**Ministry of Higher Education and Scientific Research**

**Supervision and evaluation deviceScientific**

**DepartmentAssuranceQualityand accreditationAcademic**

**Accreditation Department**

**Academic Program and Course Description GuideAcademic Program and Course Description Guide**

**Academic Program and Course Description Guide**

**2024**

**Introduction:**

The educational program is a coordinated and organized package of courses that include procedures and experiences organized in the form of academic vocabulary whose main purpose is to build and refine the skills of graduates, making them qualified to meet the requirements of the labor market, which is reviewed and evaluated annually through internal or external audit procedures and programs such as the external examiner program.

The description of the academic program provides a brief summary of the main features of the program and its courses, indicating the skills that are being worked on to acquire for students based on the objectives of the academic program, and the importance of this description is evident because it represents the cornerstone in obtaining program accreditation and is written jointly by the teaching staff under the supervision of the scientific committees in the scientific departments.

This guide, in its second version, includes a description of the academic program after updating the vocabulary and paragraphs of the previous guide in light of the developments 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 description of the academic program circulated according to the letter of the Department of Studies T 3/2906 on 3/5/2023 regarding the programs that adopt the Bologna track as the basis for their work.

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

**Concepts and terminology:**

**Academic Program Description**: The description of the academic program 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 student to achieve, proving whether he has made the most of the available learning opportunities. It is derived from the description of the program.

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

**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 (semester, yearly, Bologna track) whether it is a requirement (ministry, university, college and scientific department) with the number of study units.

**Learning Outcomes: A** compatible set of knowledge, skills and values acquired by the student 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 member to develop the student's teaching and learning, and they are plans that are followed to reach the learning goals. That is, describe all classroom and extra-curricular activities to achieve the learning outcomes of the program.

