

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



Academic Program and Course Description Guide

2024

Introduction:

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

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

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

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

Concepts and terminology:

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

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

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

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

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

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

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

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

Academic Program Description Form

University Name: University of Diyala

Faculty/Institute: College of Islamic Sciences

Scientific Department: Islamic Belief and Thought

Academic or Professional Program Name: Bachelor's degree in Islamic belief and thought

Final Certificate Name: Bachelor's Degree in Islamic Sciences

Academic System: The Semester System

Description Preparation Date: 2023\2024

File Completion Date: 24\4\2024

Signature:

Head of Department Name:

Prof. Dr. Yasser Saeb

Date: 24\4\2024

Signature:

Scientific Associate Name:

Prof. Dr. Ahmed Aboud

Date: 24\4\2024

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date: 24\4\2024

Signature:

Approval of the Dean

Prof. Omar Abdullah Nagmeldin

1. Program Vision

Remember to see the program as stated in the university prospectus and website.

The academic program description provides a necessary summary of the most important characteristics of the program and the learning outcomes that the student is expected to achieve, demonstrating whether he has made the most of the available opportunities. It must be linked to the academic program. The Department of Islamic Belief and Thought seeks to highlight the foundations of the Islamic religion, deepen belonging to Islam, and link the Muslim to the two sources, the Qur'an and Sunnah, and give him insight into the origins of moral and civilizational values in them, in order to build and protect him in belief, thought, and behavior from the intellectual currents opposed to Islam.

Highlighting the comprehensive view of Islam as a comprehensive approach to all aspects of life, based on faith in God, and getting rid of the partial view of Islam that limits it to some aspects of life.

2. Program Mission

State the program's mission as stated in the university's bulletin and website.

Among the tasks of the Department of Islamic Doctrine and Thought are:

Graduating competent students specialized in the Islamic faith, the Prophet's hadith, interpretation, and Islamic thought

Demonstrating the superiority and distinction of Islam over intellectual doctrines and ideologies in all matters of life and demonstrating its ability to lead them in the face of the failure of those doctrines and ideologies.

Developing students' skills in the field of scientific research and editing manuscripts in a solid scientific manner.

3. Program Objectives

General statements that describe what the program or institution intends to achieve.

Preparing an elite group of specialists in the forensic sciences capable of carrying out the scientific and advocacy mission to be a cultural and scientific project.

Improving the reality of the curricula prescribed in the college in various specializations and developing them to suit the requirements and developments of the times.

Improving the scientific level of the department's teachers through preparing contemporary scientific research and participating in seminars, lectures and conferences inside and outside the university.

Preparing teachers specialized in teaching Islamic education to support the education directorates in the governorate.

4. Program Accreditation

Does the program have program accreditation? From which side?

no

5. Other external influences

Is there a sponsor for the program?

Ministry of Higher Education and Scientific Research – University of Diyala –
College of Islamic Sciences (summer training)

6. Program Structure

| Program Structure | Number of Courses | Credit hours | Percentage | Reviews* |
|--------------------------|-------------------|--------------|------------|----------|
| Institution Requirements | / | / | / | |
| College Requirements | ٥٩ | ١٣٨ | %١٠٠ | |
| Department Requirements | ٥٩ | ١٣٨ | %١٠٠ | |
| Summer Training | / | / | / | |
| Other | / | / | / | |

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

7. Program Description

| Year/Level | Course Code | Course Name | Credit Hours | |
|------------|-------------|-----------------|--------------|-----------|
| | | | theoretical | Practical |
| ٢٠٢٤-٢٠٢٣ | | Islamic systems | 2 | |

8. Expected Learning Outcomes of The Program

| | |
|---------------------|-------------------------------|
| Knowledge | |
| Learning Outcomes 1 | Learning Outcomes Statement 1 |
| Skills | |
| Learning Outcomes 2 | Learning Outcomes Statement 2 |
| Learning Outcomes 3 | Learning Outcomes Statement 3 |
| Ethics | |
| Learning Outcomes 4 | Learning Outcomes Statement 4 |
| Learning Outcomes 5 | Learning Outcomes Statement 5 |

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| 9. Teaching and Learning Strategies |
| Teaching and learning strategies and methods adopted in implementing the program in general. |
| Comprehension and understanding of the material with regard to the required vocabulary |
| 1- Prepare daily plans |
| 2- Use video presentations and PowerPoint during explanations |
| 3- Preparing illustrative means |
| 4- Preparing brief reports on some topics |
| 5 – Actual practical participation in preparing specialized reports and posters |

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| 10. Evaluation Methods |
| Implementing it in all stages of the program in general. |
| Monthly written tests |
| Weekly oral tests |
| Research contributions (reports) |

| | | | |
|------------------------|----------------|---------------------------------|------------------------------|
| 11. Faculty | | | |
| Faculty Members | | | |
| Academic Rank | Specialization | Special Requirements/Skills (if | Number of the teaching staff |

| | | | applicable) | | | |
|--------------------------------|---------|---------|-------------|--|-------|----------|
| | General | Special | | | Staff | Lecturer |
| Prof. Dr. Awad Jadoua Ahmed | | | | | Staff | |

Professional Development

Mentoring New Faculty Members

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

Professional Development of Faculty Members

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

- Urging professors to participate in specialized seminars and international conferences.
- Working to participate in publishing specialized research that contributes to the scientific development of the professor.

