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Academic Program Description

the introduction:

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

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

This second edition of the guide includes a description of the academic program, updated with the vocabulary and paragraphs of the previous guide, reflecting the latest developments in the Iraqi education system. This includes a description of the academic program in its traditional form (annual, semester-based system), as well as the standardized academic program description adopted by the Department of Studies.TTM3/2906 dated 3/5/2023 regarding programs that rely on the Bologna Process as the basis for their work.

In this regard, we cannot but emphasize the importance of writing descriptions of academic programs and courses.To ensure the smooth running of the educational process.

Concepts and terminology:

a descriptionThe programAcademic:The academic program description provides a concise summary.Based on its vision, mission, and goals, including a detailed description of the targeted learning outcomes according to specific learning strategies.

a descriptionThe course:It provides a concise summary of the most important characteristics of the course and the learning outcomes expected of the student, demonstrating whether he has made the most of the available learning opportunities.And it is derived fromProgram description.

Program vision:An ambitious vision for the future of the academic program: to be a sophisticated, inspiring, motivating, realistic, and applicable program.

Program message:The goals and activities necessary to achieve them are briefly explained, and the paths and directions of program development are identified.

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

Curriculum structure:All courses/study materials included in the academic program according to the approved learning system (semester, annual, Bologna track) whether they are required (Ministry, University, College and Scientific Department) with the number of study units.

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

Education strategiesand learning: These are the strategies used by faculty members to enhance student teaching and learning; they are plans followed to achieve learning objectives.Describe all activitiesThe classroom and non-classicalTo achieve learning outcomesFor the program.

Academic Program Description Form

University Name: University of Diyala

College/Institute: College of Islamic Sciences

Scientific Department: Department of Creed and Islamic Thought

Academic or Professional Program Name: Bachelor's Degree in Creed and Islamic Thought

Final Degree Awarded: Bachelor's Degree in Creed and Islamic Thought

Academic System: Semester System (Second Semester)

Date of Program Description Preparation: 2026/2027

Date of File Completion: 1/02/2027

Signature:



Name of the Head of the Department:

Assist. Prof. Dr. Othman Shihab Ahmed

Date: 1/2/2027

Signature:



Name of the Scientific Assistant:

Prof. Dr. Hassan Mohsen Sayhoud

Date: 1/2/2027

University Reviewed by the Quality Assurance and Performance Division

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

Prof. Dr. Awad Jadoua Ahmed

Date: 3/2/2027

Signature:



Approval of the Dean
Prof. Dr. Fadhil Ahmed
Hussein

Date: 3/2/2027

Program Vision .١

to rememberView the program as stated in the university's brochure and website.

Program message .٢

to rememberThe program's message as stated in the university's newsletter and website.

Program objectives .٣

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

Program accreditation .٤

Is the program accredited? And by which body?

Other external influences .٥

Is there a sponsor for the program?

Program structure .٦

comments *	Percentage	Study unit	Number of courses	Program structure
				Institutional requirements
				College requirements
				Department requirements
				Summer training

				Other
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* The notes may include whether the course is core or elective.

Program Description .Y				
Credit Hours		Course name	Course code	Year / Level
practical	theoretical			2026–2027
–	3	Theological schools		Phase Three / Second Course

Expected learning outcomes of the program .A	
Knowledge	
Learning Outcomes Statement 1 The student is expected to possess solid scientific knowledge inarealslamic doctrine and thought, including its concepts, sources, and methodologies, with an overview of its most prominent schools and trends within their historical context.and scientificThis contributes to the formation of a scientific understanding.disciplinedBalanced by the nature of the field and the diversity of its approaches.	Learning Outcomes 1 Acquiring solid scientific knowledge inarealslamic doctrine and thought, its sources and methods.
Skills	
Learning Outcomes Statement 2 The student is expected to develop disciplined scientific analysis skills. For the issuesverbalintellectual.	Learning Outcomes 2 Possessing the ability to scientifically analyze intellectual issuesAnd the speech.
Learning Outcomes Statement 3 The student is expected to use research tools in the studySpecialized topicsWithin a sound academic scientific approach that respects intellectual pluralismAnd the values of peaceful coexistence.	Learning Outcomes 3 Employing scientific research skills in studying specialized topics.
Values	

Learning Outcomes Statement 4 Students are expected to adhere to the ethics of scientific research and academic integrity, and to promote a culture of dialogue and respect for intellectual diversity..	Learning Outcomes 4 Commitment to the ethics of scientific research and academic integrity.
Learning Outcomes Statement 5 The student is expected to instill the values of moderation, understanding and coexistence in the scientific and social environment.	Learning Outcomes 5 Promoting a culture of dialogue, understanding, and intellectual diversity.