**Academic Program Description Form**

**University Name : Al Salam University College**

**Faculty/Institute: University College of Peace**

**Scientific Department: Quranic Sciences and Islamic Education**

**Academic or Professional Program Name: Bachelor of Quranic Sciences**

**Final Certificate Name: Bachelor**

**Academic System: Yearly**

**Description Preparation Date: 1/10/2024**

**File filling date: 1/10/2024**

**Signature :**

**Head of Department:** Prof. Hamid Razak Nima Hassan

**Date 3/10/2023 :**

**Signature :**

**Scientific Associate Name:**

**Date :**

**Check the file before**

**Division of Quality Assurance and University Performance**

**Name of the Director of the Quality Assurance and University Performance Division:**

**Date**

**Signature**

**Approval of the Dean**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. **Program Vision** | | | | |
| **The Department of Qur'anic Sciences and Islamic Education through its professors and curricula believes that intellectual and jurisprudential differences are a difference of diversity and not a difference of contradiction** , and that the multiplicity of opinions stems from the intellectual freedom approved by the Holy Qur'an in the Almighty's saying (there is no compulsion in religion) Surat Al-Baqarah Verse 265, the difference exists as a Quranic fact and a divine Sunnah, within the legal controls that reconcile the correct mind and explicit transmission, and the establishment of the slogan of culture, not the culture of power | | | | |
| 1. **Program Mission** | | | | |
| **The Department of Quranic Sciences and Islamic Education seeks to provide integrated education in the field of forensic sciences, and also seeks to develop students' intellectual and research skills to meet the requirements of the labor market, and the department is interested in scientific research and community service and encourages understanding and communication between cultures** | | | | |
| 1. **Program Objectives** | | | | |
| **General statements describing what the program or institution intends to achieve:**   1. **Expanding students' perceptions, retaining their information and qualifying them to keep pace with cultural development.** 2. **Training students to study legal texts and extract semantics from them.** 3. **Building a modern base for students in order to build a cohesive and unified society.** 4. **Establishing solid pillars for students to practice the use of the Prophet's hadith by deriving rulings.** 5. **Students were trained to integrate with all classes and live peacefully among themselves.** 6. **Training students with the diverse use of scientific sources and references.** 7. **Preparing students to teach this subject in the educational institutions in which they will work after graduation.** | | | | |
| 1. **Program Accreditation** | | | | |
| There isn't any | | | | |
| 1. **Other external influences** | | | | |
| There isn't any | | | | |
| 1. **Program Structure** | | | | |
| **Program Structure** | **Number of Courses** | **Unit of study** | **Percentage** | **Reviews\*** |
| **Requirements of the institution** |  |  |  |  |
| **College Requirements** |  |  |  |  |
| **Department Requirements** | 51 decisions | 182 |  |  |
| **Summer Training** | 45 days |  |  |  |
| **Other** |  |  |  |  |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. **Program Description** | | | | |
| **Year/Level** | **Course or Course Code** | **Course Name** | **Credit Hours** | |
| annual |  | ×××××××××××× |  |  |
|  |  |  |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. **Expected learning outcomes of the program** | | | | | | | |
| A \_Cognitive Objectives | | | | | | | |
| 1. Knowledge of the purposes of legislation and its fixed assets and the means that serve to preserve the five necessities (religion, soul, supply, money, mind). 2. Know the rules of understanding texts, ways of semanticizing words on their meanings and mechanisms of translation in reality. 3. Knowledge of rights, their types and ways to preserve them. 4. Know and understand sound ethical and social issues and work to develop them. 5. Know the laws of the concept of moderation and moderation and the systems entrusted with it. 6. Showing the authenticity of the legitimacy of the modern curricula by basing them on the origins of the Qur'an and Sunnah and the effects of the righteous predecessors - may God be pleased with them. | | | | | | | |