12. Acceptance Criterion

(Establishing regulations related to admission to the college or institute, whether central admission or others mentioned)

- Graduates of preparatory school in all its branches.

13. The Most Important Sources of Information About The Program

Remember briefly.

- (1) Religious Sociology, Dr. Abdullah Al-Khereiji, first edition, Ramatan, Jeddah, 1982.
- (2) Religious Sociology Basic Concepts - Origins and Development, Silwan Fawzi Al-Obaidi, Anas Abbas Ezzwan
- (3) Internet search engine

14. Program Development Plan

By following the plans drawn up, represented by the vision, goals, and mission, by the college and

the department, which are plans that seek to advance the educational reality at all levels.

| Program Skills Outline | | | | | | | | | | | | | | | |
|------------------------|-------------|-----------------|-------------------|------------------------------------|----|----|----|--------|----|----|----|--------|----|----|----|
| | | | | Required program Learning outcomes | | | | | | | | | | | |
| Year/Level | Course Code | Course Name | Basic or optional | Knowledge | | | | Skills | | | | Ethics | | | |
| | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 |
| 2023-2024 | | Islamic systems | basic | | √ | √ | | | | √ | | | √ | √ | |
| | | | | | | | | | | | | | | | |

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

Course Description Form

| 1. Course Name: | | | | | |
|--|-------|--|---|-----------------|-------------------|
| Islamic systems | | | | | |
| 2. Course Code: | | | | | |
| The second stage | | | | | |
| 3. Semester / Year: | | | | | |
| The first course | | | | | |
| 4. Description Preparation Date: | | | | | |
| 2023–2024 | | | | | |
| 5. Available Attendance Forms: | | | | | |
| Daily | | | | | |
| 6. Number of Credit Hours (Total) / Number of Units (Total): | | | | | |
| 30/ Number of units (total) 2 | | | | | |
| 7. Course administrator's name (mention all, if more than one name) | | | | | |
| : Prof. Dr. Awad Jadoua Ahmed Email: alsosou2@gmail.com | | | | | |
| 8. Course Objectives | | | | | |
| Course Objectives | | | <p>Understanding the general laws of Islamic systems 1.</p> <p>Distinguish wrong from right 2.</p> <p>3. Cultivating the ability to think correctly in the student</p> <p>1. Developing students' thinking patterns and developing their analytical ability</p> | | |
| 9. Teaching and Learning Strategies | | | | | |
| Strategy | | <ul style="list-style-type: none"> • Lecture method • Discussion method • Method of interrogation • Electronic presentations | | | |
| 10. Course Structure | | | | | |
| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
| 1 | ٢ | Enabling students to | Definition of | Written exam | Electronic |

| | | | | | |
|----|---|-----------------------|----------------|---------------|-----------------|
| 2 | ۲ | understand scientific | scientific | with | lectures, smart |
| 3 | ۲ | material | terms | assignments a | board and pen |
| 4 | ۲ | = | The | reports | = |
| 5 | ۲ | = | importance | = | = |
| 6 | ۲ | = | the topic | = | = |
| 7 | ۲ | = | The reasons | = | = |
| 8 | ۲ | = | that led to th | = | = |
| 9 | ۲ | = | emergence of | = | = |
| 10 | ۲ | = | Islamic | = | = |
| 11 | ۲ | = | systems | = | = |
| 12 | ۲ | = | Religious | = | = |
| 13 | ۲ | = | situation | = | = |
| 14 | ۲ | = | before Islam | = | = |
| 15 | ۲ | = | Divine from | = | = |
| | | | God | = | |
| | | | The doctrina | = | |
| | | | religious, | = | |
| | | | social, mora | | |
| | | | political, | | |
| | | | economic, et | | |
| | | | system | | |
| | | | The religiou | | |
| | | | situation in | | |
| | | | Islam | | |
| | | | A look at the | | |
| | | | traditions of | | |
| | | | governance | | |
| | | | after the | | |
| | | | emergence of | | |
| | | | Islam | | |
| | | | A look at the | | |
| | | | traditions of | | |
| | | | governance | | |
| | | | after the | | |
| | | | emergence of | | |
| | | | Islam | | |
| | | | The Qur'an | | |
| | | | and the | | |
| | | | Sunnah | | |
| | | | Imam's | | |
| | | | powers | | |
| | | | Characterist | | |
| | | | of the Caliph | | |

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|--|--|--|---|--|--|
| | | | and the Imam the state The beginning of the emergence of the ministry - | | |
|--|--|--|---|--|--|

11. Course Evaluation

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

- Daily preparation.
- Daily exams.
- Oral and monthly tests.
- Written tests.
- Preparing reports and research projects.
- Quarterly activities and participation in discussions.
- Student performance in class and interaction with study materials

12. Learning and Teaching Resources

| | |
|--|---|
| Required textbooks (methodology, if any) | Islamic systems according to the project to develop colleges of Islamic sciences |
| Main references (sources) | The book Islamic Systems by Dr. Subhi Al-Saleh Islamic Systems Munir Al-Bayal |
| Recommended books and references (scientific journals, reports...) | Specialized books on human rights and democracy As well as periodic research and theses |
| Electronic References, Websites | 1 - Academic journals website, the scientific researcher's engine 2 - Discreet websites. 3- The comprehensive and virtual library. 4- Library locations in some international universities |

