

# Academic Program Description Form

University Name: **AL MUTHANA UNIVERSITY**

Faculty/Institute: **college of education humanities**

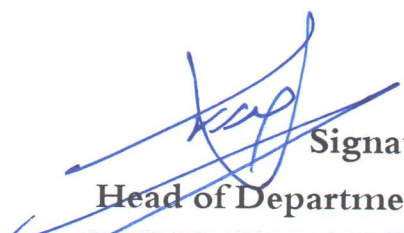
Scientific Department: **Quran science and Islamic education**

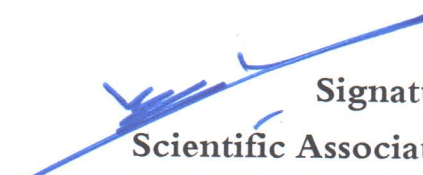
Academic or Professional Program Name: **Bachelor degree**

Final Certificate Name: **Bachelor of Quranic Sciences and Islamic**

Academic System: **Annually**

Description Preparation Date: **September 2025**

  
Signature:  
Head of Department Name:  
Assist .Prof.Dr. Salih Mahdi Jabir  
Date: 21/9/2025

  
Signature:  
Scientific Associate Name:  
Prof.Dr Latif Kamil Klewe  
Date: 21/9/2025

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance

Department:

Dr . Ali Hussein Nashinish

Date: Date: 22/9/2025

Signature: 

  
Approval of the Dean

Prof.Dr. Bassem Khairy Khudair

Date: Date: 23/9/2025

## 1. Program Vision

The Department of Quranic Sciences and Islamic Education is an essential part of the Iraqi religious and educational character, with roots extending back to the honorable Prophetic mission. From this standpoint, the Quranic sciences curricula are a means of intellectual and spiritual communication between the past and present, represented by the spirit of the Quran, given the civilizational and political thought in our Islamic heritage that emphasizes human value and its relationship to monotheism. Therefore, the department in the College of Education for Human Sciences aspires to be a distinguished and pioneering scientific department in its educational system in university teaching and scientific research.

## 2. Program Mission

The curricula of the Department of Quranic Sciences and Islamic Education are, in essence, a comprehensive human message that awakens moral, human, and religious values. The curricula emphasize the importance of the three elements of education: the Professor, the Student, and the Scientific Material, to prepare educational and scientific cadres that have a role in building Iraq.

## 3. Program Objectives

- Providing students with a set of Quranic information and concepts in particular.
- Providing students with a religious background on the objectives, characteristics, and principles of the method.
- Familiarizing students with modern trends in practicing the teaching of Quranic sciences and Islamic education at the level of micro-units.
- Equipping students with professional skills in teaching in general and teaching Quranic sciences in particular.
- Developing moral and spiritual values towards professional preparation for teaching Quranic sciences and Islamic education.
- Equipping students with skills in teaching, research, and scientific participation in preparing and presenting scientific material to develop personality for social interaction and administrative leadership.

## 4. Program Accreditation

- **Is the program accredited?** No, there is no accredited program at the present time, but the department is in the process of obtaining program accreditation.

## 5. Other External Influences

- **Is there a sponsoring body?** No.

## 6. Program Structure

Program Structure	No. of Courses	Credit Units	Percentage	Notes

Program Structure	No. of Courses	Credit Units	Percentage	Notes
Institution Requirements	6	12	7.32%	Core
College Requirements	7	28	17.07%	Core
Department Requirements	30	122	74.39%	Core
Summer Training	-	-	-	
Others	-1	-2	1.22%	

## 7. Program Description: Stage Courses

### First Stage (2025)

Course Name	Course Code	Theory	Practical	Units
Recitation and Memorization	EGIS_1011	1	2	3
Quranic Sciences	EGIS_1021	3	0	3
Prophetic Biography	EGIS_1022	2	0	2
Jurisprudence of Worship	EGIS_1031	2	1	3
Grammar	EGIS_1052	1	1	2
Computers	EGIS_1111	1	0	1
English Language	EGIS_1112	1	0	1
Principles of Education	EGIS_1102	2	0	2

Course Name	Course Code	Theory	Practical	Units
Educational & Developmental Psychology	EGIS_1071	2	0	2
Democracy and Human Rights	EGIS_1091	1	0	1

### Second Stage (2025)

Course Name	Course Code	Theory	Practical	Units
Personal Status Jurisprudence	EGIS_2051	3	0	3
Recitation and Memorization	EGIS_2011	1	1	2
Hadith Scholars' Methods	EGIS_2021	2	0	2
Quranic Eloquence	EGIS_2091	2	0	2
Computer	EGIS_2111	1	1	2
Educational Administration	EGIS_2071	2	0	2
Islamic Doctrine	EGIS_2101	2	0	2
Developmental Psychology	EGIS_2081	2	0	2
Grammar and Morphology	EGIS_2061	3	0	3
Interpretation (Tafsir)	EGIS_2031	2	0	2
Prophetic Biography	EGIS_2041	2	0	2
Crimes of the Ba'ath Party	EGIS_2112	1	0	1

### Third Stage (2025)

Course Name	Course Code	Theory	Practical	Units
Interpretation of Rulings Verses	EGIS_3031	2	0	2
Curriculum & Teaching Methods	EGIS_3091	1	2	3
Islamic Doctrine	EGIS_3051	2	0	2
Counseling and Mental Health	EGIS_3111	2	0	2
Library and Scientific Research	EGIS_3101	1	1	2
Jurisprudence of Transactions	EGIS_3041	2	0	2
Principles of Jurisprudence	EGIS_3061	2	0	2
Recitation and Memorization	EGIS_3011	1	1	2
Grammar	EGIS_3071	2	0	2
Eloquence	EGIS_3081	2	0	2
Comparative Religion	EGIS_3021	2	0	2

#### Fourth Stage (2025)

Course Name	Course Code	Theory	Practical	Units
Principles of Jurisprudence	EGIS_4031	2	0	2
Measurement and Evaluation	EGIS_4081	2	0	2
Methods of Interpreters	EGIS_4021	2	0	2

Course Name	Course Code	Theory	Practical	Units
Criminal Jurisprudence	EGIS_4041	2	0	2
Recitation	EGIS_4011	1	1	2
Observation and Application	EGIS_4091	1	2	3
Quranic Inimitability (I'jaz)	EGIS_4071	2	0	2
Grammar	EGIS_4061	2	0	2
Quranic Text Analysis	EGIS_4051	2	0	2
Graduation Research	EGIS_4101	0	2	2

## 8. Expected Learning Outcomes

Category	Outcomes
<b>Knowledge</b>	<p>1. Knowledge and understanding.</p> <p>2. Identifying terms of the Holy Quran, Hadith, and Biography to establish an Islamic behavioral pattern in the labor market.</p> <p>3. Knowledge of Islamic education skills, grammar, and eloquence.</p>
<b>Skills</b>	<p>1. Mastery of teaching methods, research skills, and debate.</p> <p>2. Scientific Research: Mastery of research practice in the field of specialization.</p>
<b>Values</b>	<p>1. Understanding educational concepts and contents to create behavioral and spiritual shifts in the student.</p>
<b>Assessment Methods</b>	<p>1. Recitation. 2. Task Analysis. 3. Problem Solving. 4. Content Analysis. 5. Cooperative Learning.</p>

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## 9. Teaching and Learning Strategies

- Preparing research in Quranic sciences, Hadith, eloquence, and interpretation.
  - Explanation, clarification, and recitation using the human voice.
  - Adopting the self-learning method.
  - Adopting the method of lecture, interrogation, and discussion.
  - Brainstorming and Reciprocal Teaching.
  - Using display screens and audio devices.
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## 10. Assessment Methods

- Direct method in questioning and answering during the lecture.
  - Unannounced and expected daily quizzes.
  - Evaluating research and its writing in terms of style, expression, and spelling.
  - Asking questions to measure listening and attention.
  - Student participation in evaluating the performance of their peers.
  - Monthly, semester, and final theoretical exams.
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## 11. Teaching Faculty

Name	Academic Rank	General Specialization	Specific Specialization	Staff
Saleh Mahdi Jaber Al-Zalimi	Asst. Prof. Dr.	Islamic Philosophy	Kalam Science	Yes
Raghad Mahdi Abdul-Amir	Prof. Dr.	Philosophy of Sharia	Comparative Fiqh	Yes
Sukaina Hussein Kadhim	Prof. Dr.	Fiqh and its Principles	Principles of Fiqh	Yes
Emad Abdul-Hamza Hammadi	Prof. Dr.	Psychological Counseling	Counseling Programs	Yes
Laith Abbas Jassim Al-Karaawi	Prof. Dr.	Sharia and Islamic Sciences	Quranic Sciences	Yes
Suad Shaker Shinawa	Asst. Prof. Dr.	Arabic Language	Literature	Yes

Name	Academic Rank	General Specialization	Specific Specialization	Staff
Najeh Jaber Jkhayour	Prof. Dr.	Arabic Language	Arabic Language	Yes
Salah Naji Abdul-Zahra	Asst. Prof. Dr.	Islamic Sciences	Honorable Hadith	Yes
Salam Razzaq Hassoun	Prof. Dr.	Fiqh and its Principles	Principles of Fiqh	Yes
Maitham Hayawi Abdenour	Asst. Prof. Dr	Arabic Language	Literature	Yes
Fatima Kadhim Shammam	Asst. Prof. Dr.	Sharia and Islamic Sciences	Honorable Prophetic Hadith	Yes
Batool Naji Hadi	Asst. Prof.	Arabic Language	Language	Yes
Ruqayya Jaber Najeh	Lecturer Dr.	Quranic Sciences	Interpretation	Yes

## 12. Professional Development

- **For New Faculty:** Orientation on institution regulations, pilot programs (workshops/courses), classroom management, and performance interviews.
- **Ongoing Development:** Periodic program reviews, annual evaluation by Head of Department, student electronic surveys, and coordination with Quality Assurance department.

## 13. Admission Criteria

Based on the central admission regulations of the Ministry of Higher Education and Scientific Research, including departmental tests/interviews and medical fitness.

## 14. Main Sources of Information

Textbooks on Quranic sciences, Hadith, Interpretation, and Arabic Grammar as prescribed by the Ministry's unified curriculum.

## 15. Program Development Plan

- Focus on **Teamwork, Time Management, Leadership, and Independent Work.**
- Enhancing scientific research and report preparation skills for event analysis and critique.

## Program Skills Map

### Intended Learning Outcomes of the Program

Year / Level	Course Code	Course Name	Core / Elective	Knowledge (A)	Skills (B)	Values (C)
				A1 A2 A3 A4	B1 B2 B3 B4	C1 C2 C3 C4
<b>First Stage</b>	EGIS_1011	Recitation and Memorization	Core	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
	EGIS_1021	Quranic Sciences	Core	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
	EGIS_1022	Prophetic Biography	Core	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
	EGIS_1031	Jurisprudence of Worship	Core	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
	EGIS_1052	Grammar	Core	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
	EGIS_1111	Computers	Core	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
	EGIS_1112	English Language	Core	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
	EGIS_1102	Principles of Education and Teaching	Core	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
	EGIS_1071	Educational & Developmental Psychology	Core	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
	EGIS_1091	Democracy and Human Rights	Core	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
<b>Second Stage</b>	EGIS_2051	Personal Status Jurisprudence	Core	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓

Year / Level	Course Code	Course Name	Core / Elective	Knowledge (A)	Skills (B)	Values (C)
	EGIS_2011	Recitation and Memorization	Core	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
	EGIS_2021	Hadith Scholars' Methods	Core	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
	EGIS_2091	Quranic Eloquence	Core	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
	EGIS_2111	Computer	Core	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
	EGIS_2071	Educational Administration	Core	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
	EGIS_2101	Islamic Doctrine	Core	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
	EGIS_2081	Developmental Psychology	Core	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
	EGIS_2061	Grammar and Morphology	Core	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
	EGIS_2031	Interpretation (Tafsir)	Core	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
	EGIS_2041	Prophetic Biography	Core	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
	EGIS_2112	Crimes of the Ba'ath Party	Core	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
	EGIS_2113	English Language	Core	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
<b>Third Stage</b>	EGIS_3031	Interpretation of Rulings Verses	Core	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓

Year / Level	Course Code	Course Name	Core / Elective	Knowledge (A)	Skills (B)	Values (C)
	EGIS_3091	Curriculum & Teaching Methods	Core	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
	EGIS_3051	Islamic Doctrine	Core	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
	EGIS_3111	Counseling and Mental Health	Core	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
	EGIS_3101	Library and Scientific Research	Core	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
	EGIS_3041	Jurisprudence of Transactions	Core	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
	EGIS_3061	Principles of Jurisprudence	Core	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
	EGIS_3011	Recitation and Memorization	Core	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
	EGIS_3071	Grammar	Core	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
	EGIS_3081	Eloquence	Core	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
	EGIS_3021	Comparative Religion	Core	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
<b>Fourth Stage</b>	EGIS_4031	Principles of Jurisprudence	Core	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
	EGIS_4081	Measurement and Evaluation	Core	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
	EGIS_4021	Methods of	Core	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓

Year / Level	Course Code	Course Name	Core / Elective	Knowledge (A)	Skills (B)	Values (C)
		Interpreters				
	EGIS_4041	Criminal Jurisprudence	Core	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
	EGIS_4011	Recitation	Core	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
	EGIS_4091	Observation and Application	Core	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
	EGIS_4071	Quranic Inimitability (I'jaz)	Core	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
	EGIS_4061	Grammar	Core	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
	EGIS_4051	Quranic Text Analysis	Core	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
	EGIS_4101	Graduation Research	Core	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓

## Course Description Form

Name The Decision .1					
Educational administration and supervision					
Code The Decision- .2					
EGIS_2071					
The Chapter / The Year .3					
annual					
Date Preparation This The Description .4					
21/9/2025					
Available Attendance Forms .5					
My Presence					
Number Of Study Hours (Total)/Number Of Units (Total) .6					
60 Hours / 30 Units					
Name Of The Course Administrator (If More Than One Name Is Mentioned) .7					
.D. Sukaina Bacha Mohsen					
Course Objectives .8					
Specific objectives: The student should be able to: Arts and teaching skills Knowledge tools capable of self-development Mechanisms for communicating with students and mastering classroom management skills Students learn about administrative leadership styles					<b>General Objectives:</b>
Teaching And Learning Strategies .9					
The Offer – Clarification - Discussion - Training				The Strategy	
Course Structure .10					
Evaluation Method	Learning Method	Name Of The Unit Or Topic	Required Learning Outcomes	Hours	The Week
Oral Test	Lecture	Management: Management, its origins and development Historical	Bachelor Of Qur'anic Sciences And Islamic Education	2	The First
Cone	Discussion	Public administration and its relationship to educational administration,	Bachelor Of Qur'anic Sciences And Islamic Education	2	The Second

		<b>educational administration, classroom administration, and school administration</b>			
<b>Microlearning</b>	<b>Dialogue</b>	<b>Characteristics of management fields Educational</b>	Bachelor Of Qur'anic Sciences And Islamic Education	<b>2</b>	The Third
<b>Write A Summary</b>	<b>Collaborative Learning</b>	<b>administration jobs: Planning Planning objectives Educational types of planning</b>	Bachelor Of Qur'anic Sciences And Islamic Education	<b>2</b>	The Fourth
<b>Oral Test</b>	<b>Brainstorming</b>	<b>Obstacles to educational planning Educational planning strategies Advantages of planning strategies Educational</b>	Bachelor Of Qur'anic Sciences And Islamic Education	<b>2</b>	<b>Fifth</b>
<b>Cone</b>		<b>the exam</b>	Bachelor Of Qur'anic Sciences And Islamic Education	<b>2</b>	VI
<b>Microlearning</b>	<b>Think-Pair-Share Strategy</b>	<b>Organizing Principles of Organization Characteristics Effective organization</b>	Bachelor Of Qur'anic Sciences And Islamic Education	<b>2</b>	Seventh
<b>Write A Summary</b>	<b>Lecture</b>	<b>Centralization and decentralization in Educational administration</b>	Bachelor Of Qur'anic Sciences And Islamic Education	<b>2</b>	VIII
<b>Oral Test</b>	<b>Discussion</b>	<b>Decision making types of decisions Steps in the decision making process</b>	Bachelor Of Qur'anic Sciences And Islamic Education	<b>2</b>	Ninth
<b>Cone</b>	<b>Dialogue</b>	<b>For educational leadership, leadership principles Leadership pillars</b>	Bachelor Of Qur'anic Sciences And Islamic Education	<b>2</b>	The Tenth
<b>Microlearning</b>	<b>Collaborative Learning</b>	<b>Differences between management Leadership, sources of leadership power Characteristics of the educational base</b>	Bachelor Of Qur'anic Sciences And Islamic Education	<b>2</b>	Eleventh

Write A Summary	Brainstorming	(Differences between management Leadership, sources of leadership power Characteristics of the educational base	Bachelor Of Qur'anic Sciences And Islamic Education	2	Twelveth
Oral Test		Communication in administrative work Its importance and practical elements Communication, communication methods	Bachelor Of Qur'anic Sciences And Islamic Education	2	Thirteenth
Cone	Think-Pair-Share Strategy	Incentives in educational administration Its importance, types of incentives	Bachelor Of Qur'anic Sciences And Islamic Education	2	Fourteenth
Microlearning	Lecture	School administration, concept ,Importance	Bachelor Of Qur'anic Sciences And Islamic Education	2	Fifteenth
Write A Summary	Discussion	Management tasks and responsibilities School	Bachelor Of Qur'anic Sciences And Islamic Education	2	Sixteen
Oral Test	Dialogue	For school tests, concept and objectives	Bachelor Of Qur'anic Sciences And Islamic Education	2	Seventeenth
Cone	Collaborative Learning	Principles of educational supervision	Bachelor Of Qur'anic Sciences And Islamic Education	2	Eighteen
Microlearning	Brainstorming	Types of educational supervision Advantages and disadvantages of each type	Bachelor Of Qur'anic Sciences And Islamic Education	2	Nineteenth
Write A Summary		Planning for educational supervision To the trends of modern nobles	Bachelor Of Qur'anic Sciences And Islamic Education	2	The Twentieth
Oral Test	Think-Pair-Share Strategy	Supervisor competencies and skills Educational	Bachelor Of Qur'anic Sciences And Islamic Education	2	21st
Cone	Lecture	Powers of the	Bachelor Of Qur'anic Sciences And Islamic Education	2	Twenty Tow

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## Course Description Form

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### 1. Course Name

Principles of Education and Teaching

### 2. Course Code

[Not specified in the document]

### 3. Semester / Year

2025-2026

### 4. Description Preparation Date

September 12, 2025

### 5. Available Attendance Forms

In-person

### 6. Number of Credit Hours (Total) / Number of Units (Total)

- **Total Units:** 4 units
- **Weekly Hours:** 2 hours

### 7. Course Coordinator

Asst. Prof. Dr. Maitham Hayawi

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### 8. Course Objectives

- Introduce students to the importance of environmental education foundations in social life.
- Familiarize students with ancient educational foundations, including Chinese, Roman, and Islamic systems.

- Apply correct educational foundations learned by students in their daily lives.
- Identify correct educational applications to benefit from them in general life.

### 9. Teaching and Learning Strategies

- Presentation
  - Explanation
  - Discussion
  - Training
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### 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit/Subject Name	Teaching Method	Evaluation Method
1	2	Quranic Sciences & Islamic Education	First Semester - Education and its Foundations	Lecture	Oral Test
2	2	Quranic Sciences & Islamic Education	Concept of Education and its Goals	Discussion	Quiz
3	2	Quranic Sciences & Islamic Education	Necessities and Importance of Education	Dialogue	Micro-teaching
4	2	Quranic Sciences & Islamic Education	Educational Theories and Trends	Cooperative Learning	Writing a Summary
5	2	Quranic Sciences & Islamic Education	Various Fields of Education	Brainstorming	Oral Test

Week	Hours	Required Learning Outcomes	Unit/Subject Name	Teaching Method	Evaluation Method
<b>6</b>	2	Quranic Sciences & Islamic Education	Historical Foundation of Education	[Not specified]	Quiz
<b>7</b>	2	Quranic Sciences & Islamic Education	Ancient Education (Chinese - Greek)	Think-Pair-Share	Micro-teaching
<b>8</b>	2	Quranic Sciences & Islamic Education	Education in the Middle Ages	Lecture	Writing a Summary
<b>9</b>	2	Quranic Sciences & Islamic Education	Arab Education before Islam	Discussion	Oral Test
<b>10</b>	2	Quranic Sciences & Islamic Education	Islamic Education	Dialogue	Quiz
<b>11</b>	2	Quranic Sciences & Islamic Education	Modern Education	Cooperative Learning	Micro-teaching
<b>12</b>	2	Quranic Sciences & Islamic Education	Modern Educational Applications	Brainstorming	Writing a Summary
<b>13</b>	2	Quranic Sciences & Islamic Education	Social Foundation of Education	[Not specified]	Oral Test

Week	Hours	Required Learning Outcomes	Unit/Subject Name	Teaching Method	Evaluation Method
<b>22</b>	2	Quranic Sciences & Islamic Education	Economic Foundation of Education and its impact on development	Lecture	Quiz
<b>23</b>	2	Quranic Sciences & Islamic Education	Scientific Foundation of Education (Curriculum, Research, Inquiry)	Discussion	Micro-teaching
<b>24</b>	2	Quranic Sciences & Islamic Education	National and Social Foundations	Dialogue	Writing a Summary
<b>25</b>	2	Quranic Sciences & Islamic Education	Education from an Islamic Perspective	Cooperative Learning	Oral Test
<b>26</b>	2	Quranic Sciences & Islamic Education	Educational Innovation in Iraq	Brainstorming	Quiz
<b>27</b>	2	Quranic Sciences & Islamic Education	Comprehensive School	[Not specified]	Micro-teaching
<b>28</b>	2	Quranic Sciences & Islamic Education	Systematic Education	Think-Pair-Share	Writing a Summary
<b>29</b>	2	Quranic Sciences & Islamic Education	Schools for Distinguished Students	Lecture	Oral Test

Week	Hours	Required Learning Outcomes	Unit/Subject Name	Teaching Method	Evaluation Method
30	2	Quranic Sciences & Islamic Education	Educational Acceleration	[Not specified]	Written Exam

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### 11. Course Evaluation

Assessment is based on exam results, discussions, and session management.

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### 12. Learning and Teaching Resources

- **Main References:**

- *The Republic*, Plato (Translated by Hanna Khabbaz).
- *Introduction to the Philosophy of Education*, O'Connor, D.J. (Translated by Mohammad Saifuddin Fahmy).
- *Averroes and his Philosophy between Heritage and Modernity*, Al-A'asam, Abdul Amir.
- *Philosophy of Islamic Education in the Noble Hadith*, Bakr, Abdul Jawad Sayed.

- **Electronic References / Websites:**

Google and reputable university libraries.

## Course Description Template

<b>Principles of Jurisprudence / Third Stage</b>	
<b>Course Code</b>	EGIS3061
<b>Semester / Year</b>	First and Second 2025-2026
<b>Date of Preparation</b>	4/2/2026
<b>Attendance Mode</b>	In-person
<b>Total Credit Hours / Units</b>	1. 60 hours / 30 units
<b>Course Coordinator (if more than one, mention all)</b>	Prof. Dr. Sakina Hussein Kazem

### Course Objectives

#### General Objectives

1. Understand the nature of the science of Usul al-Fiqh and distinguish it from other Islamic sciences.

2. Understand the reasons for the differences among jurists and the development of schools of thought.
3. Familiarize with the books authored in this field.

### Specific Objectives

Enable the student to:

- Explain the importance of Usul al-Fiqh, its impact, and its relation to other Islamic sciences.
- Introduce its position among the sciences, its history, its documentation, and the scholars who contributed to its foundation.
- Understand its methodology and principles as they remain applicable today in terms of classification and chapters.