| B. Program Skills Objectives | | | | | | | |
| B1\_ Analysis of incidental issues in accordance with the decisions and rules of Islamic sciences.  B2 . Field application in the community.  B3 - The possibility of addressing problems related to the wrong rooms  B4- Controls for understanding texts and carrying them with their correct bearing away from whims. | | | | | | | |
| Learning and teaching methods | | | | | | | |
| 1. Lecture and discussion. 2. Illustrations 3. E-Learning 4. Interrogation method 5. For reports and competent research. 6. Role playing and mini-teaching   Evaluation methods | | | | | | | |
| 1\_ Oral and written tests.  2\_Applied tests.  3\_ Participation in the lesson (explanation and evaluation) | | | | | | | |
| **c) Emotional and value goals.** | | | | | | | |
| C1\_ Exciting learning  C 2\_ Increase the tendency towards learning and research.  C 3 - workmanship and creativity  C 4\_ Skills in the methods of teaching Islamic education | | | | | | | |
|  | | | | | | | |
| 1. **Teaching and learning methods** | | | | | | | |
| 1\_ Lecture  2\_ Discussion.  3\_ Brainstorming | | | | | | | |
| 1. **Evaluation methods** | | | | | | | |
| **The grade is distributed from 100% to each of the**  **Semester exam, active attendance, participation and final exam** | | | | | | |
| 1. **Faculty** | | | | | | | |
| **Faculty Members** | | | | | | | |
| **Academic Rank** | | **Specialization** | | **Special Requirements/Skills (if applicable)** | | **Preparation of the teaching staff** | |
| **year** | **special** |  | | **angel** | **lecturer** |
| Prof. Hamid Razzaq Nima Hassan | | Recent history | History of Contemporary Iraq |  |  | / |  |
| Prof. Dr Ahmed Hamid Karim Khalil | | Arabic Language | literature |  |  | / |  |
| Prof. Juma Sreish Mansour | | Educational Planning and Management | Educational Planning and Management |  |  | / |  |
| Mr Doctor Ayoub Mohammed Jassim | | Fundamentals of religion | Talk |  |  | / |  |
| Assoc. Prof. Dr. Abd Zaid Abdul hussain Salman Ali | | Educational and psychological sciences | Philosophy of Education |  |  | / |  |
| Assoc. Prof. Saeed Abdel Reda | | Arabic Language | Modern literature and criticism |  |  | / |  |
| Assoc. Prof. Khaled Ahmed Abdel Qader Abdel Rahman | | Arabic Language | As |  |  | / |  |
| Dr. Adel Allawi Shafi Ali | | Creed | Islamic Sufism |  |  | / |  |
| Dr. Haywa Taher Abbas | | Sciences of the Qur'an | explanation |  |  | / |  |
| Dr. Ahmed Iyad Saleh Qandeel | | Fiqh and its principles | jurisprudence |  |  | / |  |
| Dr. Abdul-Jabbar Mohsen Alwan Abd | | Fundamentals of religion | Islamic thought |  |  | / |  |
| Dr. Zaid Fazaa Addai | | Arabic Moonshine | As |  |  | / |  |
| Eng. Mustafa Mohammed Nayef | | Fundamentals of religion | Talk |  |  | / |  |
| Eng. Muayad Ali Hamad | | Recent history | Recent history |  |  | / |  |
| Eng. Haider Hadi Odeh | | Fundamentals of religion | explanation |  |  | / |  |
| Eng. Iman Jawad Kazim | | Islamic Studies | explanation |  |  |  |  |
| Dr. Ahmed Ibrahim Hassan | | Fundamentals of religion | Jurisprudence |  |  |  | / |
| Eng. Kawthar Hussain Nashmi | | Arabic Language | As |  |  |  | / |
| **Professional Development** | | | | | | | |
| **Mentoring new faculty members** | | | | | | | |
| Introducing new faculty members to the department's vision, mission, organizational structure, policy and procedures  Enable new faculty members to gain a better understanding of their rights and commitment  Provide new faculty members with detailed information about the department's facilities and services. | | | | | | | |
| **Professional development of faculty members** | | | | | | | |
| It aims to develop the academic performance of faculty members in light of the entrance to university twinning with teacher preparation colleges in some developed countries by identifying the most important institutional and academic requirements that must be met in colleges to achieve this, and use the descriptive approach to interpret and analyze the research objectives, and the Delphi method as a research tool during an intentional sample of university experts and academics. | | | | | | | |
| 1. **Acceptance Criterion** | | | | | | | |
| The learner must have a preparatory school certificate (scientific, literary and Islamic) | | | | | | | |

