for the student to explore evidence, link texts to their purposes, and deduce historical and h, not so the lecture becomes a starting point for research —intellectual contexts .an end to learning

2-) Structured intellectual dialogue and cognitive reframingSocratic Dialogue

& Cognitive Reframing (

depth academic dialogues -The program encourages students to participate in in y, where fundamental based on a "foundational brainstorming" methodolog without—questions about identity, text, reality, and renewal are raised superficiality or repetition. This dialogue is conducted within legal and ethical guidelines, becoming an exercise in responsible free thinking, not merely a .l discussioncasua

3- Workshops: Building Knowledge through Collaborative -Collaborative Mini : LearningThese

workshops bring students together in diverse research small groups to analyze shared texts, study contemporary issues, or design Islamic world problems. Here, knowledge is not simply transferred, but -solutions to real rather collectively constructed and tested through interaction, discussion , and .building within a structured methodological framework-consensus

4- ronment outside the learning: A continuous learning envi-Blended e

The program employs advanced digital platforms (such as Learning : classroom Management Systems(LMS) streamed lecture -online research groups, and live , sessions) to create an integrated learning environment that allows students to interact with content, participate in discussions, and receive feedback outside of -thus promoting cognitive continuity and fostering self —official lecture hours .discipline and academic responsibility

5- and interactive Integrating modern educational tools: Using big data) technologiesData Visualization & Interactive Pedagogy Investing in : (

employing technologies such as: DataVisualization , interactive concept maps , to represent complex —digital simulators , and augmented reality applications of schools of or the development , intellectual history concepts (such as Islamic . in a visually intelligent way that facilitates understanding (thought

methods Assessment

- | | |
|----|---|
| 1. | (Written tests (essay and objective |
| 2. | formative – Preliminary assessment
summative assessment – assessment
represented by the midterm and final
.exams |
| 3. | Preparing research and reports |

1- confidence in scientific and religious identity-Strengthening genuine self

Developing deep confidence in the student's ability to contribute to the Islamic tellectual movement, not as an imitator or recipient, but as a qualified in researcher who bears the responsibility of establishing the foundations of .knowledge

2- Instilling an inner desire to serve one's field as an act of worship and a

ncivilizational missio

The goal is not only to guide the student towards the job market, but also to based vision: that specialization is not a means of livelihood, but a -instill a faith path to draw closer to God, a means of reforming society, refuting doubts, and uidence. Thus, the desire to work is transformed from a material spreading g . motive to a spiritual response

3- Instilling the spirit of cooperation and teamwork as an authentic Islamic value

We cultivate in students a culture of collective contribution, training them to work within research teams in an Islamic spirit: cooperation, not competition; exchange, not superiority; and sincerity, not hypocrisy. Islamic science has never . individualism, but rather on scientific partnership been built on

4- Cultivating the enjoyment of learning as a permanent spiritual state, not .as a burdensome duty

in the student a genuine love for knowledge, so that the pursuit of We cultivate knowledge becomes a source of joy and tranquility, not a burden or exhaustion. We teach him that "knowledge is light," and that every word he reads, and every . p on the path of purificationidea he understands, is a ste

methods learning and Teaching

- Continuous guidance for the student by the professor during lectures, discussions, and electronic communication, and encouraging students to .deliver the lecture orally
- important notes related to the lecture topic Writing down
- Additions and summaries related to the lecture topic, both during and outside .of it

Assessment methods

- assessment by the teacher, determined through observation and consistent - .attendance
- scientific and other guidelines by the professor and Adherence to .administration regarding the scientific material
- .The student interacted with the lecture and the classroom activity
- Written exams
- Scientific discussions and participation in them

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

- 1- Providing opportunities for continuous learning for students and motivating .them to engage in scientific research
- 2- .skills learning in acquiring various thinking-Organized self
- 3- Encouraging students to engage in collaborative learning based on group .learning and cooperation among them in acquiring knowledge

4- Teaching the student how to link and analyze research variables in the field of specialized work

Teaching and learning methods

- Seminars and workshops in the specialized field
- Field visits to libraries of various specialties to develop their writing skills
- Encouraging visits to library websites to complete lecture preparation and reports

methods Assessment

1- Assessment -Self & Continuous Portfolio

:It is based on continuous observation and close monitoring by the teacher, which includes

- ,Regular student attendance and punctuality
- ,His commitment to deadlines and academic obligations
- .analytical skills developed throughout the semester His research and
- .The quality of his contributions to discussions and activities

This record is documented in an academic portfolio that is updated periodically and used as the reflection of the growth path and not a fleeting moment basis for final evaluation, to be a true re

2- The : Ethical and academic compliance with scientific and administrative standards

student is evaluated based on their adherence to the required professional and ethical standards, such as

- ,to the academic guidelines specific to the subject Adherence
- ,(Respecting the rules of transmission and quotation (scientific documentation
- ,Adherence to university policies regarding academic integrity
- .hing teamPositive interaction with the academic administration and teac

3- The extent of : Active interaction and critical engagement in the learning environment

:student interaction with the content is measured by

- .The quality of his questions and inquiries demonstrates deep thinking
 - ,sions and intellectual dialoguesHis participation in group discus
 - ,His ability to offer new perspectives or critically analyze texts
 - ; His response to the replies and comments directed by professors and his colleagues
- student poses is an participation is not quantitative, but qualitative: every question the indicator of his level of awareness and competence