### Teaching and Learning Strategies

- Lecture – Explanation – Discussion – Training
- Daily Exam – Monthly Exam

### Course Structure

					<b>Assessment Method</b>
<b>1</b>	2	Bachelor of Quranic Sciences and Islamic Education	Introduction to Principles of Jurisprudence, definition issues	Lecture	Oral Test
<b>2</b>	2	Bachelor of Quranic Sciences and Islamic Education	Definition of legal ruling, its types, and applications	Discussion	Quiz
<b>3</b>	2	Bachelor of Quranic Sciences and Islamic Education	Real ruling and apparent ruling, definition and types	Dialogue	Micro-teaching
<b>4</b>	2	Bachelor of Quranic Sciences and Islamic Education	Obligation and its tools	Cooperative Learning	Summary Writing
<b>5</b>	2	Bachelor of Quranic Sciences and Islamic Education	Command matter, its types and effects	Brainstorming	Oral Test
<b>6</b>	2	Bachelor of Quranic Sciences and Islamic Education	Recommendation matter, tools, and applications	Cooperative Learning	Quiz

7	2	Bachelor of Quranic Sciences and Islamic Education	Disliked matter, tools, and applications	Think-Pair-Share	Micro-teaching
8	2	Bachelor of Quranic Sciences and Islamic Education	Permissible matter, tools, and applications	Lecture	Summary Writing
9	2	Bachelor of Quranic Sciences and Islamic Education	Duty definition and types	Discussion	Oral Test
10	2	Bachelor of Quranic Sciences and Islamic Education	Optional and assigned duties	Dialogue	Quiz
11	2	Bachelor of Quranic Sciences and Islamic Education	Collective and individual duties	Cooperative Learning	Micro-teaching
12	2	Bachelor of Quranic Sciences and Islamic Education	Introduction to duty, its definition, and types	Brainstorming	Summary Writing
13	2	Bachelor of Quranic Sciences and Islamic Education	Rights and their types	-	Oral Test
14	2	Bachelor of Quranic Sciences and Islamic Education	Human and shared rights	Think-Pair-Share	Quiz
15	2	Bachelor of Quranic Sciences and Islamic Education	Legal incapacity, definition, and types	Lecture	Micro-teaching
16	2	Bachelor of Quranic Sciences and Islamic Education	Divine legal incapacity, definition, and types	Discussion	Summary Writing
17	2	Bachelor of Quranic Sciences and Islamic Education	Insanity, dementia, fainting	Dialogue	Oral Test
18	2	Bachelor of Quranic Sciences and Islamic Education	Forgetfulness, illness, death	Cooperative Learning	Quiz
19	2	Bachelor of Quranic Sciences and Islamic Education	Acquired legal incapacity, definition, and types	Brainstorming	Micro-teaching
20	2	Bachelor of Quranic Sciences and Islamic Education	Ignorance and its types	-	Summary Writing
21	2	Bachelor of Quranic Sciences and Islamic Education	Humor and its types	Think-Pair-Share	Oral Test
22	2	Bachelor of Quranic	Intoxication and related	Lecture	Quiz

		Sciences and Islamic Education	issues		
23	2	Bachelor of Quranic Sciences and Islamic Education	Folly and its types	Discussion	Micro-teaching
24	2	Bachelor of Quranic Sciences and Islamic Education	Jurisprudential applications of divine incapacity	Dialogue	Summary Writing
25	2	Bachelor of Quranic Sciences and Islamic Education	Dementia, fainting	Cooperative Learning	Oral Test
26	2	Bachelor of Quranic Sciences and Islamic Education	Forgetfulness, illness	Brainstorming	Quiz
27	2	Bachelor of Quranic Sciences and Islamic Education	Illness, insanity	Micro-teaching	-
28	2	Bachelor of Quranic Sciences and Islamic Education	Jurisprudential applications of acquired incapacity	Think-Pair-Share	Summary Writing
29	2	Bachelor of Quranic Sciences and Islamic Education	Ignorance and humor	Lecture	Oral Test
30	2	Bachelor of Quranic Sciences and Islamic Education	Intoxication, folly	Written Exam	-

#### Course Evaluation

- Exam results – Discussions and session management

#### Learning and Teaching Resources

#### Required Textbooks (if methodology exists)

- “Key to the Science of Usul” by Sheikh Ahmed Kazem Al-Bahadli

#### Main References

- Lessons in the Science of Usul, Volume 1 & 2

Recommended Supporting Books and References (journals, reports, etc.)

- General Principles of Comparative Jurisprudence by Sayyid Muhammad Taqi al-Hakim

Electronic References, Internet Sites

- Ahl al-Bayt Library
- Al-Shamela Library

Course Instructor: Prof. Dr. Sakina Hussein Kazem

Department Head: Assoc. Prof. Dr. Saleh Mahdi

# Course Description Form

Course Title:

Principles of Islamic Jurisprudence (Usul al-Fiqh) / Fourth Stage

Course Code:

EGIS 4031

Semester / Academic Year:

First and Second Semesters 2025–2026

Date of Preparation:

4/2/2026

Available Attendance Mode:

In-person

Total Study Hours / Total Units:

60 Hours / 30 Units

Course Coordinator (if more than one, list all):

Prof. Dr. Sukayna Hussein Kazem Taj Al-Deen

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# Course Objectives

## General Objectives

Develop students' abilities of critical thinking and legal inference through deep reflection on Islamic legal rulings and their rationales, clarifying the intent of the Divine Legislator in matters of lawful and unlawful, and achieving the welfare of people.

## Specific Objectives

Enable the student to:

- Distinguish between the tools of Usul al-Fiqh and their impact on ijtiḥad and issuing fatwas.
- Differentiate between textual evidence and rational evidence.

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## Teaching and Learning Strategies

Strategies Used:

Presentation – Explanation – Discussion – Training – Daily Exam – Monthly Exam

## Course Structure

					Assessment Method
First	2	Bachelor of Quranic Sciences and Islamic Education	Definition of rules related to texts	Lecture	Oral Test
Second	2	Bachelor of Quranic Sciences	Definition of the specific term and its	Discussion	Quiz

		and Islamic Education	authority		
<b>Third</b>	2	Bachelor of Quranic Sciences and Islamic Education	Types of specificity in command expressions	Dialogue	Micro-teaching
<b>Fourth</b>	2	Bachelor of Quranic Sciences and Islamic Education	Command expressions and their types	Cooperative Learning	Summary Writing
<b>Fifth</b>	2	Bachelor of Quranic Sciences and Islamic Education	Declarative sentences and types of requests	Brainstorming	Oral Test
<b>Sixth</b>	2	Bachelor of Quranic Sciences and Islamic Education	Verbal principles: definition, authority, and types	—	Quiz
<b>Seventh</b>	2	Bachelor of Quranic Sciences and Islamic Education	The homonymous term: definition and types	Think–Pair–Share	Micro-teaching
<b>Eighth</b>	2	Bachelor of Quranic Sciences and Islamic Education	Absolute and restricted terms: concepts and examples	Lecture	Summary Writing
<b>Ninth</b>	2	Bachelor of Quranic Sciences and Islamic Education	General terms: definition, nature, and expressions	Discussion	Oral Test
<b>Tenth</b>	2	Bachelor of Quranic Sciences and Islamic Education	Forms and types of general terms	Dialogue	Quiz
<b>Eleventh</b>	2	Bachelor of Quranic Sciences and Islamic Education	Specification of the general and its authority	Cooperative Learning	Micro-teaching
<b>Twelfth</b>	2	Bachelor of Quranic Sciences and Islamic Education	Connected evidences specifying the general	Brainstorming	Summary Writing
<b>Thirteenth</b>	2	Bachelor of Quranic Sciences and Islamic Education	Detached evidences specifying the general	—	Oral Test

<b>Fourteenth</b>	2	Bachelor of Quranic Sciences and Islamic Education	Literal and metaphorical meanings: definitions, types, and rulings	Think–Pair–Share	Quiz
<b>Fifteenth</b>	2	Bachelor of Quranic Sciences and Islamic Education	Rulings and examples of literal and metaphorical meanings	Lecture	Micro-teaching
<b>Sixteenth</b>	2	Bachelor of Quranic Sciences and Islamic Education	Explicit and implicit expressions: definitions and examples	Discussion	Summary Writing
<b>Seventeenth</b>	2	Bachelor of Quranic Sciences and Islamic Education	Indications of clear expressions and their types	Dialogue	Oral Test
<b>Eighteenth</b>	2	Bachelor of Quranic Sciences and Islamic Education	Indications of ambiguous expressions and their types	Cooperative Learning	Quiz
<b>Nineteenth</b>	2	Bachelor of Quranic Sciences and Islamic Education	Indication of words to meaning and its types	Brainstorming	Micro-teaching
<b>Twentieth</b>	2	Bachelor of Quranic Sciences and Islamic Education	Objectives of Sharia: definition	—	Summary Writing
<b>Twenty-First</b>	2	Bachelor of Quranic Sciences and Islamic Education	Types of objectives: necessities and needs	Think–Pair–Share	Oral Test
<b>Twenty-Second</b>	2	Bachelor of Quranic Sciences and Islamic Education	Improvements (tahsiniyyat) and scholars' opinions	Lecture	Quiz
<b>Twenty-Third</b>	2	Bachelor of Quranic Sciences and Islamic Education	Abrogation: definition and evidences	Discussion	Micro-teaching
<b>Twenty-Fourth</b>	2	Bachelor of Quranic Sciences and Islamic Education	Conflict and preference and their related issues	Dialogue	Summary Writing
<b>Twenty-Fifth</b>	2	Bachelor of Quranic Sciences	Ijtihad: definition and conditions	Cooperative Learning	Oral Test

		and Islamic Education			
<b>Twenty-Sixth</b>	2	Bachelor of Quranic Sciences and Islamic Education	Types of ijthihad and examples	Brainstorming	Quiz
<b>Twenty-Seventh</b>	2	Bachelor of Quranic Sciences and Islamic Education	Imitation and following: definitions and examples	—	Micro-teaching
<b>Twenty-Eighth</b>	2	Bachelor of Quranic Sciences and Islamic Education	Jurisprudential applications of ijthihad	Think–Pair–Share	Summary Writing
<b>Twenty-Ninth</b>	2	Bachelor of Quranic Sciences and Islamic Education	Jurisprudential applications of imitation	Lecture	Oral Test
<b>Thirtieth</b>	2	Bachelor of Quranic Sciences and Islamic Education	General Review	—	Written Exam

## Course Assessment

Exam results – discussions – session management

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## Learning and Teaching Resources

Required Textbooks (if any):

Key to Accessing the Science of Usul al-Fiqh

Main References:

Lessons in Usul al-Fiqh – Second Level

Recommended Supporting References:

Usul al-Fiqh by Sheikh Muhammad Ridha Al-Muzafar

Electronic Resources / Websites:

Ahl al-Bayt Library, Al-Shamela Library

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Course Instructor:

Prof. Dr. Sukayna Hussein Kazem

Head of Department:

Asst. Prof. Dr. Saleh Mahdi

		<b>educational supervisor High school</b>			
<b>Microlearning</b>	<b>Discussion</b>	<b>Secondary school in Iraq</b>	Bachelor Of Qur'anic Sciences And Islamic Education	2	<b>Twenty Third</b>
<b>Write A Summary</b>	<b>Dialogue</b>	<b>Principles of educational supervision</b>	Bachelor Of Qur'anic Sciences And Islamic Education	2	<b>Twenty Fourth</b>
<b>Oral Test</b>	<b>Collaborative Learning</b>	<b>To the trends of modern nobles Educationa</b>	Bachelor Of Qur'anic Sciences And Islamic Education	2	25th
<b>Cone</b>	<b>Brainstorming</b>	<b>Supervisor competencies and skills Educational</b>	Bachelor Of Qur'anic Sciences And Islamic Education	2	Twenty-Sixth
<b>Microlearning</b>		<b>Principles of educational supervision</b>	Bachelor Of Qur'anic Sciences And Islamic Education	2	27th
<b>Write A Summary</b>	<b>Think-Pair-Share Strategy</b>	<b>Supervisor competencies and skills Educational</b>	Bachelor Of Qur'anic Sciences And Islamic Education	2	Twenty-Eighth
<b>Oral Test</b>	<b>Lecture</b>	<b>the exam</b>	Bachelor Of Qur'anic Sciences And Islamic Education	2	XXIX
<b>Written Exam</b>		<b>Review</b>	Bachelor Of Qur'anic Sciences And Islamic Education	2	Thirty

### Course Evaluation

Exam Results - Discussions And Session Management

### Learning And Teaching Resources .11

Educational administration and supervision:	quired Textbooks (Methodology, If Any)
Dr. Riad Strack. Educational planning 2. Educational planning: Dr. Abdullah Abdel Dayem	Main References (Sources)
	Recommended Supporting Books And References (Scientific Journals, Reports....)
	lectronic References, Internet Sites

## Course Description Form

<b>1. Course Name</b>					
Prophetic Biography					
<b>2. Course Code</b>					
<b>3. Term /Year</b>					
2025–2026					
<b>4. Date of preparation of this description</b>					
17/11/2025					
<b>5. Available Attendance Forms: In Presence</b>					
<b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>					
60hours / 4 units					
<b>7. Course administrator's name (mention all, if more than one name)</b>					
Prof.Dr. Haider Majeed Hussein <a href="mailto:haidermaj@mu.edu.iq">haidermaj@mu.edu.iq</a>					
<b>8. Course Objectives</b>					
The Prophet's biography and knowledge of the details of the life of the great Prophet Muhammad (PBUH) are the most important details and the most accurate path of the Prophet's Sunnah in its most important details.					
<b>9. TEACHING AND LEARNING STRATEGIES</b>					
<b>Strategy</b>		Presentation – Demonstration – Discussion – Training			
<b>10. 10. Course Structure</b>					
Week	Hours	Learning outcomes required for the program*	Unit or Topic Name	Learning method	Valuation Method
First	2	Quranic Sciences and Islamic Education	<b>Birth of the Prophet (PBUH)</b>	Course	An oral exam
Second	2	Quranic Sciences and Islamic Education	<b>Prophetic Biography</b>	Discussion	mug, tankard, jug, ewer, cone
Third	2	Quranic Sciences and Islamic Education	<b>Samples of Historical Facts</b>	Dialogue	Microlearning
Fourth	2	Quranic Sciences and Islamic Education	<b>Samples of Behavioral Incidents</b>	COOP LEARN	Write a summary
Fifth	2	Quranic Sciences and Islamic Education	<b>offspring from each</b>	Brainstorming	An oral exam

			<b>other...</b>		
Sixth	2	Quranic Sciences and Islamic Education	<b>The elite of the descendants of Ibrahim</b>		mug, tankard, jug, ewer, cone
7	2	Quranic Sciences and Islamic Education	<b>Quraish</b>	Think-Pair-Share Strategy	Microlearning
Eighth	2	Quranic Sciences and Islamic Education	<b>Abdul MUTALIB bin Yusof</b>	Course	Write a summary
Ninth	2	Quranic Sciences and Islamic Education	<b>Pre-mission</b>	Discussion	An oral exam
Tenth	2	Quranic Sciences and Islamic Education	<b>The tyranny of the Quraysh before the mission</b>	Dialogue	mug, tankard, jug, ewer, cone
Eleventh	2	Quranic Sciences and Islamic Education	<b>From the mission to immigration</b>	COOP LEARN	Microlearning
Twelfth	2	Quranic Sciences and Islamic Education	<b>Alert the immediate clan (home day incident)</b>	Brainstorming	Write a summary
Thirteen	2	Quranic Sciences and Islamic Education	<b>Quraysh Bani Hashim Intersection</b>		An oral exam
fourteenth	2	Quranic Sciences and Islamic Education	<b>First and Second Aqaba Allegiances</b>	Think-Pair-Share Strategy	mug, tankard, jug, ewer, cone
fifteenth	2	Quranic Sciences and Islamic Education	<b>Migration to Abyssinia</b>	Course	Microlearning
Sixteenth	2	Quranic Sciences and Islamic Education	<b>CHAPTER 1</b>	Discussion	Write a summary
seventeenth	2	Quranic Sciences and Islamic Education	<b>Quraysh tortures the Greatest Prophet</b>	Dialogue	An oral exam
Eighteenth	2	Quranic Sciences and Islamic Education	<b>Bani Amir</b>	COOP LEARN	mug, tankard, jug, ewer, cone
nineteenth	2	Quranic Sciences and Islamic Education	<b>Migration to Yathrib</b>	Brainstorming	Microlearning
Twentieth	2	Quranic Sciences and Islamic Education	<b>Years of fighting and reconciliation</b>		Write a summary
Twenty-one	2	Quranic Sciences and Islamic Education	<b>The first and second year of migration</b>	Think-Pair-Share Strategy	An oral exam
Twenty-second	2	Quranic Sciences and Islamic Education	<b>Year 3, 4 &amp; 5 – 2%</b>	Course	mug, tankard, jug, ewer, cone
Twenty third	2	Quranic Sciences and Islamic Education	<b>The sixth and seventh year after immigration</b>	Discussion	Microlearning
Twenty Fourth	2	Quranic Sciences and Islamic Education	<b>Eighth year of immigration</b>	Dialogue	Write a summary
Twenty-fifth floor.	2	Quranic Sciences and Islamic Education	<b>Ninth year of immigration</b>	COOP LEARN	An oral exam
twenty-sixth	2	Quranic Sciences and Islamic Education	<b>Tenth year</b>	Brainstorming	mug, tankard, jug, ewer, cone
Twenty-seventh	2	Quranic Sciences and Islamic Education	<b>Eleventh year of immigration</b>		Microlearning

Twenty-eighth	2	Quranic Sciences and Islamic Education	Al Madinah Al Munawarah	Think-Pair-Share Strategy	Write a summary
twenty nine	2	Quranic Sciences and Islamic Education	Death of the Great Prophet	Course	An oral exam
thirty	2	Quranic Sciences and Islamic Education	Final exams for the academic year		30% written exam

## 11. Course Evaluation

### Exam Results - Discussions and Session Management

## 12. Learning and Teaching Resources

Key References ( Sources)	The Prophet's biography is a brief notation with new investigations and effects.Mr. Sami Al-Badri
Recommended supporting books and references (scientific journals, reports... )	Research in the Prophet's Biography and History
E-References , Websites	The Prophet's biography is a brief notation with new investigations and effects.Mr. Sami Al-Badri
Key References ( Sources)	Google site and discreet university libraries

## Course Description Form

<b>1. Course Name</b>					
Prophetic Biography					
<b>2. Course Code</b>					
<b>3. Term /Year</b>					
2025–2026					
<b>4. Date of preparation of this description</b>					
17/11/2025					
<b>5. Available Attendance Forms: In Presence</b>					
<b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>					
60hours / 4 units					
<b>7. Course administrator's name (mention all, if more than one name)</b>					
Prof.Dr. Haider Majeed Hussein <a href="mailto:haidermaj@mu.edu.iq">haidermaj@mu.edu.iq</a>					
<b>8. Course Objectives</b>					
The Prophet's biography and knowledge of the details of the life of the great Prophet Muhammad (PBUH) are the most important details and the most accurate path of the Prophet's Sunnah in its most important details.					
<b>9. TEACHING AND LEARNING STRATEGIES</b>					
<b>Strategy</b>		Presentation – Demonstration – Discussion – Training			
<b>10. 10. Course Structure</b>					
Week	Hours	Learning outcomes required for the program*	Unit or Topic Name	Learning method	Valuation Method
First	2	Quranic Sciences and Islamic Education	<b>Birth of the Prophet (PBUH)</b>	Course	An oral exam
Second	2	Quranic Sciences and Islamic Education	<b>Prophetic Biography</b>	Discussion	mug, tankard, jug, ewer, cone
Third	2	Quranic Sciences and Islamic Education	<b>Samples of Historical Facts</b>	Dialogue	Microlearning
Fourth	2	Quranic Sciences and Islamic Education	<b>Samples of Behavioral Incidents</b>	COOP LEARN	Write a summary
Fifth	2	Quranic Sciences and Islamic Education	<b>offspring from each</b>	Brainstorming	An oral exam

			<b>other...</b>		
Sixth	2	Quranic Sciences and Islamic Education	<b>The elite of the descendants of Ibrahim</b>		mug, tankard, jug, ewer, cone
7	2	Quranic Sciences and Islamic Education	<b>Quraish</b>	Think-Pair-Share Strategy	Microlearning
Eighth	2	Quranic Sciences and Islamic Education	<b>Abdul MUTALIB bin Yusof</b>	Course	Write a summary
Ninth	2	Quranic Sciences and Islamic Education	<b>Pre-mission</b>	Discussion	An oral exam
Tenth	2	Quranic Sciences and Islamic Education	<b>The tyranny of the Quraysh before the mission</b>	Dialogue	mug, tankard, jug, ewer, cone
Eleventh	2	Quranic Sciences and Islamic Education	<b>From the mission to immigration</b>	COOP LEARN	Microlearning
Twelfth	2	Quranic Sciences and Islamic Education	<b>Alert the immediate clan (home day incident)</b>	Brainstorming	Write a summary
Thirteen	2	Quranic Sciences and Islamic Education	<b>Quraysh Bani Hashim Intersection</b>		An oral exam
fourteenth	2	Quranic Sciences and Islamic Education	<b>First and Second Aqaba Allegiances</b>	Think-Pair-Share Strategy	mug, tankard, jug, ewer, cone
fifteenth	2	Quranic Sciences and Islamic Education	<b>Migration to Abyssinia</b>	Course	Microlearning
Sixteenth	2	Quranic Sciences and Islamic Education	<b>CHAPTER 1</b>	Discussion	Write a summary
seventeenth	2	Quranic Sciences and Islamic Education	<b>Quraysh tortures the Greatest Prophet</b>	Dialogue	An oral exam
Eighteenth	2	Quranic Sciences and Islamic Education	<b>Bani Amir</b>	COOP LEARN	mug, tankard, jug, ewer, cone
nineteenth	2	Quranic Sciences and Islamic Education	<b>Migration to Yathrib</b>	Brainstorming	Microlearning
Twentieth	2	Quranic Sciences and Islamic Education	<b>Years of fighting and reconciliation</b>		Write a summary
Twenty-one	2	Quranic Sciences and Islamic Education	<b>The first and second year of migration</b>	Think-Pair-Share Strategy	An oral exam
Twenty-second	2	Quranic Sciences and Islamic Education	<b>Year 3, 4 &amp; 5 – 2%</b>	Course	mug, tankard, jug, ewer, cone
Twenty third	2	Quranic Sciences and Islamic Education	<b>The sixth and seventh year after immigration</b>	Discussion	Microlearning
Twenty Fourth	2	Quranic Sciences and Islamic Education	<b>Eighth year of immigration</b>	Dialogue	Write a summary
Twenty-fifth floor.	2	Quranic Sciences and Islamic Education	<b>Ninth year of immigration</b>	COOP LEARN	An oral exam
twenty-sixth	2	Quranic Sciences and Islamic Education	<b>Tenth year</b>	Brainstorming	mug, tankard, jug, ewer, cone
Twenty-seventh	2	Quranic Sciences and Islamic Education	<b>Eleventh year of immigration</b>		Microlearning

Twenty-eighth	2	Quranic Sciences and Islamic Education	Al Madinah Al Munawarah	Think-Pair-Share Strategy	Write a summary
twenty nine	2	Quranic Sciences and Islamic Education	Death of the Great Prophet	Course	An oral exam
thirty	2	Quranic Sciences and Islamic Education	Final exams for the academic year		30% written exam
11. Course Evaluation					
<b>Exam Results - Discussions and Session Management</b>					
12. Learning and Teaching Resources					
Key References ( Sources)		The Prophet's biography is a brief notation with new investigations and effects.Mr. Sami Al-Badri			
Recommended supporting books and references (scientific journals, reports... )		Research in the Prophet's Biography and History			
E-References , Websites		The Prophet's biography is a brief notation with new investigations and effects.Mr. Sami Al-Badri			
Key References ( Sources)		Google site and discreet university libraries			

## Course Description Form

<b>1. Course Name:</b>	
Baath regime crimes in Iraq	
<b>2. Course Code:</b>	
<b>3. Semester / Year:</b>	
First/Second Stage/2025	
<b>4. Description Preparation Date:</b>	
2025/9/21	
<b>5. Available Attendance Forms:</b>	
My presence	
<b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>	
hours/1 unit 2	
<b>7. Course administrator's name (mention all, if more than one name)</b>	
Name: baneen Ibrahim Taher Email: baneenyu78@gmail.com	
<b>8. Course Objectives</b>	
<b>Course Objectives</b>	<ul style="list-style-type: none"><li>• .....</li><li>• To highlight the crimes committed against the Iraqi people by the former regime</li><li>• <b>To provide the student with a better understanding of the regime that preceded the current government.....</b></li><li>• .....</li></ul>
<b>9. Teaching and Learning Strategies</b>	
<b>Strategy</b>	Lecture and discussion

## 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-		To learn about the scientific material	Introductory lecture about the course material	Presentation of scientific material, detailed explanation, and discussion	,Ask questions daily test
2-		Identifying crimes of Ba'ath regime according to the Iraqi Criminal Code Law	A detailed explanation of crimes of the Ba'ath regime according to the law of the Iraqi Supreme Criminal Court	Presentation of scientific material, detailed explanation, and discussion	,Ask questions daily test
3-		Clarifying types of international crimes	Clarifying the types of international crimes	Presentation of scientific material, detailed explanation, and discussion	,Ask questions daily test

				tion	
4-		Explain types of crime	Crime Sections	Pres tati of scie fic mat ,al deta d expl ,ati disc sion	,Ask questio daily test
5-		Identifying psychological crimes and their impact	Psychological crimes and their impact	Pres tati of scie fic mat ,al deta d expl ,ati disc sion	,Ask questio daily test
6-		To learn about social crimes	social crimes	Pres tati of scie fic mat ,al deta d expl ,ati disc sion	,Ask questio daily test
7-		Knowing Baath regime	The Baath regime position on religion	Pres tati of	,Ask questio daily test

		position religion		scie fic mat ,al deta d expl ,ati disc sion	
8-		Clarification documents related human rig violations	Documents human rig violations	Pres tati of scie fic mat ,al deta d expl ,ati disc sion	,Ask questio daily test
9-		Addressing decisions of political and milit violations of Ba'ath regime in Ira	Resolutions on political and milit violations of the Ba' regime in Iraq	Presentati of scienti ,material detailed ,explanati discussion	Ask questions, da test
10-		Identify prisons a detention centers	Prisons a detention centers	Pres tati of scie fic mat ,al deta d expl ,ati disc sion	,Ask questio daily test
11-		Statement on	Environmental crimes of the Ba'	Pres tati	,Ask questio daily test

		Environmental Crimes of the Ba'ath Regime in Iraq	regime in Iraq	of scientific material, detailed explanation, discussion	
12-		First month exam	First month exam	Presentation of scientific material, detailed explanation, discussion	,Ask questions daily test
13-		Explaining pollution, radioactivity, mine explosions	,War pollution, radioactivity, mine explosions	Presentation of scientific material, detailed explanation, discussion	,Ask questions daily test
14-		How cities and villages were destroyed scorched earth policy	Destruction of cities and villages scorched earth policy	Presentation of scientific material, al	,Ask questions daily test

				detailed explanation, discussion	
15-		Destroying marshes by draining them	draining marshes	Presentation of scientific material, detailed explanation, discussion	,Ask questions daily test