|  |
| --- |
| 1. **The most important sources of information about the program** |
| * + - 1. Journal of the College of Peace for Human Sciences / all its issues.       2. Master's theses and doctoral theses       3. Researcher's website on the search engine       4. Digital Repository       5. Comprehensive Library       6. Virtual Library |

|  |
| --- |
| 1. Program Development Plan |

|  |
| --- |
|  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Program Skills Outline** | | | | | | | | | | | | | | | |
|  | | | | **Learning outcomes required from the program** | | | | | | | | | | | |
| **Year/Level** | **Course Code** | **Course Name** | **Basic or optional** | **Knowledge** | | | | **Skills** | | | | **Values** | | | |
| **A1** | **A2** | **A3** | **A4** | **B1** | **B2** | **B3** | **B4** | **C1** | **C2** | **C3** | **C4** |
| First stage |  | Jurisprudence of worship (1) | fundamental | **/** |  |  |  |  | / |  |  |  | / |  | / |
|  | Jurisprudence of worship (2) | fundamental | / |  |  |  |  | / |  |  |  | / |  | / |
| First stage |  | Introduction to the study of Sharia | fundamental |  |  | / |  |  |  | / | / |  |  | / |  |
|  | Sciences of the Qur'an | fundamental |  |  | / | / |  |  |  |  |  |  |  |  |
| First stage |  | Recitation and memorization | fundamental |  |  |  |  | / |  |  |  | / |  |  | / |
|  | Logic | fundamental |  | / |  |  |  |  |  |  |  |  |  |  |
| First stage |  | Science of Hadith | fundamental |  | / |  |  |  |  |  |  |  |  |  |  |
|  | Grammar and Morphology (1) | fundamental |  |  |  |  | / |  |  |  |  | / | / |  |
| First stage |  | Grammar and Morphology (2) | fundamental |  |  |  |  | / |  |  |  |  | / | / |  |
| First stage |  | Computers | fundamental | / |  |  |  |  | / |  |  |  | / |  |  |
| First stage |  | Human Rights | fundamental | / |  |  |  |  | / |  |  |  | / |  |  |
| First stage |  | English Language (1) | fundamental |  |  | / |  |  |  | / | / |  |  | / |  |
| First stage |  | Computers | fundamental |  |  | / | / |  |  |  |  |  |  |  |  |
| First stage |  | Foundations of education | fundamental |  |  |  |  | / | / |  |  | / |  |  | / |
| First stage |  | Educational Psychology | fundamental |  |  |  |  | / | / |  |  | / |  |  | / |
| First stage |  | Logic | fundamental |  | / |  |  |  |  |  |  |  |  |  |  |
| Second stage |  | Jurisprudence of personal status (marriage and divorce) | fundamental |  |  |  |  | / |  |  |  |  | / | / |  |
| Second stage |  | Islamic faith | fundamental | / |  |  |  |  | / |  |  |  | / |  |  |
| Second stage |  | Curricula of modernists | fundamental |  |  | / |  |  |  | / | / |  |  | / |  |
| Second stage |  | Developmental Psychology | fundamental |  |  | / | / |  |  |  |  |  |  |  |  |
| Second stage |  | Rules of recitation and memorization | fundamental |  |  |  |  | / | / |  |  | / |  |  | / |
| Second stage |  | Grammar (1) | fundamental |  | / |  |  |  |  |  |  |  |  |  |  |
| Second stage |  | Inheritance | fundamental |  |  |  |  | / |  |  |  |  | / | / |  |
| Second stage |  | secondary education | fundamental | / |  |  |  |  | / |  |  |  | / |  |  |
| Second stage |  | Calculator (1) | fundamental |  |  | / |  |  |  | / | / |  |  | / |  |
| Second stage |  | Biography of the Prophet (1) | fundamental |  |  | / | / |  |  |  |  |  |  |  |  |
| Second stage |  | Mysticism | fundamental |  |  | / |  |  |  | / | / |  |  | / |  |
| Second stage |  | Quranic rhetoric | fundamental |  |  | / |  |  |  | / | / |  |  | / |  |
| Second stage |  | The science of interpretation | fundamental |  |  |  |  | / | / |  |  | / |  |  | / |
| Second stage |  | Biography of the Prophet (2) | fundamental |  |  |  |  | / | / |  |  | / |  |  | / |
| Second stage |  | Islamic faith | fundamental |  |  |  |  |  |  |  |  |  |  |  |  |
| Second stage |  | Curricula of modernists | fundamental |  |  |  |  | / | / |  |  | / |  |  | / |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Third stage |  | Jurisprudence of Transactions (1) | fundamental |  |  |  |  | / | / |  |  | / |  |  | / |