4- ComprehensiveWritten Examination final written exam is administered to test the A :

:student's ability to

- .Employing theoretical knowledge in analyzing contemporary issues
 - ,religious texts to their overall objectives Linking
 - ,Providing answers based on systematic evidence
 - and the exam is not limited to , The academic formulation is precise and clear
- which is what , memorization, but focuses on deduction, connection, and grounding .stinguishes the advanced university level

culty members							
Faculty preparation		Special requirements/s (kills (if any		Specialization		the name	T
lecturer	angel			flour	general		
	angel			accident	Fundamentals of Religion	Prof. Dr. Ibrahim Saleh Mahmoud	1
	angel			Theology	Fundamentals of Religion	Prof. Dr. Maalem Salem Younes	2
	angel			explanation	Fundamentals of Religion	Prof. Dr. Ibrahim Mahmoud Ibrahim	3
	angel			Religions	Fundamentals of Religion	Dr. Thabet Mahdi Hammadi	4
	angel			doctrine	Fundamentals of Religion	Prof. Dr. Bashar Shaalan Omar	5
	angel			doctrine	Fundamentals of Religion	Ghazwan .Dr .Prof Saleh Hassan	6
	angel			explanation	Fundamentals of Religion	Prof. Dr. Ibrahim Mahmoud Ibrahim	7
	angel			Islamic thought	Fundamentals of Religion	Din -Dr. Safwan Taj Al Ali	8
	angel			language	Arabic	Dr. Ahmed Yassin Taha	9
	angel			Recent history	Recent history	Dr. Iman Abdel Hamid Mohamed	10
	angel			Islamic thought	Fundamentals of Religion	Dr. Shaalan Abdul Qader Ibrahim	11
	angel			explanation	Fundamentals of Religion	Dr. Manhal Yahya Ismail	12
	angel			Philosophy	Philosophy	Dr. Sami Mahmoud	13

11.structure Program				
Credit Hours		Course name	Course code	Academic stage
practical	theoretical			
	2	Principles of Interpretation	ISFCM 601	Master's
	2	Principles of Hadith Classification and Study of Chains of Transmission	ISFCM 602	Master's
	2	Schools of the Speakers	ISFCM 603	Master's
	2	Comparative Religions	ISFCM 604	Master's
	2	Research Methodology	ISFCM 605	Master's
	2	Contemporary intellectual currents	ISFCM 606	Master's
	2	Chains of transmission and defects	ISFCM 607	Master's
	2	schools of thought	ISFCM 608	Master's
	2	Islamic thought	ISFCM 609	Master's
	1	Islamic philosophy	ISFCM 610	Master's
	2	Applications in the Principles of Interpretation	ISFCM 611	Master's
	2	English language	ISFCM 612	Master's
	1	Specialized	ISFCM 613	Master's

12.development personal for Planning

material's vocabulary and In this field, planning is based on the use of the scientific its division according to the number of hours and weeks, on the basis that one semester includes fifteen weeks, which requires the professor to follow the f the scientific, academic, and educational developments related to the subject o .material presented to the student

13. or college a in enrollment to related regulations establishing) criteria Admission (institute

According to the admission criteria set by the Ministry of Higher Education and the university Scientific Research and approved by

14.program the about information of sources Key

Sectoral body of deans of faculties of Islamic sciences
corresponding universities

The Internet

Accreditation program for graduate studies in Islamic sciences colleges

Curriculum Skills Plan																			
.outcomes from the program that are being assessed Please check the boxes corresponding to the individual learning																			
Learning outcomes required from the program																			
and General) transferable skills other skills related to employability and personal development (				Affective and based -value objectives				- Program skills specific objectives				Cognitive objectives				essenti al My choice	Course Name	Course code	Year / Level
D4	D3	D2	D1	Q 4	Pa rt 3	Pa rt 2	Pa rt 1	B4	B3	B2	B1	A4	A3	A2	A 1				
		√				√				√				√		essenti al	Principles of Interpretation	SFCM 601	2025-2024
		√				√				√				√		essenti al	Principles of Hadith Classification and Study of Chains of Transmission	ISFCM 602	2025-2024
			√				√				√				√	essenti al	Schools of the Speakers	ISFCM 603	2025-2024
		√				√				√				√		essenti al	Comparative Religions	ISFCM 604	2025-2024
			√				√				√				√	essenti al	Research Methodology	ISFCM 605	2025-2024
			√				√				√				√	essenti al	Contemporary intellectual currents	ISFCM 606	2025-2024

Second course																			
.Please check the boxes corresponding to the individual learning outcomes from the program that are being assessed																			
Learning outcomes required from the program																			
and General) transferable skills other skills related to employability and personal development (				Affective and based -value objectives				- Program skills specific objectives				Cognitive objectives				essenti al My choice	Course Name	Course code	Year / Level
		√		√		√		√		√		√		√		essenti al	Chains of transmission and defects	ISFCM 607	2025-2024
			√				√				√				√	essenti al	schools of thought	ISFCM 608	2025-2024
			√				√				√				√	essenti al	Islamic thought	ISFCM 609	2025-2024
		√				√				√				√		essenti al	Islamic philosophy	ISFCM 610	2025-2024
		√				√				√				√		essenti al	Applications in the Principles of Interpretation	ISFCM 611	2025-2024
	√				√				√				√			essenti al	English language	ISFCM 612	2025-2024