Teaching and learning strategies .9
Strategies and methods of teaching and learning adopted in the implementation of the program in general. The educational process relies on a set of contemporary educational strategies that contribute to building knowledge, developing skills, and promoting academic values, most notably: - Interactive lectures based on scientific dialoguedisciplinedThe organizer. ■ - Collaborative learning promotes the exchange of experiences and joint work. ■ - Analyzing texts and scientific studies according to a sound academic methodology. ■ - Academic presentations to develop presentation and scientific communication skills. ■ - Preparing research and reports that enhance research and scientific evaluation skills. ■

Employing e-learning to support structured self-learning. ■
Problem-based learning to develop analytical and applied thinking. ■

Assessment methods . ١١
Implementing it in all stages of the program in general. Oral tests to measure the ability to present and discuss scientific matters. ■ Written tests to measure understanding and cognitive comprehension. ■ Research assignments and academic reports to measure research and analytical skills. ■ Classroom assignments and activities to measure engagement and continuity in learning. ■ Scientific presentations to measure communication and scientific persuasion skillsdisciplined. ■ Classroom participation to measure interaction and contributionDialogueScientificAcademic. ■ Final exams measure the overall achievement of the course outcomes. ■

Faculty . ١١			
Faculty members			
Faculty preparation	Special requirements/skills (if any)	Specialization	academic rank

lecturer	angel		private	general	
	permanent angel	Familiarity with the scientific specialization. Interactive teaching and the use of modern learning methods. Delivering the scientific material clearly and effectively. Classroom management and organization of the learning environment. Guiding students in scientific research skills. Instilling academic and human values. Objective evaluation of	Religions	Fundamentals of Religion	M.M. Mustafa Qasim Shantar

		student performance according to the Standards The academy and Scientific.			
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Professional Development
Orienting new faculty members
Briefly describe the process used to guide new, visiting, full-time and part-time faculty members at the institutional and departmental levels.
Professional development of faculty members
Briefly describe the plan and arrangements for the academic and professional development of faculty members, including teaching and learning strategies, assessment of learning outcomes, professional development, etc.

Admission standard ١٢.
(Establishing the regulations related to enrollment in the college or institute, whether central admission or other mentioned)

Key sources of information about the program ١٣.
To summarize.

Program development plan ١٤.

Skills chartprogram															
Learning outcomes required from the program															
Values				Skills				TheFluff				Essential or optional	Course Name	Course code	Year / Level
Q4	Part 3	Part 2	Part 1	B4	B3	B2	B1	A4	A3	A2	A1				

Please check the boxes corresponding to the individual learning outcomes from the program that are being assessed. ●

Course description template

Course Name .١	
schools of thought	
codeThe course .٢	
the chapter /Year .٣	
Second course/Third stage/2026/2027	
Date this was preparedDescription .٤	
1/6/2026	
AAvailable attendance forms .٥	
In-person, blended learning (in-person, online)	
Number of study hours (total) / Number of units (total) .٦	
45 hours / 3 units	
Name of course coordinator(If more than one name is mentioned) .٧	
Name: Email:	
M.M. Mustafa Qasim Shantar	m.mustafaqasim@uodiyala.edu.iq
Course objectives .٨	
This course aims to provide the student • with a systematic scientific understanding of theology in terms of its origin, development, and the multiplicity of its schools, within a historical and epistemological context that highlights the richness of the diversity in visions and approaches. It also seeks to develop skills in comparative • analysis and disciplined scientific dialogue, thereby promoting respect for intellectual diversity and establishing a culture of peaceful coexistence and acceptance.DiversityAs a cognitive phenomenon within the field of Islamic thought. The course also aims to enable the student • to read theological schools objectively.ConsciousIt takes into account its intellectual and historical contexts, and	Course objectives

develops his ability to deal with texts. verbal As a diverse source of knowledge, it also promotes the values of mutual respect, constructive dialogue, and scientific openness, contributing to the development of a balanced academic personality..	
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Teaching and learning strategies .٩