| Third stage |  | Jurisprudence of Transactions (2) | fundamental |  |  |  |  | / | / |  |  | / |  |  | / |
| Third stage |  | Principles of Jurisprudence (1) | fundamental |  | / |  |  |  |  |  |  |  |  |  |  |
| Third stage |  | Principles of Jurisprudence (2) | fundamental |  | / |  |  |  |  |  |  |  |  |  |  |
| Third stage |  | Comparative Religions | fundamental |  |  |  |  | / |  |  |  |  | / | / |  |
| Third stage |  | Grammar (1) | fundamental | / |  |  |  |  | / |  |  |  | / |  |  |
| Third stage |  | Grammar (2) | fundamental | / |  |  |  |  | / |  |  |  | / |  |  |
| Third stage |  | Library and Scientific Research | fundamental |  |  | / |  |  |  | / | / |  |  | / |  |
| Third stage |  | Mysticism | fundamental |  |  | / | / |  |  |  |  |  |  |  |  |
| Third stage |  | Interpretation of the verses of rulings | fundamental |  |  |  | / |  |  |  |  |  |  |  |  |
| Third stage |  | Counseling and mental health | fundamental |  |  |  |  | / | / |  |  | / |  |  | / |
| Third stage |  | Teaching methods | fundamental |  | / |  |  |  |  |  |  |  |  |  |  |
| Third stage |  | Interpretation of the verses of rulings | fundamental |  |  | / |  |  |  |  |  |  |  | / |  |
| Third stage |  | Mysticism | fundamental |  |  |  |  | / |  |  |  |  | / | / |  |
| Third stage |  | Mysticism | fundamental |  |  |  |  | / |  |  |  |  | / | / |  |
| Third stage |  | Recitation and memorization | fundamental |  | / |  |  | / |  |  |  |  |  |  |  |
| Third stage |  | As | fundamental | / |  |  |  |  |  |  |  |  |  |  |  |
| Third stage |  | Rhetoric | fundamental | / |  |  |  | / |  |  |  |  |  |  |  |
| Third stage |  | Islamic Creed | fundamental |  |  |  |  |  |  |  |  | / |  | / |  |
| Fourth stage |  | Principles of jurisprudence | fundamental | / |  |  |  |  | / |  |  |  | / |  |  |
|  |  | Jurisprudence of felonies | fundamental | / |  |  |  |  | / |  |  |  | / |  |  |
|  |  | Measurement and evaluation | fundamental |  |  | / |  |  |  | / | / |  |  | / |  |
|  |  | Principles of Jurisprudence (2) | fundamental |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Measurement and evaluation | fundamental |  |  | / | / |  |  |  |  |  |  |  |  |
|  |  | Quranic miracles | fundamental |  |  |  |  | / | / |  |  | / |  |  | / |
|  |  | Quranic miracles | fundamental |  |  |  |  | / | / |  |  | / |  |  | / |
|  |  | Analysis of the Qur'anic text | fundamental |  | / |  |  |  |  |  |  |  |  |  |  |
|  |  | Grammar (1) | fundamental |  |  |  |  | / |  |  |  |  | / | / |  |
|  |  | Grammar (2) | fundamental |  |  |  |  | / |  |  |  |  | / | / |  |
|  |  | Application & Watch | fundamental | / |  |  |  |  | / |  |  |  | / |  |  |
|  |  | Application & Watch | fundamental | / |  |  |  |  | / |  |  |  | / |  |  |
|  |  | Mysticism | fundamental |  |  | / |  |  |  | / | / |  |  | / |  |
|  |  | Watch & Apply | fundamental |  |  | / | / |  |  |  |  |  |  |  |  |
|  |  | Graduation Research | fundamental |  |  |  |  | / | / |  |  | / |  |  | / |
|  |  | Recitation and memorization | fundamental |  | / |  |  | / | / |  |  | / |  |  | / |
|  |  | Dialogue of Civilizations | fundamental |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Methods of commentators | fundamental |  | / |  |  | / | / |  |  | / |  |  | / |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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

**Course Description Form**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | | | | | | |
|  | | | | | | | | |
|  | | | | | | | | |
|  | | | | | | | | |
|  | | | | | | | | |
|  | | | | | | | | |
|  | | | | | | | | |
|  | | | | | | | | |
|  | | | | | | | | |
|  | | | | | | | | |
|  | | | | | | | | |
|  | | | | | | | | |
|  | | | | | | | | |
|  | | | | | | | | |
|  | | | | | | | | |
|  | | | | | |  | | |
|  | | | | | | | | |
|  | |  |  |  |  |  |  |  |
|  | | | | | | | | |
|  |  | |  |  | | |  |  |
|  |  | |  |  | | |  |  |
|  | | | | | | | | |
|  | | | | | | | | |
|  | | | | | | | | |
|  | | | | |  | | | |
|  | | | | |  | | | |
|  | | | | |  | | | |