### 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

Ministerial curriculum

### 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	
Recommended books and references (scientific journals, reports...)	Websites to view the types and categories crimes committed against different nationalities and groups of people
Electronic References, Websites	Google and university libraries

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## Course Description Form

<b>1. Course Name</b>					
English					
<b>2. Course Code</b>					
<b>3. Term /Year</b>					
2026–2025					
<b>4. Date of preparation of this description</b>					
17/11/ 2025					
<b>5. Available Attendance Forms: In Presence</b>					
<b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>					
60hours / 4 units					
<b>7. Course administrator's name (mention all, if more than one name)</b>					
Prof.Dr. Haider Majeed Hussein <a href="mailto:haidermaj@mu.edu.iq">haidermaj@mu.edu.iq</a>					
<b>8. Course Objectives</b>					
Teach students basic principles of dynamic English skills: reading speaking writing & listing					
<b>9. TEACHING AND LEARNING STRATEGIES</b>					
<b>Strategy</b>		Presentation – Demonstration – Discussion – Training			
<b>10. 10. Course Structure</b>					
Week	Hours	Learning outcomes required for the program*	Unit or Topic Name	Learning method	Valuation Method
First	2	Quranic Sciences and Islamic Education	Hello! Numbers 1-10 and plurals	Course	An oral exam
Second	2	Quranic Sciences and Islamic Education	Your world Countries • he/she/ they, his/her	Discussion	mug, tankard, jug, ewer, cone
Third	2	Quranic Sciences and Islamic Education	Where's he from?	Dialogue	Microlearning
Fourth	2	Quranic Sciences and Islamic Education	fantastic/ awful/ beautiful · Numbers 11-30	COOP LEARN	Write a summary
Fifth	2	Quranic Sciences and Islamic Education	All about you Jobs • am/are/ is ·	Brainstorming	An oral exam
Sixth	2	Quranic Sciences and Islamic Education	Negatives and questions · Personal information · Social expressions		mug, tankard, jug, ewer, cone

7	2	Quranic Sciences and Islamic Education	Family and friends • The family • has/have •	Think-Pair-Share Strategy	Microlearning
Eighth	2	Quranic Sciences and Islamic Education	our/their • Possessive's The alphabet	Course	Write a summary
Ninth	2	Quranic Sciences and Islamic Education	Test	Discussion	An oral exam
Tenth	2	Quranic Sciences and Islamic Education	The way I live Sports/ Food/ Drinks •	Dialogue	mug, tankard, jug, ewer, cone
Eleventh	2	Quranic Sciences and Islamic Education	Present Simple - I/you/ we/ they • a/an Languages and nationalities • Numbers and prices	COOP LEARN	Microlearning
Twelfth	2	Quranic Sciences and Islamic Education	Every day The time • Present Simple - he/she •	Brainstorming	Write a summary
Thirteenth	2	Quranic Sciences and Islamic Education	always/sometimes/never Words that go together • Days of the week		An oral exam
fourteenth	2	Quranic Sciences and Islamic Education	My favourites Question words •	Think-Pair-Share Strategy	mug, tankard, jug, ewer, cone
fifteenth	2	Quranic Sciences and Islamic Education	me/him/us/them • this/that Adjectives • Can I ... ?	Course	Microlearning
Sixteenth	2	Quranic Sciences and Islamic Education	Rooms and furniture • There is/ are • Prepositions • Directions	Discussion	Write a summary
seventeenth	2	Quranic Sciences and Islamic Education	Times past Saying years • • When's your birthday?	Dialogue	An oral exam
Eighteenth	2	Quranic Sciences and Islamic Education	was/were born • Past Simple - irregular verbs • have/do/go	COOP LEARN	mug, tankard, jug, ewer, cone
nineteenth	2	Quranic Sciences and Islamic Education	We had a great time! Past Simple - Regular and Irregular •	Brainstorming	Microlearning
Twentieth	2	Quranic Sciences and Islamic Education	Questions and negatives • Sport and leisure • Going sightseeing		Write a summary
Twenty-one	2	Quranic Sciences and Islamic Education	What's mind-boggling about the closures is that they actually hit Americans who are actively working to engage Syria the hardest. According to reports, the State Department (which operates the embassy in Damascus) is reconsidering its Syria policy. The c	Think-Pair-Share Strategy	An oral exam
Twenty-second	2	Quranic Sciences and Islamic Education	I can do that. can/can't • Adverbs • Adjective + noun •	Course	mug, tankard, jug, ewer, cone
Twenty third	2	Quranic Sciences and Islamic Education	Everyday problems	Discussion	Microlearning
Twenty Fourth	2	Quranic Sciences and Islamic Education	Please and thank you I'd like - some/any	Dialogue	Write a summary
Twenty-fifth floor.	2	Quranic Sciences and Islamic Education	• In a restaurant • Signs all around	COOP LEARN	An oral exam
twenty-sixth	2	Quranic Sciences and Islamic Education	Here and now Colours and clothes • Present Continuous • Opposite verbs • What's the matter?	Brainstorming	mug, tankard, jug, ewer, cone

Twenty-seventh	2	<b>Quranic Sciences and Islamic Education</b>	It's time to go! Future plans		<b>Microlearning</b>
Twenty-eighth	2	<b>Quranic Sciences and Islamic Education</b>	Grammar revision	<b>Think-Pair-Share Strategy</b>	<b>Write a summary</b>
twenty nine	2	<b>Quranic Sciences and Islamic Education</b>	Vocabulary revision • Social expressions	<b>Course</b>	<b>An oral exam</b>
thirty	2	<b>Quranic Sciences and Islamic Education</b>	<b>Final exams for the academic year</b>		<b>30% written exam</b>

## 11. Course Evaluation

### **Exam Results - Discussions and Session Management**

## 12. Learning and Teaching Resources

Key References ( Sources)	<b>Teaching English as a Foreign or Second Language</b> Geoffrey Broughton, Christopher Brumfit, Roger Flavell, Peter Hill and Anita Pincas University of London Institute of Education
Recommended supporting books and references (scientific journals, reports... )	
E-References , Websites	
Key References ( Sources)	

This second edition of the guide includes an updated academic program description, reflecting the changes and developments in the Iraqi education system. It includes the traditional academic program description (annual, semester-based), as well as the standardized academic program description issued by the Department of Studies, T M3/2906, dated May 3, 2023, for programs that follow the Bologna Process. In this context, we must emphasize the importance of writing descriptions of academic programs and courses to ensure the smooth operation of the educational process.

### **Concepts and Terminology:**

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

**Course Description:** This provides a concise summary of the most important characteristics of the course and the learning outcomes expected of the student, demonstrating whether they have made the most of the available learning opportunities. It is derived from the program description.

**Program Vision:** An ambitious vision for the future of the academic program, aiming to be advanced, inspiring, motivating, realistic, and applicable.

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

**Program Objectives:** These are statements that describe what the academic program intends to achieve within a specific timeframe and are measurable and observable. **Curriculum Structure:** All courses/subjects included in the academic program, according to the approved learning system (semester, annual, Bologna Process), whether required by the Ministry, University, College, or Department, along with the number of credit hours.

**Learning Outcomes:** A coherent set of knowledge, skills, and values acquired by the student upon successful completion of the academic program. The learning outcomes for each course must be defined in a way that achieves the program objectives.

## 13-Course structure

طريقة التقييم	طريقة التعليم	اسم الوحدة / أو الموضوع	مخرجات التعلم المطلوبة	الساعات	الأسبوع
اختبارات شفوية	محاورة مناقشة	Present simple	الوحدة الأولى	2	2-1
اختبارات شفوية	محاورة مناقشة	I am phoning about the house	الوحدة الثانية	2	4-3
اختبارات شفوية	محاورة مناقشة	How do I buy a ticket	الوحدة الثالثة	2	6-5
اختبارات شفوية	محاورة مناقشة	Review 1-3	مراجعة	2	8-7
اختبارات شفوية	محاورة مناقشة	Shall we go out for dinner	الوحدة الرابعة	2	10-9
اختبارات شفوية	محاورة مناقشة	Have't you heard yet	الوحدة الخامسة		12-11
عطلة نصف السنة					
اختبارات شفوية	محاورة مناقشة	A good job	الوحدة السادسة	2	14-13
اختبارات شفوية	محاورة مناقشة	Review 4-6	مراجعة	2	16-15
اختبارات شفوية	محاورة مناقشة	What this thing	الوحدة السابعة	2	18-17
اختبارات شفوية	محاورة مناقشة	We'd like to book a hotel	الوحدة الثامنة	2	19-18
اختبارات شفوية	محاورة مناقشة	If you like shopping	الوحدة التاسعة	2	21-20
اختبارات شفوية	محاورة مناقشة	Review 7-9	مراجعة	2	23-22

شفوية	مناقشة				
اختبارات شفوية	محاورة مناقشة	Who's that guy	الوحدة العاشرة	2	25-24
اختبارات شفوية	محاورة مناقشة	Have you ever tried it	الوحدة الحادية عشر	2	27-26
اختبارات شفوية	محاورة مناقشة	You did really well	الوحدة الثانية عشر	2	29-28
اختبارات شفوية	محاورة مناقشة	Review 7-9	مراجعة	2	31-30

Ministry of Higher Education and Scientific Research / Al-Muthanna University	1. Educational institution
College of Education for Humanities – Department of Quranic Sciences	Scientific Department .1 Center
Headway	Course Name/Code .1
Second stage	Available Attendance .2 Forms
yearly	Semester/Yea . .3
60	Total Credit Hours .4
21/9/2025	Date this description was .5 prepared
Course Objectives .6	
1-To enable students to communicate effectively in various social situations.	
2-To enable students to master speech strategies such as opening, continuing, and closing speeches.	
3-To enable students to master the vocabulary and idiomatic expressions used in different conversations	

4-To enable students to understand the sociolinguistic norms that influence the use of speech strategies.

A handwritten signature in blue ink, appearing to read 'Taisir Sabbar AI-Atwi', with a decorative flourish underneath.

**Instructor**

**Taisir Sabbar AI- Atwi**

**2025\9\21**

## Course description form

**Co1 -urse name: Recitation and memorization**

**/ First stage**

**Co2-urse code \**

**EGIS 1011**

**Se3-mester/year**

**2025-2026**

**4-The date this description was prepared is**

**2/2026/4**

**5- Available forms of attendance/in-person**

**6-Number of study hours ( 60) / number of units: (2) /**

**7-Name of the course officer (if more than one name is mentioned)/**

**Prof. Dr. Salah Naji Abdel Zahra Al-Asadi**

### Course objectives/8-

1- The correct pronunciation of the words of the Holy Qur'an  
2- Preserving the nation's Islamic heritage and the beauty of its Arab identity by memorizing the Holy Qur'an

3-Preparing an educational staff skilled in teaching recitation and memorization  
4-The student must have the etiquette of recitation  
5-To learn the skill of using the electronic platform

### 9-Teaching and learning strategies

**Strategy**

**Strategy for in-person and e-learning**

### 10-Course structure

Week	Hours	Required learning outcomes	Name of the unit or topic	Learning method	Evaluation method
-1	3	Definition of Tajweed linguistically and terminologically	Surat Al-Naba'	In person and online	Oral and written test

-2	3	<b>The benefit of studying Tajweed</b>	<b>Surat Al-Naba'</b>	<b>In person and online</b>	<b>Oral and written test</b>
-3	3	<b>Levels of recitation: A/(tahqiq, tadrur, hudr)</b>	<b>Surah An-Nazi'at</b>	<b>In person and online</b>	<b>Oral and written test</b>
-4	3	<b>Cases of seeking refuge and basmalah</b>	<b>Surah An-Nazi'at</b>	<b>In person and online</b>	<b>Oral and written test</b>
-5	3	<b>Cases of basmala between the two surahs</b>	<b>Surah Abs</b>	<b>In person and online</b>	<b>Oral and written test</b>
-6	3	<b>Cases of Nūn Sakinah and Tanween</b>	<b>Surah Abs</b>	<b>In person and online</b>	<b>Oral and written test</b>
-7	3	<b>The first case is display</b>	<b>Surat Al-Takwir</b>	<b>In person and online</b>	<b>Oral and written test</b>
-8	3	<b>The second case is assimilation</b>	<b>Surat Al-Takwir, Al-Infitar</b>	<b>In person and online</b>	<b>Oral and written test</b>
-9	3	<b>The third case is concealment</b>	<b>Surah Al-Muttaffin</b>	<b>In person and online</b>	<b>Oral and written test</b>
-10	3	<b>Cases of silent</b>	<b>Surah</b>	<b>In</b>	<b>Oral and written</b>

		meem	Al-Inshiqaq	person and online	test
-11	3	Oral assimilation	Surah Al-Buruj	In person and online	Oral and written test
-12	3	Oral concealment	Surah Al-Tariq	In person and online	Oral and written test
-13	3	Oral manifestation	Surat Al-A'la	In person and online	Oral and written test
-14	3	Ruling on the stressed Nūn and Mīm	Surah Al-Ghashiya	In person and online	Oral and written test
-15	3	The coup	Surah Al-Fajr	In person and online	Oral and written test

### 11-Course evaluation

- 1-Formative evaluation: Conducting interactive and probing questions within the lesson
- 2-Diagnostic evaluation/conducting monthly exams and daily tests to determine the extent of the student's understanding and memorization of the material
- 3-Conducting monthly tests to determine the extent of students' understanding of the material, while following up on the scheduled memorization every week

### . 12-Learning and teaching resources

Required prescribed books (methodology, if any	1 - Al-Munir fi Ahkam Tajweed / written by a committee of scholars 2006
Main References (Sources ,	1- Tajweed Science, Theoretical Provisions / Written by Dr. Yahya Abdul Razzaq Al-Ghouthani,

Recommended supporting books and references (scientific journals, reports )	1- Al-Jazariyya system and its explanations / 2- Al-Mufid's book on the provisions of Tajweed
Electronic references, Internet sites	1- The website of the Qur'anic readings and the most famous reciters, 2- The website of the People of Recitations Forum

## Course Description Form

1. Course Name : <b>Department of Qur'anic Sciences</b>	
2. Course Code : <b>code of grammar course/third grade– 3071</b>	
3. Semester / Year : <b>Year Annual course</b>	
4. Description Preparation Date : <b>12/9/2025</b>	
5. Available Attendance Forms : <b>attendance Class lectures</b>	
6. Number of Credit Hours (Total) / Number of Units (Total) : <b>60 hours</b>	
7. Course administrator's name (mention all, if more than one name)	
<b>Name: Sadiq Muhammad Mursal</b> <b>Email: sadeq_mohammed@mu.edu.iq</b>	
8. Course Objectives	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• <b>General objectives:</b> Identify grammatical topics and try to master and control them as much as possible, in order to be able to pronounce correctly and eloquently according to the grammatical signs and the exits of the letters as they are.</li> <li>• <b>Specific objectives:</b> Understanding and assimilating the prescribed curriculum vocabulary, achieving correct pronunciation, culture and extensive knowledge of the rules of Arabic grammar.</li> <li>• .....</li> <li>• .....</li> </ul>
9. Teaching and Learning Strategies	
<b>Strategy</b>	Specific objectives: Understanding and assimilating the prescribed

curriculum vocabulary, achieving correct pronunciation, culture and extensive knowledge of the rules of Arabic grammar.

### 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-		Bachelor of Qur'aan Sciences and Islamic Education	General introduction curriculum vocabulary	the standard method, the discussion and questioning	discussion and questioning method Classroom performance And exams
2-		Bachelor of Qur'aan Sciences and Islamic Education	Prepositions: their number - their function the reason for calling	the standard method, the discussion and questioning	discussion and questioning method Classroom performance
3-		Bachelor of Qur'aan Sciences and Islamic Education	its meanings and examples	the standard method, the discussion and questioning	And exams
4-		Bachelor of Qur'aan Sciences and Islamic Education	Addition: its definition its types	the standard method, the discussion and questioning	discussion and questioning method Classroom performance
5-		Bachelor of Qur'aan Sciences and Islamic Education	Conditions participants	the standard method, the discussion and questioning	And exams
6-		Bachelor of Qur'aan Sciences and Islamic Education	Separating opponents	the standard	discussion and questioning

		Education		method, the of discussion and questioning	method performance Cl
7-		Bachelor of Qur'a Sciences and Islan Education	Types of the geniti case and its inflection ruling	the standa method, ofdiscussio a questioning	And exams
8-		Bachelor of Qur'a Sciences and Islan Education	Deleting the genitive a the genitive	the standa method, ofdiscussio a questionong	discussion a questioning method Cl performance
9-		Bachelor of Qur'a Sciences and Islan Education	The exclamation metho its definition a conditions	the standa method, the discussion a questioning	And exams
10-		Bachelor of Qur'a Sciences and Islan Education	Exclamatory form standard and auditory	the standa method, ofdiscussio a questionong	discussion a questioning method Cl performance
11-		Bachelor of Qur'a Sciences and Islan Education	First month exam	the standa method, the discussion a questioning	And exams
12-		Bachelor of Qur'a Sciences and Islan Education	Do the preference - definition - the form of the standard method	the standa method, ofdiscussio a questionong	discussion a questioning method Cl performance
13-		Bachelor of Qur'a Sciences and Islan Education	Conditions	the standard method, ofdiscussio a questioning	And exams
14-		Bachelor of Qur'a Sciences and Islan Education	its conditions	the standa method, ofdiscussio a questionong	discussion a questioning method Cl performance
15-		Bachelor of Qur'a Sciences and Islan Education	Dependents: Adjecti Its Definition and Type	the standa method, the discussion a questioning	And exams
16-		Bachelor of Qur'a	The real participle a	the standa	discussion a

		Sciences and Islamic Education	the causal participle	method, the discussion and questioning	questioning method Class performance
17-		Bachelor of Qur'anic Sciences and Islamic Education	Education Adjective the infinitive and the sentence	the standard method, the discussion and questioning	And exams
18-		Bachelor of Qur'anic Sciences and Islamic Education	Emphasis: its definition its types-the permissibility of deleting adjectives and infinitives	the standard method, the discussion and questioning	discussion and questioning method Class performance
19-		Bachelor of Qur'anic Sciences and Islamic Education	Moral emphasis and conditions	the standard method, the discussion and questioning	And exams
20-		Bachelor of Qur'anic Sciences and Islamic Education	Verbal Emphasis Practical Examples	the standard method, the discussion and questioning	discussion and questioning method Class performance
21-		Bachelor of Qur'anic Sciences and Islamic Education	Emphasizing pronoun verbally	the standard method, the discussion and questioning	And exams
22-		Bachelor of Qur'anic Sciences and Islamic Education	Education Attaf al-Bay'at its definition	the standard method, the discussion and questioning	discussion and questioning method Class performance
23-		Bachelor of Qur'anic Sciences and Islamic Education	Adjectives in the infinitive and the sentence	the standard method, the discussion and questioning	And exams
24-		Bachelor of Qur'anic Sciences and Islamic Education	Emphasis: its definition its types- permissibility of deleting adjectives and infinitives	the standard method, the discussion and questioning	discussion and questioning method Class performance
25-		Bachelor of Qur'anic Sciences and Islamic Education	Moral emphasis and conditions	the standard method, the discussion and questioning	And exams
26-		Bachelor of Qur'anic Sciences and Islamic Education	Education Verbal Emphasis-Practical Examples	the standard method, the discussion and questioning	discussion and questioning method Class performance

				questioning	performance
27-		Bachelor of Qur'a Sciences and Islam Education	Second month exam	the standard method, the discussion and questioning	And exams
28-		Bachelor of Qur'a Sciences and Islam Education	Second month exam	the standard method, the discussion and questioning	discussion and questioning method Class performance
29-		Bachelor of Qur'a Sciences and Islam Education	Adjective in the infinitive and the sentence	the standard method, the discussion and questioning	And exams
30-		Bachelor of Qur'a Sciences and Islam Education	Emphasis: its definition its types-the permissibility of deleting adjectives and infinitives	the standard method, the discussion and questioning	discussion and questioning method Class performance

### 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

Traditional teaching methods are not used here, but rather reliance is placed on observation, interviews, and an attempt to understand students' ideas about the emotional and value goals in this field.

### 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Explained by Ibn Aqeel: Ibn Aqeel
Main references (sources)	Qatar Al-Nada: Ibn Hisham Al-Ansari
Recommended books and references (scientific journals, reports...)	Adequately: Dr. Abbas Hassan
Electronic References, Websites	

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Daily participation	Lecture and discussion	Terms of the interpreter	The cognitive, skill and emotional domain	2	Fourth week
Daily participation	Lecture and discussion	The emergence of the science of interpretation	The cognitive, skill and emotional domain.	2	Fifth week
Daily participation		Interpretation stages	The cognitive, skill and emotional domain	2	Sixth week
Quiz	Lecture and discussion	During the era of the Prophet, peace be upon him )	The cognitive, skill and emotional domain.	2	seventh week
Daily participation	Lecture and discussion	During the era of the Companions	The cognitive, skill and emotional domain	2	eighth week
Daily participation	Lecture and discussion	During the era of the followers	The cognitive, skill and emotional domain.	2	ninth week
Quiz	Lecture and discussion	In the era of blogging	The cognitive, skill and emotional domain	2	tenth week
Daily participation	Lecture and discussion	In the modern era	The cognitive, skill and emotional domain.	2	eleventh week
Daily participation	Lecture and discussion	Divergence of interpreters	The cognitive, skill and emotional domain	2	The twelfth week
Daily participation	Lecture and discussion	Reasons for the difference	The cognitive, skill and emotional domain	2	thirteenth week
Daily participation	Lecture and discussion	The difference in the eras of the Companions and Followers	The cognitive, skill and emotional domain.	2	Fourteenth week
Daily participation	Lecture and discussion	Types of difference	The cognitive, skill and emotional domain	2	Fifteenth week
Daily participation	Lecture and discussion	Difference in parsing	The cognitive, skill and emotional domain	2	16
Daily participation	Lecture and discussion	Difference in reading	The cognitive, skill and emotional domain	2	17
Daily participation	Lecture and discussion	The difference in what is meant by the word	The cognitive, skill and emotional domain	2	18
Daily participation	Lecture and discussion	because it may have more than one meaning	The cognitive, skill and emotional domain	2	19
Daily participation	Lecture and discussion	Possibility of absoluteness and restriction in the verse	The cognitive, skill and emotional domain	2	20
Daily participation	Lecture and discussion	Generality and specificity in the verse	The cognitive, skill and emotional domain	2	21
Daily participation		Truth and metaphor in the verse	The cognitive, skill and emotional domain	2	22
Daily participation	Lecture and discussion	Embedding and revealing	The cognitive, skill and emotional domain	2	23



Daily participation	Lecture and discussion	Interpretation sections	The cognitive, skill and emotional domain	2	24
Daily participation	Lecture and discussion	Interpretation by the sayings	The cognitive, skill and emotional domain	2	25
Daily participation	Lecture and discussion	Interpretation by opinion	The cognitive, skill and emotional domain	2	26
Daily participation	Lecture and discussion	Interpretation methods	The cognitive, skill and emotional domain	2	27
Daily participation	Lecture and discussion	Overall interpretation	The cognitive, skill and emotional domain	2	28
Daily participation	Lecture and discussion	Comparative interpretation	The cognitive, skill and emotional domain	2	29
Daily participation <sup>6</sup>	Lecture and discussion	Objective interpretation Analytical interpretation	The cognitive, skill and emotional domain	2	30

#### 11. Course Evaluation

marks for the first month exam 15  
 marks for the second month exam 15  
 marks for extracurricular activity 5  
 grades classroom activity 5  
 final exam score 60

#### 12. Learning and Teaching Resources

Required textbooks	
Main references (sources)	Interpretation and interpreters of Al-Dhahabi Investigations in the Science of Interpretation, Abdul Sattar Al-Dabbagh
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	Comprehensive Library / Narges Library

**Head of dept.**

**A.M.D. Salih Mahdi jaber**

**Lecturer**

**m.m. Ruqaya najih jaber**





Daily participation		Heading to the Kaaba	The cognitive, skill and emotional domain	2	Sixth week
Quiz	Lecture and discussion	Sa'y between Safa and Marwa	The cognitive, skill and emotional domain.	2	seventh week
Daily participation	Lecture and discussion	Hiding knowledge	The cognitive, skill and emotional domain	2	eighth week
Daily participation	Lecture and discussion	Permissibility and prohibition of good things	The cognitive, skill and emotional domain.	2	ninth week
Quiz	Lecture and discussion	The malignant ones	The cognitive, skill and emotional domain	2	tenth week
Daily participation	Lecture and discussion	Prohibition of usury	The cognitive, skill and emotional domain.	2	eleventh week
Daily participation	Lecture and discussion	Debtor's office	The cognitive, skill and emotional domain	2	The twelfth week
Daily participation	Lecture and discussion	Ruling on accepting repentance	The cognitive, skill and emotional domain	2	thirteenth week
Daily participation	Lecture and discussion	Tayammum	The cognitive, skill and emotional domain.	2	Fourteenth week
Daily participation	Lecture and discussion	Prohibition of alcohol	The cognitive, skill and emotional domain	2	Fifteenth week
Daily participation	Lecture and discussion	Fear prayer	The cognitive, skill and emotional domain	2	16
Daily participation	Lecture and discussion	Permissible and forbidden foods	The cognitive, skill and emotional domain	2	17
Daily participation	Lecture and discussion	Permissible and forbidden foods	The cognitive, skill and emotional domain	2	18
Daily participation	Lecture and discussion	Rulings of ablution	The cognitive, skill and emotional domain	2	19
Daily participation	Lecture and discussion	The necessity of obeying God's commands	The cognitive, skill and emotional domain	2	20
Daily participation	Lecture and discussion	Prohibition of alcohol and gambling	The cognitive, skill and emotional domain	2	21
Daily participation		Naming when slaughtering	The cognitive, skill and	2	22



			emotional domain		
Daily participation	Lecture and discussion	Listening and paying attention when hearing the Qur'an	The cognitive, skill and emotional domain	2	23
Daily participation	Lecture and discussion	Escape from creeping	The cognitive, skill and emotional domain	2	24
Daily participation	Lecture and discussion	Division of spoils	The cognitive, skill and emotional domain	2	25
Daily participation	Lecture and discussion	Guardianship and victory	The cognitive, skill and emotional domain	2	26
Daily participation	Lecture and discussion	Preventing polytheists from entering the Grand Mosque	The cognitive, skill and emotional domain	2	27
Daily participation	Lecture and discussion	Glorifying God's rituals	The cognitive, skill and emotional domain	2	28
Daily participation	Lecture and discussion	Getting closer to God in every religion	The cognitive, skill and emotional domain	2	29
Daily participation <sup>6</sup>	Lecture and discussion	ayat alqital	The cognitive, skill and emotional domain	2	30