Interactive lectures based on structured scientific dialogue. Collaborative learning promotes the exchange of experiences and joint work. Analyzing texts and scientific studies according to a sound academic methodology. Academic presentations to develop presentation and scientific communication skills. Preparing research and reports that enhance research and scientific evaluation skills. Employing e-learning to support structured self-learning. Problem-based learning to develop analytical and applied thinking.	strategy
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Course structure .١٠

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Participation	Interactive lecture	roduction to	Understanding the concept of	3	1
ssroom and interaction	Scientific dialogue	science	Kalam (Islamic theology), explaining its importance, and		2
Scientific	Scientific analysis	The emergence of	its relationship to other Islamic		3
Participation	of texts	theology and its	sciences.		
ssroom and interaction	Scientific analysis	causes	Understanding the historical,		4
Scientific	of texts	The Mu'tazilites (1):	political, and intellectual		
homework		The Five Principles	circumstances of the emergence		5
		The Mu'tazilites (2):	of Kalam (Islamic theology) and		

a test	a	Selected Issues	its causes.	6
sharing	dialoguedisciplined		Understanding the origins of the	
Brief report	science		Mu'tazila (monotheism and	7
Participation	Exhausted scientific	schoolPeople of	justice), their beginnings, and	
ssroom and	dialogueT	Hadith	their prominent figures; textual	
interaction	presentation	The Canine School	analysis is required.	8
Scientific		schoolAsh'arites	Understanding selected issues in	
Daily test	Academic analysis	The Ash'arites	the thought of the Mu'tazila	9
Share Report	and discussion	(2): Doctrinal	school, such as the creation of	
Summary	a	Issues	the Qur'an, the vision of God,	
	dialoguedisciplined		and predestination.	10
	science		Understanding the	
a test		Maturidism (1):	conceptschooThe scholars of	11
	a	Foundation and	Hadith, their connection to the	
Class	dialoguedisciplined	Methodology	Salaf, and their methodology in	
participation	scienceScientific	Maturidism (2):	dealing with texts.	12
scientific	comparison	Doctrinal Issues	Understanding the origins of the	
report		Imamiyyah (1):	Cynic school and its role in the	13
Summary	Scientific analysis	Doctrinal Principles	transformation of theological	
	of texts	): Resurrection and	research.	14
		Imamate	ATo learn about the origins of the	15
Participation		he Zahiryya School	Ash'arites and the foundations of	
e classroom			their methodology in proving	
Participation	a	Modern theological	doctrines (1): The Foundation	
ssroom and	dialoguedisciplined	schools	Understanding the most	
interaction	science		prominent doctrinal issues of the	
Scientific		mong 5Comparative	Ash'arites in the chapters on	
final exam		e schools of thought	attributes and predestination	
			ATo learn about the Maturidi	
			school of thought, its most	
			prominent features, and aspects	
			of...comparisonWith the	
			Ash'arites	
	Academic analysis		Understanding Maturidi	
	and discussion		doctrinal issues such as creation	
			and exception in Maturidi faith	
	Presentation and		(2): Doctrinal issues, text analysis,	
	discussiondisciplined		test	
	science		Understanding the doctrinal	
			issues of the Maturidi school,	
			such as creation and exception in	
			faith.	
	Comprehensive		ATo learn about the	
	scientific dialogue		fundamentals of the Imamite	
			doctrine (monotheism, justice,	
			prophethood, imamate)	
			Understanding the issues of	
			Imamate, infallibility, and	
			resurrection in Imamite thought.	

			Understanding the methodology of the Zahiri school, its prominent figures, and its approach to argumentation. Understanding the characteristics of modern and contemporary schools of thought eAs a result of scientific comparisons between theological schools and an analysis of their methodologies and trends.		
Course evaluation .١١					
The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports, etc. The total grade for the course (100%) is distributed as follows: First: Effort (40%) First month (20%): Written exam 14% + Attendance, participation and activities 6% Second month (20%): Written exam 14% + Attendance, participation and activities 6% Second: Final exam (60%) Written comprehensive exam: 60%					
Learning and teaching resources .١٢					
Ja'far al-Subhani: Religions and Sects. ■ Irfan Abdul Hamid: Studies in Islamic Sects and Beliefs. ■ Adnan Ali Al-Faraji: Theological Sects and Schools. ■ Abdul Qahir al-Baghdadi: The Difference Between the Sects. ■	Required textbooks (methodology, if applicable)				
-	Main references (sources)				
-	Recommended supporting books and references (scientific journals, reports...)				
Google Scholar University librariesIraqiDigital	Electronic references, websites				

