

Ministry of Higher Education and Scientific
Research

Board of Supervision and Scientific
Evaluation

Quality Assurance and Academic
Accreditation Directorate



Program and Course Description Guide Doctorate

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

Date:
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
PhD level materials	3. program professional or
PhD	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 student's education is not intended to impart . of the doctoral student rather, to formulate a legitimate, —knowledge or confirm prevailing beliefs critical mind capable of grounding, analyzing, and creating within the us awareness that We build in the student a religio . 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 rived from simplified books, but This awareness is not de . 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 enriching their knowledge of Islamic topics, students of Islamic studies, by encouraging them to continue seeking knowledge, and immersing themselves in the study of original texts with a balanced scientific and .spiritual methodology	
3- ces by gradually Strengthening the solid foundations of Islamic scien 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 .challenges falter in the face of contemporary	
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 .but as an integrated system that guides life and thought ,devoid of context	
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 mixing, and to ensure the clarity of the student's cognitive and structure, and the soundness of his perception of religion in all its .aspects	
6- Combating absurdity and deviant ideas: a foundational strategy, not a We do not confront absurdity with mere warnings, nor . 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 nalyze them train the student to receive doubts with confidence, a by and , methodically, and respond to them with evidence, not emotion We do not frighten . empowering him with the tools of legitimate criticism the student with ideas, but rather provide him with an intellectual system so he becomes like the palm tree: it —ipulationthat does not accept man .is not struck by the wind, because its roots are in the rock

10.assessment and methods learning and teaching requirements output Program

1- 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- edge of the established and To provide the student with a deep and critical knowl the , renewed theories, opinions, principles, and practices in his specialization program does not merely provide the student with content, but deepens him in the analyzing intellectual discourses, comparing schools, and extracting 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- ellectual problemsint To enable the student to accurately diagnose contemporary analyze their theoretical and applied dimensions, and propose innovative , the so that , solutions based on legal evidence and research methodologies , intellectual whether—world issues-student is trained to transform complex real worthy issues, and then -into research—ethical, legal, or civilizational ,social Sharia intellectual constants and develop integrated solutions that combine the variables of the age, with a scientific methodology that does not according to .he text and reality, but rather links them wiselydifferentiate between t
- 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 ,fundamentals of religion, hadith, objectives, and Islamic philosophy les him to produce integrated, not partial, research, and enhances his ability enab .to provide comprehensive answers to the complex issues
- 5- critical thinking in formulating original -Developing creative ability and self

student to go beyond the vatingmoti 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 es not repeat what art of precise academic writing, to produce research that do 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 comprehending the basic principles of Islamic thought, understanding the mechanisms of cognitive deduction from texts, and extracting their The program is not limited . ical, and civilizational purposesuniversal, eth to learning detailed rulings, but rather deepens the student's understanding of how Islam deduces from its texts, how verses and Sunnah are read in justice, mercy, freedom, their monotheistic context, and how values of .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 t is a temporal means, so that he is able to deduce the Islamic cognitive wha in every issue facing the — legal ruling and not just the —framework .nation
- 3- The student acquires advanced proficiency in Islamic intellectual ational and training techniques communication, and employs modern educ .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, contemporary communication tools (speech, writing, digital media, using develop the student's ability to design It also works to .(dialogue sessions contemporary Islamic educational and training curricula based on the and to reformulate the ,methodology of comprehensive Islamic thought content according to the requirements of the times without compromising .fundamental principles

methods learning and Teaching

1- The Foundational University Lecture: From Transmission to Reflection

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

2-) Structured intellectual dialogue and cognitive reframingSocratic Dialogue & Cognitive Reframing (

depth academic dialogues -dents to participate in inThe program encourages stu based on a "foundational brainstorming" methodology, where fundamental without—questions about identity, text, reality, and renewal are raised in legal and ethical superficiality or repetition. This dialogue is conducted with guidelines, becoming an exercise in responsible free thinking, not merely a .casual discussion

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

research workshops bring students together in diverse r 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- learning: A continuous learning environment outside the -Blended e : classroom

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

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

employing technologies such as: DataVisualization , concept maps , interactive to represent complex —digital simulators , and augmented reality applications of schools of or the development , intellectual history Islamic concepts (such as . 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- and religious identity confidence in scientific-Strengthening genuine self

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

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

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

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

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

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
.flection 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 team Positive 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
 - ,ions and intellectual dialogues His participation in group discuss
 - ,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- **Comprehensive Written Examination** final written exam is administered to test the A :

:student's ability to

- .Employing theoretical knowledge in analyzing contemporary issues
- ,igious texts to their overall objectives Linking rel
- ,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
.distinguishes the advanced university level

culty members							
Faculty preparation		Special requirements/s (kills (if any		Specialization		the name	T
lecture r	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	Theology Studies in	ISFCM 701	PhD
	2	Contemporary intellectual trends	ISFCM 702	PhD
	2	Religions	ISFCM 703	PhD
	2	Contemporary Reading Studies	ISFCM 704	PhD
	2	Modern approaches	ISFCM 705	PhD
	2	English language	ISFCM 706	PhD
	2	Studies in Creed / Sciences Auditory	ISFCM 707	PhD
	2	Studies in Islamic Thought	ISFCM 708	PhD
	2	Contemporary Studies in Religions	ISFCM 709	PhD
	1	Studies in Contemporary Philosophy	ISFCM 710	PhD
	2	The miraculous nature of the Quran	ISFCM 711	PhD
	2	Studies in the text of Hadith	ISFCM 712	PhD
	1	Optional	ISFCM 713	PhD

12.development personal for Planning

In this field, planning is based on the use of the scientific material's vocabulary and 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 scientific, academic, and educational developments related to the subject of the .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 Scientific Research and approved by the university

14.program the about information of sources Key

of deans of faculties of Islamic sciences Sectoral body
corresponding universities

The Internet

Accreditation program for graduate studies in Islamic sciences colleges

Curriculum Skills Plan

.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
D4	D3	D2	D1	Q4	Par t 3	Par t 2	Par t 1	B4	B3	B2	B1	A4	A3	A2	A1				
			√				√				√				√	essential	Studies in Theology	ISFCM 701	2025-2024
			√				√				√				√	essential	Contemporary intellectual trends	ISFCM 702	2025-2024
		√				√				√					√	essential	Religions	ISFCM 703	2025-2024
		√				√				√				√		essential	Contemporary Reading Studies	ISFCM 704	2025-2024
		√				√				√				√		essential	Modern approaches	ISFCM 705	2025-2024
		√				√				√				√		essential	Studies in Contemporary Philosophy	ISFCM 706	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																			
transferable and General other skills related to) skills employability and personal (development				-Affective and value based objectives				skills specific - Program objectives				objectives Cognitive				essential My choice	Course Name	Course code	Year / Level
			√				√				√				√	essentia l	Studies in Creed / Auditory Sciences	ISFCM 707	2025-2024
			√				√				√				√	essentia l	Studies in Islamic Thought	ISFCM 708	2025-2024
		√				√				√				√		essentia l	Contemporary Studies in Religions	ISFCM 709	2025-2024
		√				√				√				√		essentia l	The miraculous nature of the Quran	ISFCM 710	2025-2024
		√				√				√				√		essentia l	Studies in the text of Hadith	ISFCM 711	2025-2024
	√				√				√				√			essentia l	English language	UNI 711	2025-2024
			√				√				√				√	essentia l	Optional	ISFCM 712	2025-2024