#### 11. Course Evaluation

marks for the first month exam 15  
marks for the second month exam 15  
marks for extracurricular activity 5  
grades classroom activity 5  
final exam score 60

#### 12. Learning and Teaching Resources

Required textbooks	
Main references (sources)	Provisions of the Qur'an for plasterers Provisions of the Qur'an by Ibn Arabi
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	Comprehensive Library / Narges Library/AHL ALBAIT Library

**Head of dept.**

**A.M.D. SALIH Mahdi jaber**

**Lecturer**

**m.m. Ruqaya najih jaber**

## Course description form

**Co1-course name: Recitation and memorization / The second stage**

**Co2-course code / EGIS-2011**

**Se3-mester/year 2025 -2026**

**4-The date this description was prepared is: 4/ 2/2026**

**5- Available forms of attendance/in-person**

**6-Number of study hours | (60) / number of units (3)**

**7- Name of the course officer (if more than one name is mentioned)/ Prof. Dr. Salah Naji Abdel Zahra Al-Asadi**

### Course objectives/8-

- |  |   |
|--|---|
| <p>1- The correct pronunciation of the words of the Holy Qur'an</p> <p>2- Preserving the nation's Islamic heritage and the beauty of its Arab identity by memorizing the Holy Qur'an</p> | <p>3-Preparing an educational staff skilled in teaching recitation and memorization</p> <p>4-The student must have the etiquette of recitation</p> <p>5-To learn the skill of using the electronic platform</p> |
|--|---|

### 9-Teaching and learning strategies

**Strategy** **Strategy for in-person and e-learning**

### 10-Course structure

Week	Hours	Required learning outcomes	Name of the unit or topic	Learning method	Evaluation method
-1	2	Cases of Nūn Sakinah and Tanween	King Surah	In person and online	Oral and written test

-2	2	The first case is display	the pen	In person and online	Oral and written test
-3	2	The second case is assimilation	The catch	In person and online	Oral and written test
-4	2	The third case is concealment		In person and online	Oral and written test
-5	2	Cases of silent meem	Al-Maaraj	In person and online	Oral and written test
-6	2	Oral assimilation		In person and online	Oral and written test
-7	2	Oral concealment	Noah	In person and online	Oral and written test
-8	2	Oral manifestation	Noah	In person and online	Oral and written test
-9	2	Cases of close assimilation	Jinn	In person and online	Oral and written test
-10	2	Cases of homogeneous	Jinn	In	Oral and written

		diphthongs		person and online	test
-11	2	Homomorphic assimilations	Al-Muzamil	In person and online	Oral and written test
-12	2	The occasional tide of stillness	Al-Muzamil	In person and online	Oral and written test
-13	2	Connected duty tide	Al-Muddathir	In person and online	Oral and written test
-14	2	A separate permissible extension	Al-Muddathir	In person and online	Oral and written test
-15		The verbal heavy tide	Resurrection	In person and online	Oral and written test

### 11-Course evaluation

- 1-Formative evaluation: Conducting interactive and probing questions within the lesson
- 2-Diagnostic evaluation/conducting monthly exams and daily tests to determine the extent of the student's understanding and memorization of the material
- 3-Conducting monthly tests to determine the extent of students' understanding of the material, while following up on the scheduled memorization every week

### . 12-Learning and teaching resources

Required prescribed books (methodology, if any	1 - Al-Munir fi Ahkam Tajweed / written by a committee of scholars 2006
Main References (Sources ,	1- Tajweed Science, Theoretical Provisions / Written by Dr. Yahya Abdul Razzaq Al-Ghouthani,

Recommended supporting books and references (scientific journals, reports )	1- Al-Jazariyya system and its explanations / 2- Al-Mufid's book on the provisions of Tajweed
Electronic references, Internet sites	1- The website of the Qur'anic readings and the most famous reciters, 2- The website of the People of Recitations Forum

## Course description form

**Co1 -urse name: Recitation and memorization / The third stage**

**Co2-urse code / EGIS\_3011**

**S 3-mester/year 2025-20265**

**4-The date this description was prepared is : 4/ 2/2026**

**5- Available forms of attendance/in-person**

**6-Number of study hours : (60) / number of units (3 )**

**7- Name of the course officer (if more than one name is mentioned)/ Prof. Dr. Salah Naji Abdel Zahra Al-Asadi**

### Course objectives/8-

- |  |   |
|--|---|
| <p>1- The correct pronunciation of the words of the Holy Qur'an</p> <p>2- Preserving the nation's Islamic heritage and the beauty of its Arab identity by memorizing the Holy Qur'an</p> | <p>3-Preparing an educational staff skilled in teaching recitation and memorization</p> <p>4-The student must have the etiquette of recitation</p> <p>5-To learn the skill of using the electronic platform</p> |
|--|---|

### 9-Teaching and learning strategies

**Strategy**

**Strategy for in-person and e-learning**

### 10-Course structure

Week	Hours	Required learning outcomes	Name of the unit or topic	Learning method	Evaluation method
-1	2	Definition of endowment	Arguing	In person and online	Oral and written test

	2				
-2	2	Permissible and prohibited suspension	Arguing	In person and online	Oral and written test
-3	2	Complete cessation	Arguing	In person and online	Oral and written test
-4	2	Complete cessation	The cram	In person and online	Oral and written test
-5	2	Sufficient stop	The cram	In person and online	Oral and written test
-6	2	Sufficient stop	The cram	In person and online	Oral and written test
-7	2	The good endowment	The examiner	In person and online	Oral and written test
-8	2	The good endowment	The examiner	In person and online	Oral and written test
-9	2	Ugly stop	the line	In person and online	Oral and written test

-10	2	Ugly stop	the line	In person and online	Oral and written test
-11	2	The places where Hafs stands	Friday	In person and online	Oral and written test
-12	2	Definition of initiation	Hypocrites	In person and online	Oral and written test
-13	2	Permissible and impermissible initiation	Divorce	In person and online	Oral and written test
-14	2	Complete initiation		In person and online	Oral and written test
-15		Complete initiation	Prohibition	In person and online	Oral and written test
<b>11-Course evaluation</b>					
<ul style="list-style-type: none"> <li>- 1-Formative evaluation: Conducting interactive and probing questions within the lesson</li> <li>- 2-Diagnostic evaluation/conducting monthly exams and daily tests to determine the extent of the student's understanding and memorization of the material</li> <li>- 3-Conducting monthly tests to determine the extent of students' understanding of the material, while following up on the scheduled memorization every week</li> </ul>					
<b>. 12-Learning and teaching resources</b>					
Required prescribed books (methodology, if any		1 - Al-Munir fi Ahkam Tajweed / written by a committee of scholars 2006			
Main References (Sources ,		1- Tajweed Science, Theoretical Provisions / Written			
3					

	by Dr. Yahya Abdul Razzaq Al-Ghouthani,
Recommended supporting books and references (scientific journals, reports )	1- Al-Jazariyya system and its explanations / 2- Al-Mufid's book on the provisions of Tajweed
Electronic references, Internet sites	1- The website of the Qur'anic readings and the most famous reciters, 2- The website of the People of Recitations Forum

# Course Specification Form

- 1. Course Name:** Islamic Criminal Jurisprudence
- 2. Course Code:** EGIS 4041
- 3. Semester / Year:** 2025-2026
- 4. Date of Preparation:** 2025/11/17
- 5. Attendance Mode:** In-person
- 6. Total Hours/Units:** 60 Hours / 4 Units
- 7. Course Coordinator:** Prof. Dr. Raghad Mahdi Abdul Amir

## 8. Course Objectives

Defining crimes (Jinayat), their rulings, and evidence. Studying the waiver of retaliation (Qisas), pardoning blood money (Diyah), and its escalation. Explaining Qisas procedures and execution. Identifying types of Diyah, their rulings, atonements (Kaffarat), and prescribed punishments (Hudud).

## 10. Course Structure

Week	Topic	Learning Method	Evaluation
1	Criminal Jurisprudence (Jinayat)	Lecture	Daily/Monthly Exam
2	Definition of Criminal Jurisprudence	Lecture	Daily/Monthly Exam
3-4	Types of Murder	Lecture	Daily/Monthly Exam
5	Types of Felonies	Lecture	Daily/Monthly Exam
6	Retaliation (Qisas)	Lecture	Daily/Monthly Exam
7-8	Blood Money (Diyah)	Lecture	Daily/Monthly Exam
9	Types of Blood Money	Lecture	Daily/Monthly Exam
10	Diyah of Limbs	Lecture	Daily/Monthly Exam
11-12	Amount of Blood Money	Lecture	Daily/Monthly Exam
13	Diyah of the Fetus	Lecture	Daily/Monthly Exam
14-15	Diyah of Women	Lecture	Daily/Monthly Exam
16	Diyah of Women / Prescribed Punishments (Hudud)	Lecture	Daily/Monthly Exam
17-18	Punishment for Adultery (Hadd Al-Zina)	Lecture	Daily/Monthly Exam
19-25	Practical Application	Lecture	Daily/Monthly Exam
26-27	Punishment for Slander (Hadd Al-Qadhf)	Lecture	Daily/Monthly Exam
28	Punishment for Drinking Alcohol	Lecture	Daily/Monthly Exam
29	Rebellion/Prostitution and its Rulings	Lecture	Daily/Monthly Exam
30	Apostasy (Ridda) and its Rulings	Lecture	Daily/Monthly Exam

## 12. Learning and Teaching Resources

- Required Textbooks: Al-Fiqh Al-Manhaji (Mustafa Al-Khin), Fiqh on the Five Schools (M. Jawad Mughniyah)
- Main References: Fiqh of Imam Ja'far al-Sadiq (PBUH) by Muhammad Jawad Mughniyah
- Electronic References: Al-Maktaba Al-Shamilah

# Academic Course Description

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## 1. Course Name

Computer Science (Principles of Computing and Office Applications)

## 2. Course Code

[1111]

## 3. Semester / Year

2025-2026

## 4. Description Preparation Date

November 15, 2025

## 5. Available Attendance Forms

In-person (Theoretical + Practical)

## 6. Number of Credit Hours (Total) / Number of Units (Total)

- **Total Units:** 4 units
- **Weekly Hours:** 2 hours

## 7. Course Coordinator

[Samir Qaysar]

## 8. Course Objectives

- Introduce students to the hardware and software components of the computer.

<ul style="list-style-type: none"> <li>Equip students with skills for interacting with operating systems and file management.</li> </ul>
<ul style="list-style-type: none"> <li>Enable students to use the Microsoft Office suite (Word, Excel, Access) for administrative and research purposes.</li> </ul>
<ul style="list-style-type: none"> <li>Apply technical skills in organizing, analyzing, and processing text and data.</li> </ul>

## 9. Teaching and Learning Strategies

- Presentation and Illustration (using Data Show).
- Discussion and Dialogue.
- Practical Training (Laboratory).
- Project-Based Learning.

## 10. Course Structure (30-Week Curriculum)

Week	Hours	Required Learning Outcomes	Unit/Subject Name	Teaching Method	Evaluation Method
1-2	4	Understanding computer basics	Introduction to Computers (Hardware & Software)	Lecture	Oral Test
3-4	4	OS management skills	Windows Operating System & File Management	Practical Training	Quiz
5-10	12	Mastering word processing	<b>Microsoft Word:</b> Text Formatting, Tables, References	Micro-teaching	Practical Test
11-15	10	Database management	<b>Microsoft Access:</b> Tables, Forms, Queries	Dialogue & Discussion	Writing a Summary
16	2	Comprehensive review	First Semester Exam	General Review	Written Exam
17-25	18	Data analysis & operations	<b>Microsoft Excel:</b> Cells, Math Functions, Charts +1	Brainstorming	Continuous Quizzes
26-28	6	Advanced applications	Mail Merge & Integration between	Cooperative Learning	Micro-teaching

<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit/Subject Name</b>	<b>Teaching Method</b>	<b>Evaluation Method</b>
			Office Apps		
<b>29</b>	2	Computing ethics	Information Security and the Internet	Brainstorming	Oral Test
<b>30</b>	2	Final assessment	Final Review & Comprehensive Exam	-	Final Exam

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## **11. Course Evaluation**

Assessment is based on exam results, participation in discussions, and laboratory session management.

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## **12. Learning and Teaching Resources**

- **Main References:** Unified Ministry Computer Science Manual.
- **Supportive Books:** Microsoft Office User Guides (Word, Excel, Access).
- **Electronic References:** Microsoft Education website and reputable university libraries.

# Academic Course Description

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<b>1. Course Name</b>
Computer Science (Principles of Computing and Office Applications)
<b>2. Course Code</b>
[2222]
<b>3. Semester / Year</b>
2025-2026
<b>4. Description Preparation Date</b>
November 15, 2025
<b>5. Available Attendance Forms</b>
In-person (Theoretical + Practical)
<b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>
<ul style="list-style-type: none"><li>• <b>Total Units:</b> 4 units</li><li>• <b>Weekly Hours:</b> 2 hours</li></ul>
<b>7. Course Coordinator</b>
[Samir Qaysar]
<b>8. Course Objectives</b>
<ul style="list-style-type: none"><li>• Introduce students to the hardware and software components of the computer.</li></ul>

<ul style="list-style-type: none"> <li>Equip students with skills for interacting with operating systems and file management.</li> </ul>
<ul style="list-style-type: none"> <li>Enable students to use the Microsoft Office suite (Word, Excel, Access) for administrative and research purposes.</li> </ul>
<ul style="list-style-type: none"> <li>Apply technical skills in organizing, analyzing, and processing text and data.</li> </ul>

## 9. Teaching and Learning Strategies

- Presentation and Illustration (using Data Show).
- Discussion and Dialogue.
- Practical Training (Laboratory).
- Project-Based Learning.

## 10. Course Structure (30-Week Curriculum)

Week	Hours	Required Learning Outcomes	Unit/Subject Name	Teaching Method	Evaluation Method
1-2	4	Understanding computer basics	Introduction to Computers (Hardware & Software)	Lecture	Oral Test
3-4	4	OS management skills	Windows Operating System & File Management	Practical Training	Quiz
5-10	12	Mastering word processing	<b>Microsoft Word:</b> Text Formatting, Tables, References	Micro-teaching	Practical Test
11-15	10	Database management	<b>Microsoft Access:</b> Tables, Forms, Queries	Dialogue & Discussion	Writing a Summary
16	2	Comprehensive review	First Semester Exam	General Review	Written Exam
17-25	18	Data analysis & operations	<b>Microsoft Excel:</b> Cells, Math Functions, Charts +1	Brainstorming	Continuous Quizzes
26-28	6	Advanced applications	Mail Merge & Integration between	Cooperative Learning	Micro-teaching

<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit/Subject Name</b>	<b>Teaching Method</b>	<b>Evaluation Method</b>
			Office Apps		
<b>29</b>	2	Computing ethics	Information Security and the Internet	Brainstorming	Oral Test
<b>30</b>	2	Final assessment	Final Review & Comprehensive Exam	-	Final Exam

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## **11. Course Evaluation**

Assessment is based on exam results, participation in discussions, and laboratory session management.

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## **12. Learning and Teaching Resources**

- **Main References:** Unified Ministry Computer Science Manual.
- **Supportive Books:** Microsoft Office User Guides (Word, Excel, Access).
- **Electronic References:** Microsoft Education website and reputable university libraries.



## Course Description Form

1. Course Name
Democracy and human rights
2. Course Code :
EGIS_1091
3. Semester / Year
First semester 2025–2026
4. Description Preparation Date:
/9/2025/21
5. Available Attendance Forms:
Attendance in classrooms
6. Number of Credit Hours (Total) / Number of Units (Total)
30 hours/30 units
7. Course administrator's name (mention all, if more than one name)
Name: Sukaina.bach Mohsen Email: Sukaina.bacha@mu.edu.iq
<ul style="list-style-type: none"> <li>● 8. Course Objectives <ul style="list-style-type: none"> <li>• Introduce students to the basic concepts of human rights and democracy.</li> <li>• Develop awareness of the importance of rights and freedoms in building the state and society.</li> <li>• Instill the values of tolerance, justice, and equality among individuals.</li> <li>• Provide students with the ability to analyze constitutions and political systems, with a focus on the Iraqi experience.</li> <li>• Enhance students' critical thinking about the practical applications of democracy and human rights.</li> </ul> </li> </ul>
9. Teaching and Learning Strategies
Use the analytical approach to study the material. •



- Ask questions and engage in discussion during the lecture.
- Use visual aids, such as maps, to illustrate the most important geographical locations in the civilization of Mesopotamia.

### 10. Course Structure

Evaluation method	Learning method	Unit or subject name	Required Learning Outcomes	Hours	Week
Prepare a paper on the topic and conduct a test for the students.	Lecture, discussion and questions	Introduction to Human Rights	Enabling students to learn about the origin and development of the concept of human rights throughout history.	1	First Week
Prepare a paper on the topic and conduct a test for the students.	Lecture, discussion and questions	Human rights (concept - characteristics - types)	To enable students to understand the definition of human rights, their characteristics and the differentiation between their types.	1	Second Week
Prepare a paper on the topic and conduct a test for the students.	Lecture, discussion and questions	Human rights in divine laws and religions	Clarifying the status of rights and freedoms in the heavenly religions and demonstrating their comprehensiveness and justice	1	Third Week
Prepare a paper on the topic and conduct a test for the students.	Lecture, discussion and questions	Human rights content	Introducing students to the basic contents of civil, political, social and economic rights	2	Fourth week
Prepare a paper on the topic and conduct a test for the students.	Lecture, discussion and questions	Rights and Freedoms in the Iraqi Constitution of 2005	Enhancing students' knowledge of the constitutional texts that guarantee rights and freedoms in Iraq.	1	Fifth week
Prepare a paper on the topic and conduct a test for the students.	Lecture, discussion and questions	The emergence of democracy	Enabling students to trace the historical development of the idea of democracy since its first inception	1	Sixth week
			First month exam	1	seventh week
Daily participation	Lecture and discussion	Forms of democracy	Enabling students to distinguish between direct democracy and	1	eighth week



	and questions		its other forms		
Prepare a paper on the topic and conduct a test for the students.	Lecture and discussion and questions	Components of democracy	Explain the structural elements required for a democratic system to be effective.	1	ninth week
Prepare a paper on the topic and conduct a test for the students.	Lecture and discussion and questions	Elements of democracy	Introduce students to the practical principles of democracy, such as multiparty elections and the separation of power.	2	tenth week
Prepare a paper on the topic and conduct a test for the students.	Lecture and discussion and questions	Democracy and Islam	Highlighting the relationship between Islamic values and democratic principles and areas of convergence between them	1	eleventh week
Prepare a paper on the topic and conduct a test for the students.	Lecture and discussion and questions	What are the electoral systems?	Introducing students to the concept of the electoral system and its objectives in ensuring popular representation.	2	The twelfth week
Prepare a paper on the topic and conduct a test for the students.	Lecture and discussion and questions	Evaluation of the democratic system	Enabling students to know and understand the administrative and economic conditions and their impact on the lives of the people of Mesopotamia.	1	thirteenth week
Prepare a paper on the topic and conduct a test for the students.	Lecture and discussion and questions	Implementing the democratic system in Iraq	Introducing students to the reality of the democratic experience in Iraq after 2003 and analyzing the challenges and opportunities.	1	Fourteenth week
			Second month exam	1	Fifteenth week
<b>11. Course Evaluation</b>					
Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, monthly, written exams, reports, etc.					



## 12. Learning and Teaching Resources

12. Learning and Teaching Resources	
Required textbooks	
Main references (sources)	<ul style="list-style-type: none"> <li>- <b>Rashid Ghannouchi, Democracy and Human Rights in Islam.</b></li> <li>- <b>Ghassan Karim Mujtab and Amjad Zain Al-Abidin, Human Rights and Democracy.</b></li> </ul>
Recommended books and references (scientific journals, reports...)	<b>Constitution of Iraq of 2005</b>
Electronic References, Websites	

## Course description form

**Co1 -urse name: Recitation and memorization / TheFourth stage**

**Co2-urse code / ESIG\_4011**

**Se3-mester/year 2025 -2026**

**4-The date this description was prepared is : 4 | 2| 2026**

**5- Available forms of attendance/in-person**

**6-Number of study hours (60) / number of units (3)**

**7- Name of the course officer (if more than one name is mentioned)/ Prof. Dr. Salah Naji Abdel Zahra Al-Asadi**

### Course objectives/8-

- |  |   |
|--|---|
| <p>1- The correct pronunciation of the words of the Holy Qur'an</p> <p>2- Preserving the nation's Islamic heritage and the beauty of its Arab identity by memorizing the Holy Qur'an</p> | <p>3-Preparing an educational staff skilled in teaching recitation and memorization</p> <p>4-The student must have the etiquette of recitation</p> <p>5-To learn the skill of using the electronic platform</p> |
|--|---|

### 9-Teaching and learning strategies

**Strategy** **Strategy for in-person and e-learning**

### 10-Course structure

Week	Hours	Required learning outcomes	Name of the unit or topic	Learning method	Evaluation method
-1	2	Quranic drawing	Surat Al-Dhariyat	In person and online	Oral and written test

	2				
-2	2	<b>Advantages of Quranic drawing</b>	<b>Surat Al-Dhariyat</b>	<b>In person and online</b>	<b>Oral and written test</b>
-3	2	<b>Benefits of Quranic drawing</b>	<b>Surat Al-Dhariyat</b>	<b>In person and online</b>	<b>Oral and written test</b>
-4	2	<b>Rules of Quranic drawing</b>	<b>Surat Al-Tur</b>	<b>In person and online</b>	<b>Oral and written test</b>
-5	2	<b>Increase rule</b>	<b>Surat Al-Tur</b>	<b>In person and online</b>	<b>Oral and written test</b>
-6	2	<b>Increase one thousand</b>	<b>Surat Al-Tur</b>	<b>In person and online</b>	<b>Oral and written test</b>
-7	2	<b>Increase the waw</b>	<b>Surah Al-Najm</b>	<b>In person and online</b>	<b>Oral and written test</b>
-8	2	<b>Increase the yaa</b>	<b>Surah Al-Najm</b>	<b>In person and online</b>	<b>Oral and written test</b>
-9	2	<b>Deletion rule</b>	<b>Surah Al-Najm</b>	<b>In person and online</b>	<b>Oral and written test</b>

-10	2	Delete the thousand	Surah Al-Qamar	In person and online	Oral and written test
-11	2	Delete the waw	Surah Al-Qamar	In person and online	Oral and written test
-12	2	Delete the yaa	Surah Rahman	In person and online	Oral and written test
-13	2	Delete the L	Surah Rahman	In person and online	Oral and written test
-14	2	Substitution rule	Surat alwaqia	In person and online	Oral and written test
-15		-Replace yaa or wawa from alif	Surat Al-Hadid	In person and online	Oral and written test

### 11-Course evaluation

- 1-Formative evaluation: Conducting interactive and probing questions within the lesson
- 2-Diagnostic evaluation/conducting monthly exams and daily tests to determine the extent of the student's understanding and memorization of the material
- 3-Conducting monthly tests to determine the extent of students' understanding of the material, while following up on the scheduled memorization every week

### . 12-Learning and teaching resources

Required prescribed books (methodology, if any	1 - Al-Munir fi Ahkam Tajweed / written by a committee of scholars 2006
Main References (Sources ,	1- Tajweed Science, Theoretical Provisions / Written

	by Dr. Yahya Abdul Razzaq Al-Ghouthani,
Recommended supporting books and references (scientific journals, reports )	1- Al-Jazariyya system and its explanations / 2- Al-Mufid's book on the provisions of Tajweed
Electronic references, Internet sites	1- The website of the Qur'anic readings and the most famous reciters, 2- The website of the People of Recitations Forum

# Course Description Form

## 1. Course Name

- Sciences of the Qur'an (Ulum al-Qur'an)

## 2. Course Code

- EGIS 1021

## 3. Semester / Year

- First and Second Semesters / 2025-2026

## 4. Date of Preparation

- September 17, 2025

## 5. Available Attendance Modes

- In-person (Face-to-face)

## 6. Credit Hours (Total) / Units (Total)

- 60 Hours / 30 Units

## 7. Course Coordinator

- Prof. Dr. Laith Abbas Jassim

## 8. Course Objectives

- **General Objective:** To provide students with knowledge of the Sciences of the Qur'an and its distinct characteristics.
- **Specific Objectives:** \* Enable students to define and distinguish between terminology related to Qur'anic sciences.
  - Introduce students to the scholarly opinions regarding the origins and compilation of the Qur'an.
  - Familiarize students with the history of its development and the literature authored in this field.

## 9. Teaching and Learning Strategies

- **Strategies:** Presentation, Clarification, Discussion, and Training.
- **Assessment:** Daily Exams and Monthly Exams.

## 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit/Topic Name	Learning Method	Assessment Method
1	2	Bachelor in Qur'anic Sciences & Islamic Education	Brief introduction to the history of Qur'anic Sciences +1	Lecture +1	Oral Exam +1
2	2	Bachelor in Qur'anic Sciences & Islamic Education	Linguistic and Idiomatic definition of the Qur'an +1	Discussion +1	Quiz +1
3	2	Bachelor in Qur'anic Sciences & Islamic Education	Reasons for Revelation (Asbab al-Nuzul) and its evidence +1	Dialogue +1	Micro-teaching +1
4	2	Bachelor in Qur'anic Sciences & Islamic Education	Examples and evidence regarding the Revelation of the Qur'an +2	Cooperative Learning +1	Summary Writing +2
5	2	Bachelor in Qur'anic Sciences & Islamic Education	Definition of Revelation (Al-Wahy), its forms and evidence +1	Brainstorming +1	Oral Exam +1
6	2	Bachelor in Qur'anic Sciences & Islamic Education	Means of Revelation and examples +1	Discussion +1	Quiz +1

<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit/Topic Name</b>	<b>Learning Method</b>	<b>Assessment Method</b>
7	2	Bachelor in Qur'anic Sciences & Islamic Education	Gradual Revelation (Tanjim) and its divisions +1	Think-Pair-Share +1	Micro-teaching / Summary +1
8	2	Bachelor in Qur'anic Sciences & Islamic Education	Performance of Duties (Task execution) +1	Lecture +1	Oral Exam +1
9	2	Bachelor in Qur'anic Sciences & Islamic Education	Makki and Madani: Definitions, divisions, and examples +1	Discussion +1	Oral Exam +1
10	2	Bachelor in Qur'anic Sciences & Islamic Education	Characteristics of Madani Surahs and examples +1	Dialogue +1	Quiz +1
11	2	Bachelor in Qur'anic Sciences & Islamic Education	Characteristics of Makki Surahs and examples +1	Cooperative Learning +1	Micro-teaching +1
12	2	Bachelor in Qur'anic Sciences & Islamic Education	Compilation of the Qur'an: Definition and examples +1	Brainstorming +1	Summary Writing +1
13	2	Bachelor in Qur'anic Sciences & Islamic Education	Stages of the Compilation of the Qur'an +1	Discussion +1	Oral Exam +1
14	2	Bachelor in Qur'anic Sciences & Islamic	Scholarly opinions on the Compilation +1	Think-Pair-Share +1	Quiz +1

<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit/Topic Name</b>	<b>Learning Method</b>	<b>Assessment Method</b>
		Education			
15	2	Bachelor in Qur'anic Sciences & Islamic Education	The Clear (Muhkam) and Ambiguous (Mutashabih) verses +1	Lecture +1	Micro-teaching +1
16	2	Bachelor in Qur'anic Sciences & Islamic Education	Scholarly opinions on Muhkam/Mutashabih and their arguments +1	Discussion +1	Summary Writing +1
17	2	Bachelor in Qur'anic Sciences & Islamic Education	The Abrogating (Nasikh) and Abrogated (Mansukh): Definitions +1	Dialogue +1	Oral Exam +1
18	2	Bachelor in Qur'anic Sciences & Islamic Education	Examples, arguments, and conditions of Nasikh/Mansukh +1	Cooperative Learning +1	Quiz +1
19	2	Bachelor in Qur'anic Sciences & Islamic Education	Translation of the Qur'an and its types +1	Brainstorming +1	Micro-teaching +1
20	2	Bachelor in Qur'anic Sciences & Islamic Education	Qur'anic Recitations (Qira'at): Definition and types +1	Discussion +1	Summary Writing +1
21	2	Bachelor in Qur'anic Sciences & Islamic Education	Conditions and types of Qira'at +1	Think-Pair-Share +1	Oral Exam +1
22	2	Bachelor in Qur'anic	Applications of various	Lecture	Quiz

<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit/Topic Name</b>	<b>Learning Method</b>	<b>Assessment Method</b>
		Sciences & Islamic Education	Qira'at +1	+1	+1
23	2	Bachelor in Qur'anic Sciences & Islamic Education	Applications of Muhkam and Mutashabih +1	Discussion +1	Micro-teaching +1
24	2	Bachelor in Qur'anic Sciences & Islamic Education	Safeguarding the Qur'an from alteration (Tahrif): Means and types +1	Dialogue +1	Summary Writing +1
25	2	Bachelor in Qur'anic Sciences & Islamic Education	Recitations by the Seven and Ten Readers +1	Cooperative Learning +1	Oral Exam +1
26	2	Bachelor in Qur'anic Sciences & Islamic Education	Applications of Mutawatir (Frequent) Recitations	Brainstorming	Quiz
27	2	Bachelor in Qur'anic Sciences & Islamic Education	Applications of Mashhur (Famous) Recitations	Discussion	Micro-teaching
28	2	Bachelor in Qur'anic Sciences & Islamic Education	Applications among the Seven Readers	Think-Pair-Share	Summary Writing
29	2	Bachelor in Qur'anic Sciences & Islamic Education	Applications among the Ten Readers	Lecture	Oral Exam

Week	Hours	Required Learning Outcomes	Unit/Topic Name	Learning Method	Assessment Method
30	2	Bachelor in Qur'anic Sciences & Islamic Education	General Review	Discussion	Written Exam

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## 11. Course Evaluation

- Exam results, discussions, and session management.

## 12. Learning and Teaching Resources

- **Required Textbook:** *Ulum al-Qur'an* by Sayyid Muhammad Baqir al-Hakim.
- **Main References:** *Ulum al-Qur'an* by Dr. Ghanem al-Qaddouri.
- **Supporting Books:** *Mabahith fi Ulum al-Qur'an* by Prof. Manna' al-Qattan.
- **Electronic Resources:** Ahl al-Bayt Library, Al-Shamelah Library.

## Course Description Form

<b>1. Course Name</b>					
Fiqh of Worship					
<b>2. Course Code</b>					
<b>3. Term / Year</b>					
2025-2026					
<b>4. Date of preparation of this description</b>					
17/11/2025					
<b>5. A. Available Attendance Forms:</b>					
Presence					
<b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>					
90hours /4 units					
<b>7. Course administrator's name (mention all, if more than one name)</b>					
Prof.Dr. Raghad Mahdi Abdul Amir rahed@mu.edu.iq					
<b>8. Course Objectives</b>					
<b>Introducing the jurisprudence of worship and clarifying the most important acts of worship and the pillars of Islam and talking about their details</b>					
<b>9. TEACHING AND LEARNING STRATEGIES</b>					
<b>Strategy</b>		<b>Defining the most important Islamic doctrines, clarifying the jurisprudence of worship, explaining its importance, and clarifying the most important Sharia rulings</b>			
<b>10. 10. Course Structure</b>					
<b>Week</b>	<b>Hours</b>	<b>Learning outcomes required for the program*</b>	<b>Unit or Topic Name</b>	<b>Learning method</b>	<b>Valuation Method</b>
1-	3	Quranic Sciences and Islamic Education	Definition of the Science of 3Jurisprudence	Lectures √	Testing
2-	3		Definition of Islamic doctrines	Lectures √	Testing

3-	3		Asepsis :	Lectures √	Testing
4-	3		Antiseptics	Lectures √	Testing
5-	3		Antiseptics	Lectures √	Testing
6-	3		Antiseptics	Lectures √	Testing
-7	3		Prayer.	Lectures √	Testing
-8	3		Rulings of Doubt in Prayer	Lectures √	Testing
-9	3		Rulings of Doubt in Prayer	Lectures √	Testing
10 -	3		Rulings of Doubt in Prayer	Lectures √	Testing
-11	3		Rulings of Doubt in Prayer	Lectures √	Testing
-12	3		Salah al jama'ah	Lectures √	Testing
-13	3		Traveler's Prayer	Lectures √	Testing
14 -	3		Prayer of verses	Lectures √	Testing
15-	3		It's the Eid prayer.	Lectures √	Testing
16	3		First Semester Quiz	Lectures √	Testing
17	3		Fasting	Lectures √	Testing
18	3		Fasting	Lectures √	Testing
19	3		Fasting Provisions	Lectures √	Testing
20	3		Fasting Provisions	Lectures √	Testing
21	3		Bab Al-Zakat	Lectures √	Testing
22	3		Bab Al-Zakat	Lectures √	Testing
23	3		Al Khums	Lectures √	Testing
24	3		Al Khums	Lectures	Testing

				√	
25	3		El Hajj	Lectures √	Testing
26	3		Provisions of Hajj	Lectures √	Testing
27	3		Provisions of Hajj	Lectures √	Testing
28	3		The Conditions for the obligation of Hajj (pilgrimage to Makkah)	Lectures √	Testing
29	3		The Conditions for the obligation of Hajj (pilgrimage to Makkah)	Lectures √	Testing
30	3		Trimester 2 Test Scores:	Lectures √	Testing

#### 11. Course Evaluation

#### 12. Learning and Teaching Resources

	<b>Methodological jurisprudence, jurisprudence on the five schools of thought</b>
	<b>Jurisprudence of Imam Jaafar Al-Sadiq (pbuh) Islamic Jurisprudence (lessons) Clear Fatwas</b>

# Course Description Form

1. Course Name	Comparative Religions
2. Course Code	1
3. Semester / Year	2025-2026
4. Preparation Date	2025/11/17
5. Available Attendance	In-person
6. Total Study Hours / Units	60 Hours / 4 Units
7. Course Coordinator	Asst. Prof. Dr. Fatima Kadhim Shammam
Email	fitmt@mu.edu.iq

## 8. Course Objectives

- \* Researching the history of religious thought in societies and its origins.
- \* Developing religious thought through the movement of the mind that distinguishes between the good and the bad.
- \* The duty of research, investigation, and logical reasoning away from sectarianism and inherited traditions acquired without knowledge.
- \* Highlighting the scientific, human, and social value of the Islamic religion in comparison with other religions.

## 9. Teaching and Learning Strategies

Presentation - Explanation - Discussion - Training

## 10. Course Structure (Weeks 1-7)

Week	Hours	Unit/Topic Name	Learning Method	Evaluation
1	2	Intro to Comparative Religions & History	Lecture	Oral Exam
2	2	Primitive Religions of Man	Discussion	Quiz
3	2	Judaism (Linguistic & Idiomatic)	Dialogue	Micro-teaching
4	2	Names of Judaism & Naming Reasons	Cooperative Learning	Summary Writing
5	2	General Overview of Jewish History	Brainstorming	Oral Exam
6	2	Old Testament: Definition, Sections, Critiques	Lecture	Quiz
7	2	Talmud: Definition, Sections, Beliefs, Laws	Think-Pair-Share	Micro-teaching

## 10. Course Structure (Continued - Weeks 8-30)

Week	Hours	Unit/Topic Name	Learning Method	Evaluation
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8	2	Jewish Beliefs and Critiques	Lecture	Summary Writing
9	2	Christianity Terminology - Old Testament	Discussion	Oral Exam
10	2	New Testament - Four Gospels & Epistles	Dialogue	Quiz
11	2	Christian Worship - Prayer, Fasting, Pilgrimage	Cooperative Learning	Micro-teaching
12	2	Christian Legislation - Marriage, Divorce, Inheritance	Brainstorming	Summary Writing
13	2	Baptism - Lord's Supper - Cross Sanctification	Discussion	Oral Exam
14	2	Christian Schools - Catholic - Orthodox	Think-Pair-Share	Quiz
15	2	Church Schism - Coptic & Maronite Churches	Lecture	Micro-teaching
16	2	Sabianism: Terminology	Discussion	Summary Writing
17	2	History of Sabianism	Dialogue	Oral Exam
18	2	Worship in Sabianism	Cooperative Learning	Quiz
19	2	Sabian Holy Books	Brainstorming	Micro-teaching
20	2	Indian Religions - Introduction	Lecture	Summary Writing
21	2	Hinduism - Beliefs, Rituals, Books	Think-Pair-Share	Oral Exam
22	2	Buddhism - Founder, Commandments, Relationship	Lecture	Quiz
23	2	Jainism - Definition, Beliefs, Rituals	Discussion	Micro-teaching
24	2	Chinese Religions - Introduction	Dialogue	Summary Writing
25	2	Confucianism - Who is Confucius?	Cooperative Learning	Oral Exam
26	2	Teachings of Confucius	Brainstorming	Quiz
27	2	Shintoism - Origins, Books	Lecture	Micro-teaching
28	2	Shinto Beliefs	Think-Pair-Share	Summary Writing
29	2	General Review	Lecture	Oral Exam
30	2	Second Semester Final Exam	Exam	Written Exam

## 12. Learning and Teaching Resources

Main References (Sources)	Comparative Religions - Mohammed Ahmed Al-Khatib
Recommended Supporting Books	The World's Religions: A Spiritual & Analytical Study - Dr. Huston Smith
Electronic References / Websites	Google and Reputable University Libraries

## Course description form

1. Name of the course					
Methods of commentators					
2. Course code					
QMI644 Interpreters' Methods					
3. Semester/year					
annual					
4. The date this description was prepared					
25/9/2025					
5. Available forms of attendance					
weekly					
6. Number of study hours (total)/number of units (total)					
60 hours					
7. Name of the course administrator (if more than one name is mentioned)					
Najeh Jaber Jakhour					
8. Course objectives					
Emphasizing the importance of the interpreters' curricula for students of the Qur'anic Sciences Department					
9. Teaching and learning strategies.					
<p>couraging self-reliance, stimulating the spirit of initiative, •          d contributing to the involvement of students in decision-          -making processes that lead to choosing the best interpretive          -approaches to understanding the Holy Qur'an          -developing the individual's talents and raising his efficiency to •          -ensure community involvement with interpretive Qur'anic          -awareness          -preparing and presenting scientific research •          -participate in group and individual activities and practice •          -proposing some verses or surahs to interpret them according to          -the of the studied approaches          -making learning and training with experiences and interest by          -preparing related projects</p>					<p><b>The strategy</b></p>
10. Course structure					
Learning method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
			:introduction What is meant by – knowledge of the methods of .commentators		1
			Introducing the origins and – development of the science of .interpreters' methods		2

			<b>Ways to know the –</b> <b>.approaches of commentators</b> <b>The importance of knowing –</b> <b>.the methods of interpreters</b>		3
			<b>Writings on the science of –</b> <b>interpreters’ methods</b>		4
			<b>The interpretation approach –</b> <b>in the era of the Prophet and</b> <b>in the era of the Companions</b> <b>.and Followers in brief</b>		5
			<b>What is said in the</b> <b>:interpretation</b> <b>Its meaning, importance –</b> <b>.and virtue</b>		5
			<b>Weakness in the saying</b> <b>between excess and</b> <b>negligence, and the middle</b> <b>approach to that</b>		6
			<b>The situation in –</b> <b>interpretation, its causes and</b> <b>.effects</b> <b>The Israelites and their –</b> <b>impact, and did the</b> <b>predecessors rely on them in</b> <b>؟interpretation</b>		7

			<p>The most famous – interpretations that focused on the hadith: “It is sufficient to introduce the first book, and the rest will be the subject of study in :application,” which are Jami’ al-Bayan by al- – .Tabari</p> <p>Interpretation of the – Great Qur’an by Ibn Abi Hatim</p> <p>The features of – .downloading by Al-Baghawi</p> <p>Zad al-Masir by Ibn al- – .Jawzi</p> <p>Interpretation of the – .Great Qur’an by Ibn Kathir</p> <p>Al-Durr Al-Manthur by – .Al-Suyuti</p>	8
			<p>First month test</p>	9
			<p>Interpretation by opinion, .what is meant by it</p> <p>Scientists’ positions on – .it</p> <p>–</p>	10

			<p><b>Types of interpretation by .opinion</b></p> <p><b>The most famous – interpretations that focused on the opinion: “It is sufficient to introduce the first book and the rest will be the subject of study in :”application</b></p> <p><b>Al–Kashaf by Al–.Zamakhshari</b></p> <p><b>Lights of Revelation -- and Secrets of Interpretation: by Al–Baydawi</b></p> <p><b>The perceptions of -- revelation and the facts of interpretation: by Nasfi</b></p> <p><b>The core of -- interpretation in the meanings of revelation: by Al–Khazen</b></p> <p><b>Oddities of the -- Qur’an and Wisdoms of the Criterion: by Al–Naysaburi</b></p>	11
			<p><b>:Interpretation trends</b></p> <p><b>¿What is meant by it –</b></p> <p><b>.Its upbringing –</b></p> <p><b>–</b></p>	12
			<p><b>And the reasons for its .appearance</b></p> <p><b>The difference between – .method and direction</b></p>	13

			<p>What is meant by it is its origin and development. Its elements, sources, and rules</p> <p>The effect of relying on it in interpretation</p> <p>The most famous works in</p>	14
			<p>the linguistic direction: "It is sufficient to introduce the first book, and the rest will be the subject of study in"</p> <p>application</p> <p>The Ocean Sea by Abu Hayyan</p> <p>.Qur'anic meanings of fur</p> <p>Metaphor of the Qur'an by</p> <p>.Abu Ubaidah</p>	15
			<p>Jurisprudential trend</p> <p>:(interpretation of verses of rulings</p> <p>What is meant by it, its origin and development, the reasons for its appearance, its value and its impact</p> <p>The most famous schools of jurisprudence, the most prominent works on them</p> <p>The difference between advanced and contemporary jurisprudential interpretations</p> <p>The most famous books in this direction: "It is sufficient to introduce the first book, and the rest will be the subject of study in"</p> <p>application</p> <p>Provisions of the Qur'an by</p> <p>.Ibn al-Arabi al-Maliki</p>	16
			<p>The direction of brevity in interpretation, what is meant by it, the methods of its authors, and a study of the most prominent works in it.</p> <p>"It is sufficient to introduce</p>	17

			the first book, and the rest will be the subject of study in :application	
			Second month test	18
			The direction of brevity in interpretation, what is meant by it, the methods of its authors, and a study of the most prominent works in it.	19
			-- Provisions of the Qur'an by Ibn al-Arabi al-Maliki -- Rulings of the Qur'an by Al-Jassas Al-Hanafi .	20
			Interpretation of the balance Interpretation inspired by the Qur'an	21
			.Interpretation of Al-Jalalayn Al-Wajeez by Al-Wahidi –	22
			It is sufficient to introduce “ the first book, and the rest will be the subject of study in :”application	23
			It is sufficient to introduce “ the first book, and the rest will be the subject of study in :”application	24
			Rulings of the Qur'an by -- .Al-Jassas Al-Hanafi Rulings of the -- Qur'an by Kiya Al-Harasi Al-	25

			.Shafi'i Rulings of the -- Qur'an by Al-Tahawi		
			Rulings of the Qur'an by -- .Al-Jassas Al-Hanafi Rulings of the -- Qur'an by Kiya Al-Harasi Al- .Shafi'i Rulings of the -- Qur'an by Al-Tahawi		26
			Rulings of the Qur'an by -- .Al-Jassas Al-Hanafi Rulings of the -- Qur'an by Kiya Al-Harasi Al- .Shafi'i Rulings of the -- Qur'an by Al-Tahawi		27
			What is meant by it is its origin and development. Its .elements, sources, and rules The effect of relying on it in - .interpretation The most famous works in -		28
			What is meant by it is its origin and development. Its .elements, sources, and rules The effect of relying on it in - .interpretation The most famous works in -		29
			review		30

Course evaluation .\)

**The concept of general interpreters' curricula, Quranic education, goals of Quranic education, fields of Quranic education, methods and**

**methods of Quranic education in interpretation curricula,  
interpretation in schools**

Learning and teaching resources ٢.	
Interpretation and -١ interpreters Interpretation and its -٢ .narrators, Ibn Ashour Introductions to -٣ interpretations of the books .under study Interpretation trends in -٤ the fourteenth century - Dr. Fahd Al-Roumi	(Required textbooks (methodology, if any
Menna Al-Mannan in defending the Qur'an Mr. Muhammad Al-Sadr	(Main references (sources
Menna Al-Mannan in defending the Qur'an Mr. Muhammad Al-Sadr	Recommended supporting books and (...references (scientific journals, reports
Electronic references, Internet sites	Electronic references, Internet sites

## Course Description Form

1. Name The Decision	
<b>Guidance Psychological And Health Mental</b>	
2. Code The Decision-	
<b>EGIS_3111</b>	
3. The Chapter / The Year	
The First And The Second 2025-2026	
4. Date Preparation This The Description	
21/9/2025	
5. Available Attendance Forms	
My Presence	
6. Number Of Study Hours (Total)/Number Of Units (Total)	
60 Hours / 30 Units	
7. Name Of The Course Administrator (If More Than One Name Is Mentioned)	
A. Dr. Imad Abd Hamza Hammadi Al-Atabi	
8. Course Objectives	
<p>Specific Objectives: The Student Should Be Able To:</p> <ol style="list-style-type: none"> <li>1. Introducing The Student To The Basic Foundations And Principles Of Counseling, Theories And Methods And Tools And Methods.</li> <li>2. Introducing The Student To The Educational Guidance Process, Its Impact And Its Relationship To The Educational Process.</li> <li>3. Introducing The Student To The Effectiveness Of Guidance In The Educational Process</li> <li>4. Introducing The Student To The Basic Concepts Of Mental Health.</li> <li>5. Introducing The Student To The Importance Of Mental Health In All Areas Of Life.</li> <li>6. Apply What The Student Has Learned In His Work As A Class Guide teacher-Counselor.</li> <li>7. Achieving The Six Levels Of Goals (Remembering - Understanding - Application - Analysis - Synthesis - Evaluation)</li> </ol>	<p>General Objectives:</p> <p>Introducing Students To The General Concepts Of Psychological Counseling And Mental Health</p>
9. Teaching And Learning Strategies	
The Offer – Clarification - Discussion - Training	<b>The Strategy</b>
10. Course Structure	

<b>Evaluation Method</b>	<b>Learning Method</b>	<b>Name Of The Unit Or Topic</b>	<b>Required Learning Outcomes</b>	<b>Hours</b>	<b>The Week</b>
Oral Test	Lecture	Definition Of Psychological Counseling And Educational Guidance	Qur'anic Sciences And Islamic Education	2	The First
Cone	Discussion	Guidance, Guidance, Education And Education	Qur'anic Sciences And Islamic Education	2	The Second
Microlearning	Dialogue	The Development Of Psychological Counseling	Qur'anic Sciences And Islamic Education	2	The Third
Write A Summary	Collaborative Learning	The Need For Guidance And Counseling (Justifications For Psychological Counseling)	Qur'anic Sciences And Islamic Education	2	The Fourth
Oral Test	Brainstorming	The Need For Psychological Guidance And Counseling (Justifications For Psychological Counseling)	Qur'anic Sciences And Islamic Education	2	Fifth
Cone		The Goals And Principles Of Psychological Counseling	Qur'anic Sciences And Islamic Education	2	VI
Microlearning	Think-Pair-Share Strategy	Principles Of Psychological Counselling	Qur'anic Sciences And Islamic Education	2	Seventh
Write A Summary	Lecture	Psychological Counseling Curricula	Qur'anic Sciences And Islamic Education	2	VIII
Oral Test	Discussion	Foundations Of Psychological Counselling	Qur'anic Sciences And Islamic Education	2	Ninth
Cone	Dialogue	Psycho-Educational Counseling - Definitions	Qur'anic Sciences And Islamic Education	2	The Tenth
Microlearning	Collaborative Learning	Psycho-Educational Counseling, Importance And Need	Qur'anic Sciences And Islamic Education	2	Eleventh
Write A Summary	Brainstorming	Teacher - Guide	Qur'anic Sciences And Islamic Education	2	Twelveth

Oral Test		The Role Of The Educational Counselor In Psychological Counseling	Qur'anic Sciences And Islamic Education	2	Thirteenth
Cone	Think-Pair-Share Strategy	Fields Of Psychological Counseling And Its Relationship To Education	Qur'anic Sciences And Islamic Education	2	Fourteenth
Microlearning	Lecture	Psychological Counseling Process Information1) Importance And Conditions	Qur'anic Sciences And Islamic Education	2	Fifteenth
Write A Summary	Discussion	Psychological Counseling Process Information2) Facilitators, Problems And Types	Qur'anic Sciences And Islamic Education	2	Sixteen
Oral Test	Dialogue	Psychological Counseling Theories (Freudian Psychoanalysis)	Qur'anic Sciences And Islamic Education	2	Seventeenth
Cone	Collaborative Learning	Counseling Theories (Rogers Self)	Qur'anic Sciences And Islamic Education	2	Eighteen
Microlearning	Brainstorming	Psychological Counseling Theories (Cognitive Alice)	Qur'anic Sciences And Islamic Education	2	Nineteenth
Write A Summary		Mental Health Concepts	Qur'anic Sciences And Islamic Education	2	The Twentieth
Oral Test	Think-Pair-Share Strategy	The Importance Of Mental Health	Qur'anic Sciences And Islamic Education	2	21st
Cone	Lecture	Mental Health Goals	Qur'anic Sciences And Islamic Education	2	Twenty Tow
Microlearning	Discussion	Mental Health And Psychological Counseling	Qur'anic Sciences And Islamic Education	2	Twenty Third
Write A Summary	Dialogue	Normality And Abnormality (Characteristics Of A Normal And Disturbed Person)	Qur'anic Sciences And Islamic Education	2	Twenty Fourth
Oral Test	Collaborative Learning	Aspects Of Personality (Physical - Social - Emotional - Mental)	Qur'anic Sciences And Islamic Education	2	25th

Cone	Brainstorming	Psychological Crises Meaning	Qur'anic Sciences And Islamic Education	2	Twenty-Sixth
Microlearning		Psychological Crises Causes	Qur'anic Sciences And Islamic Education	2	27th
Write A Summary	Think-Pair-Share Strategy	Compatibility (Meaning - Types)	Qur'anic Sciences And Islamic Education	2	Twenty-Eighth
Oral Test	Lecture	Characteristics Of A Compatible Person	Qur'anic Sciences And Islamic Education	2	XXIX
Written Exam		Exam	Qur'anic Sciences And Islamic Education	2	Thirty

### Course Evaluation

Exam Results - Discussions And Session Management

### 11. Learning And Teaching Resources

There Are No Books	Required Textbooks (Methodology If Any)
Achievement Of The Material Depends On The Slides That Are Presented In The Class (Power Point) And Notes Extracted From Discussions Between The Professor And Students, In Addition To The Notes Of The Subject Professor, In Addition To What Is Available In Some External Sources Recommended By The Subject Professor.	Main References (Sources)
Psychoeducational Guidance Imad Abdel Hamza Al-Atabi + The Guidance Process Mahrous Al-Shenawi + Foundations And Principles Of Psychological Guidance / Department Of Psychology, Damanhour + Introduction To Guidance And Counseling / Dr. Saleh Atouta Mental Health And Psychotherapy Amal Abaza. +Other Sources Are Determined As Needed For Each Topic	Recommended Supporting Books And References (Scientific Journals, Reports....)
Google And Major University Libraries	Electronic References, Internet Sites

## Course Description Form

1. Course Name: Transactions Course / Fourth Year	
2. Course Code:	
3. Semester / Year: 2025–2026	
4. Description Preparation Date: 2/4/2026	
5. Available Attendance Forms: In-Class	
6. Number of Credit Hours (Total) / Number of Units (Total): 60 Hours / 2 units	
7. Course administrator's name (mention all, if more than one name) : : Prof. Dr. Salam Razzaq Hassoun	
Name:	
Email:	
8. Course Objectives	
<p>1. To introduce the role of transaction as contracts in distinguishing correct contracts from incorrect ones.</p> <p>2. To clarify issues related to the importance of transactions for deriving the foundations of Sharia rulings.</p>	<p>3. To identify the main problems arising from not using correct contracts and their negative effects.</p> <p>4. To demonstrate that the proper and successful practice is that which follows correct transactions.</p> <p>5. To guide the student on how to execute a contract and its essential conditions.</p>
9. Teaching and Learning Strategies	
<b>Strategy</b>	<p>Calendar Constructivist With exams Daily, and note performance requester in Discussions Safi And duties Home And follow it, and the calendar Al-Safi.</p> <p>Calendar Diagnostic in Exams The quarterly And finality, to issue provisions success And failure</p> <p>statement Disagreement jurisprudence in Contracts And its reasons, and explanation Evidence Positive To disagree</p>

Applications Jurisprudence Different in Contracts Miscellaneous And reasons for this Disagreement  
 investigation Shop Disagreement And regions Strength And weakness

#### 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-	2	Understanding the Reality of Transactions	Jurisprudence of Transactions and the Scholars' View of Them as Contracts	Text-Based Method	Classroom Performance and Exams
2-	2	The Reality and Attributes of Contracts	Sharia's View on the Validity of Transactions in Pre-Islamic Times and General Benefits	Text-Based and Standard Methods	Classroom Performance and Exams
3-	2	Introduction to the Opinions of Different Schools Regarding Contracts	Introduction to the Jurisprudence of Transactions and the Disagreements Among Islamic Schools	Text-Based and Standard Methods	Classroom Performance and Exams
4-	2	General Concepts	Clarification of the Conditions and Pillars of the Sale Contract, Its Rulings, and the Opinions of Islamic Schools	Text-Based and Standard Methods	Classroom Performance and Exams
5-	2	General Principles of Contracts Regarding Validity and Nullity	Principle of Presumed Validity, Principle of Binding Nature	Text-Based and Standard Methods	Classroom Performance and Exams
6-	2	Clarification of the Concept of Assets and the Disagreement	Assets and What Is Acquired Through Them	Text-Based and Standard Methods	Classroom Performance and Exams

		Surrounding It			
7-	2	Options	Options and Their Function in the Sale Contract According to Islamic Schools	Text-Based and Standard Methods	Classroom Performance and Exams
8-	2	General Rules of Options	Option of Inspection and Option of the Animal, and Their Conditions	Text-Based and Standard Methods	Classroom Performance and Exams
9-	2	The Nature of These Options	Option of Condition and Option of Undue Disadvantage, and Their Conditions	Text-Based and Standard Methods	Classroom Performance and Exams
10-	2	Applications of Exercising the Option	Option of Deferral and Types of Sales (Salam, Murabaha, Nasi'ah)	Text-Based and Standard Methods	Classroom Performance and Exams
11-	2	Conditions in Contracts	Definition of Lease, Its Conditions, Pillars, and Provisions	Text-Based and Standard Methods	Classroom Performance and Exams
12-	2	Applications of Contracts	Recognized Expressions in Lease and Miscellaneous Issues	Text-Based and Standard Methods	Classroom Performance and Exams
13-	2	The Reality of Contracts	Rescission, Its Conditions, and Miscellaneous Issues	Text-Based and Standard Methods	Classroom Performance and Exams
14-	2	General Characteristics of Contracts	Ju'alah, Its Conditions, and Pillars	Text-Based and Standard Methods	Classroom Performance and Exams
15-	2	Miscellaneous Issues	Miscellaneous Issues in Ju'alah and Their Rulings	Text-Based and Standard Methods	Classroom Performance and Exams
16	2	Scholars' Opinions	Partnership and Its Types	Text-Based and	Classroom Performance

		Regarding the Invalidity of Contracts		Standard Methods	and Exams
17	2	Applications of Miscellaneous Issues	Jurisprudence of Transactions and Scholars 'Opinion on Its Classification as a Contract	Text-Based and Standard Methods	Classroom Performance and Exams
18	2	Legitimacy of Certain Transactions	The Sharia's View on the Validity of Pre-Islamic Transactions and General Benefits	Text-Based and Standard Methods	Classroom Performance and Exams
19	2	Opinions on Rescission		Text-Based and Standard Methods	Classroom Performance and Exams
20	2	Conditions and Types of Loan	Rescission and Settlement Contracts and Their Conditions	Text-Based and Standard Methods	Classroom Performance and Exams
21	2	Examination	Definition of Loan and Its Legitimacy	Text-Based and Standard Methods	Classroom Performance and Exams
22	2	Definition of Gift	Second Month Examination	Text-Based and Standard Methods	Classroom Performance and Exams
23	2	Issues	The Gift and Its Types	Text-Based and Standard Methods	Classroom Performance and Exams
24	2	Miscellaneous Issues	Pillars and Conditions of Gift	Text-Based and Standard Methods	Classroom Performance and Exams
25	2	Nature of Pledge	Definition of Pledge and Its Legitimacy	Text-Based and Standard Methods	Classroom Performance and Exams
26	2	Nature of	Conditions and	Text-Based	Classroom

		Agency	Rules of Pledge	and Standard Methods	Performance and Exams
27	2	General Provisions	Definition of Agency and Its Legitimacy	Text-Based and Standard Methods	Classroom Performance and Exams
28	2	Examination	Conditions and Provisions of Agency	Text-Based and Standard Methods	Classroom Performance and Exams
29	2	Sources of Establishing Agency and Guarantee	Definition of Guarantee and Its Legitimacy	Text-Based and Standard Methods	Classroom Performance and Exams
30	2	Applications of Guarantee		Text-Based and Standard Methods	Classroom Performance and Exams
31	2	Final Examination			

### 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)	Fiqh According to the Five Schools of Thought by Muhammad Jawad Maghnia
Main references (sources)	Masalik al-Ifham by the Second Martyr Al-Amili, Jawaher al-Kalam by Sheikh Muhammad Hassan Najafi, Fiqh According to the Five Schools of Thought, and others
Recommended books and references (scientific journals, reports...)	The jurisprudential works on transactions by Ayatollah al-Sistani, Ayatollah al-Khoei, and al-Muhaqqiq al-Bahrani

	in al-Ḥadā' iq al-Nāḍirah.
Electronic References, Websites	Al-Albayt Foundation Website Al-Maktabah Al-Shamilah Discs Al-Ghadir Foundation Website

## Course Description Form

1. Course Name : **Department of Qur'anic Sciences**

2. Course Code : **code of grammar course/First Grade**

3. Semester / Year : **Year Annual course**

4. Description Preparation Date : **17/9/2025**

5. Available Attendance Forms : **attendance Class lectures**

6. Number of Credit Hours (Total) / Number of Units (Total) : **60 hours**

7. Course administrator's name (mention all, if more than one name)

**Name: Sadiq Muhammad Mursal**

**Email: sadeq\_mohammed@mu.edu.iq**

8. Course Objectives

Course Objectives

- **General objectives:** Identify grammar topics and try to master and control them as much as possible, in order to be able to pronounce correctly and eloquently according to the grammatical signs and the exits of the letters as they are.
- **Specific objectives:** Understanding and assimilating the prescribed curriculum vocabulary, achieving correct pronunciation, culture and extensive knowledge of the rules of Arabic grammar.
- .....
- .....

9. Teaching and Learning Strategies

Strategy

Specific objectives: Understanding and assimilating the prescribed curriculum vocabulary, achieving correct pronunciation, culture and an extensive knowledge of the rules of Arabic grammar.

### 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-		Bachelor of Qur'a Sciences and Islamic Education	Definition of Grammar	the standard method, the discussion and questioning	discussion and questioning method Classroom performance And exams
2-		Bachelor of Qur'a Sciences and Islamic Education	Definition of Morphology	the standard method, the of discussion and questioning	discussion and questioning method Classroom performance
3-		Bachelor of Qur'a Sciences and Islamic Education	Speech and What It Is Composed	the standard method, the of discussion and questioning	And exams
4-		Bachelor of Qur'a Sciences and Islamic Education	Speech and What It Is Composed	the standard method, the of discussion and questioning	discussion and questioning method Classroom performance
5-		Bachelor of Qur'a Sciences and Islamic Education	Noun: Definition and Types	the standard method, the discussion and questioning	And exams
6-		Bachelor of Qur'a	Morphological Scale	the	discussion and

		Sciences and Islamic Education		standard method, the of discussion and questioning	questioning method Classroom performance
7-		Bachelor of Qur'anic Sciences and Islamic Education		the standard method, the of discussion and questioning	And exams
8-		Bachelor of Qur'anic Sciences and Islamic Education	Noun: Definition and Types	the standard method, the of discussion and questioning	discussion and questioning method Classroom performance
9-		Bachelor of Qur'anic Sciences and Islamic Education	Verb and Tenses	the standard method, the discussion and questioning	And exams
10-		Bachelor of Qur'anic Sciences and Islamic Education	Sound and Inflected	the standard method, the of discussion and questioning	discussion and questioning method Classroom performance
11-		Bachelor of Qur'anic Sciences and Islamic Education	Definition and Indefiniteness	the standard method, the discussion and questioning	And exams
12-		Bachelor of Qur'anic Sciences and Islamic Education	Divisions of Verbs	the standard method, the of discussion and questioning	discussion and questioning method Classroom performance
13-		Bachelor of Qur'anic Sciences and Islamic Education	Test	the standard method, the of discussion and questioning	And exams
14-		Bachelor of Qur'anic Sciences and Islamic Education	Letters, Their Types, and Meaning	the standard method, the of discussion and questioning	discussion and questioning method Classroom performance
15-		Bachelor of Qur'anic Sciences and Islamic Education	Sound and Defective	the standard method, the discussion and questioning	And exams

16-		Bachelor of Qur'a Sciences and Islan Education	Letters, Their Types, and Meaning	the standa method, t ofdiscussio a questoning	discussion a questioning method Cla performance
17-		Bachelor of Qur'a Sciences and Islan Education	Definition and Indefiniteness	the standa method, the discussion a questoning	And exams
18-		Bachelor of Qur'a Sciences and Islan Education	Sound and Defective	the standa method, t ofdiscussio a questoning	discussion a questioning method Cla performance
19-		Bachelor of Qur'a Sciences and Islan Education	Single and Augmented	thestandard method, the discussion a questoning	And exams
20-		Bachelor of Qur'a Sciences and Islan Education	Meanings of Augmented Letters	the standa method, t ofdiscussio a questoning	discussion a questioning method Cla performance
21-		Bachelor of Qur'a Sciences and Islan Education	Speech and What It Is Composed	the standa method, the discussion a questoning	And exams
22-		Bachelor of Qur'a Sciences and Islan Education	Definition and Indefiniteness	the standa method, t ofdiscussio a questoning	discussion a questioning method Cla performance
23-		Bachelor of Qur'a Sciences and Islan Education	Kāna and Its Sisters	the standarmeth ,the discussion a questoning	And exams
24-		Bachelor of Qur'a Sciences and Islan Education	Static and Modified	the standa method, t ofdiscussio a questonin	discussionand questioning methodClass performance
25-		Bachelor of Qur'a Sciences and Islan Education	Active Voice	the standa method,the discussion a questoning	And exams
26-		Bachelor of Qur'a Sciences and Islan Education	Definition and Indefiniteness	thestandard method, t	discussionand questioning

		Education		of discussion a methodClass questioning performance
27-		Bachelor of Qur'a Sciences and Islan Education	Passive Voice	the standard method, the discussion a questioning And exams
28-		Bachelor of Qur'a Sciences and Islan Education	Static and Modified	the standa discussion a questioning method Cla performance
29-		Bachelor of Qur'a Sciences and Islan Education	Connecting Pronouns to Verbs	the standa And exams method, the discussion a questioning
30-		Bachelor of Qur'a Sciences and Islan Education	Connecting Pronouns to Past-T Verbs	the standa discussion a questioning method Cla performance

### 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

Traditional teaching methods are not used here, but rather reliance is placed on observation, interviews, and an attempt to understand students' ideas about the emotional and value goals in this field.

### 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Explained by Ibn Aqeel: Ibn Aqeel
Main references (sources)	Qatar Al-Nada: Ibn Hisham Al-Ansari
Recommended books and references (scientific journals, reports...)	Adequately: Dr. Abbas Hassan
Electronic References, Websites	

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## Course Description Form

1. Course Name : <b>Department of Qur'anic Sciences</b>	
2. Course Code : <b>code of grammar course/fourth grade – 4061</b>	
3. Semester / Year : <b>Year Annual</b>	
4. Description Preparation Date : <b>12/9/2025</b>	
5. Available Attendance Forms : <b>attendance Class lectures</b>	
6. Number of Credit Hours (Total) / Number of Units (Total) : <b>60 hours</b>	
7. Course administrator's name (mention all, if more than one name)	
<b>Name: Batool Naji Hadi</b> <b>Email: batoul@mu.edu.iq</b>	
8. Course Objectives	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li><b>General objectives:</b> Identify grammatical topics and try to master and control them as much as possible, in order to be able to pronounce correctly and eloquently according to the grammatical signs and the exits of the letters as they are.</li> <li><b>Specific objectives:</b> Understanding and assimilating the prescribed curriculum vocabulary, achieving correct pronunciation, culture and extensive knowledge of the rules of Arabic grammar.</li> <li>.....</li> <li>.....</li> </ul>
9. Teaching and Learning Strategies	
<b>Strategy</b>	Specific objectives: Understanding and assimilating the prescribed

curriculum vocabulary, achieving correct pronunciation, culture and extensive knowledge of the rules of Arabic grammar.

#### 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-	2	Bachelor of Qur'aan Sciences and Islamic Education	Vocal Letters and Their Positions	the standard method, the discussion and questioning	discussion and questioning method Classroom performance And exams
2-	2	Bachelor of Qur'aan Sciences and Islamic Education	Types of the Vocative and the Rules of Each Type	the standard method, the discussion and questioning	discussion and questioning method Classroom performance
3-	2	Bachelor of Qur'aan Sciences and Islamic Education	Rules for the Vocative Subordinate	the standard method, the discussion and questioning	And exams
4-	2	Bachelor of Qur'aan Sciences and Islamic Education	Nouns that Remain in Vocative	the standard method, the discussion and questioning	discussion and questioning method Classroom performance
5-	2	Bachelor of Qur'aan Sciences and Islamic Education	Indeclinables	the standard method, the discussion and questioning	And exams
6-	2	Bachelor of Qur'aan Sciences and Islamic Education	Indeclinables	the standard	discussion and questioning

		Education		method, the of discussion and questioning	method performance Cla
7-	2	Bachelor of Qur'a Sciences and Islan Education	Raising the Present Ten Verb	the standa method, t ofdiscussio a questioning	And exams
8-	2	Bachelor of Qur'a Sciences and Islan Education	Jazm of the Present Ten Verb	the standa method, t ofdiscussio a questioning	discussion a questioning method Cla performance
9-	2	Bachelor of Qur'a Sciences and Islan Education	Jazm Tools for the Pres Tense Verb	the standa method, the discussion a questioning	And exams
10-	2	Bachelor of Qur'a Sciences and Islan Education	Jazm Conditional Tools	the standa method, t ofdiscussio a questioning	discussion a questioning method Cla performance
11-	2	Bachelor of Qur'a Sciences and Islan Education	Jazm Conditional Nouns	the standa method, the discussion a questioning	And exams
12-	2	Bachelor of Qur'a Sciences and Islan Education	What Makes One Ve Jazm	the standa method, t ofdiscussio a questioning	discussion a questioning method Cla performance
13-	2	Bachelor of Qur'a Sciences and Islan Education	What Makes Two Ve Jazm	thestandard method, t ofdiscussio a questioning	And exams
14-	2	Bachelor of Qur'a Sciences and Islan Education	General Review	the standa method, t ofdiscussio a questioning	discussion a questioning method Cla performance
15-	2	Bachelor of Qur'a Sciences and Islan Education	First Month Exam	the standa method, the discussion a questioning	And exams
16-		Bachelor of Qur'a	Syntax of the Pres	the standa	discussion a

		Sciences and Islamic Education	Tense Verb	method, the questioning of discussion and method	questioning method Class performance
17-	2	Bachelor of Qur'anic Sciences and Islamic Education	Syntax Tools	the standard method, the discussion and questioning	And exams
18-	2	Bachelor of Qur'anic Sciences and Islamic Education	Syntax Marks for Present Tense	the standard method, the questioning of discussion and method	discussion and questioning method Class performance
19-	2	Bachelor of Qur'anic Sciences and Islamic Education	Varictory Vowels	the standard method, the discussion and questioning	And exams
20-	2	Bachelor of Qur'anic Sciences and Islamic Education	Letters	the standard method, the questioning of discussion and method	discussion and questioning method Class performance
21-	2	Bachelor of Qur'anic Sciences and Islamic Education	Deletion of a Vowel	the standard method, the discussion and questioning	And exams
22-	2	Bachelor of Qur'anic Sciences and Islamic Education	Applied Examples	the standard method, the questioning of discussion and method	discussion and questioning method Class performance
23-	2	Bachelor of Qur'anic Sciences and Islamic Education	General Review	the standard method, the discussion and questioning	And exams
24-	2	Bachelor of Qur'anic Sciences and Islamic Education	Number and Grammatical Rules	the standard method, the questioning of discussion and method	discussion and questioning method Class performance
25-	2	Bachelor of Qur'anic Sciences and Islamic Education	Compound Number	the standard method, the discussion and questioning	And exams
26-	2	Bachelor of Qur'anic Sciences and Islamic Education	Words of Contracts	the standard method, the questioning of discussion and method	discussion and questioning method Class performance

				questioning	performance
27-	2	Bachelor of Qur'a Sciences and Islan Education	Conjoined Number	thestandard method, the discussion a questioning	And exams
28-	2	Bachelor of Qur'a Sciences and Islan Education	Described Number	the standa method, t ofdiscussio a questioning	discussion a questioning method Cla performance
29-	2	Bachelor of Qur'a Sciences and Islan Education	Grammatical Applicatio	the standa method, the discussion a questioning	And exams
30-	2	Bachelor of Qur'a Sciences and Islan Education	End of Term Exam	the standa method, t ofdiscussio a questioning	discussion a questioning method Cla performance

### 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

Traditional teaching methods are not used here, but rather reliance is placed on observation, interviews, and an attempt to understand students' ideas about the emotional and value goals in this field.

### 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Explained by Ibn Aqeel: Ibn Aqeel
Main references (sources)	Qatar Al-Nada: Ibn Hisham Al-Ansari
Recommended books and references (scientific journals, reports...)	Adequately: Dr. Abbas Hassan
Electronic References, Websites	

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## Course Description Form

1. Course Name: Rhetoric Quranic

2. Course Code: EGIS-3081

3. Semester / Year: Annual/2025-2026 AD

4. Description Preparation Date: 21/9/2025

5. Available Attendance Forms: In person: 60 hours

6. Number of Credit Hours (Total) / Number of Units (Total)

7. Course administrator's name (mention all, if more than one name)

Name: Assistant Professor Dr. Mitham Hayawi Abdnour

Email: mathamhiawi@mu.edu.iq

8. Course Objectives

**Course Objectives**

- Introducing students to the subject of Arabic rhetoric (science of meanings).....
- Teaching students how to study any linguistic text rhetorically and judge it.
- Criticizing Arabic texts and explaining what is good from what is bad.
- Introducing students to our Arab heritage, including the Qur'an, Hadith, poetry, and prose.
- Knowing the purpose of studying rhetorical texts and their impact on the student's personality and the extent of his culture, by employing what is studied in his work.

9. Teaching and Learning Strategies

**Strategy**

Strategy First: Cognitive Objectives:

1. For students to become familiar with the subject of Arabic rhetoric.
2. Identify the methods of teaching this subject.
3. To have knowledge of methods of rhetorical criticism of linguistic texts.
4. Explaining that the differences of scholars in their rhetorical directions are evidence of the breadth of their perceptions and knowledge.
5. Presenting texts in a simplified, rhetorical way.

Second: Skills objectives of the course:

1. That the student is able to know and master rhetorical methods.
2. Developing students' skills to enable them to distinguish between good and bad linguistic texts.
3. Explaining rhetorical topics in a modern way, such as landscaping with diagram, or using PowerPoint, etc.
4. By using lectures and real-life examples from our contemporary lives, the information can penetrate the minds of students and have a greater impact on them.
5. Performing lectures according to practical application - brainstorming PowerPoint presentation - viewing.

### 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-				Theoretic	
2-				Theoretic	
3-					
4-					
5-					
6-					
7-					

8-					
9-					
10-					
11-					
12-					
13-					
14-					
15-					

### 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	

## Course Description Form

1. Course Name: Text Analysis / Fourth Year	
2. Course Code:	
3. Semester / Year: 2025–2026	
4. Description Preparation Date: 2/4/2026	
5. Available Attendance Forms: In-person Lectures	
6. Number of Credit Hours (Total) / Number of Units (Total) : 60 Hours/ 2 Units	
7. Course administrator's name (mention all, if more than one name) : Prof. Dr. Salam Razzaq Hassoun	
Name:	
Email:	
8. Course Objectives	
<p>1. To explain the method of text analysis and clarify the fundamental principles and elements of analyzing texts according to the statements of jurists, linguists, and within the correct Shari'ah perspective</p>	<p>2. To enable students to understand the most important methods of text analysis and develop the ability to apply them effectively.</p> <p>3. To provide students with a comprehension of the subtle distinctions among various Islamic schools of thought and their diverse intellectual impact on text analysis.</p>
9. Teaching and Learning Strategies	
<b>Strategy</b>	<p>Calendar Constructivist: With exams daily, and note performance requester Discussions Safi and duties homework and follow it, and the calendar Al-S</p> <p>Calendar Diagnostic: In exams, the quarterly and final, to issue provisions success and failure</p>

## 10. Course Structure

### A. Cognitive Objectives

- A1: Enable students to master the rules of text analysis that are subject to differences among scholars.
- A2: Enable students to analyze texts through careful reading and systematic organization.
- A3: Teach students how to analyze texts in order to derive Sharia rulings and Islamic teachings.
- A4: Teach students the importance of jurisprudence and its role in public life by utilizing various tools of text analysis.

### B. Course-Specific Skill Objectives

- B1: Correct the juristic practice of the accountable individual regarding certain rulings found in various texts through text analysis.
  - B2: Develop proper analytical methods and legislative discernment enabling students to judge the authenticity of texts.
  - B3: Enhance the cognitive awareness of Sharia and its role in serving society.
  - B4: Clarify the differences among Islamic schools of thought in their tools for understanding texts.
  - C1: Encourage students to understand and appreciate text analysis, as it forms the foundation for organizing human life.
  - C2: Recognize the aesthetics of language in its structures and the conveyance of meanings in Sharia texts.
  - C3: Highlight the importance of Sharia rulings in society and in the development of the individual through understanding text analysis methods.
  - C4: Demonstrate how to analyze texts rhetorically, grammatically, and textually, introduce the sections of the text, general principles of Qur'anic text analysis at phonetic, morphological, and semantic levels, with practical applications to selected Surahs.
- D. General and Transferable Skills (Other Skills Related to Employability and Personal Development)
- D1: Ability to perform linguistic correction and accurately manage written and spoken texts.
  - D2: Acquire knowledge of modern systems of dialogue and communication.
  - D3: Gain knowledge through understanding Sharia rulings and their applications

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-	2		Definition of the Text and Identification of Its Instances	Standard Method and Text-Based Method	Classroom Performance and Examination
2-	2		The Text in Usuli Terminology and Modern Arabic	Standard Method and Text-Based	Classroom Performance and Examination

			Terminology	Method	
3-	2		The Difference Between Textual Tools in Usuli and Western Terminology	Standard Method and Text-Based Method	Classroom Performance and Examination
4-	2		Types of Texts	Standard Method and Text-Based Method	Classroom Performance and Examination
5-	2		General Principles for Analyzing the Qur'anic Text	Standard Method and Text-Based Method	Classroom Performance and Examination
6-	2		Identifying Morphological Aspects and Their Applications	Standard Method and Text-Based Method	Classroom Performance and Examination
7-	2		Focus on the Sciences of Rhetoric (Ma'ani, Bayan, and Badi') and Their Topics	Standard Method and Text-Based Method	Classroom Performance and Examination
8-	2		General Rules for Analyzing the Qur'anic Text	Standard Method and Text-Based Method	Classroom Performance and Examination
9-	2		Applications of the Relationship Between Form and Meaning	Standard Method and Text-Based Method	Classroom Performance and Examination
10-	2		Uses of the Subject and Forms of Emphasis	Standard Method and Text-Based Method	Classroom Performance and Examination
11-	2		Multiplicity of Topics in the Qur'anic Text and Its Impact	Standard Method and Text-Based Method	Classroom Performance and Examination
12-	2		Omission and Connection and Their Application	Standard Method and Text-Based Method	Classroom Performance and Examination

13-	2		Features of the Qur'anic Style	Standard Method and Text-Based Method	Classroom Performance and Examination
14-	2		Characteristics of the Qur'anic Style	Standard Method and Text-Based Method	Classroom Performance and Examination
15-	2		Analysis of Qur'anic Text Sentences	Standard Method and Text-Based Method	Classroom Performance and Examination
16-	2		Explanation of the Structural Styles of the Qur'anic Text	Standard Method and Text-Based Method	Classroom Performance and Examination
17-	2		Practical Study of Selected Qur'anic Surahs	Standard Method and Text-Based Method	Classroom Performance and Examination
18-	2		Surah Al-'Asr and Its Textual Analysis	Standard Method and Text-Based Method	Classroom Performance and Examination
19-	2		Surah An-Nasr and Its Textual Analysis	Standard Method and Text-Based Method	Classroom Performance and Examination
20-	2		Second Month Test	Standard Method and Text-Based Method	Classroom Performance and Examination
21-	2		Textual Analysis of Surah Al-Kawthar	Standard Method and Text-Based Method	Classroom Performance and Examination
22-	2		Textual Analysis of Surah Al-Kafirun	Standard Method and Text-Based Method	Classroom Performance and Examination
23-	2		Ashab al-Kahf and Tawhid	Standard Method and Text-Based	Classroom Performance and Examination

				Method	
24-	2		Moses and Al-Khidr and the Journey of Knowledge	Standard Method and Text-Based Method	Classroom Performance and Examination
25-	2		Lessons in Ethics from Surah Al-Kahf	Standard Method and Text-Based Method	Classroom Performance and Examination
26-	2		Key Levels of Surah Al-Kahf	Standard Method and Text-Based Method	Classroom Performance and Examination
27-	2		Phonetic Level and Its Divisions	Standard Method and Text-Based Method	Classroom Performance and Examination
28-	2		Third Month Test (Optional)	Standard Method and Text-Based Method	Classroom Performance and Examination
29-	2		Phonetic Segments of the Text: Surah Al-Kahf as a Model (A)	Standard Method and Text-Based Method	Classroom Performance and Examination
30-	2		Morphological Level and Its Relation to Derivatives in Surah Al-Kahf		Classroom Performance and Examination
			Syntactic and Semantic Levels of Surah Al-Kahf		
			General Review		

### 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)	<ul style="list-style-type: none"> <li>- Vocabulary of Qur'anic Terms</li> <li>- Kitab Asrar al-Balagha</li> <li>- Al-Burhan fi 'Uloom al-Qur'an</li> </ul>
Main references (sources)	<ul style="list-style-type: none"> <li>- Majma' al-Bayan</li> <li>- Al-Burhan fi 'Uloom al-Qur'an</li> </ul>
Recommended books and references (scientific journals, reports...)	Authoritative Exegetical Books Related to Sharia Rulings, in Addition to Linguistic Compendiums
Electronic References, Websites	<ul style="list-style-type: none"> <li>- Ahl al-Bayt Jurisprudence Library</li> <li>- Sunni Exegesis Library</li> <li>- Language Dictionaries</li> </ul>

## Course Description Form

1. Course Name: Rhetoric Quranic	
2. Course Code: EGIS-2091	
3. Semester / Year: : Annual/2025–2026 AD	
4. Description Preparation Date: 21/9/2025	
5. Available Attendance Forms: In person	
6. Number of Credit Hours (Total) / Number of Units (Total): 60 hours	
7. Course administrator's name (mention all, if more than one name)	
Name: Assistant Professor Dr. Mitham Hayawi Abdnour Email: mathamhiawi@mu.edu.iq	
8. 8. Course Objectives	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• Introducing students to the subject of Arabic rhetoric (science of meanings).....</li> <li>• Teaching students how to study any linguistic text rhetorically and judge it.</li> <li>• Criticizing Arabic texts and explaining what is good from what is bad.</li> <li>• . Introducing students to our Arab heritage, including the Qur’an, Hadith, poetry, and prose</li> <li>• Knowing the purpose of studying rhetorical texts and their impact on the student’s person and the extent of his culture, by employing what is studied in his work.</li> </ul>
9. Teaching and Learning Strategies	
<b>Strategy</b>	<p>Strategy First: Cognitive Objectives:</p> <ol style="list-style-type: none"> <li>1. For students to become familiar with the subject of Arabic rhetoric.</li> <li>2. Identify the methods of teaching this subject.</li> <li>3. To have knowledge of methods of rhetorical criticism of linguistic texts.</li> <li>4. Explaining that the differences of scholars in their rhetorical directions are evidence of the breadth of their perceptions and knowledge.</li> </ol>

5. Presenting texts in a simplified, rhetorical way.

Second: Skills objectives of the course:

1. That the student is able to know and master rhetorical methods.
2. Developing students' skills to enable them to distinguish between good and bad linguistic texts.
3. Explaining rhetorical topics in a modern way, such as landscaping with a diagram, or using PowerPoint, etc.
4. By using lectures and real-life examples from our contemporary lives, the information can penetrate the minds of students and have a great impact on them.
5. Performing lectures according to practical application - brainstorming, PowerPoint presentation - viewing.

#### 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-		Concepts about rhetoric	Concept about rhetoric	Theoretical	tests
2-		Concepts about rhetoric	Concepts about rhetoric	Theoretic	tests
3-		Rhetoric and eloquence, language and terminology	Rhetoric and eloquence and terminology	Theoretic	tests
4-		Eloquence of speech, the word, and the speaker	Eloquence of speech, the word, and the speaker	Theoretic	tests
5-		The difference between eloquence and eloquence	The difference between eloquence and eloquence	Theoretic	tests
6-		The most famous ancient and modern rhetoric	The most famous ancient and modern rhetoric	Theoretic	tests

		ancient and modern rhetoric scholars	scholars		
7-		Rhetorical schools	Rhetorical schools	Theoretic	tests
8-		Factors contributing to the emergence of rhetoric	Factors contributing to the emergence of rhetoric	Theoretic	tests
9-		Semantics The science of semantics	Semantics The science of semantics	Theoretic	tests
10-		The informativemethod	The informativemethod	Theoretic	tests
11-		Purposes of news	Purposes of news	Theoretic	tests
12-		Types of news	Types of news	Theoretic	tests
13-		Instructive style non-demanding construction: (forms of praise and blame, forms of contracts, oaths, exclamations, hope)	Instructive style non-demanding construction: (forms of praise and blame, forms of contracts, oaths, exclamations, hope)	Theoretic	tests
14-		Structural method - ordered construction command	Structural method - ordered construction command	Theoretic	tests
15-		Orderly	Orderly construction	Theoretic	tests

		construction – prohibition	prohibition		
16-		The imperative construction - the interrogative - the hamza and whether	The imperative construction - the interrogative - the hamza and whether	Theoretic	tests
17-		The imperative construction interrogative nouns	The imperative construction interrogative nouns	Theoretic	tests
18-		Calling style	Calling style	Theoretic	tests
19-		The Wishi Method	The Wishi Method	Theoretic	tests
20-		Applications to the imperative construction The command-prohibition	Applications to the imperative construction The command-prohibition	Theoretic	tests
21-		Syntax		Theoretic	tests
22-		The adverbs of the predicate and the predicate	The adverbs of the predicate and the predicate	Theoretic	tests
23-		The method mentioning and deleting	The method mentioning and deleting	Theoretic	tests
24-		Advancement and delay method	Advancement and delay method	Theoretic	tests
25-		Briefing method	Briefing method	Theoretic	tests
26-		The Equal Method	The Equal Method	Theoretic	tests
27-		The redundant method	The redundant method	Theoretic	tests
28-		Completing the types of redundancy	Completing the types of redundancy	Theoretic	tests
29-		Palace method	Palace method	Theoretic	tests
30-		Connecting and Separating	Connecting and Separating	Theoretic	tests

#### 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

1. Conduct continuous feedback to evaluate the suitability of the course to the level of students, and the educational and community environment.
2. Review the course based on reality and emerging needs.
3. Review the course and benefit from renewed research in the field of study.
4. Communication between course professors in the same academy and professors of similar courses in other institutions.
5. Writing course books that present the content in accordance with the standards for building courses taken into account in the plan.
6. Writing appendices to the course to inform course instructors of the content and the developed teaching methods.

## 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Rhetoric and Application: Dr. Ahmed matlob,
Main references (sources)	Jawaher Al-Balagha: Mr. Ahmed Hashemi
Recommended books and references (scientific journals, reports...)	Some eloquence: Dr. Ahmed Adam
Electronic References, Websites	Rhetorical sites

## Course Description Form

1. Name The Decision	
<b>Measurement And The Calendar</b>	
2. Code The Decision-	
<b>442Q ME</b>	
3. The Chapter / The Year	
The First And The Second 2023-2024	
4. Date Preparation This The Description	
9/17/2023	
5. Available Attendance Forms	
My Presence	
6. Number Of Study Hours (Total)/Number Of Units (Total)	
60 Hours / 30 Units	
7. Name Of The Course Administrator (If More Than One Name Is Mentioned)	
A. Dr. khadim Abas	
8. Course Objectives	
<ol style="list-style-type: none"> <li>1. Identify The Strengths And Weaknesses Of Students, To Treat And Avoid The Weaknesses, Enhancing Strengths.</li> <li>2. Informing The Learner Of The Results Of His Learning, And Giving Him A Clear Idea Of His Performance.</li> <li>3. Increasing The Learner's Motivation To Learn And Continue Doing So</li> <li>4. Know The Extent Of Verification Of Goals.</li> <li>5. Improving The Level Of Learning.</li> <li>6. Diagnosis And Treatment. And Classification.</li> </ol>	<b>General Objective s:</b> <b>Introduci ng Students To The General Concepts Of Measure ment And Evaluatio n And Its Requirem ents</b>
7. Teaching And Learning Strategies	

Course Structure

Evaluation Method	Learning Method	Name Of The Unit Or Topic	Required Learning Outcomes	Hours	The Week
	Lecture	Introduction To The Material	Bachelor Of Qur'anic Sciences And Islamic Education	2	The First
	Discussion	Concept Of Measurement	Bachelor Of Qur'anic Sciences And Islamic Education	2	The Second
	Dialogue	Measurement Properties	Bachelor Of Qur'anic Sciences And Islamic Education	2	The Third

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W r i t e  A  S u m m a r y	<b>Collaborative Learning</b>	<b>Types Of Measurement</b>	Bachelor Of Qur'anic Sciences And Islamic Education	2	The Fourth
O r a l  T e s t	<b>Brainstorming</b>	<b>Measurement Conditions</b>	Bachelor Of Qur'anic Sciences And Islamic Education	2	Fifth
C o n e		<b>Calendar Concept</b>	Bachelor Of Qur'anic Sciences And Islamic Education	2	VI
M i c r o l e a r n i n g	<b>Think-Pair-Share Strategy</b>	<b>Calendar Properties</b>	Bachelor Of Qur'anic Sciences And Islamic Education	2	Seventh

W r i t e  A  S u m m a r y	<b>Lecture</b>	<b>Types Of Calendar</b>	Bachelor Of Qur'anic Sciences And Islamic Education	2	VIII
O r a l  T e s t	<b>Discussion</b>	<b>Calendar Terms</b>	Bachelor Of Qur'anic Sciences And Islamic Education	2	Ninth
C o n e	<b>Dialogue</b>	<b>The Importance Of Measurement And Evaluation</b>	Bachelor Of Qur'anic Sciences And Islamic Education	2	The Tenth
M i c r o l e a r n i n g	<b>Collaborative Learning</b>	<b>Evaluation And Evaluation</b>	Bachelor Of Qur'anic Sciences And Islamic Education	2	Eleventh
W	<b>Brainstorming</b>	<b>Measurement And</b>	Bachelor Of Qur'anic Sciences And	2	Twelveth

r i t e  A  S u m m a r y		<b>Evaluation In Education</b>	Islamic Education		
O r a l  T e s t		<b>The Concept Of Achievement Tests</b>	Bachelor Of Qur'anic Sciences And Islamic Education	2	Thirteenth
C o n e	<b>Think-Pair-Share Strategy</b>	<b>Characteristics Of Achievement Tests</b>	Bachelor Of Qur'anic Sciences And Islamic Education	2	Fourteenth
M i c r o l e a r n i n g	<b>Lecture</b>	<b>Types Of Achievement Tests</b>	Bachelor Of Qur'anic Sciences And Islamic Education	2	Fifteenth
W r	<b>Discussion</b>	<b>Essay Tests</b>	Bachelor Of Qur'anic Sciences And Islamic Education	2	<b>Sixteen</b>

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<b>Dialogue</b>	<b>Objective Tests</b>	Bachelor Of Qur'anic Sciences And Islamic Education	2	<b>Seventeenth</b>
<b>Collaborative Learning</b>	<b>Calendar Terms</b>	Bachelor Of Qur'anic Sciences And Islamic Education	2	<b>Eighteen</b>
<b>Brainstorming</b>	<b>The Importance Of Achievement Tests</b>	Bachelor Of Qur'anic Sciences And Islamic Education	2	<b>Nineteenth</b>
	<b>Application Period</b>	Bachelor Of Qur'anic Sciences And Islamic Education	2	<b>The Twentieth</b>
	<b>Application Period</b>	Bachelor Of Qur'anic Sciences And Islamic Education	2	<b>21st</b>

			Islamic Education		
		<b>Application Period</b>	Bachelor Of Qur'anic Sciences And Islamic Education	2	<b>Twenty Tow</b>
		<b>Application Period</b>	Bachelor Of Qur'anic Sciences And Islamic Education	2	<b>Twenty Third</b>
		<b>Application Period</b>	Bachelor Of Qur'anic Sciences And Islamic Education	2	<b>Twenty Fourth</b>
		<b>Application Period</b>	Bachelor Of Qur'anic Sciences And Islamic Education	2	25th
C o n e	<b>Brainstorming</b>	<b>Building Achievement Tests</b>	Bachelor Of Qur'anic Sciences And Islamic Education	2	Twenty-Sixth
M i c r o l e a r n i n g		<b>Conditions For Achievement Tests</b>	Bachelor Of Qur'anic Sciences And Islamic Education	2	27th
W r i t e  A  S u m m a r y	<b>Think-Pair-Share Strategy</b>	<b>Designing And Producing Achievement Tests</b>	Bachelor Of Qur'anic Sciences And Islamic Education	2	Twenty-Eighth
O	<b>Lecture</b>	<b>Review</b>	Bachelor Of Qur'anic Sciences And Islamic Education	2	29th

r a l  T e s t		Islamic Education		
W r i t t e n  E x a m		<b>Exam</b>	Bachelor Of Qur'anic Sciences And Islamic Education	2  Thirty

### Course Evaluation

Exam Results - Discussions And Session Management

### 9. Learning And Teaching Resources

There Are No Books	Required Textbooks (Methodology, Any)
Achievement Of The Material Depends On The Slides That Are Presented In The Class (Power Point) And Notes Extracted From Discussions Between The Professor And Students, In Addition To The Notes Of The Subject Professor, In Addition To What Is Available In Some External Sources Recommended By The Subject Professor.	Main References (Sources)
Educational And Psychological Measurement And Evaluation - Salah El-Din Allam	Recommended Supporting Books And References (Scientific Journals, Reports....)
Google And Major University Libraries	Electronic References, Internet Sites

## Course Description Form

1. Name The Decision	
<b>Measurement And The Calendar</b>	
2. Code The Decision-	
<b>442Q ME</b>	
3. The Chapter / The Year	
The First And The Second 2023-2024	
4. Date Preparation This The Description	
9/17/2025	
5. Available Attendance Forms	
My Presence	
6. Number Of Study Hours (Total)/Number Of Units (Total)	
60 Hours / 30 Units	
7. Name Of The Course Administrator (If More Than One Name Is Mentioned)	
A. Dr. khadim Abas	
8. Course Objectives	
<ol style="list-style-type: none"> <li>1. Identify The Strengths And Weaknesses Of Students, To Treat And Avoid The Weaknesses, Enhancing Strengths.</li> <li>2. Informing The Learner Of The Results Of His Learning, And Giving Him A Clear Idea Of His Performance.</li> <li>3. Increasing The Learner's Motivation To Learn And Continue Doing So</li> <li>4. Know The Extent Of Verification Of Goals.</li> <li>5. Improving The Level Of Learning.</li> <li>6. Diagnosis And Treatment. And Classification.</li> </ol>	<b>General Objective s:</b> <b>Introduci ng Students To The General Concepts Of Measure ment And Evaluatio n And Its Requirem ents</b>
7. Teaching And Learning Strategies	

Course Structure

Evaluation Method	Learning Method	Name Of The Unit Or Topic	Required Learning Outcomes	Hours	The Week
	Lecture	Introduction To The Material	Bachelor Of Qur'anic Sciences And Islamic Education	2	The First
	Discussion	Concept Of Measurement	Bachelor Of Qur'anic Sciences And Islamic Education	2	The Second
	Dialogue	Measurement Properties	Bachelor Of Qur'anic Sciences And Islamic Education	2	The Third

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W r i t e  A  S u m m a r y	<b>Collaborative Learning</b>	<b>Types Of Measurement</b>	Bachelor Of Qur'anic Sciences And Islamic Education	2	The Fourth
O r a l  T e s t	<b>Brainstorming</b>	<b>Measurement Conditions</b>	Bachelor Of Qur'anic Sciences And Islamic Education	2	<b>Fifth</b>
C o n e		<b>Calendar Concept</b>	Bachelor Of Qur'anic Sciences And Islamic Education	2	VI
M i c r o l e a r n i n g	<b>Think-Pair-Share Strategy</b>	<b>Calendar Properties</b>	Bachelor Of Qur'anic Sciences And Islamic Education	2	Seventh

W r i t e  A  S u m m a r y	<b>Lecture</b>	<b>Types Of Calendar</b>	Bachelor Of Qur'anic Sciences And Islamic Education	2	VIII
O r a l  T e s t	<b>Discussion</b>	<b>Calendar Terms</b>	Bachelor Of Qur'anic Sciences And Islamic Education	2	Ninth
C o n e	<b>Dialogue</b>	<b>The Importance Of Measurement And Evaluation</b>	Bachelor Of Qur'anic Sciences And Islamic Education	2	The Tenth
M i c r o l e a r n i n g	<b>Collaborative Learning</b>	<b>Evaluation And Evaluation</b>	Bachelor Of Qur'anic Sciences And Islamic Education	2	Eleventh
W	<b>Brainstorming</b>	<b>Measurement And</b>	Bachelor Of Qur'anic Sciences And	2	Twelveth

r i t e  A  S u m m a r y		<b>Evaluation In Education</b>	Islamic Education		
O r a l  T e s t		<b>The Concept Of Achievement Tests</b>	Bachelor Of Qur'anic Sciences And Islamic Education	2	Thirteenth
C o n e	<b>Think-Pair-Share Strategy</b>	<b>Characteristics Of Achievement Tests</b>	Bachelor Of Qur'anic Sciences And Islamic Education	2	Fourteenth
M i c r o l e a r n i n g	<b>Lecture</b>	<b>Types Of Achievement Tests</b>	Bachelor Of Qur'anic Sciences And Islamic Education	2	Fifteenth
W r	<b>Discussion</b>	<b>Essay Tests</b>	Bachelor Of Qur'anic Sciences And Islamic Education	2	<b>Sixteen</b>

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<b>Dialogue</b>	<b>Objective Tests</b>	Bachelor Of Qur'anic Sciences And Islamic Education	2	<b>Seventeenth</b>
<b>Collaborative Learning</b>	<b>Calendar Terms</b>	Bachelor Of Qur'anic Sciences And Islamic Education	2	<b>Eighteen</b>
<b>Brainstorming</b>	<b>The Importance Of Achievement Tests</b>	Bachelor Of Qur'anic Sciences And Islamic Education	2	<b>Nineteenth</b>
	<b>Application Period</b>	Bachelor Of Qur'anic Sciences And Islamic Education	2	<b>The Twentieth</b>
	<b>Application Period</b>	Bachelor Of Qur'anic Sciences And Islamic Education	2	<b>21st</b>

			Islamic Education		
		<b>Application Period</b>	Bachelor Of Qur'anic Sciences And Islamic Education	2	<b>Twenty Tow</b>
		<b>Application Period</b>	Bachelor Of Qur'anic Sciences And Islamic Education	2	<b>Twenty Third</b>
		<b>Application Period</b>	Bachelor Of Qur'anic Sciences And Islamic Education	2	<b>Twenty Fourth</b>
		<b>Application Period</b>	Bachelor Of Qur'anic Sciences And Islamic Education	2	25th
C o n e	<b>Brainstorming</b>	<b>Building Achievement Tests</b>	Bachelor Of Qur'anic Sciences And Islamic Education	2	Twenty-Sixth
M i c r o l e a r n i n g		<b>Conditions For Achievement Tests</b>	Bachelor Of Qur'anic Sciences And Islamic Education	2	27th
W r i t e  A  S u m m a r y	<b>Think-Pair-Share Strategy</b>	<b>Designing And Producing Achievement Tests</b>	Bachelor Of Qur'anic Sciences And Islamic Education	2	Twenty-Eighth
O	<b>Lecture</b>	<b>Review</b>	Bachelor Of Qur'anic Sciences And Islamic Education	2	29th

r a l T e s t		Islamic Education		
W r i t t e n E x a m		<b>Exam</b>	Bachelor Of Qur'anic Sciences And Islamic Education	2  Thirty

### Course Evaluation

Exam Results - Discussions And Session Management

### 9. Learning And Teaching Resources

There Are No Books	Required Textbooks (Methodology, Any)
Achievement Of The Material Depends On The Slides That Are Presented In The Class (Power Point) And Notes Extracted From Discussions Between The Professor And Students, In Addition To The Notes Of The Subject Professor, In Addition To What Is Available In Some External Sources Recommended By The Subject Professor.	Main References (Sources)
Educational And Psychological Measurement And Evaluation - Salah El-Din Allam	Recommended Supporting Books And References (Scientific Journals, Reports....)
Google And Major University Libraries	Electronic References, Internet Sites

## Course Description Form

1. Course Name:	
Methods of the Hadith scholars	
2. Course Code:	
thods of the Hadith scholars EGIS_2021	
3. Semester / Year:2025-2026	
annual	
4. Description Preparation Date: 2/4/2026	
25/9/2026	
5. Available Attendance Forms:	
weekly	
6. Number of Credit Hours (Total) / Number of Units (Total)	
60 hours	
7. Course administrator's name (mention all, if more than one name)	
Name: Najeh Jaber CHekhyour Email: najihm46@mu.edu.iq	
8. Course Objectives	
<p>Emphasizing the importance of the hadith scholars' methodologies for students of the Qur'anic Sciences Department. Introducing the hadith scholars' methodologies, their names, their applied methodologies in narrating hadith, the chain of transmission, the text, and the applied methodologies and their differences for each hadith scholar in terms of the chain of transmission and the text.</p> <p>Understanding the strengths and weakness of these approaches and avoiding what do not lead to the highest level of certainty in understanding and applying the hadith in Islamic life and private social life.</p>	<ul style="list-style-type: none"> <li>•</li> </ul>
9. Teaching and Learning Strategies	
<ul style="list-style-type: none"> <li>• Encouraging self-reliance, fostering initiative, and contributing by involving students in decision-making processes that lead to selecting the best modern approaches for understanding the Prophetic Hadith.</li> <li>• Developing the talents of Quranic science students and enhancing their competence to ensure community engagement with the Prophetic Hadith, its methods of</li> </ul>	

transmission, and its chains of narration.

- Preparing and presenting scientific research.
- Participating in group and individual activities and practicing selecting hadiths according to a specific methodology and a hadith scholar.

Linking learning and training with practical experience and interests through the development of related projects

<b>10. Course Structure</b>					
<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>
1.	Bachelor of Islamic Education	Introduction: An introduction to the methodologies of hadith scholars and their importance.	Theoretical	tests	
2.		The Compendium			
3.		The Sunnahs			
4.		The Classification			
5.		Al-Muwatta			
6.		First Month Test			
7.		Groups			
8.		Additions			
9.		Supplements			
10.		Extracts			
11.		Musnads			
12.		Defects			

13.		<b>Other</b>			
14.		<b>Applications the Methodologies Hadith Scholars in Their Books</b>			
15.		<b>Al-Bukhari's Methodology His Sahih</b>			
16.		<b>Muslim's Methodology his Sahih</b>			
17.		<b>Muslim's Methodology his Sahih</b>			
18.		<b>Second Month Test</b>			
19.		<b>Al-Kulayni's Methodology al-Kafi</b>			
20.		<b>Al-Kulayni's Methodology al-Kafi</b>			
21.		<b>Al-Saduq's Methodology Man Yahduruhu Fayyah</b>			
22.		<b>Methodologies Hadith Study</b>			
23.		<b>1- The Analytical Method</b>			
24.		<b>1- The Analytical Method</b>			
25.		<b>1- The Analytical Method</b>			
26.		<b>Dialectical approach</b>			
27.		<b>Dialectical approach</b>			
28.		<b>Comparative Methodology</b>			

29.		<b>Comparative Methodology</b>			
30.		<b>Review</b>			
<b>31. Course Evaluation</b>					
The general concept of the Hadith scholars' methodologies, Hadith education, educational goals according to the noble Prophetic Hadith, educational fields in the noble Hadith, educational methods and approaches in the Hadith scholars' methodologies through the texts of the Hadith, Hadith in schools.					
<b>32. Learning and Teaching Resources</b>					
Required textbooks (methodology, if applicable):			Required textbooks (methodology, if applicable):		
Main references (sources)			Main references (sources): The Methodologies of the Hadith Scholars – Dr. Ali Khudair Hajji		
Recommended books and references (scientific journals, reports...)			Concise lectures prepared by course instructor		
Electronic References, Websites			Comprehensive library		

## Course description form

1. Course Name:	science same the growth
2. Course Code:	<b>EGIS_2081</b>
3. Semester / Year:	the first And the second 2025-2026
4. Description Preparation Date:	21/9/2025
5. Available Attendance Forms:	My presence
6. Number of Credit Hours (Total) / Number of Units (Total)	Number of units (total)60 hours / 30 units
7. Name of the course administrator (if more than one name is mentioned)	prof. Dr. Imad Abed Hamza Hammadi Al-Atabi <a href="mailto:amad@mu.edu.iq">amad@mu.edu.iq</a>
Course objectives	
Special goals: 1- Informing the student about the concept of developmental psychology, its importance and goals. 2- Giving the student the ability to know the demands of growth at each developmental stage. 3- That the student masters the principles of growth. 4- The student should distinguish between theories of psychological development. 5- That the student understands the importance of adolescence and its characteristics. 6- Increasing the student's awareness of the greatness of the Creator and the stages of growth in the Holy Qur'an.	General objectives: Familiarizing students with the general concepts of the subject, teaching methods, and a number of teaching methods, in particular. In general, they are introduced to a number of concepts of the educational process, educational psychology, and applications derived from learning theories.
2. Teaching and learning strategies	
the offer – Clarification - discussion - Training	<b>The strategy</b>
3. Course structure	

Evaluation Method	Learning Method	Name Of The Unit Or Topic	Required Learning Outcomes	Hours	The Week
Oral Test	Lecture	The Concept And Subject Of Developmental Psychology	Bachelor Of Qur'anic Sciences And Islamic Education	2	The First
Cone	Discussion	The Importance And Objectives Of Studying Growth	Bachelor Of Qur'anic Sciences And Islamic Education	2	The Second
Microlearning	Dialogue	Research Methods In Developmental Psychology	Bachelor Of Qur'anic Sciences And Islamic Education	2	The Third
Write A Summary	Collaborative Learning	Growth Characteristics	Bachelor Of Qur'anic Sciences And Islamic Education	2	The Fourth
Oral Test	Brainstorming	General Laws Of Growth	Bachelor Of Qur'anic Sciences And Islamic Education	2	<b>Fifth</b>
Cone		Factors Affecting Growth	Bachelor Of Qur'anic Sciences And Islamic Education	2	VI
Microlearning	Think-Pair-Share	Growth Demands	Bachelor Of Qur'anic Sciences And Islamic Education	2	Seventh

	Strategy				
Write A Summary	Lecture	Exam	Bachelor Of Qur'anic Sciences And Islamic Education	2	VIII
Oral Test	Discussion	Growing Stages	Bachelor Of Qur'anic Sciences And Islamic Education	2	Ninth
Cone	Dialogue	Growth Manifestations	Bachelor Of Qur'anic Sciences And Islamic Education	2	The Tenth
Microlearning	Collaborative Learning	(Childhood) Definition	Bachelor Of Qur'anic Sciences And Islamic Education	2	Eleventh
Write A Summary	Brainstorming	Pre-School Childhood (2-5)	Bachelor Of Qur'anic Sciences And Islamic Education	2	Twelveth
Oral Test	Diction	Pre-School Childhood (6-12)	Bachelor Of Qur'anic Sciences And Islamic Education	2	Thirteenth
Cone	Think-Pair-Share Strategy	Developmental Theories: Psychoanalytic Theory Of Psychological And Sexual Development	Bachelor Of Qur'anic Sciences And Islamic Education	2	Fourteenth
Microlearning	Lecture	Assignments And Projects For The First Semester	Bachelor Of Qur'anic Sciences And Islamic Education	2	Fifteenth
Exam	Written Exam	Exam	Bachelor Of Qur'anic Sciences And Islamic Education	2	<b>Sixteen</b>
Oral Test	Dialogue	Erik Erikson's Theory Of Psychosocial Development	Bachelor Of Qur'anic Sciences And Islamic Education	2	<b>Seventeenth</b>
Cone	Collaborative Learning	Educational Applications Of Developmental Theories	Bachelor Of Qur'anic Sciences And Islamic Education	2	<b>Eighteen</b>
Microlearning	Brainstorming	Stages Of Development (Adolescence): Defining The Importance Of Adolescence	Bachelor Of Qur'anic Sciences And Islamic Education	2	<b>Nineteenth</b>
Write A Summary		Stages Of Development (Adolescence) Defined	Bachelor Of Qur'anic Sciences And Islamic Education	2	<b>The Twentieth</b>
Oral Test	Think-Pair-Share Strategy	Stages Of Development (Adolescence) Characteristics Of Adolescence	Bachelor Of Qur'anic Sciences And Islamic Education	2	<b>21st</b>
Cone	Lecture	Stages Of Growth (Adolescence): The Changes That Accompany Adolescence	Bachelor Of Qur'anic Sciences And Islamic Education	2	<b>Twenty Tow</b>
Microlearning	Discussion	Adolescence Models)1)	Bachelor Of Qur'anic Sciences And Islamic Education	2	<b>Twenty Third</b>
Write A Summary	Dialogue	Adolescence Models)2)	Bachelor Of Qur'anic Sciences And Islamic Education	2	<b>Twenty Fourth</b>
Oral Test	Collaborative	Important Needs In Adolescence	Bachelor Of Qur'anic Sciences And Islamic	2	25th

	Learnin g		Education		
Cone	Brainsto rming	Adolescent Problems (1)	Bachelor Of Qur'anic Sciences And Islamic Education	2	Twenty-Sixth
Microlearn ing		Adolescent Problems (2)	Bachelor Of Qur'anic Sciences And Islamic Education	2	27th
Write A Summary	Think- Pair- Share Strategy	Religious Development In Adolescence	Bachelor Of Qur'anic Sciences And Islamic Education	2	Twenty- Eighth
Oral Test	Lecture	Duties And Projects For The Second Semester	Bachelor Of Qur'anic Sciences And Islamic Education	2	Twenty-ninght
Written Exam		Review	Bachelor Of Qur'anic Sciences And Islamic Education	2	Thirty

4. Course evaluation	
Exam results - discussions and session management	
5. Learning and teaching resources	
There are no books	Required textbooks (methodology, if any)
Achievement of the material depends on the slides that are presented in the class (power point) and notes extracted from discussions between the professor and students, in addition to the notes of the subject professor, in addition to what is available in some external sources recommended by the subject professor.	Main references (sources)
Developmental psychology of childhood and adolescence <a href="#">Hamed Abdel Salam Zahran</a> Other sources are determined as needed for each topic	Recommended supporting books and references (scientific journals, reports....)
Google and major university libraries	Electronic references, Internet sites

## Course Description Form

1. Course Name: Islamic Jurisprudence of Personal Transaction	
2. Course Code:	
3. Semester / Year: 2025–2026	
4. Description Preparation Date: 2/4/2026	
5. Available Attendance Forms: In-Class	
6. Number of Credit Hours (Total) / Number of Units (Total) 90/3	
7. Course administrator's name (mention all, if more than one name) : Prof. Dr. Salam Razzaq Hassoun	
Name:	
Email:	
8. Course Objectives	
2\ employing correct methods in a manner appropriate to your status as a Muslim and in adherence to divine rulings and teachings, and how to preserve the family from dissolution.	1\ Enable students to identify and apply rulings of marriage and related matters in cited contract, as well as provisions of divorce, wills, inheritance, and maintenance, so that they can distinguish right from wrong through correct wording drawn from various texts.
3\ Rights and duties of both parties and consequences arising therefrom	
9. Teaching and Learning Strategies	
<b>Strategy</b>	<ul style="list-style-type: none"> <li>-formative assessment through daily exams, observation of students' performance in class discussions, homework, and follow-up, and classroom assessment.</li> <li>-Diagnostic assessment in periodic and final exams, for issuing pass/fail judgments</li> </ul>
10. Course Structure	

A-Cognitive Objectives.

A1. Enable students to identify and master the Sharia rulings that test the responsible individual.

A2. Enable students to apply those texts by reading and organizing them.

A3. Teach students Sharia rulings and Islamic teachings.

A4. Educate students on the importance of jurisprudence (fiqh) and its role in public life.

A5. Practical application of the rulings and demonstration of their formative effects.

A6. Introduction to human-related rulings within the family domain, including marriage, divorce, maintenance, dowry, child custody, rights, and other matters, in accordance with the correct Sharia perspective.

B - Specific Competency Goals of the Course

B1. Directing the juristic reasoning of the responsible person for certain rulings that are tested in various texts.

B2. Developing sound juristic sense and legislative discernment enabling them to judge the validity of texts.

B3. Enhancing the cognitive understanding of Sharia and its role in serving the community

C- Transferable General and Employability Skills (Other skills related to employability and personal development)

D1. Ability to perform linguistic correction and edit/read texts (both written and spoken)

D2. Acquire knowledge of modern dialogue and communication systems

D3. Acquire knowledge through understanding the legal rulings and their applications

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-	3	Knowledge of the Essence/Reality of a Contract	Jurisprudence of Personal Status and the Opinions of the Jurists on Whether They Are Contracts or Acts/ Events	Theoretical	Test
2-	3	Mutual Rights of the Parties and the True Nature of a Muslim Family (or: The True Characteristics/ Qualities of a Muslim Family)	Words of Sayyid al-Sadr regarding women before Islam, and among previous nations, and Islam's honor/esteem for them	Theoretical	Test
3-	3	The Islamic Sects' Perspectives on Texts and Divergence in Understanding	The Prerequisites/ Preliminaries to the Nikah Contract: From the Engagement (Khitbah) to Its Conditions, and the Disagreement Among	Theoretical	Test

			Islamic Sects		
4-	3	general concepts	Definition of contract form, harm to the wife, dowry, reasons for annulment, etc	Theoretical	Test
5-	3	terms of the contract	Explaining the conditions and pillars of the marriage contract, its rulings, and the opinions of Islamic sects	Theoretical	Test
6-	3	Explaining the concept of immediacy and disagreement in it	Definition of immediacy, formula, past tense, how to conclude a marriage contract and its types	Theoretical	Test
7-	3	The conditions of the wife	The conditions of the wife over the husband and vice versa are valid according to Islamic sects	Theoretical	Test
8-	3	temporary prohibition on marriage	Explaining the meaning of temporary taboos and permanent taboos and their sections	Theoretical	Test
9-	3	The truth guardianship	Definition of guardianship according to schools of thought, the order of guardians in the marriage contract, and its limits	Theoretical	Test
10-	3	conditions for marriage	Statement of the rulings for the Muslim family at the chest and conditions for marriage in the Holy Qur'an	Theoretical	Test

11-	3	The conditions	Qualities of the couples and their conditions	Theoretical	Test
12-	3	Justifications of termination	Justifications for terminating a marriage contract	Theoretical	Test
13-	3	The fact of Dowry	Dowry: its types, its necessity, and the disagreement between schools of thought regarding it	Theoretical	Test
14-		Polygamy	Polygamy and the opinions of other schools of thought regarding it	Theoretical	Test
15-	3	Definition of the contract	Jurisprudence of personal status and the opinion of jurists that it is one of contracts or rhythms	Theoretical	Test
16	3	Jurists' sayings about the family	Women before Islam and among previous nations, and Islam's honoring of them in the perspective of Sayyid al-Sadr	Theoretical	Test
17	3	Jurisprudential disagreement regarding divorce	Divorce, its types, conditions, and the disagreement among jurists regarding it	Theoretical	Test
18	3	Conditions for divorce	conditions for the divorced man and woman	Theoretical	Test
19	3	Types of divorce	heretical divorce, Sunni divorce (revocable divorce), and the disagreement about them	Theoretical	Test
20	3	Test	Second month test	Theoretical	Test
21	3	Divorce of the sick	Divorce of the sick and its occurrence	Theoretical	Test

22	3	Shighar marriage	Shighar marriage and its ruling according to Islamic schools of thought	Theoretical	Test
23	3	Zihar and Li'an	Explaining the meaning of Zihar, Ila', and Li'an	Theoretical	Test
24	3	Various issues	Issues on divorce and its ruling according to Islamic schools of thought.	Theoretical	Test
25	3	The reality of alimony	alimony, its ruling and reason	Theoretical	Test
26	3	Conditions of maintenance	Conditions of maintenance, when they are fulfilled, and the disagreement between the schools of thought	Theoretical	Test
27	3	Test	Third month test optional)(	Theoretical	Test
28	3	Breastfeeding	Breastfeeding, the spread of sanctity, and its rulings	Theoretical	Test
29	3	Resources for Proving Lineage	Proving Lineage and its Conditions	Theoretical	Test
30	3	Final Exam	Final Exam	Theoretical	Test

#### 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

#### Learning and Teaching Resources

Required textbooks (curricular books, if any)	Shara'i' al-Islam by al-Muhaqqiq al-Hilli, Fiqh al-Quran by jurist Muhammad Sadiq al-Sadr, The Family in Islam by Sayyid al-Sadr, The Jurisprudential Method by Mustafa al-Dukhan,
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	Jurisprudence of the Five Schools of Thought by Muhammad Jawad Mughniyah
Main references (sources)	Sharia al-Islam by al-Muhaqqiq al-Hilli, Jurisprudence According to the Five Schools of Thought
Recommended books and references (scientific journals, reports...)	Jurisprudential books related to Islamic rulings: Masalik al-Afham, Jawahir al-Kalam
Electronic References, Websites	Ahl al-Bayt Jurisprudence Library, Sunni Library of Interpretation

## Course Description Form

<b>1. Course Name:</b>	
Islamic faith – third grade	
<b>2. Course Code:</b>	
3051	
<b>3. Semester / Year:</b>	
Annual system	
<b>4. Description Preparation Date: 21/9/2025</b>	
21/9/2025	
<b>5. Available Attendance Forms:</b>	
The presence	
<b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>	
60	
<b>7. Course administrator's name (mention all, if more than one name)</b>	
Name: Saleh Mahdi Jaber Email: <a href="mailto:saleh.mahdi@mu.edu.iq">saleh.mahdi@mu.edu.iq</a>	
<b>8. Course Objectives</b>	
<b>Course Objectives</b>	<p><b>It is the complete and certain Islamic conception of God the Creator, the universe, man and life.</b></p> <ul style="list-style-type: none"> <li><b>– Knowing the doctrine in its correct form because the doctrine the foundation upon which human actions are built</b></li> <li><b>– The correct belief keeps a person away from sin and committing forbidden things.</b></li> <li><b>– Realizing the extent of the individual’s religious and spiritual need for faith beliefs.</b></li> <li><b>– Enjoying an academic ability to add to the information we have acquired in life.</b></li> </ul>
<b>9. Teaching and Learning Strategies</b>	
<b>Strategy</b>	<ul style="list-style-type: none"> <li>• Focus on faith because of its great importance in organizing the affairs of a Muslim’s life.</li> </ul> <p>The study of faith represents the most important religious sciences because it is the foundation upon which other branches of religion are built.</p> <ul style="list-style-type: none"> <li>- Dealing with the study of faith in an academic manner, away from</li> </ul>

sectarianism, sectarian strife, and inherited traditions that society has acquired without knowledge or investigation.  
 - Highlighting the scientific, human and social value of the Islamic faith in comparison with the beliefs of other religions.  
 For students to realize that knowledge, no matter how great status and status, will never be a substitute for religion.

#### 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-	2	Bachelor's	The mind's need prophecy	test	Recitation a discussion
2	2	Bachelor's	Deniers of prophecies	test	Recitation a discussion
3-	2	Bachelor's	The mission prophecy	test	Recitation a discussion
4	2	Bachelor's	Definition of prophecy	test	Recitation a discussion
5-	2	Bachelor's	Ways to prophecy	test	Recitation a discussion
6	2	Bachelor's	Number of prophets	test	Recitation a discussion
7-	2	Bachelor's	Necessities prophecy	test	Recitation a discussion
8	2	Bachelor's	Characteristics of Messengers: infallibility - report - intelligence	test	Recitation a discussion
9-	2	Bachelor's	Masculinity - safe from imperfection	test	Recitation a discussion
10	2	Bachelor's	Revelation	test	Recitation a discussion
11-	2	Bachelor's	Types of revelation	test	Recitation a discussion
12	2	Bachelor's	Miracles and their signs	test	Recitation a discussion
13-	2	Bachelor's	Proof of Prophethood	test	Recitation a discussion

Muhammad (PBUH)					
14	2	Bachelor's	Imamate	test	Recitation a discussion
15-	2	Bachelor's	Front strips	test	Recitation a discussion
16	2	Bachelor's	The other day	test	Recitation a discussion
17-	2	Bachelor's	Ruling on belief in the L Day	test	Recitation a discussion
18	2	Bachelor's	Cessation of work after de	test	Recitation a discussion
19-	2	Bachelor's	Bad ending/repentance	test	Recitation a discussion
20	2	Bachelor's	Death and aftermath	test	Recitation a discussion
21-	2	Bachelor's	Al-Barzakh - mean of the grave	test	Recitation a discussion
22	2	Bachelor's	Hour - day of the ho	test	Recitation a discussion
23	2	Bachelor's	Pictures - Al-Hashr	test	Recitation a discussion
24-	2	Bachelor's	Presentation calculation	test	Recitation a discussion
25	2	Bachelor's	Basin - Libra	test	Recitation a discussion
26-	2	Bachelor's	The wisdom of Libr	test	Recitation a discussion
27	2	Bachelor's	Paradise - People Paradise	test	Recitation a discussion
28-	2	Bachelor's	Descriptions of hea	test	Recitation a discussion
29	2	Bachelor's	Hell - People of Hel	test	Recitation a discussion
30-	2	Bachelor's	Descriptions of people of Hell	test	Recitation a discussion

### 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

- Monthly and daily exams
- Scientific reports

## 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Fundamentals of Religion - Rashid Aly 2- The Islamic Doctrine - Mustafa Al-Kh 3- The Imami Doctrine - Muhamm Redha Al-Muzaffar 4- The Islamic Doctri - Al-Subhani
Main references (sources)	1- Al-Amali - Sheikh Al-Mufid 2- Beliefs - Al-Saduq 3- Al-Baghdadi - The difference between the sects 4- Al-Ghazali - Economy in Belief
Recommended books and references (scientific journals, reports...)	Fundamentals of Doctrine - Sayy Muhammad Saeed Al-Hakim
Electronic References, Websites	Websites concerned with religious matters

## Course Description Form

<b>1. Course Name:</b>	
Islamic faith – second grade	
<b>2. Course Code:</b>	
1112	
<b>3. Semester / Year:</b>	
Annual system	
<b>4. Description Preparation Date: 21/9/2025</b>	
21/9/2025	
<b>5. Available Attendance Forms:</b>	
The presence	
<b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>	
60	
<b>7. Course administrator's name (mention all, if more than one name)</b>	
Name: Saleh Mahdi Jaber Email: <a href="mailto:saleh.mahdi@mu.edu.iq">saleh.mahdi@mu.edu.iq</a>	
<b>8. Course Objectives</b>	
<b>Course Objectives</b>	<p><b>Belief is part of the human personality and is a general human phenomenon that exists with man and will remain with his survival.</b></p> <ul style="list-style-type: none"> <li><b>– Knowing the doctrine in its correct form because the doctrine is the foundation upon which human actions are built</b></li> <li><b>– The correct belief keeps a person away from sin and committing forbidden things.</b></li> <li><b>– Realizing the extent of the individual's religious and spiritual need for faith beliefs.</b></li> <li><b>– Enjoying an academic ability to add to the information we have acquired in life.</b></li> </ul>
<b>9. Teaching and Learning Strategies</b>	
<b>Strategy</b>	<ul style="list-style-type: none"> <li>• Focus on faith because of its great importance in organizing the affairs of a Muslim's life.</li> </ul> <p>The study of faith represents the most important religious sciences because it is the foundation upon which other branches of religion are built.</p> <p>- Dealing with the study of faith in an academic manner, away from</p>

sectarianism, sectarian strife, and inherited traditions that society has acquired without knowledge or investigation.  
 - Highlighting the scientific, human and social value of the Islamic faith in comparison with the beliefs of other religions.  
 For students to realize that knowledge, no matter how great status and status, will never be a substitute for religion.

#### 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-	2	Bachelor's	A general introduction to the doctrine	test	Recitation and discussion
2	2	Bachelor's	Introduction to the Islamic religion	test	Recitation and discussion
3-	2	Bachelor's	Introducing the Islamic faith in language terminology	test	Recitation and discussion
4	2	Bachelor's	Names of knowledge of faith	test	Recitation and discussion
5-	2	Bachelor's	The connection of faith with morals and society	test	Recitation and discussion
6	2	Bachelor's	Refining false ideas and beliefs	test	Recitation and discussion
7-	2	Bachelor's	The role of faith in life	test	Recitation and discussion
8	2	Bachelor's	The purpose of studying the Islamic faith	test	Recitation and discussion
9-	2	Bachelor's	The most important schools (Imami, Khariji, Mu'tazilites, Ash'aris)	test	Recitation and discussion
10	2	Bachelor's	Sources of knowledge	test	Recitation and discussion
11-	2	Bachelor's	Evidence that requires the existence of God	test	Recitation and discussion
12	2	Bachelor's	- Evidence of the existence of God	test	Recitation and discussion
13-	2	Bachelor's	Evidence of the existence of God, Part 2	test	Recitation and discussion

14	2	Bachelor's	Evidence of occurrence and necessity	test	Recitation and discussion
15-	2	Bachelor's	End of first semester test	test	Recitation and discussion
16	2	Bachelor's	Care and Invention Guide	test	Recitation and discussion
17-	2	Bachelor's	Existential and moral evidence	test	Recitation and discussion
18	2	Bachelor's	Discussing the opinions of Islamic schools regarding the evidence of His existence	test	Recitation and discussion
19-	2	Bachelor's	His (inner) attributes, the opinion of Islamic schools	test	Recitation and discussion
20	2	Bachelor's	His (actual) attributes, opinion of Islamic schools	test	Recitation and discussion
21-	2	Bachelor's	The relationship attributes to the divine essence	test	Recitation and discussion
22	2	Bachelor's	What is impossible for God Almighty	test	Recitation and discussion
23	2	Bachelor's	Divine justice	test	Recitation and discussion
24-	2	Bachelor's	Divine Justice Part 2	test	Recitation and discussion
25	2	Bachelor's	Problems about justice	test	Recitation and discussion
26-	2	Bachelor's	Fate and destiny	test	Recitation and discussion
27	2	Bachelor's	Improvement and ugliness	test	Recitation and discussion
28-	2	Bachelor's	The beginning	test	Recitation and discussion
29	2	Bachelor's	Standard of differentiation between people	test	Recitation and discussion
30-	2	Bachelor's	A general introduction to the doctrine	test	Recitation and discussion

## 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

- **Monthly and daily exams**
- **Scientific reports**

## 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Fundamentals of Religion - Rashid Aly 2- The Islamic Doctrine - Mustafa Al-Kh 3- The Imami Doctrine - Muhamm Redha Al-Muzaffar 4- The Islamic Doctri - Al-Subhani
Main references (sources)	1- Al-Amali - Sheikh Al-Mufid 2- Beliefs - Al-Saduq 3- Al-Baghdadi - The difference between the sects 4- Al-Ghazali - Economy in Belief
Recommended books and references (scientific journals, reports...)	Fundamentals of Doctrine - Sayy Muhammad Saeed Al-Hakim
Electronic References, Websites	Websites concerned with religious matters